

LCAP Year 2017-18 2018-19 2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| | | | |
|------------------------|---|-----------------|---|
| LEA Name | French Gulch-Whiskeytown Elementary School District | | |
| Contact Name and Title | Moira Casey Superintendent/Principal | Email and Phone | mcasey@shastalink.k12.ca.us (530) 359-2151 |

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Established in 1854, the current dedicated staff of French Gulch-Whiskeytown School strives to maintain the resourcefulness, passion and commitment of our pioneer founders.

French Gulch-Whiskeytown School (FGWS) is guided by the principles of a child-centered environment focused on developing capable, creative, resilient and respectful learners. We have shifted to a Montessori instructional approach, enabling us to better meet the individualized learning needs of our students. The school takes pride in providing an active, vibrant and engaging learning atmosphere both academically and socially. It remains our focus and goal to guide all students entrusted in our care toward meeting their full potentials as scholars and citizens.

We continue to upgrade our technology systems, hardware and technological resources to broaden and differentiate the learning opportunities available to our students. We provide project-based learning opportunities driven by student interest to deepen knowledge bases in all academic areas.

Hand in hand with a strong academic core, we continue to promote a school environment that has a focused emphasis on stewardship for both our school family and the physical setting in which we reside. Positive regard for one another as members of the same learning community coupled with thoughtful consumption and recycling of resources are hallmarks of French Gulch-Whiskeytown School.

Our demographics include: 84% low income, 0% foster youth and 0% English Learners. While a significant number of our students have endured adverse childhood experiences (ACES) due to family situations and dynamics, we seek to build resilience student by student.

As we embrace the shift to the new state standards, we strive to equip our students to be lifelong learners who are ready, skilled and confident to contribute to a constantly changing global society.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Suspension rate is 0%.

Because of the very small student population at FGWS, it is difficult to report data by grade level due to considerations of privacy. Some grade levels at the school only contain 1 or 2 students. In addition, the turn over rate from year to year also makes current student progress over time difficult to report out since the population continues to shift. For example, due to 8th grade graduation or enrollment in different districts, half of the students tested in 2016, were not in attendance this past academic year. That being said, we can report that of the 18 students tested on the CAASPP last year, most made modest gains over the previous year's performance in both ELA and Math. Continuous progress toward proficiency for all students is our goal. Success in meeting that goal is also confirmed in local measures such as Aimsweb and AR Star.

Although for state priority reporting purpose "student engagement" is based strictly on attendance, student and parental feedback on the fine arts/music and Industrial Arts (IA) components of our LCAP received extremely high marks. One student, upon realizing that the Veterans Day holiday fell on Friday this year, commented to the IA teacher that he thought it would fall on Monday. "It can't be on Friday, that's YOUR DAY! This is the worst holiday timing ever!"

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Because of the very small student population at French Gulch, it is difficult to report out trends and make it meaningful. The sample size is just too small and there is a need to protect privacy of individual students. Of 18 students who participated in state testing last spring, 9 are still enrolled in the district. Of that population, 7/9 showed gains in ELA and 9/9 recorded gains in math on the CAASPP. Of the 8 students who tested and either graduated, moved or chose attendance outside of the district, 5/8 showed gains in ELA and 7/8 showed gains in Math. Local measures in reading fluency (Aimsweb) indicated that 75% of 20 students tested throughout the current year are reading at an accuracy rate of 97.1%-100%. 18/20 students have shown shown positive gains between trimesters 1 and 3. The 2 that did not show positive growth did not slide backwards.

GREATEST PROGRESS

Students continue to hone writing skills. Our writing coach is assisting our two teachers by providing greater opportunities for guided practice in writing in small groups.

FGWS continues to add Montessori materials to each classroom, allowing greater expansion of Montessori pedagogy practices in each classroom.

With the acquisition of greater selections of classroom and library books, student reading is on an upward swing.

Students have attended several performing arts productions this year including Tarzan, Cascade Christmas, the Enterprise Starship Variety Hour and the Northstate Symphony. The VAPA program at school has included a ceramics component that has even extended into Project SHARE, our afterschool

extended day program. Older students continue to learn woodworking skills on Fridays, creating a number of hands on wood projects.

Teachers have been involved in two grants involving the roll out of NGSS: Project ESTEEM through Cal State Chico and the SCOE STEM grant for K-2 teachers. Other training programs the teachers have participated in include Love and Logic training, childhood trauma informed best practices, the California Kindergarten Association state conference and a regional technology expo. One teacher presented at the Mount Lassen Math Council's conference.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Due to the small size of our school population resulting in privacy issues, we do not show an overall performance category of red or orange. However, we show "very low" in English language arts and "low" in mathematics. Therefore, we still need focus on the following:

Math: math fact fluency, computation, reasoning, and application

English language arts: reading fluency, comprehension and writing across the curriculum. Paraphrasing and summarizing are writing skills that need particularly focus and development.

Continued use of programs which assist to differentiate and individualize ELA and math skill development such as Smarty Ants, Imagine Learning and ALEK. To support this it is important to add to and update computer hardware.

Our writing coach provides opportunity for greater focus on individual students and their writing development. Because of the multi graded nature of class composition at FGWS, a writing coach is able to specifically focus on grade appropriate writing skill development.

We don't have much objective data to support the effectiveness of after School Tutoring but that will change as we continue to offer 1:1 and small group focus on skill development. Record keeping will be adjusted to more accurately reflect student activity and progress. Many of our incoming students, particularly those who have led transient lives up to this point need to play "catch up" on fundamental skills they have missed from moving from school to school. Tutoring provides just such an opportunity.

Acquisition of more Montessori math materials is necessary to support the district's shift to Montessori pedagogy and instruction.

VAPA instruction has been linked to academic gains. Having specialists providing VAPA instruction on a regular basis assures that FGWS students will have a more well rounded course offering similar to that available to students at larger school sites.

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

There were no student groups that performed two or more levels below the "all student" performance. It should be noted, however, that the "all student" performance represents a skewed analysis of the data since the sample size does not allow for meaningful comparisons. During the last testing cycle, the performance of 3 students definitely skewed the results of 15 students in an "all student" comparison. These are inherent issues when the sample size is so small. Meaningful analysis has to be focused on individual performance.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Low-income students are our designated unduplicated focus. Montessori pedagogy allows for greater differentiation to meet individual student needs. Ongoing acquisition of Montessori materials is needed to maximize those differentiated instructional needs. Additionally we are using on-line remediation/enrichment programs to zero in on individualized skill development. ALEK was a new program used this year in the upper elementary program to assist in skill development in math. Smarty Ants and Imagine Learning were also used. Improved internet connectivity through the BIIG grant will allow for more reliable use of these programs next year. Imagine Learning provides grade level standards while meeting students at their current reading levels. Consistent use of the program moves student reading fluency and comprehension skills forward. These on-line programs provide personalized instruction designed to build grade level proficiency. With the increased use of online resources, continual upgrading of technology hardware has been an ongoing focus for improved delivery of services to students. Some chrome books have been purchased but desk tops and laptops are requested more due to the nature of internet connectivity in the community. At this time chrome books are not viable home/school resources.

Both informal and formal after school tutoring is offered several times a week. We coordinated services between Project SHARE, our after school program, and the regular education teachers to give the tutoring program a smooth flow. A communication/action log has been placed in tutoring sessions to track progress towards meeting goals but needs to be more descriptive in content next year.. Upper grade students are provided the opportunity to work after school on their assignments and/or projects. Writing coach work primarily served students in grade school 5-8 but will provide additional focus on 4th grade next year. VAPA, music and Friday IA instruction were all cited by both students and parents as positive and desired components of our overall instructional programs.

Addition of leveled trade books for the classrooms and school library has resulted in increased student reading not only for instructional purposes but leisure as well. Students have provided input on requested titles increasing their desire to read more.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$959,272.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$54,218.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The total General Fund Budget Expenditures shown above include regular operating expenses to run the school district including some salary/benefits not related to LCAP activities, utilities and other general operating supplies, as well as an office modernization project that is planned for the summer of 2017/2018 in the amount of \$429,000.

\$365,852.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal #1: By Spring 2018, FGWS will fully align Montessori instruction and student learning to the Common Core State Standards for ELA/ELD, Math and Literacy in the content areas with an emphasis in writing across the curriculum.

State and/or Local Priorities Addressed by this goal:

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| STATE | <input checked="" type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Students will review with teachers individual academic progress as recorded in the Montessori Compass for Math CCSS at least once every six weeks- log of administrative review to make sure program is being used
- B. Students will take interim SBAC Assessment
- C. Students will increase use of writing rubrics based on the 6 +1 Traits model for self and peer review: recorded use: minimum of 2x/month- individual student folders with writing samples and rubrics cataloged target: average target rubric score: Year 2 25/36
- D. Students will participate in small group writing workshop grades 4-8 one day a week – attendance logs
- E. All students will increase active participation in teacher/parent conferences on a regular basis (at least 1 conference a year)
- F. Students will have access to Imagine Learning (K-7) and/or Smarty Ants (K-3) for ELA skill practice, remediation and enrichment-enrollment register
- G. 100% of students will have access to newly CA adopted CCSS math texts
- H. Students will have access to upgraded tech hardware in both the lower and upper elementary classrooms
- I. Students will have access to new Montessori classroom materials
- J. Maintain 100% Highly Qualified Teachers (HQT)
- K. Montessori mentor for 5-8th grade instructor 1day/week
- L. 100% of all students will have access to a broad course of study as evidenced by written and posted classroom course of study and schedule

ACTUAL

- A. Once more our poor connectivity issue deterred use of Montessori Compass. We anticipated that the BIIG Grant we received would install an improved and more reliable internet connection this year, but it is still in the process of being connected. The wiring component was partially done over winter break with the rest of the installation occurring in April. We have been told that we should be online and connected with the new system by May 2017. Teachers did discuss progress on an individual basis but not through the Montessori Compass recording system.
- B. Students 5th-8th took the interim SBAC assessment. Students grades 3rd-4th have been practicing SBAC activities- SBAC interim test was not hand scored so results were not made available. This will be corrected
- C. Students worked on larger writing assignment approximately every 3 weeks using 6 +1 Traits as a model but the rubric has not been used to the extent anticipated.
- D. Students are working in small groups on writing but it is typically tied into an academic area such as science or social studies rather than a writing workshop per say.
- E. Upper elementary students all attended parent teacher conferences for the first grading period.
- F. Both Smarty Ants and Imagine Learning were used by students this year. Connectivity issues with Imagine Learning especially made it difficult to rely on the program as a reliable intervention tool. We also added the ALEK online program for struggling students in grade 5-8 who needed additional individualized practice and instruction in math.
- G. 100% of students have access to new CSS math materials
- H. Each classroom received two new computers: lower grade TK-4 choose 2 new desktops, while the upper grades 5-8 received two laptops. A new Promethean board was installed in the lower elementary program.

M. API will show state recommended growth in performance school wide
 N. One year's growth as measured by AIMSweb: CBM and MAZE Year 2 (80% school wide)
 O. One year's growth as measured by AR STAR Year 2 (80% school wide)
 NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL Reclassification Rate

I. Both language arts and additional Albanesi (math) Montessori materials were purchased this year. Additional materials included a Montessori designed weight balance with weights.
 J. Both teachers and certificated support personnel are highly qualified.
 K. Although our mentor still worked with the 5-8 grade teacher it was not on a weekly basis.
 L. All students have access to a broad course of study. Class schedules were posted in both classrooms including subject areas and instructional minutes.
 M. API is no longer used. Analyzing CAASPP results did show growth for most students tested (17), however, overall scores are low.
 N. AIMSWEB CBM growth shown in 14/14 tested where comparative data is available. 5 students scored at benchmark or above. All other students made positive growth toward meeting benchmark goals. Students did not show as strongly on the MAZE portion of AIMSWEB but positive progress was made by the majority of students tested.
 O. 100% of the 5 lower elementary students scored above the 25th percentile as measured by STAR Of the 12 upper elementary students 5 tested above the 25th percentile while 7 scored below that mark

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 Professional Development training:

 CCSS
 Montessori
 Love and Logic

ACTUAL
 Professional Development training:

 Trauma Informed Practices (late June 2016)
 Technology Training (mid June 2016)
 4 staff members attended 2 Days Project ESTEEM (late June 2016)
 2 staff members attended Love and Logic (mid June 2016)
 2 staff members attended the California Teachers Summit July 2016
 On-going: Project ESTEEM Workshops/Collaborative Projects (STEM related content)
 1 teacher participated in STEM grant through Shasta County Office of Education for K-2 teachers 2016-17

| | | |
|--------------|---|--|
| | | 2 staff members attended the state Kindergarten Conference in January 2017 |
| Expenditures | <p>BUDGETED 3 teachers SCOE summer training/other</p> <p>Object Code: 5210 Resource: 0000 \$1000</p> | <p>ESTIMATED ACTUAL 3 teachers SCOE summer training/other Object Code: 5210 Resource 6264 \$1043</p> |

Action **2**

| | | |
|------------------|---|---|
| Actions/Services | <p>PLANNED Subscription to Montessori Compass Montessori/CC aligned (on line data collection)</p> | <p>ACTUAL Alignment of state standards through Montessori Compass did not happen due to connectivity issues</p> |
| Expenditures | <p>BUDGETED Subscription Object Code: 4310 Resource: 1100 \$210</p> | <p>ESTIMATED ACTUAL Subscription \$6/student Object Code: 4310 Resource: 1100 \$0</p> |

Action **3**

| | | |
|------------------|---|---|
| Actions/Services | <p>PLANNED Purchase of 5 updated computers/tablets for classroom use/Promethean Board for lower elementary classroom</p> | <p>ACTUAL Purchased 5 updated computers/tablets for classroom use/Promethean Board for lower elementary classroom</p> |
| Expenditures | <p>BUDGETED Computers Object Code: 4410 Resource: 0000 \$3200</p> <p>Promethean Board Object Code: 4410 Resource 0000 / Supp & Concentration \$4800</p> | <p>ESTIMATED ACTUAL 3 laptops for upper elementary, 2 desktops lower elementary Object Code: 4410 Resource: 0000 \$1492</p> <p>Computers for classroom Object Code: 4410 Resource: 1100 \$937</p> <p>Promethean Board for classroom Object Code: 4410 Resource 0000 / Supp & Concentration \$5139</p> |

Action **4**

| | | |
|------------------|--|--|
| Actions/Services | <p>PLANNED Purchase of Montessori Materials</p> | <p>ACTUAL Purchase of Montessori Materials</p> |
| Expenditures | <p>BUDGETED Montessori Materials Object Code: 4310 Resource: 0000 \$1000</p> | <p>ESTIMATED ACTUAL Montessori ELA Materials Object Code: 4310 Resource: 1100 \$2152</p> |

Action **5**

| | | |
|------------------|--|---|
| Actions/Services | <p>PLANNED Students will have:</p> | <p>ACTUAL Students had:</p> |
|------------------|--|---|

| | | |
|--------------|--|---|
| | <p>the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 4-8)</p> <p>access to a differentiated reading program</p> <p>new leveled trade book selections in both the school and classroom libraries</p> | <p>the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 4-8) 4th grade instruction was not as consistent as grades 5-8</p> <p>access to a differentiated reading program - Imagine Learning, Smarty Ants, AR</p> <p>new leveled trade book selections in both school and classroom libraries</p> |
| Expenditures | <p>BUDGETED</p> <p>writing coach Total: \$10535 (.20 FTE) = \$10153 benefits= \$382 Object Code 1110 & 3000 Resource 0000 / Supp & Concentration \$10,535</p> <p>Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea. Object Code: 4310 Resource 0000 / Supp & Concentration \$900</p> <p>Smarty Ants subscriptions: 10 at \$25/each \$250 Object Code: 4310 Resource 0000 / Supp & Concentration \$250</p> <p>Leveled Trade Books Object Code: 4310 Resource 0000 / Supp & Concentration \$1000</p> | <p>ESTIMATED ACTUAL</p> <p>Writing Coach (.20 FTE) Total: \$10536 = \$10153 + \$383 Object Code 1110 & 3000 Resource 0000 / Supp & Concentration \$10,536</p> <p>Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea. Object Code: 4310 Resource 0000 / Supp & Concentration \$1451</p> <p>Smarty Ants subscriptions: 10 at \$25/each = \$250 Object Code: 4310 Resource 0000 / Supp & Concentration \$250</p> <p>Leveled Trade Books Object Code: 4210 Resource: 1100 \$1087</p> |

Action **6**

| | | |
|------------------|---|--|
| Actions/Services | <p>PLANNED</p> <p>Montessori mentor teacher 1 day/week added to 5-8th program to guide and assist teacher in Montessori instructional best practices</p> | <p>ACTUAL</p> <p>The Montessori Mentor participated but not on a weekly basis.</p> |
| Expenditures | <p>BUDGETED</p> <p>Mentor teacher \$130day/36 days Benefits \$735 Object Code 1115 & 3000 Resource 0000 / Supp & Concentration \$4680</p> | <p>ESTIMATED ACTUAL</p> <p>Mentor teacher \$130day / 6 days: Total \$908 = (\$780 + \$128) Object Code 1115 & 3000 Resource 0000 / Supp & Concentration \$908</p> |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

With the exception of our technology connectivity issues and the Montessori mentor, the actions and services were partially or completely achieved in meeting goal 1

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Math and ELA proficiency remain areas of concern. Although Aimsweb and AR STAR scores showed continuous progress for the majority of students over time, concerns remain regarding reaching grade level proficiency. Our unduplicated count population did show modest progress on the CAASPP in math and there was an overall 15% improvement shown in ELA.

Smarty Ants and Imagine Learning have helped to meet students at their ELA functional levels while moving them toward grade level proficiency. The new leveled trade books have definitely increased reading particularly within the upper elementary program. Students participated in the selection of many of the titles. The leveled nature of the acquired books allowed reading opportunity for students across a broad spectrum of abilities.

The writing coach has allowed grade level instruction in the development of writing skills in our multi graded classroom settings which can not be provided in the same depth by a single teacher instructing a grade span of up to 5 different levels.

The acquisition of new computers for each classroom has assisted the ongoing use of these individualized programs. The new Promethean board has made a huge difference in the lower elementary classroom allowing students to see digital topics of interest, particularly in areas of science without having to huddle around a single desk top monitor. Having a writing coach for the upper grades has increased the amount of writing the students are doing while developing their skills across writing genres. We need to work on more consistent writing coach involvement with the 4th grade.

Our Montessori mentor decided that he did not want to participate on a weekly basis but did come in often to assist on special projects and field trips.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lottery funds were used to purchase leveled trade books. Our budget for Montessori materials doubled over our estimated projection but filled in some ELA materials that were needed for the development of reading foundation skills using Montessori pedagogy. Other expenditures were within reasonable estimated costs. The Montessori Mentor did not serve consistently in that position but that was an unforeseen change that we had not anticipated. No replacement was available. Purchase of Montessori materials was double the Budgeted Expenditures. The lower elementary teacher felt the ELA materials purchased were necessary for guiding the development of reading foundation skills

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will remain similar for the next year. Due to unavailability, however, we will not be including a Montessori mentor in our actions. Maintaining 100% highly qualified teachers will shift to goal 2. Metrics for writing coach will change to analysis of writing portfolios over time, percentages will be replaced by indicating number of students achieving goals over total number of students in a given group. This will give a more realistic picture of actual student progress over time. These changes will be found in Goal 1 of the plan.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Goal #2: By Spring 2018 FGWS will fully implement a summer learning bridge, tutoring and resource access program for all students. During the school year, After School tutoring will be available to struggling students. Parents will have the opportunity to engage in programs so that they can be active participants in student learning.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|---|--------------------------|----|-------------------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input checked="" type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Students will have access to a Summer Bridge Program in 2016-17 during the third week of June through the end of July 2016: 2 hours/ 2x a week open library, computer lab, Montessori material instruction (resources available for parent and community use) 14 days total Year1- 55% student attendance (sign in sheet log)
- B. Students will have access to an After School tutoring program 6 hours a week Year 2: written progress reports each 6 week period showing objective movement toward progress over standards
- C. Parents and/or students will participate in 4 education nights (topics TBA) Year 2: 75% attendance rate (attendance log)
- D. Maintain satisfactory FIT reports- monthly FIT records

ACTUAL

- A. Summer Learning Bridge was held the month of July. Hours of operation were changed to 3hours/2x a week to make up for a delayed start and safety concerns with a reroofing project at the school during that time. 55% attendance was not achieved.
- B. After School tutoring began in October. Primary participants were lower elementary students TK-4. 6 week written progress reports were not created.
- C. 5 education/performance events were held..
- D. FIT reports have had a few minor issues which have been satisfactorily dealt with as they occurred. Tree trimming on the grounds has been contracted and will be performed in early June.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

ACTUAL

Students will have summer access on Tuesdays and Thursdays (third week of June to the end of July 2hrs/day/2x/wk:

resources (classroom and school libraries, computers, Montessori materials and computers/tablets)

Active tutoring

Parents will have summer access to school resources during summer learning bridge hours

After School Tutoring 6/hrs week starting in October 2016 running for 28 weeks

Summer Learning Bridge was held in July for 3 hrs 2x a week. Attendance was not as high as desired but those who did participant attended on a regular basis. The teacher and parents alike commented on the positive outcomes for those who did come. No adults took advantage of the available resources during the learning bridge hours of operation such as access to school computers (many homes in the district do not have internet access) or books from the school library. There is a small adult section of popular current titles.

After school tutoring began in October. Record keeping was not as definitive to track progress being made. 6 week evaluations were not made using objective measures. Student attendance for tutoring varied with student attendance in Project SHARE- our after school extension program.

Expenditures

BUDGETED

Summer Learning Bridge - Certificated Staff Object Code 1115 & 3000 Resource 0000 / Supp & Concentration \$1245

Summer Learning Bridge - Library Staffing Object Code 2215 & 3000 Resource 0000 / Supp & Concentration \$1115

After School Tutoring Object Code 1115 & 3000 Resource 0000 / Supp & Concentration \$7547

ESTIMATED ACTUAL

Summer Learning Bridge Certificated Staffing (Total \$1093 = \$945 + \$148)
Object Code 1115 & 3000 Resource 0000 / Supp & Concentration \$1093

Summer Learning Bridge Library was staffed 3hr/day/2x week during July 2016 (Total \$960 = \$810 + \$150)
Object Code 2215 & 3000 Resource 0000 / Supp & Concentration \$960

After School Tutoring (Total \$1059 = \$910 + \$149) Object Code 1115 & 3000 Resource 0000 / Supp & Concentration \$1059

Action **2**

Actions/Services

PLANNED

4 scheduled parent/student education nights

Materials for parent education/family events

ACTUAL

3 events were held in the fall in September and December. 3 events were held in the spring in April, May and June.

Expenditures

BUDGETED

Parent/Student Education Nights Object Code: 4310 Resource 0000 / Supp & Concentration \$500

ESTIMATED ACTUAL

Parent/Student Education Nights Object Code: 4310 Resource 0000 / Supp & Concentration \$100

Action **3**

| | | |
|------------------|--|--|
| Actions/Services | <p>PLANNED Maintain facilities to meet FIT standards</p> | <p>ACTUAL Regular FIT Reports filed throughout the year</p> |
| Expenditures | <p>BUDGETED Cost: as needed to correct issues as they are identified 0</p> | <p>ESTIMATED ACTUAL Tree trimming to take place in June 2017 Object Code: 5000 - 5999 Resource: 0000 \$4500</p> |

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|--|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>Summer Learning bridge was held during the month of July. Due to a construction project and a late start, the program did not begin until July 2016. Times were changed from 2 hours/2x a week to 3 hours/2x a week to make up for the late start and facility issue.</p> |
| <p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p> | <p>Our goal was based on a significant percentage of students attending the Summer Learning Bridge Program. We didn't come close to the desired goal but did have a steady core of regular participants. The overall take away from staff and parents was that students who attended benefitted greatly. We did not have adult use of our library facilities or computers but felt having them available was a positive community out reach.</p> |
| <p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p> | <p>Budgeted and Estimated Actual Expenditures were relatively close with the exception of the FIT report finding that major tree limb removal was necessary to maintain a safe outdoor environment.</p> |
| <p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p> | <p>This Summer Learning Bridge Program will be continued in 2018-19. There is planned school construction for the summer of 2017 so the program will be deferred until summer 2018.</p> |

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

| | |
|-------------------|--|
| Goal 3 | Goal #3: By Spring 2018, FGWS will fully align Montessori science standards with CA Next Generation Science Standards (CA NGSS). |
|-------------------|--|

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|--------------------------|---|-------------------------------------|----|-------------------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|---|--------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2 | <input checked="" type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. Students and teachers will have increased access to classroom and library copies of science trade books aligned with Montessori and/or CA NGSS. A science book reference binder with available book titles will be created. Titles will be cross referenced to indicate the Montessori and/or NGSS their contents address.

B. Students will have the opportunity to participate in weekly After School Science Exploration Lab (extended day) coordinated through Project SHARE Year 2: 55% participation rates - attendance log

C. Curricular alignment of CA NGSS with Montessori science curriculum Year 2: grade 7

D. Students will participate in a school wide Science EXPO Year 1: 70% participation rate grades 5-8

ACTUAL

A. New science trade books were acquired for both classrooms as well as science resource books added to the school library.

B. There were 5 after school Science Exploration Lab experiences this year.

C. Curricular alignment of Montessori science curriculum with CA NGSS continues to be developed

D. Science Expo held May 23, 2017

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

| | | |
|---------------------|---------|--------|
| Action 1 | PLANNED | ACTUAL |
| Actions/Services | | |

| | | |
|--------------|---|---|
| Expenditures | Purchase leveled Science Trade books for classrooms and school library | Science books were purchased for both the lower and upper elementary classrooms. |
| | BUDGETED Science Trade Books Object Code: 4210 Resource: 0000 \$400 | ESTIMATED ACTUAL Science Trade Books Object Code: 4210 Resource 0000 / Supp & Concentration \$148 |

Action **2**

| | | |
|--------------|---|--|
| Expenditures | PLANNED Students will have access to hands on after school science lab activities one day a week | ACTUAL While not operating year long, the After School Science Exploration Lab finally started in spring 2017. |
| | BUDGETED After School Science Exploration Lab Staffing Object Code 1110 & 3000 Resource 0000 / Supp & Concentration \$1385 | ESTIMATED ACTUAL After School Science Exploration Lab Staffing (\$175 Stipend + Benefits) Object Code: 2110 & 3000 Resource 0000 / Supp & Concentration \$233 |

Action **3**

| | | |
|--------------|--|---|
| Expenditures | PLANNED Science expo to be held once during the 2016-17 academic year | ACTUAL Science Expo held May 23, 2017 |
| | BUDGETED General mill shipment supplies will be used for students to create display boards Object Code: 4310 | ESTIMATED ACTUAL General mill shipment supplies were not needed as materials were on hand \$0 |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Montessori Compass actually correlates Montessori curricular areas with state standards. It was not used this year because of the dire state of our internet connectivity. Thanks to a BIIG Grant this situation has improved but we were not connected until May 2017. With the more reliable connectivity issue solved, a subscription to Montessori Compass will provide the integration of state science standards with Montessori science standards. Teachers had thought that would be available this year so the correlation was not actively pursued.

Staff members who had expressed an interest in implementing the after school Science Exploration Lab were unable to follow through for personal reasons. We did have 5 labs that were held in March and April 2017.

Additional mill shipment supplies were not needed to support the Science Expo this year.

Classrooms and the library did receive new science trade and resource books.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The one truly effective action from this goal was the acquisition of addition science trade and resource books for the school. Staff has been involved all year in two science projects: the Esteem Grant through Chico State University and a K-2 Stem Grant through SCOE. In that regard, staff has become quite familiar with NGSS standards. This has helped them to have an understanding of the new standards and how they can be blended into the Montessori Science framework. Each of the two classrooms at FGWS is multigraded so the need to find common threads through both the NGSS and Montessori science curricula is a given.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

New books this year were purchased through lottery funds and supplemented beyond that with generous donations.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are consolidating some of our goals next year. Some of these actions and services will be addressed in goals 1 and 2.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Goal #4: By Spring of 2017, FGWS will fully incorporate the arts (VAPA) as an integral part of its academic program for all students.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|--------------------------|---|--------------------------|----|--------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. Students will have vocal and instrumental music instruction provided 1 day a week (attendance log)
 B. Students will have small group VAPA instruction provided 1 day a week (attendance log)
 C. Students will experience VAPA activities integrated into core curricular areas FGWS Fine Arts Showcase 1 time a year
 D. Students will attend VAPA related events (at least 2 during the 2016-17 year)
 E. Students will participate in at least 2 school music performances (at least 2 during the 2016-17 year)
 F. Attendance will increase by .5%
 G. Chronic absenteeism will be reduced by .5%
 H. Maintain 0% middle school dropouts
 I. Maintain 0% Suspension rates
 J. Maintain 0% Expulsion rates
 NOTE: Because FGWS is a K-8 District the following state metrics do not apply A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates

ACTUAL

A. Students received vocal and instrumental music instruction (keyboards) once a week for 2 hours a day beginning 10/27/16
 B. Students TK-8th received weekly VAPA instruction
 C. FGWS Fine Arts Showcase held May 23, 2017
 D. Students attended Cascade Christmas 12/16, Enterprise Starship Variety Hour January, stage production of Tarzan 3/17, and a Northstate Symphony concert March during the 2016-17 year
 E. Students participated at the Camden House Christmas Event 12/3/16 sponsored by the Whiskeytown Lake National Park Service, a school sponsored Winter Program 12/13/16 and a Mother's Day Tea event 5/12/17. Individual students played instruments at the Winter Program, Open House 5/23/17 and 8th grade Graduation May 30, 2017.
 F. P2 24.99 (enrollment this year considerably less than last year making comparison difficult- most likely it did not increase proportionately.)
 G. Chronic absenteeism did not decrease- one student's attendance has skewed the numbers. Despite a SARB hearing he has missed over half of the year's attendance days
 H. 0% middle school drop outs
 I. 0% suspensions
 J 0% expulsion rate
 NOTE: Because FGWS is a K-8 District the following state metrics do not apply A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

| | | |
|------------------|---|---|
| Action | 1 | |
| Actions/Services | <p>PLANNED Hire 6 hour/wk certificated music instructor x 34 weeks for classroom and instrumental music</p> <p>Music instructor will hold at least two music productions within 2015-16 calendar year</p> | <p>ACTUAL Two days before school started our certificated music teacher tendered her resignation for the 2016-17 year. We were able to find a specialist with a college degree in music with an emphasis on performing. She agreed to work on a part time basis of 2 hours a week. Obviously the program was not as comprehensive as in previous years but students did receive vocal music instruction, music theory as well as keyboard instruction for those students wishing to learn that instrument. Student reviews were positive.</p> |
| Expenditures | <p>BUDGETED Music Instruction Object Code 1110 & 3000 Resource 0000 / Supp & Concentration \$10,530</p> | <p>ESTIMATED ACTUAL Music Instruction Object Code: 2110 & 3000 Resource 0000 / Supp & Concentration \$1355</p> |
| Action | 2 | |
| Actions/Services | <p>PLANNED VAPA materials</p> <p>Clay, glazes, musical instruments and books, and other art materials</p> | <p>ACTUAL VAPA materials were purchased to support the various VAPA genres taught this year.</p> |
| Expenditures | <p>BUDGETED VAPA materials Object Code: 4310 Resource 0000 / Supp & Concentration \$1000</p> | <p>ESTIMATED ACTUAL VAPA materials Object Code: 4310 Resource 0000 / Supp & Concentration \$684</p> |
| Action | 3 | |
| Actions/Services | <p>PLANNED Students will have small group and individualized integrated VAPA instruction in core instructional areas as well as opportunities to attend VAPA related events outside of the school community</p> | <p>ACTUAL All student TK-8th had classroom VAPA instruction weekly. Some of the activities were taught to illustrate principles of art as a stand alone discipline, others were integrated to address a particular curricular focus for example, elements of Japanese culture and style.</p> |

| | |
|--|---|
| <p>Fine Arts Showcase Event at FGWS highlighting student work</p> | <p>Showcase event held May 23, 2017.</p> |
| <p>BUDGETED VAPA instruction Object Code 1110 & 3000 Resource 0000 / Supp & Concentration \$10,535 VAPA Related Fieldtrips Object Code: 4310 Resource: 0000 \$600</p> | <p>ESTIMATED ACTUAL VAPA instruction (Total \$10536 = \$10153 + \$383) Object Code 1110 & 3000 Resource 0000 / Supp & Concentration \$10,536 VAPA Related Fieldtrips Object Code: 5000 - 5999 Resource 0000 / Supp & Concentration \$746</p> |

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Regular weekly VAPA instruction was held for all grades. Students attended 4 different fine arts performances throughout the year. Music instruction was held two hours a week. All grades participated. Materials to support VAPA instruction were purchased. Fine Arts Showcase was well received by parents and community members.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The purpose of this goal was to make sure that there were actions and services in place to assure that VAPA had a regular, defined place in our comprehensive instructional program at FGWS. We did not want VAPA to be a hit or miss offering or reduced to a "holiday craft" curriculum. Having a weekly program in which every child receives VAPA instruction is important in providing a well rounded, complete curricular offering. Because a significant number of our students have families with limited financial resources, the opportunity to attend live performances in the arts is rare for many. School provided field trips to attend plays and musical performances help expand our students understanding of and appreciation for the arts. An important part of a VAPA program is to provide opportunities for students to preform and showcase their efforts. This was accomplished through out the year. It was empowering for students and well received by parents and other community members.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The most obvious mismatch in Budgeted and Estimated Actual Expenditures has to do with the employment of a music instructor. Three days before school started, our music instructor informed us that she was moving in a different direction for the upcoming school year. We scrambled to find someone who had the skill and knowledge base to teach music. Our one candidate worked significantly fewer hours per week and was employed at a different pay rate.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Aspects of this goal will be found in goal 2 for next year as we consolidate 5 goals into 2: VAPA and music instruction, VAPA related field trips, VAPA material budget, student performances and Fine Arts Showcase.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Goal # 5: By Spring 2018, FGWS will establish an articulated program promoting career and college readiness for the upper elementary grade program

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|--------------------------|---|--------------------------|----|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. 5-8 grade students will participate in the Career and College Club program (end of the year student evaluation of program)
 B. Students will participate in a mentoring program (5th-8th) (contact logs)
 C. 5-8 grade students will participate in an IA (Industrial Arts) program 1x/wk

ACTUAL

A. The Career and College Club was dropped by Castle Rock School who served as our LEA contact for access to the program. They said that their inconsistent access to the online program coupled with the difficulty in coordinating the program with the company representative rendered the program far too cumbersome to be effective in use with students.
 B. We were unable to establish a mentoring program with our 5-8 students this year.
 C. 5-8th students participated weekly in an IA program.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED

Students will have access to a program designed to develop leadership, organizational skills and goal setting with emphasis on career and college readiness

ACTUAL

Students did not have access to the Career and College Club for logistic reasons. They did receive active instructive on taking Cornell Notes to add an organizational strategy to their repertoire of study skills

| | | |
|------------------|--|---|
| Expenditures | BUDGETED Career and College Club Subscription \$0 | ESTIMATED ACTUAL We were going to receive this "free" this year- 0 spent \$0 |
| Action | 2 | |
| Actions/Services | PLANNED Students will have access 1 day a week to an integrated Industrial Arts (IA) project based program to learn real life application of science and math skills | ACTUAL Students did receive weekly IA instruction |
| Expenditures | BUDGETED IA materials Object Code: 4310 Resource 0000 / Supp & Concentration \$2000 | ESTIMATED ACTUAL IA materials Object Code: 4310 Resource 0000 / Supp & Concentration \$1818 |
| Action | 3 | |
| Actions/Services | PLANNED 5-8th grade students will be paired with mentors from local institutes of higher learning | ACTUAL No mentor program was established |
| Expenditures | BUDGETED The mentors will be participating on a volunteer basis possibly tied to course requirement for community service \$0 | ESTIMATED ACTUAL \$0 |

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Portions of this goal have had implementation difficulties in execution the past few years. The Career to College Club was introduced at a CSA meeting three years ago. It looked to be an amazing program particularly for students from very small rural schools as a bridge into high school. A representative of the company promoting the program worked out a creative idea in which three small schools could share one subscription, with one acting as the LEA for the other two. When school started that fall, the representative had taken another job and his replacement had not been advised of the agreed upon arrangement . Each school paid \$500 toward the subscription the first year, which had been deeply discounted. We were not able to connect with the program online due to our connectivity issues both the first and second years. The third year (this one) resulted in the designated LEA dropping the subscription due to difficulty in cooperation with the assigned program representative.

We have been unsuccessful in securing mentors for our older students. We are in a perceived " distant geographic location." This also has affected the school's ability to get substitute teachers.

The one bright spot in this goal's implementation has been the Friday IA program. This program has been cited by students and parents as one of the highlights of FGWS's LCAP.

One additional positive note is that the upper elementary students did learn the technique of taking Cornell notes this year. An important aspect of the Career to College Club is cultivating organizational skills that help to facilitate successful study in high school and beyond. Cornell notes are recognized as a powerful strategy to achieve this end.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As mentioned above, the Friday IA program is one of the highlights of the school's LCAP. Students have had the opportunity to use math skills in real life applications, including wood working projects and soldering. We haven't checked attendance on Fridays but suspect there is greater attendance on that day among the 5th-8th grade students than the other days of the week with VAPA days not far behind.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Budgeted Expenditures and Estimated Actual Expenditures are in close alignment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Career to College Club will not be pursued at this point. Without the incentive of the small schools group subscription rate it would be cost prohibitive. We might continue to establish a mentoring program but not as an LCAP service/action. Stakeholder input indicates that continuation of the IA program is a high priority. It will be found in Goal 2 for next year.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Input was gathered during meetings and on going communications with parents, community members, teachers, classified staff, students and Board members.

Stakeholders input meetings: (Review of data points, progress toward implementation of 2016-17 of LCAP goals, brainstorming for prioritizing, modification/future goals)

Parent Surveys: 3/17 Parents were asked to rate the school's performance touching on all eight state priorities. Comments were encouraged. Parents were also asked to prioritize the LCAP actions for 2016-17 based on what they felt was most valuable and should be carried over into next year's plan. VAPA instruction, technology and the Industrial Arts program were the top three chosen followed by tutoring, writing coach and acquisition of additional Montessori materials. It should be noted that only 7 surveys were returned, representing about a third of the school's families.

LCAP Advisory Board met the second Monday of the month. Student and Parent Surveys were developed with the input of this team. Results of the surveys were discussed in depth at various meetings helping to prioritize actions for 2017-18. The advisory board also worked on revising the Safe School Plan.

Teachers: weekly Monday staffing covered a variety of topics but centered around student academic progress and how best to assist struggling students. Some of the LCAP actions were hampered by the poor internet connectivity at this site- just 1.5 MB/s! this hampered effective use of Imagine Learning, Montessori Compass and other online resources.

Classified: ongoing informal communication- we tried whole staff morning meetings before the start of the school day but it just did not work out as planned. Students come to school quite early and supervision of those students became problematic. We are still working on the communication piece.

Students: survey February 2017 Students 3rd-8th filled out a survey covering all 8 of the state priorities with room to write comments as well. Students had high praise for the IA and VAPA programs- anything that was hands on. Most indicated they felt the school provided a safe environment, teachers cared about them, rules for behavior were clear and understood and they knew where to turn if they had a problem.

Parent/Community Town Hall Meeting: notice placed in school newsletter and posted at the French Gulch Post Office: 2/27/17, 3/6/17 and 3/13/17 No one showed up for the meeting. It was not rescheduled, however, parents and community members were encouraged to provide input on development of the 2017-18 LCAP.

Monthly Updates on progress were made to the public and Board of Trustees at monthly Board meetings : 2nd Monday of the month

General LCAP information was linked through weekly parent newsletters which in turn were linked to the district website.

Preliminary LCAP made available and posted on website on June 4, 2015 written responses to concerns through June 8, 2015

Public Hearing at Board Meeting on June 12, 2017

Draft Plan revised to reflect public input June, 2017

Revised LCAP posted on website June, 2017

Board Adoption of LCAP on June 15, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Input from parents, teachers, classified, students, board of trustees and community members indicated that the LCAP goals identified and implemented during 2016-17 have had a positive effect. Because the 2016-17 LCAP was so lengthy, it was agreed to reduce the number of goals from 5 to 3 while maintaining the integrity of agreed upon focus for 2017-18.

Reducing the number of goals from 5 to 2 hopefully will make the document less cumbersome.

1. Goal 1: Students will make gains toward proficiency in all curricular areas with an emphasis on ELA and Math proficiency targeting continuous progress in reading fluency and comprehension across curricular areas with an emphasis on writing across curricular areas.

2. Goal 2: FGWS will provide a safe, engaging learning environment that promotes Montessori pedagogy and practices while providing differentiated support for each student. Parents will have the opportunity to engage in programs so that they can be active participants in student learning.

SCOE small schools co-op staff will work with teachers on more effective use of data to drive and individualize instruction. They will also provide training on effective use of technology in the classroom for both instruction and record keeping and best practices for working with students of childhood trauma.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Goal #1: FGWS will continue alignment of Montessori instruction and student learning to the California State Standards with an emphasis in writing across the curriculum.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

The switch to a Montessori instructional approach needs to include a thorough understanding of the Montessori progression of skills tied to best Montessori instructional practices but also how that skill progression correlates to CA State Standards across the curriculum. Student writing to support conceptual understanding across the curriculum needs particular instructional focus.

Staff/school needs:

- A. Teacher/staff training as needed: Montessori pedagogy, tech training, behavioral strategies, etc
- B. Subscriptions to Montessori Compass to align state and Montessori standards and as a student progress data base
- D. Updated classrooms computers/tablets - 2 per classroom
- E. Writing coach to work on grade level writing standards in small groups
- F. Acquisition of Montessori related instructional materials
- G. Update school and classroom book selections, particularly non fiction
- J. SBAC interim testing in grades 3-8
- K. Adopted ELA anthology texts and TE for grades K-8

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|--|
| Priority 1: Local Indicator/Teacher credential | Maintain 100% Highly Qualified certificated staff |
| Priority 1: Local Indicator/ Instructional materials | 100% of students will have access to instructional materials | 100% of students will have access to instructional materials | 100% of students will have access to instructional materials | 100% of students will have access to instructional materials |

| | | | | |
|--|--|--|--|--|
| | as measured Williams Quarterly reports | as measured Williams Quarterly reports | as measured Williams Quarterly reports | as measured Williams Quarterly reports |
| Priority 1: Local Indicator/ Facilities in good repair | | | | |
| Priority 2: Local Indicator/Implementation of State Standards/ELD | 100% of all students had access to a broad course of study as evidenced by written and posted classroom course of study and schedule | 100% of all students will have access to a broad course of study as evidenced by written and posted classroom course of study and schedule | 100% of all students will have access to a broad course of study as evidenced by written and posted classroom course of study and schedule | 100% of all students will have access to a broad course of study as evidenced by written and posted classroom course of study and schedule |
| Priority 1: Local Indicator/ Instructional materials | Acquisition of new Montessori classroom materials | New Montessori classroom materials- emphasis on STEM materials | New Montessori classroom materials-emphasis on STEM materials | New Montessori classroom materials-emphasis on social studies materials |
| Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) | All students show continuous individual student growth in ELA and math as measured by AIMSweb: CBM and MAZE and AR STAR | Continuous individual student growth in ELA and math as measured by AIMSweb: CBM and MAZE and AR STAR | Continuous individual student growth in ELA and math as measured by AIMSweb: CBM and MAZE and AR STAR | Continuous individual student growth in ELA and math as measured by AIMSweb: CBM and MAZE and AR STAR |
| Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results | All students will show growth in Math as measured by Smarter Balanced Assessment | All students will show growth in Math as measured by Smarter Balanced Assessment | All students will show growth in Math as measured by Smarter Balanced Assessment | All students will show growth in Math as measured by Smarter Balanced Assessment |
| Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results | All students will show growth in English language arts as measured by Smarter Balanced Assessment | All students will show growth in English language arts as measured by Smarter Balanced Assessment | All students will show growth in English language arts as measured by Smarter Balanced Assessment | All students will show growth in English language arts as measured by Smarter Balanced Assessment |
| Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) | 100% 8th graders will participate in 8-9 PSAT assessment | 100% 8th graders will participate in 8-9 PSAT assessment | 100% 8th graders will participate in 8-9 PSAT assessment | 100% 8th graders will participate in 8-9 PSAT assessment |

| | | | | |
|--|---|---|---|---|
| Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) | This will start next year. No baseline at this time because internet connection was unreliable. | 100% of students will have a Montessori Compass in place to track individual student progress aligning Montessori and state standards across curricular areas | 100% of students will have a Montessori Compass in place to track individual student progress aligning Montessori and state standards across curricular areas | 100% of students will have a Montessori Compass in place to track individual student progress aligning Montessori and state standards across curricular areas |
| Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator | NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL | NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL | NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL | NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL |

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities staff training to benefit all students

Location(s) All Schools Specific Schools: Specific Grade spans: K-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

| | | |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Professional Development training based on staff identified need in addition to Montessori assistant training July 2017 | | |

BUDGETED EXPENDITURES

2017-18

Amount: \$3000

Source: Resource 0000 / Supp & Concentration

Budget Reference: Object Code: 5210
3 Teachers and Paraprofessional
SCOE summer training/other

2018-19

Amount: \$3200

Source: Resource 0000 / Supp & Concentration

Budget Reference: Object Code: 5210
3 Teachers and Paraprofessional
SCOE summer training/other

2019-20

Amount: \$3400

Source: Resource 0000 / Supp & Concentration

Budget Reference: Object Code: 5210
3 Teachers and Paraprofessionals
SCOE summer training/other

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans: K-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Subscription to Montessori Compass (online data collection)

Students will have:

regular teacher-student conferences based on their progress as recorded in Montessori Compass and other data sources

New Modified Unchanged

Subscription to Montessori Compass (online data collection)

Students will have:

regular teacher-student conferences based on their progress as recorded in Montessori Compass and other data sources

New Modified Unchanged

Subscription to Montessori Compass (online data collection)

Students will have:

regular teacher-student conferences based on their progress as recorded in Montessori Compass and other data sources

BUDGETED EXPENDITURES

2017-18

Amount: \$150

Source: Resource: 1100

Budget Reference: Object Code: 4310
\$6/student x 25

2018-19

Amount: \$150

Source: Resource: 1100

Budget Reference: Object Code: 4310
\$6/student x 25

2019-20

Amount: \$150

Source: Resource: 1100

Budget Reference: Object Code: 4310
\$6/student x 25

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans: K-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students will have:

access to upgraded technology hardware : 2 computers/tablets to be added to both lower and upper elementary classrooms

2018-19

New Modified Unchanged

Students will have:

access to upgraded technology hardware in both classroom

2019-20

New Modified Unchanged

Students will have:

upgraded technology hardware in both classroom

BUDGETED EXPENDITURES

2017-18

Amount \$3000

Source Resource: 0000

Budget Reference Object Code: 4410 Computers

2018-19

Amount \$3200

Source Resource: 0000

Budget Reference Object Code: 4410 Computers

2019-20

Amount \$3400

Source Resource: 0000

Budget Reference Object Code: 4410 Computers

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans: 4-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students will have:

the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 4-8)

writing portfolios will be maintained demonstrating writing progress over time

2018-19

New Modified Unchanged

Students will have:

the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 3-8)

writing portfolios be maintained demonstrating writing progress over time

2019-20

New Modified Unchanged

Students will have:

the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 2-8)

writing portfolios will be maintained demonstrating writing progress over time

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$10,734 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code 1110 & 3000 Writing Coach Total: \$10734 (.20 FTE) = \$10356 benefits= \$378 |

2018-19

| | |
|------------------|--|
| Amount | \$10,963 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code 1110 & 3000 Writing Coach Total: \$10963 (.20 FTE) = \$10563 benefits= \$400 |

2019-20

| | |
|------------------|--|
| Amount | \$10,963 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code 1110 & 3000 Writing Coach Total: \$10963 (.20 FTE) = \$10563 benefits= \$400 |

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
|------------------------------|--|--|--|

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans: TK-8

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Students will have:

access to differentiated instructional online programs in ELA/Math:

Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea.

Smarty Ants subscriptions: 10 at \$25/each \$250

ALEKS subscriptions 4 @ \$200/each

2018-19

New Modified Unchanged

Students will have:

access to differentiated instructional online programs in ELA/Math:

Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea.

Smarty Ants subscriptions: 10 at \$25/each \$250

ALEKS subscriptions 4 @ \$200/each

2019-20

New Modified Unchanged

Students will have:

access to differentiated instructional online programs in ELA/Math:

Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea.

Smarty Ants subscriptions: 10 at \$25/each \$250

ALEKS subscriptions 4 @ \$200/each

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$900

Source Resource 0000 / Supp & Concentration

Budget Reference Object Code: 4310
Imagine Learning Subscription

Amount \$250

Source Resource 0000 / Supp & Concentration

Budget Reference Object Code: 4310
Smarty Ants Subscription

Amount \$800

2018-19

Amount \$900

Source Resource 0000 / Supp & Concentration

Budget Reference Object Code: 4310
Imagine Learning Subscription

Amount \$260

Source Resource 0000 / Supp & Concentration

Budget Reference Object Code: 4310
Smarty Ants Subscription

Amount \$800

2019-20

Amount \$900

Source Resource 0000 / Supp & Concentration

Budget Reference Object Code: 4310
Imagine Learning Subscription

Amount \$270

Source Resource 0000 / Supp & Concentration

Budget Reference Object Code: 4310
Smarty Ants Subscription

Amount \$800

Source Resource 0000 / Supp & Concentration
 Budget Reference Object Code: 4310
 ALEKS Subscriptions

Source Resource 0000 / Supp & Concentration
 Budget Reference Object Code: 4310
 ALEKS Subscriptions

Source Resource 0000 / Supp & Concentration
 Budget Reference Object Code: 4310
 ALEKS Subscriptions

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans: TK-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students will have:

access to new leveled trade books in classroom libraries and the school library

2018-19

New Modified Unchanged

Students will have:

access to new leveled trade books in classroom libraries and the school library

2019-20

New Modified Unchanged

Students will have:

access to new leveled trade books in classroom libraries and the school library

BUDGETED EXPENDITURES

2017-18

Amount \$1000

2018-19

Amount \$1100

2019-20

Amount \$1200

Source Resource 0000 / Supp & Concentration
 Budget Reference Object Code: 4210
 New leveled trade books

Source Resource 0000 / Supp & Concentration
 Budget Reference Object Code: 4210
 New leveled trade books

Source Resource 0000 / Supp & Concentration
 Budget Reference Object Code: 4210
 New leveled trade books

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans: K-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students will have:
 access to new STEM related Montessori classroom materials

2018-19

New Modified Unchanged

Students will have:
 access to new STEM related Montessori classroom materials

2019-20

New Modified Unchanged

Students will have:
 access to new social studies related Montessori classroom materials

BUDGETED EXPENDITURES

2017-18

Amount \$2000

2018-19

Amount \$2100

2019-20

Amount \$2200

Source Resource: 1100
 Budget Reference Object Code: 4310
 Montessori Instructional Materials

Source Resource: 1100
 Budget Reference Object Code: 4310
 Montessori Instructional Materials

Source Resource: 1100
 Budget Reference Object Code: 4310
 Montessori Instructional Materials

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans: K-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

100% of all students will have access to a broad course of study as evidenced by written and posted classroom course of study and schedule

2018-19

New Modified Unchanged

100% of all students will have access to a broad course of study as evidenced by written and posted classroom course of study and schedule

2019-20

New Modified Unchanged

100% of all students will have access to a broad course of study as evidenced by written and posted classroom course of study and schedule

BUDGETED EXPENDITURES

2017-18

Amount No cost

2018-19

Amount

2019-20

Amount

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans: K-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students/teachers will have:
access to newly adopted ELA anthologies at grade levels K-8. Teachers will have Teacher Editions as resource tools

2018-19

New Modified Unchanged

Classrooms will have companion ELA materials aligned to state/Montessori standards

2019-20

New Modified Unchanged

Classrooms will have companion ELA materials aligned to state/Montessori standards

BUDGETED EXPENDITURES

2017-18

Amount \$4000
Source Resource: 0000
Budget Reference Object Code: 4210
ELA Books & Materials / Obj 4110

2018-19

Amount \$1000
Source Resource: 0000
Budget Reference Object Code: 4210
ELA Books & Materials / Obj 4110

2019-20

Amount \$1000
Source Resource: 0000
Budget Reference Object Code: 4210
ELA Books & Materials / Obj 4110

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities 8-9 grade PSAT assessment

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans: 8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

8th graders:

will participate in 8-9 PSAT assessment

BUDGETED EXPENDITURES

2017-18

Amount \$70

Source Resource: 0000

Budget Reference Object Code: 5000 - 5999
PSAT Assessment

2018-19

Amount \$70

Source Resource: 0000

Budget Reference Object Code: 5000 - 5999
PSAT Assessment

2019-20

Amount \$70

Source Resource: 0000

Budget Reference Object Code: 5000 - 5999
PSAT Assessment

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Staff training as needed through SCOE small school co-op services

2018-19

New Modified Unchanged

Staff training as needed through SCOE small school co-op services

2019-20

New Modified Unchanged

Staff training as needed through SCOE small school co-op services

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

Goal #2: FGWS will provide a safe, nurturing learning environment that promotes Montessori pedagogy and practices while providing differentiated support for each student. Parents will have the opportunity to engage in programs so that they can be active participants in student learning.

[State and/or Local Priorities Addressed by this goal:](#)

| | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|---|--------------------------|----|-------------------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input checked="" type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

[Identified Need](#)

Research indicates that without continued practice of academic skills over the summer break that many students lose as much as 2 months progress or more in reading and math skills. The physical isolation of the French Gulch Community inhibits student participation in summer enrichment/remediation programs such as those provided by Redding Parks and Recreation, Redding Public Library and Turtle Bay Exploration Park over the summer hiatus. This goal provides a bridge to mitigate the “summer learning gap.”

FGWS has a number of students who have had attended several schools each year they have been in school. Some of these students need opportunities to "fill in the blanks." One on one or small group tutoring during the school year would help to mitigate this concern as well address the dynamics of the FGWS multiage classrooms which do not not always allow for the degree of reteaching opportunities for struggling students that may be needed.

FGWS needs to maintain a reliable after school program.

Research validates that parental involvement has a positive outcome in terms of student achievement. Another component of this goal offers parents opportunities to be actively involved in their students’ learning on an ongoing basis through educational programs designed to inform and increase their knowledge of grade level standards and expectations.

The role of the arts in a well rounded curriculum is often cited in the literature. FGWS students live quite far from most private visual art and music instructors. It is a 40 mile round trip to the most basic of services (gas and groceries). Private lessons are beyond the financial and logistic means of most school families. Providing specialists to teach music and art to our students moves them beyond an occasional "holiday craft" or song to a more comprehensive fine arts curriculum.

While student engagement is determined through "attendance" it is an observation that many students will not miss a fine arts instructional day or our upper grade Industrial Arts Friday- a real sign of student engagement!. Both programs need to have a budget for materials to support their instruction.

School construction this summer will add an ADA compliant bathroom to the facility as well as code ADA compliant parking, access to the building and exterior classroom exits

- A. Summer Bridge to Learning Program
- B. After School Tutoring
- C. Parent Education
- D. After School Program
- E. One day a week VAPA instructor
- F. Weekly Music instruction
- G. Student exposure to live Fine Arts productions
- G. Maintain satisfactory FIT reports
- H. Increase ADA by .5%
- J. Budgets geared to instructional supplies for VAPA/Industrial Arts Programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool | Parent/Family Education Events topics TBA yearly | Parent/Family Education Events 2-3/year | Parent/Family Education Events 2-3/year | Parent/Family Education Events 2-3/year |
| Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool | All parents were given the opportunity to participate in Site Council meetings and other decision making opportunities. | All parents are given the opportunity to participate in Site Council meetings and other decision making opportunities. | All parents are given the opportunity to participate in Site Council meetings and other decision making opportunities. | All parents are given the opportunity to participate in Site Council meetings and other decision making opportunities. |
| Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils | All students have access to After School Program, including unduplicated students and exceptional needs | All students have access to After School Program, including unduplicated students and exceptional needs | All students have access to After School Program, including unduplicated students and exceptional needs | All students have access to After School Program, including unduplicated students and exceptional needs |
| Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) | All students had access to VAPA and music | All students have access to VAPA and music | All students have access to VAPA and music | All students have access to VAPA and music |
| Priority 5: Local Metric/Student Engagement/School attendance rates | 91.5% school attendance | Increase school attendance by .5% | Increase school attendance by .5% | Increase school attendance by .5% |
| Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates | 26% chronic absenteeism rate | Decrease by 6% chronic absenteeism rate | Decrease by 2% chronic absenteeism rate | Decrease by 2% chronic absenteeism rate |

| | | | | |
|--|--|--|--|--|
| Priority 5: Local Metric/Middle school dropout rate | Maintain 0% middle school drop out rate | Maintain 0% middle school drop out rate | Maintain 0% middle school drop out rate | Maintain 0% middle school drop out rate |
| Priority 6: State Indicator/Student Suspension Indicator | Maintain 0% suspension rate |
| Priority 6: Local Metric/Expulsion rate | Maintain 0% expulsion rate | Maintain 0% expulsion rate | Maintain 0% expulsion rate | Maintain 0% expulsion rate |
| Priority 6: Local Indicator/Local tool for school climate | 37% of parents completed a climate survey | 50% of parents will complete a climate survey | 60% of parents will complete a climate survey | 70% of parents will complete a climate survey |
| Priority 1: Local Indicator/Facilities in good repair | 100% facilities in good repair as measured by the Facilities Inspection Tools | 100% facilities in good repair as measured by the Facilities Inspection Tools | 100% facilities in good repair as measured by the Facilities Inspection Tools | 100% facilities in good repair as measured by the Facilities Inspection Tools |
| Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator | NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates | NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates | NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates | NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates |

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Low Income Students

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools
 Specific Schools:
 Specific Grade spans: Grades 5 - 8

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

Students will have access 1 day a week to an integrated Industrial Arts (IA) project based program to learn real life application of science and math skills.

2018-19

New
 Modified
 Unchanged

Students will have access 1 day a week to an integrated Industrial Arts (IA) project based program to learn real life application of science and math skills.

2019-20

New
 Modified
 Unchanged

Students will have access 1 day a week to an integrated Industrial Arts (IA) project based program to learn real life application of science and math skills.

BUDGETED EXPENDITURES

2017-18

Amount: \$2000
 Source: Resource 0000 / Supp & Concentration
 Budget Reference: Object Code: 4310 Classroom Supplies for Industrial Arts

2018-19

Amount: \$2050
 Source: Resource 0000 / Supp & Concentration
 Budget Reference: Object Code: 4310 Classroom Supplies for Industrial Arts

2019-20

Amount: \$2100
 Source: Resource 0000 / Supp & Concentration
 Budget Reference: Object Code: 4310 Classroom Supplies for Industrial Arts

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All
 Students with Disabilities

[Location\(s\)](#)

All Schools
 Specific Schools:
 Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners
 Foster Youth
 Low Income

[Scope of Services](#)

LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans: 5-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2-3 scheduled parent / family education nights

2018-19

New Modified Unchanged

2-3 scheduled parent / family education nights

2019-20

New Modified Unchanged

2-3 scheduled parent / family education nights

BUDGETED EXPENDITURES

2017-18

Amount: \$500
 Source: Resource 0000 / Supp & Concentration
 Budget Reference: Object Code: 4310
 Materials for parent education/family events

2018-19

Amount: \$500
 Source: Resource 0000 / Supp & Concentration
 Budget Reference: Object Code: 4310
 Materials for parent education/family events

2019-20

Amount: \$500
 Source: Resource 0000 / Supp & Concentration
 Budget Reference: Object Code: 4310
 Materials for parent education/family events

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain facilities to meet FIT standards

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$ as needed

Source Resource: 0000

Budget Reference Facility repairs as needed

2018-19

Amount \$

Source Resource: 0000

Budget Reference Facility repairs as needed

2019-20

Amount \$

Source Resource: 0000

Budget Reference Facility repairs as needed

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans: K-8

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Plan for summer bridge program

NOTE: This is a planning year because our facility is going to be under construction during summer 2017

New Modified Unchanged

Summer learning bridge

Parents will have summer access to school resources during summer learning bridge hours

Attendance logs to verify use

New Modified Unchanged

Summer learning bridge

Parents will have summer access to school resources during summer learning bridge hours

Attendance logs to verify use

BUDGETED EXPENDITURES

2017-18

Amount: No cost

Source:

Budget Reference:

Amount: No cost

Source:

Budget Reference:

2018-19

Amount: \$1225

Source: Resource 0000 / Supp & Concentration

Budget Reference: Object Code 1115 & 3000 Summer Learning Bridge Certificated Sal/Ben

Amount: \$1115

Source: Resource 0000 / Supp & Concentration

Budget Reference: Object Code 2215 & 3000 Summer Learning Bridge Library Staff / Resource management Sal/Ben

2019-20

Amount: \$1400

Source: Resource 0000 / Supp & Concentration

Budget Reference: Object Code 1115 & 3000 Summer Learning Bridge Certificated Sal/Ben

Amount: \$1200

Source: Resource 0000 / Supp & Concentration

Budget Reference: Object Code 2215 & 3000 Summer Learning Bridge Library Staff / Resource management Sal/Ben

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

After school tutoring and resource program
Logs to record effectiveness

2018-19

New Modified Unchanged

After school tutoring and resource program

2019-20

New Modified Unchanged

After school tutoring and resource program

BUDGETED EXPENDITURES

2017-18

Amount \$7934

Source Resource 0000 / Supp & Concentration

Budget Reference Object Code 1115 & 3000
After School Tutoring
Certificated Sal/Ben (Total \$7934 =
\$6720 + \$1214)

2018-19

Amount \$8100

Source Resource 0000 / Supp & Concentration

Budget Reference Object Code 1115 & 3000
After School Tutoring
Certificated Sal/Ben

2019-20

Amount \$8300

Source Resource 0000 / Supp & Concentration

Budget Reference Object Code 1115 & 3000
After School Tutoring
Certificated Sal/Ben

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

VAPA - Visual Arts Teacher and Instructional Materials

2018-19

- New Modified Unchanged

VAPA - Visual Arts Teacher and Instructional Materials

2019-20

- New Modified Unchanged

VAPA - Visual Arts Teacher and Instructional Materials

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$10,734 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code 1110 & 3000 VAPA Teacher (.20 FTE) Total \$10,734 = \$10,356 + \$378 |
| Amount | \$1000 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code: 4310 VAPA Instructional materials |
| Amount | \$700 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code: 5000 - 5999 VAPA Field Trips |

2018-19

| | |
|------------------|---|
| Amount | \$10,963 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code 1110 & 3000 VAPA Teacher (.20 FTE) Sal/Ben |
| Amount | \$1100 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code: 4310 VAPA Instructional materials |
| Amount | \$700 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code: 5000 - 5999 VAPA Field Trips |

2019-20

| | |
|------------------|---|
| Amount | \$10,963 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code 1110 & 3000 VAPA Teacher (.20 FTE) Sal/Ben |
| Amount | \$1200 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code: 4310 VAPA Instructional materials |
| Amount | \$700 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code: 5000 - 5999 VAPA Field Trips |

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Music Teachers and music instructional materials

2018-19

New Modified Unchanged

Music Teachers and music instructional materials

2019-20

New Modified Unchanged

Music Teachers and music instructional materials

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | \$2746 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code: 2110 & 3000 Music Instruction - Classified (Total \$2746 = \$2500 + 246) |
| Amount | \$200 |

2018-19

| | |
|------------------|--|
| Amount | \$3000 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code: 2110 & 3000 Music Instruction Classified and Benefits |
| Amount | \$200 |

2019-20

| | |
|------------------|--|
| Amount | \$3200 |
| Source | Resource 0000 / Supp & Concentration |
| Budget Reference | Object Code: 2110 & 3000 Music Instruction Classified and Benefits |
| Amount | \$200 |

Source Resource 0000 / Supp & Concentration
 Budget Reference Object Code: 4310
 Music instructional materials

Source Resource 0000 / Supp & Concentration
 Budget Reference Object Code: 4310
 Music instructional materials

Source Resource 0000 / Supp & Concentration
 Budget Reference Object Code: 4310
 Music instructional materials

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans: K-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

FGWS will contribute \$2500 toward operating expenses for Project SHARE

2018-19

New Modified Unchanged

FGWS will contribute \$2550 toward operating expenses for Project SHARE

2019-20

New Modified Unchanged

FGWS will contribute \$2600 toward operating expenses for Project SHARE

BUDGETED EXPENDITURES

2017-18

Amount \$2500
 Source Resource: 0000
 Budget Reference Object Code: 5000 - 5999

2018-19

Amount \$2550
 Source Resource: 0000
 Budget Reference Object Code: 5000 - 5999

2019-20

Amount \$2600
 Source Resource: 0000
 Budget Reference Object Code: 5000 - 5999

Project SHARE Contribution

Project SHARE Contribution

Project SHARE Contribution

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$41,765

Percentage to Increase or Improve Services: 13.46%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

FGWSD's unduplicated population represents 84.5 % of students. The district plans to use the supplemental/concentration funds generated by these students. All services are planned to be implemented districtwide because of the high percentage of targeted students. These services and actions are principally directed towards the low income students to support their academic and social needs by providing extended opportunities for small group instruction, coaching in writing, personalized tutoring, additional academic skill development through online programs tailored to meet specific deficits, as well as enrichment activities such as the VAPA and Industrial Arts (IA) programs added to the FGWS curriculum. The shift to a Montessori pedagogy supports the instruction of our multi aged classrooms. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a targeted or pull out program and will allow students to maintain access to other services available to students without interruption.

The district plans to spend \$ 42,498.00 to provide the services described above. These services will be provided districtwide because of the high concentration of unduplicated students. Funds will be used primarily to support individualizing instructional programs through supplemental certificated personnel such as the VAPA teacher, writing coach and our upper elementary IA program. In addition, students will receive tailored tutoring to meet specific needs. We will continue to seek mentors to encourage older students to seek college or career opportunities. It is our belief that if students are exposed to many opportunities that it will foster not only a love for learning but prepare them to take their places in society as global citizens. When compared to the LCFF base funding, these planned expenditures will meet the percentage to increase or improve services.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|--------------------------------------|------------------------------------|-----------|-----------|-----------|--|
| Funding Source | 2016-17 Annual Update Budgeted | 2016-17 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Funding Sources | 64,432.00 | 48,227.00 | 54,218.00 | 55,246.00 | 56,716.00 | 166,180.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Resource 0000 / Supp & Concentration | 58,022.00 | 37,016.00 | 42,498.00 | 46,176.00 | 47,296.00 | 135,970.00 |
| Resource 6264 | 0.00 | 1,043.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Resource: 0000 | 6,200.00 | 5,992.00 | 9,570.00 | 6,820.00 | 7,070.00 | 23,460.00 |
| Resource: 1100 | 210.00 | 4,176.00 | 2,150.00 | 2,250.00 | 2,350.00 | 6,750.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | | | | | |
|--|---|---|----------------|----------------|----------------|--|
| Object Type | 2016-17 Annual Update Budgeted | 2016-17 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 64,432.00 | 48,227.00 | 54,218.00 | 55,246.00 | 56,716.00 | 166,180.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Object Code 1110 & 3000 | 32,985.00 | 21,072.00 | 21,468.00 | 21,926.00 | 21,926.00 | 65,320.00 |
| Object Code 1115 & 3000 | 13,472.00 | 3,060.00 | 7,934.00 | 9,325.00 | 9,700.00 | 26,959.00 |
| Object Code 2215 & 3000 | 1,115.00 | 960.00 | 0.00 | 1,115.00 | 1,200.00 | 2,315.00 |
| Object Code: 2110 & 3000 | 0.00 | 1,588.00 | 2,746.00 | 3,000.00 | 3,200.00 | 8,946.00 |
| Object Code: 4210 | 400.00 | 1,235.00 | 5,000.00 | 2,100.00 | 2,200.00 | 9,300.00 |
| Object Code: 4310 | 7,460.00 | 6,455.00 | 7,800.00 | 8,060.00 | 8,320.00 | 24,180.00 |
| Object Code: 4410 | 8,000.00 | 7,568.00 | 3,000.00 | 3,200.00 | 3,400.00 | 9,600.00 |
| Object Code: 5000 - 5999 | 0.00 | 5,246.00 | 3,270.00 | 3,320.00 | 3,370.00 | 9,960.00 |
| Object Code: 5210 | 1,000.00 | 1,043.00 | 3,000.00 | 3,200.00 | 3,400.00 | 9,600.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|--------------------------------------|---|---|----------------|----------------|----------------|--|
| Object Type | Funding Source | 2016-17 Annual Update Budgeted | 2016-17 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | All Funding Sources | 64,432.00 | 48,227.00 | 54,218.00 | 55,246.00 | 56,716.00 | 166,180.00 |
| | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Resource: 0000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Object Code 1110 & 3000 | Resource 0000 / Supp & Concentration | 32,985.00 | 21,072.00 | 21,468.00 | 21,926.00 | 21,926.00 | 65,320.00 |
| Object Code 1115 & 3000 | Resource 0000 / Supp & Concentration | 13,472.00 | 3,060.00 | 7,934.00 | 9,325.00 | 9,700.00 | 26,959.00 |
| Object Code 2215 & 3000 | Resource 0000 / Supp & Concentration | 1,115.00 | 960.00 | 0.00 | 1,115.00 | 1,200.00 | 2,315.00 |
| Object Code: 2110 & 3000 | Resource 0000 / Supp & Concentration | 0.00 | 1,588.00 | 2,746.00 | 3,000.00 | 3,200.00 | 8,946.00 |
| Object Code: 4210 | Resource 0000 / Supp & Concentration | 0.00 | 148.00 | 1,000.00 | 1,100.00 | 1,200.00 | 3,300.00 |
| Object Code: 4210 | Resource: 0000 | 400.00 | 0.00 | 4,000.00 | 1,000.00 | 1,000.00 | 6,000.00 |
| Object Code: 4210 | Resource: 1100 | 0.00 | 1,087.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Object Code: 4310 | Resource 0000 / Supp & Concentration | 5,650.00 | 4,303.00 | 5,650.00 | 5,810.00 | 5,970.00 | 17,430.00 |
| Object Code: 4310 | Resource: 0000 | 1,600.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Object Code: 4310 | Resource: 1100 | 210.00 | 2,152.00 | 2,150.00 | 2,250.00 | 2,350.00 | 6,750.00 |
| Object Code: 4410 | Resource 0000 / Supp & Concentration | 4,800.00 | 5,139.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Object Code: 4410 | Resource: 0000 | 3,200.00 | 1,492.00 | 3,000.00 | 3,200.00 | 3,400.00 | 9,600.00 |
| Object Code: 4410 | Resource: 1100 | 0.00 | 937.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Object Code: 5000 - 5999 | Resource 0000 / Supp & Concentration | 0.00 | 746.00 | 700.00 | 700.00 | 700.00 | 2,100.00 |
| Object Code: 5000 - 5999 | Resource: 0000 | 0.00 | 4,500.00 | 2,570.00 | 2,620.00 | 2,670.00 | 7,860.00 |
| Object Code: 5210 | Resource 0000 / Supp & Concentration | 0.00 | 0.00 | 3,000.00 | 3,200.00 | 3,400.00 | 9,600.00 |
| Object Code: 5210 | Resource 6264 | 0.00 | 1,043.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Object Code: 5210 | Resource: 0000 | 1,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

| Goal | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
|---------------|----------------|----------------|----------------|--|
| Goal 1 | 25,904.00 | 23,743.00 | 24,353.00 | 74,000.00 |
| Goal 2 | 28,314.00 | 31,503.00 | 32,363.00 | 92,180.00 |
| Goal 3 | 0.00 | 0.00 | 0.00 | 0.00 |
| Goal 4 | 0.00 | 0.00 | 0.00 | 0.00 |
| Goal 5 | 0.00 | 0.00 | 0.00 | 0.00 |

* Totals based on expenditure amounts in goal and annual update sections.