

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 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, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process | Impact on LCAP |
|---|--|
| <p>French Gulch-Whiskeytown School (FGWS) is a small one school district. Currently the school population is 26 students K-8. Due to its small size, our School Site Council (SSC) has had to fill the role of other committees including the Parent Advisory Committee (PAC) in regard to the development of LCAP goals. LCAP was a focus at the SSC meetings held on 2/3/14, 3/3/14 and 4/10/14. LCAP goals were reviewed at the SSC meeting held on 5/19/14. A final review of the plan was held at the SSC on 6/4/14. The discussion revolved around metrics to measure progress toward meeting goals. Members were advised that they could submit changes or suggestions in writing up until noon on 6/12/14.</p> <p>School newsletters mentioning the LCAP purpose, process and development of goals were sent home with students on 1/13/14, 2/3/14, 3/10/14, 3/31/14, 4/7/13, 4/21/14 and 5/5/14. Parents were encouraged to fill out a survey form rank ordering the 8 state priorities in terms of their significance in meeting the needs of the FGWS community in both the 2/3/14 and 3/10/14 newsletters. A Blackboard Connect phone message in regard to the surveys was also made on 3/11/14 as a follow up to encourage parents and guardians to fill out and return the surveys. Unfortunately, none were returned. The 8 priority survey forms were also posted on the community bulletin board on 2/3/14 but no completed forms from community members were received either. An advertised stakeholders’ informational meeting on LCAP was scheduled for 2/6/14. After waiting 40 minutes past the scheduled time of the meeting it was clear that no one would be in attendance.</p> <p>The 6/3/14 school newsletter invited parents to review the plan at the 6/9/14 board meeting. A preview of the plan was made</p> | <p>Expanding the Montessori program with the older students at FGWS is desired by the Board and parents. Aligning that curricular approach with the Common Core State Standards (CCSS) figured prominently in developing LCAP goals. Because effective writing across the curriculum is a key to CCSS, it was felt that area needed to be addressed specifically. While Montessori instruction by nature and design is geared to multi-graded classrooms, usually a three year span, the stretch at this two classroom school is greater than that. The use of additional personal to specifically target writing in small groups was viewed as a valuable resource in advancing competence in student writing.</p> <p>Adding an articulated fine arts curriculum both with instruction in vocal and instrumental music in addition to integration into other curricular areas in response to parent and teacher concerns/requests was also part of the development of the plan for the school.</p> <p>The logistics of our mutli-graded classrooms requires additional instructional support in providing more balanced programs. Students indicated their “engagement” as a high priority. The arts support increased student engagement and have been linked to higher academic achievement.</p> <p>According to research by Robert Allington, much of the “summer slide” often seen in low income student populations is due to the inability to access print- books and periodicals over the summer. The summer learning bridge goal grew out of that research as well as parental requests to have access to the school library over the summer. A round trip visit to the county library is in excess of 40</p> |

| Involvement Process | Impact on LCAP |
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| <p>available on 6/6/14. The public was advised that changes, suggestions or concerns could be submitted in writing through noon on 6/12/14. The board approved the plan at the 6/13/14 meeting.</p> <p>The intent of LCAP, with an eye on the 8 state priorities as a guideline, was discussed at Board meetings on the following dates: 11/12/13, 2/3/14, 3/14/14, 4/21/14 and 5/19/14. Board members were asked to rank order the 8 state priorities at the February meeting, as were staff members. Students in grades 3-8 also filled out a modified priorities survey the next day. Students definitely were the most actively represented group in the state priority survey. The priorities were reworded with questions following each statement to get them thinking about what each priority represented. Responding in part to disruption in the regular teaching staff due to a lengthy medical leave by one teacher, students in grades 4-8 placed highly qualified teachers as their top priority. Student engagement was next on their prioritized list (3-8 grade). Students added quite a bit of narrative to support their views. The results of adult surveys were not as clear cut as the students' were. Ranking of priorities by that group really varied although student achievement was the priority that received the most responses as a priority within the 1-3 range. Copies of the survey results were shared with staff, Board members and SSC during the month of April. Results were also placed on the community bulletin board at the post office.</p> <p>Each Monday there is a staff meeting. LCAP has been a major topic at meeting since November 2013. Writing fluency, alignment of common core standards with FGWS' switch to a Montessori instructional approach, increasing student achievement, parent participation, broadening the world view for FGWS students and school climate have been reoccurring themes.</p> <p>Although there has been a lack of formal feedback from the parent and larger FGWS community regarding the direction of LCAP goals, parents have felt comfortable in mentioning several things to staff members. The lack of an ongoing fine arts program, specifically opportunity for vocal and instrumental music</p> | <p>miles for most of our students.</p> <p>We did send home a survey on a possible summer bridge program and it was one survey in which we actually received a high rate of return and an overwhelmingly positive response.</p> <p>Few of our parents have college degrees. Some are lacking high school diplomas. They have indicated that they would like to help their children at home but lack either the knowledge or skills to do so. Parent education is seen as a necessary component to our academic program and is reflected in our LCAP goals.</p> <p>Additionally, we would like to develop in our middle school student especially, a mindset that focuses on continuing education as a goal to becoming successful citizens, whether they are on a career or college path. Although parents have not expressed this too often, teachers have commented that the limited experience base of students in French Gulch has been a hurdle in transitioning to high school and beyond.</p> |

| Involvement Process | Impact on LCAP |
|---|----------------|
| <p>instruction, has been mentioned by a number of FGWS parents over the course of the past two years. Suggestions have been made about specific computer programs that may help struggling students. The summer learning gap has also been mentioned- lack of access to books and other materials over the summer is an expressed concern.</p> <p>Although the lower elementary grades experienced a full time shift to a Montessori instructional approach this year, several parents have expressed a desire to see more of that pedagogical approach in the upper elementary program. Further teacher training will be needed to achieve that shift.</p> | |

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the

school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need:</p> <ul style="list-style-type: none"> • Current CCSS Math texts and TE • Updated adopted reading texts • CCSS aligned Science and Social Studies materials • Additional Montessori instructional materials | <p>Goal #1</p> <p>By Spring 2017, 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.</p> <p>Our emphasis in Common Core implementation is writing across the curriculum as</p> | All | All | <ul style="list-style-type: none"> • Students will periodically review with teachers their academic progress as recorded in the Montessori Compass record program • Students will take interim SBAC Assessment • Students will begin development of writing rubrics | <ul style="list-style-type: none"> • Grades 3-8 Students will be involved in more self-evaluation of personal writing using rubrics based on Six + 1 Traits of Writing • Grades 4-8 Students will track their own progress toward proficiency over CCSS standards and Montessori benchmarks • Students will | <ul style="list-style-type: none"> • Student will lead parent conferences • Students will be involved with self-evaluation of their writing • Students will participate in a school wide Literary Festival involving parent/community member participation • Students will have increased | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <ul style="list-style-type: none"> Ongoing staff training in CCSS Updated classroom technology (additional) Additional Computers and updated, reliable interactive white boards Updated school and classroom book | <p>a major focus so that students demonstrate proficiency in their abilities to write informational, opinion, persuasive and argumentative essays appropriate for their grade levels.</p> <p>Students will take greater personal accountability for monitoring their progress over standards.</p> | | | <p>based on the 6 +1 Traits model</p> <ul style="list-style-type: none"> Students will participate in small groups one day a week in a writing workshop grades 4-8 All students will begin active participation in tchr/parent conferences Students will have access to Imagine Learning K-6 for ELA skill practice, | <p>participate in small groups one day a week in a writing workshop grades 3-8</p> <ul style="list-style-type: none"> Students will have greater access to computers or tablets in both the lower and upper elementary classrooms 50% Students will have access to new Montessori classroom Materials aligned with | <p>access to computers/ tablets to upper and lower elementary classrooms</p> <ul style="list-style-type: none"> Students will have access to new Montessori classroom materials Students will participate in writing workshop one day a week grades K-8 Students will have access to Imagine Learning | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>selections, particularly non fiction</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Montessori Compass (online academic achievement record keeping program)- progress reviewed with students each 6 weeks- log • Aimsweb: CBM/Maze and math | | | | <p>remediation</p> <ul style="list-style-type: none"> • 100% of students will have access to newly CA adopted CCSS math texts • Students will have greater access to computers or tablets in both the lower and upper elementary classrooms • Students will have access to new Montessori classroom | <p>Common Core ELA/ELD Standards</p> <ul style="list-style-type: none"> • Students will participate in a school wide Literary Festival with community/ parent participation • Students will have greater access to computers or tablets in both the lower and upper elementary classrooms | <p>K-6 for ELA/ELD skill practice, remediation</p> <ul style="list-style-type: none"> • Maintain 100% HQT • 100% teachers Montessori trained • Meet API state growth target • Maintain 100% of all students will have access to a broad course of study as measured by school schedule • Increase percent | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>computation - one year's growth</p> <ul style="list-style-type: none"> AR STAR data- target: one year's growth SBAC testing results- year 1: baseline - target: one year's growth in years 2 and 3 Six Plus 1 Traits Writing Rubrics: target: year 1: scores of | | | | <p>Materials</p> <ul style="list-style-type: none"> Students will participate in a school wide Literary Festival with community/ parent participation Maintain 100% HQT 50% of teachers will be Montessori trained API not available 100% of all students will | <ul style="list-style-type: none"> Students will have access to Imagine Learning K-6 for ELA/ELD skill practice, remediation Maintain 100% HQT 100% teachers will be Montessori trained API Baseline Maintain 100% of all students will have access to a broad course of study as measured by | <p>of students scoring proficient/ advanced on SBAC</p> <ul style="list-style-type: none"> One year's growth as measured by AIMSweb CBM and MAZE One year's growth as measured by AR STAR Published student schedules with course of study | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>4, 5 or 6 in two of 6 traits adding scores of 4, 5 or 6 for 2 additional traits in years 2 and 3</p> <ul style="list-style-type: none"> • One year's growth as measured by Smarty Ants and Imagine Learning • HQT and Montessori Trained • Common Core aligned | | | | <p>have access to a broad course of study as measured by school schedule</p> <ul style="list-style-type: none"> • SBAC baseline • One year's growth as measured by AIMSweb CBM and MAZE • One year's growth as measured by AR STAR • Published student schedules with course of study | <p>school schedule</p> <ul style="list-style-type: none"> • Increase percent of students scoring proficient/advanced on SBAC • One year's growth as measured by AIMSweb CBM and MAZE • One year's growth as measured by AR STAR • Published student schedules with | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| instructional materials <ul style="list-style-type: none"> • Currently no English learners for CELDT or reclassification • Access to a broad course of study | | | | | course of study | | | |

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| <p>Need:</p> <ul style="list-style-type: none"> • Summer Bridge to Learning Program • After School Tutoring • Parent Education <p>Metrics:</p> <ul style="list-style-type: none"> • AimsWeb Data: CBM/Maze and math: 1 year's growth • AR STAR data: one year's growth • SBAC testing results- year 1: baseline - target: one year's growth in years 2 and 3 • Attendance | <p>Goal #2</p> <p>By Spring 2017 FGWS will fully implement a summer bridge tutoring/ resource access program for all students.</p> <p>Beginning with the 2014-15 academic year, the summer bridge concept will continue throughout the school year providing after school open access to school resources and tutoring in order to help close achievement gaps. Project Share will partner in the tutoring/resource access program.</p> <p>Parent education is an active component of this goal.</p> | <p>All</p> | <p>All</p> | | <ul style="list-style-type: none"> • Students will have access to a Summer Bridge Program in 2014 during the month of July: 2 hour 2x a week open library, computer lab, Montessori material instruction (resources available for parent and community use) • Students will have access to an After School tutoring program 6 hours a week • Students and parents will participate in 4 education nights (topics TBA) • Maintain satisfactory FIT reports • API- not available | <ul style="list-style-type: none"> • Students will have access to the Summer Bridge: 10 sessions: open library, computer lab, tutoring 3hours/2x week (resources available for parent and community use) • Students will have access to an After School tutoring program 6 hours a week • Students and parents will participate in 4 education nights (topics TBA) • Maintain satisfactory FIT reports • API -baseline | <ul style="list-style-type: none"> • Students will have access to the Summer Bridge: 10 sessions: open library, computer lab, tutoring 3hours/2x week (resources available for parent and community use) • Students will have access to an After School tutoring program 6 hours a week • Students and parents will participate in 4 education nights (topics TBA) • Maintain satisfactory FIT reports • API- meet growth standard | <ol style="list-style-type: none"> 1 Basic Services 2. Implementation of CCS 3. Parent Involvement 4. Student Achievement 5. Student Engagement 6.School Climate 7. Course Access |
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| <p>data for summer learning bridge program goal: 50% participation year 1, 75% year 2 and 100% year 3 (sign in logs)</p> <ul style="list-style-type: none"> • Attendance data for parent education events goal: 50% participation year 1, 75% year 2 and 100% year 3 (sign in logs) • feedback on parent education family events- goal 50% participation year 1, 75% year 2 and 100% year annual disaggregated results of survey | | | | | | | | |
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| presented to the board <ul style="list-style-type: none">• Monthly FIT report | | | | | | | | |
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| <p>Need:</p> <ul style="list-style-type: none"> Reliable interactive white board connectivity Increase in science related trade books at all grade levels Hands on Montessori adapted science materials <p>Metrics:</p> <ul style="list-style-type: none"> Project and performance task science rubrics Proficiency rates: year 1 : 50 % year 2: 75% year 3: 100% State and district testing results: one years' growth in | <p>Goal #3</p> <p>By Spring 2017, FGWS will fully align Montessori science standards with CA Next Generation Science Standards (CA NGSS).</p> <p>Performance expectations will be based on the elements of science and engineering practices, disciplinary core ideas (DCI) and crosscutting concepts. Upper Elementary and Middle School grades (5-8) instruction will be based on the preferred integrated learning progression arrangement of standards as adopted by the CA SBE.</p> | | | | <ul style="list-style-type: none"> Students and teachers will have classroom and library copies of science trade books aligned with CCS Students may participate in weekly After School (extended day) Science Exploration Lab coordinated through Project SHARE Students in grades 5-8 will experience curricular alignment of CA NGSS with Montessori science curriculum Students will participate in a school wide Science EXPO Students in the upper elementary program will | <ul style="list-style-type: none"> Students may participate in weekly After School Science Exploration Lab coordinated through Project SHARE Students will have access to new science trade books in both classroom and school libraries Students will have access to additional Montessori developed science materials Students in grades K-4 will have experience alignment of CA NGSS and Montessori science curriculum Students will participate in a school wide Science EXPO | <ul style="list-style-type: none"> Students may participate in a weekly After School (extended day) Science Exploration Lab coordinated through Project SHARE Students will have access to new science trade books in both classroom and school libraries Students will have access to additional Montessori developed science materials Students will participate in school wide Science EXPO | <ol style="list-style-type: none"> Basic Services Implementation of CCS Parent Involvement Student Achievement Student Engagement School climate Course Access Other student outcomes |
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| <p>science performance</p> <ul style="list-style-type: none"> • Sign in sheets for science expo education nights participation rate goals: year 1: 50% year 2: 75% year 3: 100% | <p>Weekly after school science exploration lab coordinated with the Project SHARE program.</p> <p>One school wide science expo will be held each year to showcase student work and understanding of science concepts</p> | | | | <p>have access to a new interactive white board</p> | | | |
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| <p>Need:</p> <ul style="list-style-type: none"> Increased student engagement with Visual and Performing Arts (VAPA) as an element of the regular curricular program at FGWS VAPA materials Vocal and instrumental instructor Opportunity for students to attend community and/or professional VAPA exhibits and/or performances VAPA coach for integrated VAPA | <p>Goal #4</p> <p>By Spring of 2017, FGWS will fully incorporate the arts (VAPA) as an integral part of its academic program for all students.</p> <p>Integration of VAPA into the core curricular areas of ELA, math, science and social science will be evident through project based learning activities.</p> <p>Parent and community members will be asked to partner in the expansion of the integrated arts program.</p> | <p>All</p> | <p>All</p> | | <ul style="list-style-type: none"> Students will have vocal and instrumental music instruction provided 1 day a week Students will have small group VAPA instruction provided 1 day a week Students will experience VAPA activities integrated into core curricular areas Students will attend VAPA related events Students will participate in an FGWS Fine Art Showcase Event Attendance will increase by .5% Chronic absenteeism will be reduced by | <ul style="list-style-type: none"> Student will have and vocal and instrumental music instruction provided 1 day a week Students will have small group VAPA instruction provided 1 day a week Students will experience VAPA activities integrated into core curricular areas Students will attend VAPA related events Students will participate in an FGWS Fine Art Showcase Event Attendance will increase by .5% Chronic absenteeism will be reduced by .5% Maintain 0% | <ul style="list-style-type: none"> Students will have vocal and instrumental music instruction provided 1 day a week Students will have small group VAPA instruction provided 1 day Students will experience VAPA activities integrated into core curricular areas Students will attend VAPA related events Students will participate in an FGWS Fine Art Showcase Event Attendance will increase by .5% Chronic absenteeism will be reduced by .5% Maintain 0% middle school | <ol style="list-style-type: none"> Basic Services Implementation of CCS Parent Involvement Student Achievement Student Engagement School climate Course Access Other student outcomes |
|--|---|------------|------------|--|---|---|---|---|

| | | | | | | | | |
|--|--|--|--|--|---|--|---|--|
| <p>instruction</p> <p>Metric:</p> <ul style="list-style-type: none"> Digital Student project portfolios goal: student completion of all assigned assignments: year 1: 75% year 2: 85% year 3: 100% Fine arts evening showcasing student artwork and talent-parent participation rate goals: year 1: 50% year 2: 75% year 3: 100% (sign in sheets) List of extra-curricular VAPA events attended by FGWS students | | | | | <p>.5%</p> <ul style="list-style-type: none"> Maintain 0% middle school dropouts Maintain 0% Suspension rates Maintain 0% Expulsion rates Increase parent participation in surveys by 10% | <p>middle school dropouts</p> <ul style="list-style-type: none"> Maintain 0% Suspension rates Maintain 0% Expulsion rates Increase parent participation in surveys by 20% | <p>dropouts</p> <ul style="list-style-type: none"> Maintain 0% Suspension rates Maintain 0% Expulsion rates Increase parent participation in surveys by 0% | |
|--|--|--|--|--|---|--|---|--|

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| <ul style="list-style-type: none">• Student Attendance rates• Middle school dropouts• Suspension rates• Expulsion rates• Parent surveys | | | | | | | | |
|---|--|--|--|--|--|--|--|--|

| | | | | | | | | |
|---|--|------------|------------|--|--|---|---|---|
| <p>Need:</p> <ul style="list-style-type: none"> Students need explicit instruction in developing goals and behaviors that will take them through high school and beyond in order to be college/career ready <p>Metric:</p> <ul style="list-style-type: none"> Student, parent and staff surveys Mid and end year evaluations of the program. Information will be disaggregated and presented to the board. | <p>Goal # 5</p> <p>By 2017, FGWS will establish an articulated program promoting career and college readiness for the upper elementary grade program</p> | <p>All</p> | <p>All</p> | | <ul style="list-style-type: none"> 5-8 grade students will participate in the Career and College Club program Students will participate in a mentoring program | <ul style="list-style-type: none"> 4-8th grade students will participate in the Career and College Club program Students will participate in a mentoring program | <ul style="list-style-type: none"> 4-8th grade students will participate in the Career and College Club program Students will participate in a mentoring program | <ol style="list-style-type: none"> Basic Services Implementation of CCS Parent Involvement Student Achievement Student Engagement School climate Course Access Other student outcomes |
|---|--|------------|------------|--|--|---|---|---|

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|--|---|---|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Goal #1 | 1 Basic 2 Implementation 3 Parents 4 Achievement 5 Engagement 6 School Climate 7 Course Access 8 Indep Learning | Purchase CA state adopted student text and TE (math year 1, ELA year 2) | LEA wide | | Total: \$2275 (5 books per grade K-6) @ \$50/each 7 TE @ \$75/ea Resource 7405 Object Code 4110 | Total: \$2275 (5 books per grade K-6) @ \$50/each 7 TE @ \$75/ea Resource 7405 Object Code 4110 | |
| | | Professional Development Montessori Upper Elementary online course | LEA wide | | Total: \$2999 1 teacher Resource: 0000 Object Cd 5210 | Total: \$2999 1 teacher Resource: 0000 Object Cd 5210 | |
| | | Professional Development Common Core training | | | Total: \$1500 3 teachers SCOE summer training/other Resource: 0000 Object Cd 5210 | Total: \$1500 3 teachers SCOE summer training/other Resource: 0000 Object Cd 5210 | Total: \$1500 3 teachers SCOE summer training/other Resource: 0000 Object Cd 5210 |
| | | Subscription to Montessori Compass (online data collection) | LEA-wide | | Total: \$150 \$6/student x 25 Resource: 1100 Object Code 4310 | Total: \$150 \$6/student x 25 Resource: 1100 Object Code 4310 | Total: \$150 \$6/student x 25 Resource: 1100 Object Code 4310 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|--|--|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | Purchase of 4 computers | LEA-wide | | Total \$2200 Resource: 0000 Object Code 4410 | Total \$2200 Resource: 0000 Object Code 4410 | |
| | | Purchase of Montessori Materials | LEA-wide | | Total \$1452.95 Resource: 0000 Object Code: 4310 | Total \$440.00 Resource: 0000 Object Code: 4310 | Total \$280.50 Resource: 0000 Object Code: 4310 |
| Goal #2 | 1 Basic 2 Implementation 3 Parents 4 Achievement 5 Engagement 6 School Climate 7 Course Access 8 Indep Learning | Materials for parent education programs | LEA-wide | | \$500 Resource: 0000 Object Code: 4310 | \$500 Resource: 0000 Object Code: 4310 | \$500 Resource: 0000 Object Code: 4310 |
| Goal # 3 | 1 Basic 2 Implementation 3 Parents 4 Achievement 5 Engagement 6 School Climate 7 Course Access 8 Indep Learning | Purchase interactive white board for classrooms | LEA-wide | | Total: \$4200 Resource: 0000 Object code: 4410 | Total: \$4200 Resource: 0000 Object code: 4410 | |
| | | Science Trade books for classrooms and library science | | | Total: \$405 Resource: 0000 Object code: 4310 | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|--|--|---|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | student text/TE | | | Total: \$405 | | |
| Goal # 4 | 1 Basic 2 Implementation 3 Parents 4 Achievement 5 Engagement 6 School Climate 7 Course Access 8 Indep Learning | Hire 6 hour/wk certificated music instructor x 34 weeks for classroom and instrumental music | LEA-wide | | Music Instructor Total: \$10314 \$45/hr x 6hr/wk x 34 wk= \$9180 benefits= \$1134 Resource: 0000 Object Cd: 1110 & 3101 | Music Instructor Total: \$10314 \$45/hr x 6hr/wk x 34 wk= \$9180 benefits= \$1134 Resource: 0000 Object Cd: 1110 & 3101 | Music Instructor Total: \$10314 \$45/hr x 6hr/wk x 34 wk= \$9180 benefits= \$1134 Resource: 0000 Object Cd: 1110 & 3101 |
| | | VAPA materials | LEA-wide | | Total: \$1000 Resource: 0000 Object Cd 4310 | Total: \$1000 Resource: 0000 Object Cd 4310 | Total: \$1000 Resource: 0000 Object Cd 4310 |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|--|--|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Goal #1 | 1,2,4,5,6,7,8 | <ul style="list-style-type: none"> low income pupils EL Foster youth Redesignated Fluent English proficient students <p>Students will have: the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week, access to a differentiated reading program</p> | LEA wide | | <p>writing coach Total: \$8089 (.20 FTE) = \$7200 benefits= \$889 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101</p> <p>Imagine Learning Total: \$3400 initial installation and training \$2500 (one time only) 6 usage subscriptions @ \$150 ea Resource: 0000 Object Code: 4310</p> | <p>writing coach Total: \$8089 (.20 FTE) = \$7200 benefits= \$889 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101</p> <p>Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea Resource: 0000 Object Code 4310</p> | <p>writing coach Total: \$8089 (.20 FTE) = \$7200 benefits= \$889 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101</p> <p>Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea Resource: 0000 Object Code 4310</p> |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|--|--|--|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | new book selections in both the school and classroom libraries | | | Resource: 0000 Object Code 4310 Total: \$1200 New leveled trade books | Resource: 0000 Object Code 4310 Total: \$1200 New leveled trade books | Resource: 0000 Object Code 4310 Total: \$1200 New leveled trade books |
| Goal 2 | 1,2,3,4,5,6,7,8 | <ul style="list-style-type: none"> low income pupils EL Foster youth Redesignated Fluent English proficient students <p>Students will have summer access to resources , primary reading remediation and tutoring opportunities</p> | | | Summer Bridge Certificated Staffing Total: \$570 \$30/hr x 16 hr= \$480 benefits= \$90 Certificated Resource Code: 0000 Object Cd:1110 & 3101 After School Tutoring Total: \$7547 \$35/hr x 192hr=\$6720 benefits=\$827 Resource Code: 0000 Object Cd:1110 | Summer Bridge Certificated Staffing Total: \$1245 \$35/hr x 30 hr = \$1050 benefits= \$195 Certificated Resource Code: 0000 Object Cd:1110 & 3101 After School Tutoring Total: \$7547 \$35/hr x 192hr=\$6720 benefits=\$827 Resource Code: 0000 Object Cd:1110 | Summer Bridge Certificated Staffing Total: \$1245 \$35/hr x 30 hr = \$1050 benefits= \$195 Certificated Resource Code: 0000 Object Cd:1110 & 3101 After School Tutoring Total: \$7547 \$35/hr x 192hr=\$6720 benefits=\$827 Resource Code: 0000 Object Cd:1110 |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | | & 3101 | & 3101 | & 3101 |
| | | | | | Summer Bridge Library Staffing Total:\$585 \$30/hr x 16 hr= \$480 benefits=\$105 Classified Resource Code: 0000 Object Cd: 2110 & 3000 Smarty Ants Subscriptions Total: \$125 5 subscriptions at \$25/ea | Summer Bridge Library Staffing Total:\$585 \$30/hr x 16 hr= \$480 benefits=\$105 Classified Resource Code: 0000 Object Cd: 2110 & 3000 Smarty Ants Subscriptions Total: \$125 5 subscriptions at \$25/ea | Summer Bridge Library Staffing Total:\$585 \$30/hr x 16 hr= \$480 benefits=\$105 Classified Resource Code: 0000 Object Cd: 2110 & 3000 Smarty Ants Subscriptions Total: \$125 5 subscriptions at \$25/ea |
| Goal 3 | 1,2,3,4,5,6,7,8 | <ul style="list-style-type: none"> low income pupils EL Foster youth Redesignated Fluent English proficient students Students will have access to hands on after school | LEA wide | | After School Science Exploration Lab Staffing Total: \$1411 \$1190 = \$35/hr x 34 benefits= \$221 Certificated Resource Code: 0000 Object Cd:1110 | After School Science Exploration Lab Staffing Total: \$1411 \$1190 = \$35/hr x 34 benefits= \$221 Certificated Resource Code: 0000 Object Cd:1110 | After School Science Exploration Lab Staffing Total: \$1411 \$1190 = \$35/hr x 34 benefits= \$221 Certificated Resource Code: 0000 Object Cd:1110 |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|--|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | science lab activities one day a week | | | & 3101 | & 3101 | & 3101 |
| Goal 4 | 1,2,3,4,5,6,7,8 | <ul style="list-style-type: none"> low income pupils EL Foster youth Redesignated Fluent English proficient students <p>Students will have small group and individualized integrated VAPA instruction into core instructional areas as well as opportunities to attend VAPA related events outside of the school community</p> | LEA wide | | <p>VAPA instruction Total: \$8089 (.20 FTE) = \$7200 benefits= \$889 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101</p> <p>VAPA Related Fieldtrips Total: \$600 \$400 to cover fees and \$200 mileage for drivers Resource Code: 0000 Object Code: 4310</p> | <p>VAPA instruction Total: \$8089 (.20 FTE) = \$7200 benefits= \$889 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101</p> <p>VAPA Related Fieldtrips Total: \$600 \$400 to cover fees and \$200 mileage for drivers Resource Code: 0000 Object Code: 4310</p> | <p>VAPA instruction Total: \$8089 (.20 FTE) = \$7200 benefits= \$889 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101</p> <p>VAPA Related Fieldtrips Total: \$600 \$400 to cover fees and \$200 mileage for drivers Resource Code: 0000 Object Code: 4310</p> |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Goal 5 | | <ul style="list-style-type: none"> • low income pupils • EL • Foster youth • Redesignated Fluent English proficient students <p>Students will have access to a program designed to develop leadership, organizational skills and goal setting with emphasis on career and college readiness</p> | LEA wide | | <u>Career and College Club Subscription</u> Total: \$500 | <u>Career and College Club Subscription</u> Total: \$500 | <u>Career and College Club Subscription</u> Total: \$500 |

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

FGWS received \$18,351 in supplemental and concentration grants for year one. The plan focuses on increasing staff time to provide more individualized and small group instruction in the areas of writing and integrated VAPA instruction as well as the purchase of subscriptions to programs designed to provide proscriptive, differentiated, targeted instruction in ELA. We chose Smarty Ants Reading and Imagine Learning because both provide detailed diagnostic placement, practice and ongoing evaluation of ELA skills for struggling learners. Although there is some overlap, Imagine Learning covers a broader age group than Smarty Ants, which is geared more to the early grades. Smarty Ants has the added benefit of being accessible from home. Reading remediation/practice and extending student access to academic resources during the summer and after school hours has been a need for a long time. Research strongly supports that the "summer slide" common among low income student populations is due to a lack of access to reading materials over the summer. FGWS' plan addresses that need. After school tutoring also provides additional guided instruction for students in need of more services than the traditional school day can provide. The additional infusion of supplemental concentration grant funds allows for these new programs at FGWS. The extra funding to support the focus mentioned leaves sufficient fiscal resources to reinstate instrumental and vocal music back into the instructional day.

The district qualifies 80.2% of the student population under the unduplicated count criteria for low income.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

FGWS calculates its minimum proportionality percentage at 7.6%. This provides the benchmark that will be used to assess our plan's need to

increase or improve services to unduplicated pupil counts in comparison to services provided for all students. We are confident that sufficient services have been designated to meet or exceed the mandated minimum percentage.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.