

j§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**Introduction:**LEA: French Gulch-Whiskeytown SchoolContact: Moira Casey Superintendent/Principal mcasey@shatalink.k12.ca.us, 530-359-2151LCAP Year: 2016-2017***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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 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, and 47606.5, 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?

Involvement Process	Impact on LCAP
<p>Input was gathered during meetings and communications with parents, community members, teachers, classified, students and Board members.</p> <p>Stakeholders input meetings: (Review of data points, progress toward implementation of 2015-16 LCAP goals, brainstorming, prioritizing, modification/future goals)</p> <p>DAC/PAC/SSC: 12/14/15 1/1/2/15 12/7/15 1/11/16 2/1/16 3/7/16 4/11/16 5/2/16 5/9/16 5/23/16</p> <p>Teachers: 9/14/15 10/5/15 11/9/15 12/14/15 1/1/2/15 12/7/15 1/11/16 2/1/16 3/7/16 4/11/16 5/2/16 5/9/16 5/16/16 5/23/16 (FGWS does not have a bargaining unit)</p> <p>Classified: ongoing informal communication</p> <p>Parent Survey: March 2016</p> <p>Students Survey: April 2016</p> <p>Parent/Community Town Hall Meeting: notice placed in school newsletter and posted at the French Gulch Post Office: 1/11/16, meeting held 1/19/16</p> <p>Updates on progress to the public and Board of Trustees on 9/14/15 10/5/15 11/2/15 12/7/15 1/11/16 2/1/16 3/7/16 4/11/16 5/9/16 6/13/16 6/16/16</p> <p>General LCAP information provided in weekly parent newsletters which are linked to district website</p> <p>Preliminary LCAP made available and posted on website on June 6, 2016 written responses to concerns accepted through June 14, 2016</p> <p>Public Hearing at Board Meeting on June 13, 2016</p> <p>Draft Plan posted on June 6, 2016</p> <p>Revised LCAP posted on website June 16, 2016</p>	<p>The Parent Survey indicated high interest in the following:</p> <ul style="list-style-type: none"> • Continued upgrades in technology • Transition of 8th graders into high school • Music-vocal and instrumental for all grades <p>Several items on the parent survey were ranked fairly low. Two of the lowest ranked items included Parent Education Nights and access to outside community resources either for themselves or their students. A preference for student showcase events was indicated as more desirable than parent education programs.</p> <p>The Student Survey (grades 4-8) indicated that most students felt safe and supported by staff at school. The majority felt they had an adult they could go to if they had concerns either academically or socially. All students responded that they felt that their achievement in school was directly tied to the effort they put into school work, however, there were mixed reviews on the degree of student engagement with the current curricular program at FGWS. One exception to that was the Friday Industrial Arts program, which was universally indicated as a favorite subject area. Most students felt that their teachers expected them to continue their education beyond high school. All but two students indicated that they planned to attend college,</p> <p>Additional formal and informal input from parents, teachers, classified, students, board of trustees and community members indicated that the LCAP goals identified and implemented during 2015-16 have had a positive effect.</p> <p>All 5 goals will move forward in the three year LCAP plan with modifications in several areas:</p> <ol style="list-style-type: none"> 1. Goal 1: specified targets for growth in ELA as measured by AimsWeb and AR Star need a different measurement of success. Percentages are difficult with the small sample size. It almost needs to be focused on individual student progress but there are privacy considerations involved in not identifying individual students with such a small overall student population. Focus will be centered on percentage of students meeting AR goals school wide and percentage of students making continual progress on AimsWeb benchmark assessments. If our purpose is to show continual growth we must be able to address that even if a year's growth is not

Board Adoption of LCAP on June 16, 2016

Adopted LCAP sent to County Office of Education on June 17, 2016

obtained on these objective measures.

2. Connectivity issues remain a problem in charting individual student progress using Montessori Compass. District internet speed is slated to increase from 1.5 MB/second to 100/MB from a BIIIG grant which may make a difference. Work on speed change is scheduled to begin in December 2016.
3. Goal 2: Summer Learning Bridge Program will change from 6 weeks to 4 weeks with extended hours to make up time in the two week differential. The program will be run the month of July on Tuesdays and Wednesdays for 3 hours each day. Sign in logs will continue but attendance varied so much that shooting for a percentage of the population who make use of the program is difficult. For example, one family of students may represent 1/5 of the total student population at a given time. Total numbers of names on a sign in log don't necessarily indicate the breadth of families being reached and served. Our target is to reach 1/4 of families in year 1, 1/3 in year 2 and 1/2 in year 3.
4. Goal 2: While teachers felt that students benefited from after school tutoring, there was no systematic structure in place to track objective evidence of skill development. Student participation was dependent on staying after school and that was inconsistent making it difficult to work predictably with the same student over time. Still, teachers felt that the tutoring program was valuable. The focus for 2016-17 on tutoring is to have it more outcome based with clear practices in place that objectively indicate student progress over standards rather than "impressions" that it is valuable.
5. Parent Education targeted to include more family learning events rather than primarily focused on parent education such as Family Math night and Family Science Night. This switch was based on parent survey results.
6. While after school tutoring was written to address targeted for remediation it did not materialize as originally intended. Older students came in when they needed extra support and guidance on projects and reports. Lower elementary students frequently had one on one or small group instruction on use of Montessori materials to develop independent skills with their use during classroom learning time. It became difficult to

	<p>“quantify” the use of tutoring time in terms of skill attainment.</p> <ol style="list-style-type: none"> 7. Goal 4: targeted VAPA field trips that will be specified for break out rather than whole school attendance using the Montessori “Going Out” model, focus on bringing VAPA events to the school. This did not happen in 2015-16 8. Goal 5: continuation of an IA (Industrial Arts) budget for hands on student projects in wood. An IA exhibit for parents and community members is planned for in Years 1, 2 and 3
<p>Annual Update:</p> <p>Beginning in September 2015, the Board of Trustees received monthly updates on implementation and the progress toward meeting LCAP goals</p> <p>Board meetings held: 9/14/15 10/12/15 11/9/15 12/14/15 1/11/16 12/14/15 1/11/16 2/1/16 3/14/16 4/11/16 5/9/16 6/13/16 6/16/16</p> <p>Teachers reviewed metric data each trimester on ELA and math as measured by AimsWeb and AR STAR as well as Montessori measures using the Albanesi</p> <p>SSC/DAC/PAC advised of progress toward meeting goals at meetings 1/11/16 2/1/16 3/14/16 4/11/16 5/9/16</p>	<p>Annual Update:</p> <p>Board and teachers expanded the lower elementary program to 4th grade for 2015-16 school year. This change involved three students and provided a more positive configuration to better meet the needs of students in both classrooms. Class sizes for the 2016-17 academic year will determine whether this configuration will continue.</p> <p>The transition to Montessori pedagogy in the upper elementary program still needs more consistent practice. The teacher is completing her training in this approach. With continued mentoring with a trained Montessorian one day a week it is believed that the upper elementary program will employ more and more Montessori strategies as time goes by. A goal for 2016-17 is to have one day a week with an uninterrupted 3 hour work period with students following a student/teacher developed work plan.</p> <p>Planned use of small school co-op services did not materialize for several reasons. Previously there was an opportunity for technology training but that was not offered this year. FGWS’ two teachers were involved in several grant programs, which required significant time out of the classroom. Logistics became an issue. Kelly Rizzi presented an overview of Bruce Perry’s work on the effects of early childhood trauma to the staff on June 23, 2016 through small schools co-op.</p> <p>Periodic formal staff meetings with classified and certificated staff were tried before the start of the school day but were not successful. The hope was to prevent the aides from being pulled from instructional time with students but students arrive at school quite early and need to be supervised. We are still working on designating a time when all staff can meet periodically but will need to work with</p>

	<p>Project SHARE to make that happen since one of the classified aides is also the FGWS Project SHARE liaison.</p> <p>No significant changes occurred as a result from progress monitoring of the Annual Update.</p> <p>Midyear a tutoring log was developed to help with continuity of student interventions and to encourage student growth.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schools sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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.

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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school

climate)?

- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
- 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 schoolsites, 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?

<p>GOAL 1:</p>	<p>Goal #1: FGWS will fully align Montessori instruction and student learning to the Common Core State Standards for with an emphasis in writing across the curriculum.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5_ 6_ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>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 CCSS across the curriculum. Student writing to support conceptual understanding across the curriculum needs particular instructional focus. Staff needs:</p> <ul style="list-style-type: none"> • Opportunities for guided small group writing instruction, practice and both teacher/student self evaluation • Regular record keeping to monitor student progress over standards • Montessori instructional materials that support literacy skills above and beyond state adopted materials • Ongoing staff training in CCSS, development of positive school culture and Montessori pedagogy • Ongoing Staff training in technology in the classroom • Montessori mentor needed in Upper Elementary Program to guide and model Montessori organization and instructional delivery • Updated classroom technology -additional computer/tablets and teacher training • Updated school and classroom leveled book selections, particularly non fiction 	

Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> A. Students will review with their teacher personal individual academic progress over standards as recorded in the Montessori Compass for progress over State CCSS at least once every six weeks- log of administrative review to make sure program is being used B. Students will grow by one level on the SBAC Assessment in math and English language arts. 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 1 12/24 D. Students will participate in small group writing workshop grades 4-8 one day a week 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- G. Students will have access to upgraded tech hardware in both the lower and upper elementary classrooms H. Students will have access to new Montessori classroom materials I. Maintain 100% Highly Qualified Teachers (HQT) J. Montessori mentor for 5-8th grade instructor 1day/week K. 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 L. API will show state recommended growth in performance school wide M. Evidence of continual individual student progress in AIMSweb: CBM and MAZE benchmarks N. Evidence of progress in meeting AR Goals and continuous progress as measured by AR STAR O. Reach Higher Shasta K-3 literacy data pre and post indicating positive growth <p>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</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase of literacy related Montessori Materials to provide additional support of state adopted ELA materials	LEA wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Total \$1000.00 Resource: 1100 Object Code: 4310

<p>Students will have:</p> <ul style="list-style-type: none"> the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 4-8) access to online researched based differentiated literacy programs (TK-8) new leveled trade book selections for both school and classroom libraries (TK-8) 	<p>LEA wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>writing coach Total: (.20 FTE) = \$10,536 Salary \$10,153 benefits= \$383 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101 Prgm 0700</p> <p>Imagine Learning Total: \$1500 10 usage subscriptions @ \$150 ea. Resource: 0000 Object Code 4310 Prgm 0700</p> <p>Smarty Ants subscriptions: 15 at \$25/each \$375 Resource: 0000 Object Code 4310 Prgm 0700</p> <p>New leveled trade books Prgm 0700 Resource: 0000 Object Code 4210 Total: \$1000</p>
<p>Professional Development training Possible topics:</p> <ul style="list-style-type: none"> Montessori aide training Love and Logic training SCOE Small School Co-op training particularly in the area of effects of early childhood trauma on classroom management and instruction 	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$2000 Professional Development TBA</p> <p>Resource: 0000 Object Cd 5210 Half is charged to Supp/Conc TBD Prgm 0700</p> <p>No additional costs: Included in administrative and classified/clerical salaries to monitor credentialing and assignments. LCFF Base</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- A. Students will review with their teacher personal individual academic progress as recorded in the Montessori Compass for progress over State 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 16/24**
- D. Students will participate in small group writing workshop grades 4-8 one day a week
- 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-
- G. Students will have access to upgraded tech hardware in both the lower and upper elementary classrooms
- H. Students will have access to new Montessori classroom materials
- I. Maintain 100% Highly Qualified Teachers (HQT)
- J. Montessori mentor for 5-8th grade instructor 1day/week
- K. 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
- L. API will show state recommended growth in performance school wide
- M. Evidence of continual individual student progress in AIMSweb: CBM and MAZE benchmarks **Year 2**
Evidence of progress in meeting AR Goals and continuous progress as measured by AR STAR **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**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire Montessori Mentor for upper elementary program 1 day/wk to guide upper elementary classroom teacher in Montessori pedagogy practice	LEA wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Total \$5596.00 Resource: 0000 Object Code: 1115 \$4810.00 Benefits: 3000 \$786.00 No additional costs: Included in administrative and classified/clerical salaries to monitor credentialing and assignments. LCFF Base

<p>Subscription to Montessori Compass (online data collection aligned with CCS)</p> <p>Students will review their progress once every 6 weeks with their teacher and have the opportunity to have their comments recorded in the data base system</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Total: \$210 \$6/student x 35 Resource: 1100 Object Code 4310</p>
<p>Purchase of 4 updated computers/tablets for classroom use</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$2000 Resource: 0000 Object Code 4410</p>
<p>Purchase of Montessori Math related Materials</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Total \$500 Resource: 0000 Object Code: 4310</p>

<p>Students will have:</p> <ul style="list-style-type: none"> the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 4-8) access to a differentiated reading program new leveled trade book selections in both school and classroom libraries 	<p>LEA wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>writing coach Total: (.20 FTE) = \$10,536 Salary = \$10,153 benefits= \$36 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101</p> <p>Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea.</p> <p>Smarty Ants subscriptions: \$250 10 at \$25/each Resource: 0000 Object Code 4310</p> <p>Leveled Trade Books \$1100 Resource: 0000 Object Code 4310</p>
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- A. Students will review with their teacher personal individual academic progress as recorded in the Montessori Compass for progress over State 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 3 20/36**
- D. Students will participate in small group writing workshop grades 4-8 one day a week
- 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
- G. Students will have access to upgraded tech hardware in both the lower and upper elementary classrooms
- H. Teachers will participate in training through SCOE Small Schools Co-Op
- I. Students will have access to new Montessori Science related 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
- M. API will show state recommended growth in performance school wide
- N. Evidence of continual individual student progress in AIMSweb: CBM and MAZE benchmarks **Year 3**
- O. Evidence of progress in meeting AR Goals and continuous progress as measured by AR STAR **Year 3 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**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development training	LEA Wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	Total: \$3000 3 teachers SCOE summer training/other Resource: 0000 Object Cd 5210 No additional costs: Included in administrative and classified/clerical salaries to monitor credentialing and assignments. LCFF Base
Subscription to Montessori Compass (online data	LEA wide	<input checked="" type="checkbox"/> ALL	Total: \$150 \$6/student x 25

<p>collection)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: 0000 Object Code 4310</p>
<p>Purchase of 4 updated computers/tablets for classroom use</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2000 Resource: 0000 Object Code 4410 Total \$500 Resource: 0000 Object Code: 4310</p>
<p>Students will have: the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 4-8) access to a differentiated reading program new leveled trade book selections in both the school and classroom libraries</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>writing coach Total: (.20 FTE) = \$10536 Salary \$10,153 benefits= \$363 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101 Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea. Smarty Ants subscriptions: 10 at \$25/each \$250 Resource: 0000 Object Code 4310 Leveled Trade Books Total: \$1200 Resource: 0000 Object Code 4210</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>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Montessori mentor Total: (.20 FTE) = \$5596 Salary \$4810 benefits \$ 786 Unrestricted Resource 0000 Certificated Object Cd: 1115 & 3101</p>

<p>GOAL:</p>	<p>Goal #2: 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 supported for students in need. Parents will have the opportunity to engage in family night programs so that they can be active participants in student learning.</p>	<p>Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ 6_ 7_ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>Research indicates that without continued practice of academic skills over the summer break that many students lose as much as 2 months' progress 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." During the school year, after school tutoring is also seen as a need. A number of students do not have the home support to practice skills with reliable and knowledgeable adult assistance. With that identified need, research also 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.</p> <ul style="list-style-type: none"> • Summer Bridge to Learning Program • Parent Education Nights 	
<p>Goal Applies to:</p>	<p>Schools: ALL Applicable Pupil Subgroups: ALL</p>	
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Students will have access to a Summer Bridge Program in 2016- during month of July: 3 hours/ 2x a week: open library, computer lab, Montessori material instruction (in addition to students resources available for parent and community use) 8 days total sign in attendance log to track usage of the program Year 1 usage by 33% of families with a child enrolled in FGWS B. Parents and/or students will participate in 2 education nights (topics TBA) Year 1: sign in attendance log participation by 33% of families enrolled C. Parents will be offered the opportunity to give input into decisions made by the school through public input meetings, surveys, school site council, and through Blackboard Connect. D. Maintain satisfactory FIT reports- monthly FIT log</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students, parents and community members will have summer access during the month of July on Tuesdays and Wednesdays from 9am-noon to:</p> <ul style="list-style-type: none"> resources (classroom and school libraries, computers, Montessori materials and computers/tablets) active tutoring with certificated staff member daily story hour <p>After School Tutoring 6/hrs week starting in October 2016 running for 28 weeks</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Summer Bridge Certificated Staffing Total: \$1222, \$35/hr x 30hr = \$1050 benefits= \$172, Certificated, Resource Code: 0000, Object Cd:1115 & 3101 Prgm 0700</p> <p>Summer Bridge Library Staffing. Total:\$1115 \$30/hr x 30 hr =\$900. benefits=\$215 Classified Resource Code: 0000 Object Cd: 2215 & 3000 Prgm 0700</p> <p>After School Tutoring, Total: \$7819, \$35/hr x 192hr=\$6720, benefits=\$1099 Resource 0000, Object 1115 & 3000 Prgm 0700</p>
<p>2 scheduled parent/student education nights</p> <p>Materials for parent education/family events</p> <p>Maintain opportunities for parent input in board meetings, school site council meetings, surveys, etc.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$500 Resource: 0000 Object Code: 4310 Prgm 0700</p>
<p>Maintain facilities to meet FIT standards</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Cost: as needed to correct issues as they are identified</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Students will have access to a Summer Bridge Program in 2018- during month of July: 3 hours/ 2x a week open: library, computer lab, Montessori material instruction (in addition to students resources available for parent and community use) 8 days total sign in attendance log to track usage of the program Year 2 usage by 45% of families with a child enrolled in FGWS</p> <p>B. Parents and/or students will participate in 2 education nights (topics TBA) Year 2: sign in attendance log participation by 45% of families enrolled</p> <p>C. Maintain satisfactory FIT reports- monthly FIT log</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students, parents and community members will have summer access during the month of July on Tuesdays and Wednesdays from 9am-noon to:</p> <ul style="list-style-type: none"> • resources (classroom and school libraries, computers, Montessori materials and computers/tablets) • active tutoring with certificated staff member • daily story hour 	LEA-wide	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)_____</p>	<p>Summer Bridge Certificated Staffing Total: \$1245, \$35/hr x 30 hr = \$1050 benefits= \$195, Certificated, Resource Code: 0000, Object Cd:1115 & 3101</p> <p>Summer Bridge Library Staffing. Total: \$1005 \$30/hr x 30 hr=\$900. benefits=\$105 Classified Resource Code: 0000 Object Cd: 2215 & 3000</p>
<p>2 scheduled parent/student education nights</p> <p>Materials for parent education/family events</p>	LEA wide	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)_____</p>	<p>\$500 Resource: 0000 Object Code: 4310</p>

Maintain facilities to meet FIT standards	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Cost: as needed to correct issues as they are identified
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- A. Students will have access to a Summer Bridge Program in 2019- during month of July: 3 hours/ 2x a week open: library, computer lab, Montessori material instruction (in addition to students resources available for parent and community use) 8 days total **sign in attendance log to track usage of the program Year3 usage by 50% of families with a child enrolled in FGWS**
- B. Parents and/or students will participate in 2 education nights (topics TBA) **Year 3: sign in attendance log participation by 50% of families enrolled**
- C. Maintain satisfactory FIT reports- monthly FIT log

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students, parents and community members will have summer access during the month of July on Tuesdays and Wednesdays from 9am-noon to:</p> <ul style="list-style-type: none"> • resources (classroom and school libraries, computers, Montessori materials and computers/tablets) • active tutoring with certificated staff member • daily story hour 	LEA-wide	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Summer Bridge Certificated Staffing Total: \$1245, \$35/hr x 30 hr = \$1050 benefits= \$195, Certificated, Resource Code: 0000, Object Cd:1115 & 3101</p> <p>Summer Bridge Library Staffing. Total: \$1005 \$30/hr x 30 hr=\$900. benefits=\$105 Classified Resource Code: 0000 Object Cd: 2215 & 3000</p>
<p>2 scheduled parent/student education nights</p> <p>Materials for parent education/family events</p>	LEA-wide	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500 Resource: 0000 Object Code: 4310</p>

Maintain facilities to meet FIT standards	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ _____	Cost: as needed to correct issues as they are identified
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<p>GOAL 3:</p>	<p>Goal #3: FGWS will fully align Montessori science standards with CA Next Generation Science Standards (CA NGSS).</p>		<p>Related State and/or Local Priorities: 1__ 2_X 3_X 4_ 5_ 6_ 7_X 8_ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Teaching grade level science in multi-graded classrooms with as many as 5 grade levels represented in a single classroom presents a challenging instructional setting. New CA NGSS, with integrated subject matter in the intermediate and middle grades is a change from the previous single subject focus at these grade levels. This change offers teachers more opportunities to cover differentiated grade level material in a multi-graded setting. At FGWS, the new CA NGSS need to not only be disseminated but also correlated with Montessori science standards due to the shift in instructional approach at the school. Students and teachers both need greater access to science materials tied to both Montessori and CA NGSS. There is also a need to increase hands on exposure to science related activities to promote scientific inquiry that is sometimes limited with the logistic demands of a multi-aged instructional setting.</p> <ul style="list-style-type: none"> • Increase in science related trade books at all grade levels K-8 • Acquisition of hands on Montessori developed science materials • Additional science lab time and activities to promote scientific inquiry • Alignment of Montessori science standards with CA NGSS 		
<p>Goal Applies to:</p>	<p>Schools: ALL Applicable Pupil Subgroups: ALL</p>		
<p>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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 1: 40% participation rates - attendance log/ increased student engagement as indicated on student survey forms C. Curricular alignment of CA NGSS with Montessori science curriculum Year 1: grades 5 and 6 D. Students will participate in a school wide Science EXPO Year 1: 60% participation rate grades 5-8</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Purchase leveled STEAM trade books for classrooms and school library</p>	<p>LEA-wide</p>	<p><u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>Trade Books \$400 Code: 4210 Resource: 0000 Prgm 0700</p>
<p>Students will have access to hands on after school science lab activities one day a week</p>	<p>LEA-wide</p>	<p><u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>After School Science Exploration Lab Staffing Total: \$1385 Salary \$1190 \$35/hr x 34 hours benefits= \$195 Resource Code: 0000 Object Cd:1115 & 3101 Prgm 0700</p>
<p>One Science Expo to be held during the 1016-17 academic year</p>	<p>LEA-wide</p>	<p><u> </u> X ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>General mill shipment supplies will be used for students to create display boards</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- 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: 50% 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 2: 70% participation rate grades 5-8**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase leveled Science Trade books for classrooms and school library	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$400 Code: 4210 Resource: 0000
Students will have access to hands on after school science lab activities one day a week	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	After School Science Exploration Lab Staffing Total: \$1411 \$1190 = \$35/hr x 34 benefits= \$221 Certificated Resource Code: 0000 Object Cd: 1110 & 3101
Science expo to be held once during the 2017-18 academic year	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	General mill shipment supplies will be used for students to create display boards

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- 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 3: 60 % participation rates - attendance log**
- C. Curricular alignment of CA NGSS with Montessori science curriculum **Year 3: grade 8**
- D. Students will participate in a school wide Science EXPO **Year 3: 80% participation rate grades 5-8**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase leveled Science Trade books for classrooms and school library	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$400 Code: 4210 Resource: 0000
Students will have access to hands on after school science lab activities one day a week	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	After School Science Exploration Lab Staffing Total: \$1411 \$1190 = \$35/hr x 34 benefits= \$221 Certificated Resource Code: 0000 Object Cd: 1115 & 3101
Science expo to be held once during the 2018-19 academic year	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ _____	General mill shipment supplies will be used for students to create display boards

<p>GOAL 4:</p>	<p>Goal #4: FGWS will fully incorporate the arts (VAPA) as an integral part of its academic program for all students.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>In a multgraded setting such as that at FGWS, the arts are often not given the focus they deserve because teachers feel stretched to provide core instruction in the foundation disciplines of ELA and Math especially or they may feel they do not have the expertise to provide meaningful and creative VAPA experiences for their students particularly in music instruction. Research, however, has correlated VAPA instruction to increased academic performance across disciplines. An articulated Visual and Performing Arts (VAPA) program is needed at FGWS to provide students with a well-rounded curricular course of study. It is believed such a program will increase student engagement.</p> <ul style="list-style-type: none"> • VAPA materials needed to support a VAPA program • Vocal and instrumental instructor • VAPA coach for integrated VAPA instruction • Opportunity for students to attend community and/or professional VAPA exhibits and/or performances 		
<p>Goal Applies to:</p>	<p>Schools: ALL</p> <p>Applicable Pupil Subgroups:</p>	<p>ALL</p>	
<p>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> A. Students will have vocal and instrumental music instruction provided 1 day a week B. Students will have small group VAPA instruction provided 1 day a week C. Students will experience VAPA activities integrated into core curricular areas FGWS Fine Arts Showcase 1 time a year D. Students will attend a minimum of 2VAPA related events E. Students will participate in at least 2 school music performances 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 <p>NOTE: Because FGWS is a K-8 District the following state requirements do not apply A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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 2016-17 calendar year</p>	LEA Wide	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils</p> <p><u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> X Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p> <p>(Specify) _____</p>	<p>Music Instructor Total: \$10184 Salary \$8753 Benefits= \$1431</p> <p>Resource: 0000 Object Cd: 1110 & 3101</p> <p style="text-align: right;">Prgm 0700</p>
<p>VAPA materials</p> <p>Clay, glazes, musical instruments and books, and other art materials</p>	LEA Wide	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils</p> <p><u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> X Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p> <p>(Specify) _____</p>	<p>Total: \$1000 Resource: 0000</p> <p>Object Cd 4310</p> <p style="text-align: right;">Prgm 0700</p>
<p>Students will have small group and individualized integrated VAPA instruction at least one time a week in core instructional areas as well as opportunities to attend VAPA related events outside of the school community</p> <p>Fine Arts Showcase Event at FGWS highlighting student work</p>	LEA Wide	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils</p> <p><u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p> <p>(Specify) _____</p>	<p>VAPA instruction Total: (.20 FTE) = \$10,536 Salary \$10,153 benefits= \$363 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101</p> <p>VAPA Related Fieldtrips Total: \$600, \$400 to cover fees Object 5805 and \$200 mileage for drivers Object 5211 Resource Code: 0000</p> <p style="text-align: right;">Prgm 0700</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- A. Students will have vocal and instrumental music instruction provided 1 day a week
 - B. Students will have small group VAPA instruction provided 1 day a week
 - 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 2017-18 year)**
 - E. Students will participate in at least 2 school music performances **(at least 2 during the 2017-18 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**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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 2017-18 calendar year</p>	LEA Wide	<p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> X Low Income pupils</p> <p><u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> X Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>Total: \$10184</p> <p>Salary \$8753</p> <p>Benefits \$1431</p> <p>Resource: 0000</p> <p>Object Cd: 1110 & 3101</p>
<p>VAPA materials</p> <p>Clay, glazes, musical instruments and books, and other art materials</p>	LEA Wide	<p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> X Low Income pupils</p> <p><u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> X Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>Total: \$1000</p> <p>Resource: 0000</p> <p>Object Cd 4310</p>

<p>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>LEA Wide</p>	<p><input type="checkbox"/> ALL</p>	<p>VAPA instruction</p>
<p>Fine Arts Showcase Event at FGWS highlighting student work</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Total: (.20 FTE) = \$10,536 Salary = \$10,153 Benefits= \$363 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101</p> <p>VAPA Related Fieldtrips Total: \$600, \$400 to cover fees Object 5805 and \$200 mileage for drivers Object 5211 Resource Code: 0000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- A. Students will have vocal and instrumental music instruction provided 1 day a week
 - B. Students will have small group VAPA instruction provided 1 day a week
 - C. Students will experience VAPA activities integrated into core curricular areas **FGWS Fine Arts Showcase 1 time a year**
 - D. Students will attend at least 2 VAPA related events
 - E. Students will participate in at least 2 school music performances
 - 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**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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 2018-19 calendar year</p>	LEA Wide	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups :(Specify)</p>	<p>Total: \$10184</p> <p>Salary \$8753</p> <p>Benefits \$1431</p> <p>Resource: 0000</p> <p>Object Cd: 1110 & 3101</p>
<p>VAPA materials</p> <p>Clay, glazes, musical instruments and books, and other art materials</p>	LEA Wide	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)</p>	<p>Total: \$1000 Resource: 0000</p> <p>Object Cd 4310</p>

<p>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>LEA Wide</p>	<p><input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroup :(Specify) <hr/></p>	<p>VAPA instruction Total: (.20 FTE) = \$10,536 Salary = \$10,153 Benefits= \$363 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101</p> <p>VAPA Related Fieldtrips Total: \$600, \$400 to cover fees Object 5805 and \$200 mileage for drivers Object 5211 Resource Code: 0000</p>
<p>Fine Arts Showcase Event at FGWS highlighting student work</p>			

GOAL 5:	Goal # 5: FGWS will establish an articulated program promoting career and college readiness for the upper elementary grade program		Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6_ 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Specify _____
Identified Need:	Students need explicit instruction in developing goals and behaviors that will take them through high school and beyond in order to be career/college ready. Students also need to experience the application of “school skills” into real life settings. An IA (Industrial Arts) program providing hand on opportunities for students would benefit this school population. Student Mentoring by older students (high school or college) to encourage continued education and /or training beyond high school would serve as a positive influence for this population of students.		
Goal Applies to:	Schools:	ALL	Applicable Pupil Subgroups: ALL
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	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 (5 th -8 th) (contact logs) C. 5-8 grade students will participate in an IA (Industrial Arts) program 1x/wk		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have access to a program designed to develop leadership, organizational skills and goal setting with emphasis on career and college readiness	LEA Wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	Career and College Club Subscription Total: free this year due to paid for but inaccessible online program during 2015-16 Prgm 0700

<p>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. Students will produce at least two major IA projects that will be displayed at a school IA fair.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>\$2000 for IA materials Resource = 0000 Object = 4310 Prgm 0700</p>
<p>5-8th grade students will be paired with mentors from local institutes of higher learning (6 contacts a year)</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ _____</p>	<p>The mentors will be participating on a volunteer basis possibly tied to course requirement for community service- no cost anticipated</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>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</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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>	<p>LEA Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>Career and College Club Subscription Total: \$500 Resource = 0000 Object = 4310</p>
<p>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. Students will produce at least two major IA projects that will be displayed at a school IA fair.</p>	<p>LEA Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>\$2000 for IA materials Resource = 0000 Object = 4310</p>
<p>5-8th grade students will be paired with mentors from local institutes of higher learning (6 contacts a year)</p>	<p>LEA Wide</p>	<p><u> </u> X ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>The mentors will be participating on a volunteer basis possibly tied to course requirement for community service -no cost anticipated</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>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</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<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>	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Career and College Club Subscription Total: \$500 Resource = 0000 Object = 4310</p>
<p>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. Students will produce at least two major IA projects that will be displayed at a school IA fair.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$2000 for IA materials Resource = 0000 Object = 4310</p>
<p>5-8th grade students will be paired with mentors from local institutes of higher learning (6 contacts a year)</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>The mentors will be participating on a volunteer basis possibly tied to course requirement for community service- no cost anticipated</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL from prior year LCAP:</p>	<p>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</p>		<p>Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ 4_ <u>X</u> 5_ 6_ 7_ <u>X</u> 8_ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups: ALL</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>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 1 20/36 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. Teachers will participate in tech training through SCOE Small Schools Co-Op J. Students will have access to new Montessori classroom materials K. Maintain 100% Highly Qualified Teachers (HQT) L. Montessori mentor for 5-8th grade instructor 1day/week M. 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 N. API not applicable for 2015-16</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>A) While teachers did periodically meet with students to review their academic progress, the use of Montessori Compass once again was barely used. Connectivity is the major issue but familiarity with the program is another. We are going to give it one more chance with the promise of increased internet speed by December 2016 thanks to a BIIG grant. B) Portions of the interim SBAC assessment were given but not in its entirety. C) Students (4-8) did develop and use writing rubrics based on 6+1 Traits and well as a 4 point rubric based on Houghton Mifflin ELA. They self- assessed as well as used rubrics for peer review. D) All 4-8 th grade students did participate in small group weekly writing workshops. E) While some students did participate in teacher/parent conferences it was not systemic. F) Targeted students did have t access to Imagine Learning and Smarty Ants online ELA programs. The use of Imagine Learning was not as consistent as it should have been but there were connectivity issues affecting its regular use. G) Every Day Math teachers' guides and resource books were donated to FGWS by the publisher. They were not received, however, until April 2016. CPM texts were purchased for distance learning students in the upper grades at the start of the academic year. H) A Promethean board was purchased for the upper elementary program rather than Apple TV. It was determined that the interactive board would have more student interactive application in the classroom at this time. I) New Montessori classroom materials were purchased for student use with a focus on language arts materials. J) Music presentations included a Christmas Program on 12/15/16, a dedication ceremony on 3/17/16 and a Mothers' Day Tea on 5/9/16. A Living History Museum student theater arts presentation occurred on 3/18/16. Literary Festival did not occur. K) All teachers at FGWS are HQT L) Montessori mentor provided support to the upper elementary teacher but a real shift in pedagogy was not highly evident.</p>

	<p>O. One year's growth as measured by AIMSweb: CBM and MAZE Year 1 (70% school wide) P. One year's growth as measured by AR STAR Year 1 (70% school wide)</p> <p>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</p>		<p>Teacher is completing coursework in Montessori practice, which should be completed by the end of the summer. Support still needed to make the pedagogical shift.</p> <p>M) 100% of students have access to a broad course of student-posted schedules in each classroom N) SBAC – Baseline to be established O) 66% of students made growth in the average to above range as measured by AIMSweb in both CBM and MAZE measures grades 2-8, however, students who did not score within that range showed steady growth. P) 69% students have made one year's growth as measured by AR STAR in the upper elementary program, 62% met their AR goals. 100% of lower elementary students met AR goals with significant instructor support. 87% showed significant growth in reading progress as measured by the AR Star assessment.</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Purchase Everyday Math (McGraw-Hill) student text and TE for grades K-6, CPM for grades 7-8	Total: \$4000 (5 books per grade K-6) @ \$50/each 7 TE @ \$75/ea Resource 7405 Object Code 4110		The publisher of Everyday Math provided free teachers guides grades K-6 as well as resource books for each grade level. CPM textbooks purchased for 7-8 grade students electronic and hardcopy resource.		
Scope of service:	LEA Wide		Scope of service:	7-8 th Grades	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Scope of service:	LEA Wide		Scope of service:	LEA wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Professional Development training Possible topics: <ul style="list-style-type: none"> • CCSS • Montessori Conference Portland 2016-integrating math, science and technology standards • Love and Logic training • SCOE Small School Co-op tech training 	\$2000 Professional Development TBA Resource: 0000 Object Cd 5210		Montessori STEM Training-Portland Prgm 0700 Safe School Summit Prgm 0000 Kindergarten Conference Prgm 0000 Common Core Training Prgm 0000	\$3291 Obj 5210 \$ 175 Obj 5210 \$ 968 Obj 5210 \$ 255 Obj 5210	
			Professional development was effective as it provided teachers with an opportunity to refocus and perfect their practices.	\$4,689 Total Res 0000 Obj 5210	
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Subscription to Montessori Compass (online data collection)	Total: \$210 \$6/student x 35 Resource: 1100 Object Code 4310		Montessori Compass subscription was purchased. It was not used on a regular basis to track and inform both teachers and students of progress over standards due to the poor connectivity issues at FGWS. A BIIG grant was awarded which hopefully will increase the internet speed from 1.5 mgb/second to 100 mgb/sec.	\$150 Resource 0000 Object 4310 Prgm 0700	
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Upgrade technology hardware including purchase of Apple TV and computers/tablets for student use		Total \$3000 Resource: 0000, Object Code 4410	Classroom computers-purchases reflect extended warranties. Both new technology hardware and software were effectively used to support instruction, student research, and individual remediation (Smarty Ants, Imagine Learning).		\$3450 Obj 4410 Resc 0000 Prgm 0000
Scope of service:	LEA Wide		Scope of service:	TK-8 th	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Purchase of Montessori Materials		Total \$1000 Resource: 0000, Object Code: 4310	Materials were purchased- focus on language cards Language cards are being implemented and will be tied into the Albanesi assessment system, correlated to Montessori scope and sequence, for the 2016-17 school year. The effectiveness of these resources is yet to be determined.		\$2412 Obj 4310 Resc 1100
Scope of service:	LEA Wide		Scope of service:	TK-8 th grade students	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Students will have: <ul style="list-style-type: none"> the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 4-8) access to a differentiated reading program (TK-8) new leveled trade book selections in both school and classroom libraries (TK-8) Montessori Mentor for upper elementary program 1 day/wk		writing coach Total: \$9150 (.20 FTE) = \$7548 benefits= \$1502 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101 Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea. Resource: 0000 Object Code 4310 Smarty Ants subscriptions: 10 at \$25/each \$250 Resource: 0000 Object Code 4310 New leveled trade books Resource: 0000 Object Code 4310 Total: \$1200 Montessori mentor Total: \$5001 (.20 FTE) = \$4,810 benefits \$ 191 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101	Writing Coach was hired and worked with 4-8 grade students weekly We have found the instruction from the Writing Coach very successful. Students have made great gains in the content and complexity of their writing. Imagine Learning was installed and used with selected students. Some definite issues with connectivity this year- not used to maximum degree. Younger students appeared more engaged. Smarty Ants was used more frequently- it did not require the same level of internet speed to operate and therefore was more reliably accessible. New books purchased for both the classroom and library with student input on selected titles. Increased check out of books for AR reading selections, interest based reading and research resources was noted, Montessori Mentor definitely provided classroom support. Teacher still a bit reluctant to trust Montessori methodology in practice although moving closer to it as she completes Montessori coursework. Transition support still needed.	\$9,954 Obj 1110 \$ 395 Obj 3000 Resc 0000 Prgm 0700 \$2096 Obj 4310 Resc 0000 Prgm 0700 \$1004 Obj 4210 Resc 0000 Prgm 0700 \$4680 Obj 1115 \$ 688 Obj 3000 Resc 0000 Prgm 0700	
Scope of service:	LEA Wide		Scope of service:	Writing Coach: 4-8 th Imagine Learning: 2-8 th Books: TK-8th	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Both Imagine Learning and Smarty Ants were originally targeted for remedial students but may be expanded as an enrichment program for interested students during 2016-17. Smarty Ants, in particular, was requested by many of the primary students. Upper elementary students claimed to not like Imagine Learning but were resistant to other remediation programs as well. Teachers were not consistent in using the program with students. We are looking into iReady as a possible alternative. Connectivity with Imagine Learning was problematic for significant periods of time throughout the year. Whatever programs are chosen need consistent usage and monitoring.</p> <p>Montessori Compass was requested and purchased but not used on an ongoing basis for the second year. Teacher training and administrative checks to make sure program is being used to track student achievement, inform teachers, students and parents of progress over standards will be a targeted focus for next year. Internet speed is a huge part of making this a usable tool- hopefully resolved by December 2016. We will continue to hire a Montessori coach to offer support in Montessori instructional strategies and in implementing Montessori (standards aligned) curriculum.</p> <p>Everyday Math teachers' guides and resource books were donated to the district. Although we anticipated their arrival over Winter Break they did not arrive until late April 2016. Math was supported with common core related Montessori materials and other supplemental materials aligned with current state math standards. As a micro small district we are finding that response by some vendors is slow</p>	

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1_X 2_ 3_X 4_X 5_ 6_ 7_ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	ALL	Applicable Pupil Subgroups:	ALL
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Expected Annual Measurable Outcomes:	<p>A. Students will have access to a Summer Bridge Program in 2015-16 during the third week of June through the end of July 2015: 2 hours/ 2x a week open library, computer lab, Montessori material instruction (resources available for parent and community use) 14 days total Year 1: 50% student attendance (sign in sheet log)</p> <p>B. Students will have access to an After School tutoring program 6 hours a week Year 1: written progress reports each 6 week period showing objective movement toward progress over standards</p> <p>C. Parents and/or students will participate in 4 education nights (topics TBA) Year 1: 70% attendance rate (sign in attendance log)</p> <p>D. Maintain satisfactory FIT reports- monthly FIT log</p>	Actual Annual Measurable Outcomes:	<p>A. Summer Learning Bridge ran for 10 days T/TH 2 hrs/day through the month of July 2015. Attendance varied from 3-23 students a day. Parent use of resources was minimal.</p> <p>B. After school tutoring began in October 2015. Record keeping was weak at the beginning. Teachers felt student needs did not necessarily involve active remediation. Additional help on projects, and small group instruction and practice in use of Montessori materials were often provided. Objective data to support effectiveness was not followed through since the nature of the tutoring varied so much. Logs of students worked with and what was worked on are available.</p> <p>C. Parent Education Nights on 9/17/15 and 5/5/16 at approximately 60% participation rate. Topics covered: 1) the importance of daily reading at home both to and with students, parental awareness of student assignments, availability of teachers to answer questions or concerns, advocating "team" approach between home and school and 2) how VAPA impacts student learning. A parent education night was offered (Math Drills to Thrill) but got no response. Parent surveys ranked parent education as a lower priority than some things such as transition to high school, although staff feels there is still a need. Family math and science nights will be targeted next year.</p> <p>D. FIT report: all issues to be resolved over the summer 2016: BB hole in classroom 3 window, broken light cover in classroom 3, some playground wooden border units in need of replacement, facility to be reroofed Overall FIT ratings good/electrical and external fair</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Students will have summer access (June 23-July 30, 2015) on Tuesdays and Thursdays 9am-11am to:</p> <ul style="list-style-type: none"> resources (classroom and school libraries, computers, Montessori materials and computers/tablets) active tutoring with certificated staff member Parents will have summer access to school resources during summer learning bridge hours After School Tutoring 6/hrs week starting in October 2015 running for 28 weeks 	<p>Summer Bridge Certificated Staffing Total: \$1205, \$35/hr x 30hr = \$1050 benefits= \$155, Certificated, Resource Code: 0000, Object Cd:1110 & 3101</p> <p>Summer Bridge Library Staffing. Total:\$1005 \$30/hr x 30 hr =\$900. benefits=\$105 Classified Resource Code: 0000 Object Cd: 2110 & 3000</p> <p>After School Tutoring, Total: \$7547, \$35/hr x 192hr=\$6720, benefits=\$827, Resource Code: 0000, Object Cd:1110 & 3101</p>	<p>Summer Learning Bridge certificated staffing ran T/TH 2 hrs/day from latter half of June through July 1015. Attendance varied from 3 - 23 students a day.</p> <p>Summer Learning Bridge classified staffing ran T/TH 2 hrs/day from latter half of June through July 1015. Attendance varied from 3 - 23 students a day.</p> <p>Learning Bridge was considered quite successful based on usage and opportunity. Learning was extended for the students who participated. Students had access to educational, materials, books and computers, which they would not have had access to without the Learning Bridge Program. A library "read aloud" was featured every day the program was in operation.</p> <p>After School Tutoring began in October 2015 Selected students enrolled in the program based on academic need. Record keeping wasn't consistent so a learning log was established for accountability purposes to evaluate progress.</p>	<p>\$560 Obj 1115 \$ 82 Obj 3000 Resc 0000 Prgm 0700</p> <p>\$540 Obj 2215 \$119 Obj 3000 Resc 0000 Prgm 0700</p> <p>\$3973 Obj 1115 \$561 Obj 3000 Resc 0000 Prgm 0700</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>LEA Wide</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA Wide</p>

<p>4 scheduled parent/student education nights Materials for parent education/family events</p> <p>Maintain facilities to meet FIT standards</p>	<p>\$500 Resource: 0000 Object Code: 4310</p> <p>Cost: as needed to correct issues as they are identified</p>	<p>Parent interest in Parent Education Nights was low but family events were well attended. Generally the school provided dinner or refreshments at these events, which appeared to boost attendance.</p>	<p>\$107 Obj 4310 \$488 Obj 4310 Resc 0000 Prgm 0700</p>
<p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Because of teacher involvement in summer inservice training, the Summer Learning Bridge will be run during the month of July on Tuesdays and Wednesdays from 9am-noon. This will cover 8 days- 24 hours. 6 hours will be provided for prepping the program.</p> <p>After School Tutoring appeared to be somewhat hit and miss rather than targeted. This made it difficult to objectively assess its effectiveness. Midyear logs were required to track which students were actively participating in the program, what topics were covered during sessions and comments based on the activity. While teacher "impressions" felt that students benefited from the tutoring, impressions were more anecdotal in nature. The need for establishing and following measureable outcomes needs to be addressed.</p> <p>Parent Education events need logistic consideration. Parents actually ranked parent education as a lower priority than other areas. A focus on Parent Education within more family-oriented events such as Family Math or Science Nights may be a more effective way to deliver parent education in this school community.</p>		

Original GOAL from prior year LCAP:	Goal #3: By Spring 2018, FGWS will fully align Montessori science standards with CA Next Generation Science Standards (CA NGSS).	Related State and/or Local Priorities: 1_ 2_X 3_X 4_X 5_ 6_ 7_X 8_X COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	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 1: 50% participation rates - attendance log C. Curricular alignment of CA NGSS with Montessori science curriculum Year 1: grades 5 and 6 D. Students will participate in a school wide Science EXPO Year 1: 60% participation rate grades 5-8	Actual Annual Measurable Outcomes:	A) A collection of CCSS science trade books was purchased. Most selections targeted K-3 population. B) After School Science Lab did not occur due to staffing issues and a misunderstanding about SHARE certification requirements. C) Curricular alignment with CA NCSS and Montessori science curriculum is still in the process of being accomplished D) School wide Science EXPO occurred 5/25/16. Family Astronomy Night was held 11/6/15.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase leveled Science Trade books for classrooms and school library Students will have access to a hands on after school science lab activities one day a week	\$400 Code: 4210 Resource: 0000 After School Science Exploration Lab Staffing Total: \$1365 Salary \$1190 \$35/hr x 34 hours benefits= \$175 Certificated Resource Code: 0000 Object Cd:1110 & 3101	A collection of science related trade books was purchased for both classroom and library use. Additional science titles were donated. Previous adopted science text books were not replaced pending CA NGSS roll out. This program did not materialize. There was a misunderstanding with the Project SHARE liaison regarding certification needed to work with students on a pull out basis from the SHARE program. This was not brought to the attention of the administrator until late in the year. It has since been clarified.	\$395.00 Obj 4210 Resc 0000 Prgm 0700 \$0
Scope of service:	LEA Wide	Scope of service:	LEA Wide

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
One Science Expo to be held during the 2015-15 academic year.	\$0	School wide Science EXPO occurred 5/25/16. Family Astronomy Night was held 11/6/15. Astronomy Night was very well attended. The Science Expo event could have been better attended, however, both students and adults had curiosity piqued in examining the displays and experiments. Discussion continued for days after both events.	\$0
Scope of service: LEA Wide		Scope of service: LEA Wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After discussion with other districts, it was decided that a new interactive board would allow greater flexibility, versatility and effectiveness than Apple TV for interactive classroom use.</p> <p>The weekly After School Science Lab program never got off the ground due to unforeseen staffing issues. There was a misunderstanding with the Project SHARE liaison and his understanding of allowing students in his program to be pulled for other activities while checked into the SHARE program. That misunderstanding has since been clarified and resolved for next year. The “Mr. Wizard” program is still viewed as a goal the district wants to move forward with in 2016-17. A science fair was held on May 18, 2015. It was a drop in event running 3 hours. Staff felt it would be better to plan it as an evening event next year. Given the multi grade nature of the academic program at FGWS, there still is a need to have science more fully integrated into and across the curriculum.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #4: By Spring of 2017, FGWS will fully incorporate the arts (VAPA) as an integral part of its academic program for all students.</p>		<p>Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_X 6_X 7_X 8_ COE only: 9__ 10__ Local: Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups: ALL</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>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 2015-16 year) E. Students will participate in at least 2 school music performances 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</p> <p>NOTE: Because FGWS is a K-8 District the following state requirements do not apply A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>A. All students participated in weekly music instruction which included: grade level classroom music (all grades), 4th-8th grade had opportunities to participate in choir, piano, recorder, tone bell, fiddle and guitar lessons</p> <p>B. VAPA related classroom activities involved: theater, visual arts, music and dance infused into the curriculum at all grade levels. 4 fine arts presentations were given throughout the year: Winter Program 12/12/16, Living History Museum 3/18/16 "peace rock" dedication service 3/17/16 and Mother's Day Tea 5/9/16</p> <p>C. All students attended two VAPA events at the Cascade theater: Cascade Christmas and live production of Mary Poppins.</p> <p>D. Fine Arts Showcase: held on 5/5/16.</p> <p>E. Attendance goal increased from 96.16% to 96.23%</p> <p>F. Tardies decreased from 1.37% in 2014-15 to 1.03% in 2015-16. Although actual attendance decreased by 2% records indicated</p> <p>G. Reduction of chronic absenteeism is on target</p> <p>H. No middle school drop outs recorded for 2015-16</p> <p>I. No suspensions recorded for 2015/16</p> <p>J. No expulsions recorded for 2015/16</p>
<p>LCAP Year: 2015-16</p>				
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>	
<p>Budgeted Expenditures</p>				<p>Estimated Actual Annual Expenditures</p>

<p>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>Music Instructor Total: \$10530 Salary \$9180 Benefits= \$1350</p> <p>Resource: 0000 Object Cd: 1110 & 3101</p>	<p>Certificated music teacher provided vocal and instrumental music (recorder, piano, guitar and fiddle) instruction once a week. Vocal music provided TK-8th grades. Instrumental music was available for grades 3-8th.</p> <p>Three musical productions were held this year: Christmas Program 12/15/15 Dedication Ceremony 3/17/16 Mother's Day Tea 5/9/16</p> <p>These productions were well attended by the community as they showcased student work.</p>	<p>\$ 8498 Obj 1110 \$1249 Obj 3000 \$ 781 Obj 5211 (mileage)</p> <p>Resc 0000 Prgm 0700</p>
<p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>VAPA materials</p> <p>Clay, glazes, musical instruments and books, and other art materials</p>	<p>Total: \$1000 Resource: 0000 Object Cd 4310</p>	<p>VAPA Materials purchased 2015-16 include:</p> <ul style="list-style-type: none"> • Clay • Glazes • Paints • Pens • Visual arts materials 	<p>\$822 Obj 4310 Resc 0000 Prgm 0700</p>
<p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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 Fine Arts Showcase Event at FGWS highlighting student work	VAPA instruction Total: \$9150, (.20 FTE) = \$7548 benefits= \$1520 Unrestricted Resource 0000 Certificated Object Cd: 1110 & 3101 VAPA Related Fieldtrips Total: \$600, \$400 to cover fees and \$200 mileage for drivers Resource Code: 0000, Object Code: 4310	<ul style="list-style-type: none"> • Weekly VAPA instruction grades TK-8 Student work was displayed in a fine arts event on 5/25/16. The quality and diversity of the artwork was truly exceptional. Parent and community response was extremely positive and enthusiastic. Most of the students would not have had access to art lessons were the school not to provide the scope of its current VAPA program. Attendance at two fine arts presentation: <ul style="list-style-type: none"> • Cascade Christmas • Live production of Mary Poppins Productions were a bit long for younger students but favorably received overall.	\$9,954 salary \$ 395 benefits \$350 (tickets) \$207.24 (bussing)
Scope of service:	LEA Wide	Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district continued to include the whole school in taking students to VAPA related activities. With an age spread from TK-8 a “going out” Montessori approach needs to be considered which targets smaller groups. Bringing area artists, musicians and dancers to the school may be another avenue in providing students to greater exposure to performing and visual arts. The VAPA and Music programs were exceptional. These LCAP goals were the ones most cited by parents as enhancing the overall curriculum and ones they wanted to see continue.	

Original GOAL from prior year LCAP:	Goal # 5: By Spring 2018, FGWS will establish an articulated program promoting career and college readiness for the upper elementary grade program		Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6_ 7_X 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	<p>A. 5-8 grade students will participate in the Career and College Club program (end of the year student evaluation of program)</p> <p>B. Students will participate in a mentoring program (5th-8th) (contact logs)</p> <p>C. 5-8 grade students will participate in an IA (Industrial Arts) program 1x/wk</p>	Actual Annual Measurable Outcomes:	<p>The expected measurable outcomes for A and B were not met during the 2015-16 year. There were ongoing connectivity issues in accessing the Career and College Club program and a mentorship program was not established.</p> <p>Students in grades did participate in a robust IA program on Fridays throughout the school year. Numerous wood projects were completed by the students in a hands on application of academic skills.</p>	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

<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> <p>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</p>		<p>Career and College Club Subscription Total: \$500</p> <p>\$2000 for IA materials</p>	<p>For a second year, although the \$500 subscription to the Career and College Club was paid, it was not implemented. This was planned in a consortium with Castle Rock and Mt. Union for a shared subscription. Castle Rock served as the LEA for the consortium. Yet another representative of the company was put in charge of this account. FGWS was left out of the loop again despite attempts to reach him. Connectivity issues ensued following a successful contact that made access impossible. By the time we had the program online it was too involved to implement in a meaningful way.</p> <p>This program turned out to be one of the most valuable and successful components of LCAP in regard to outcome and student engagement and it really embodied Montessori pedagogy in that students were allowed to pursue their own interests in choosing projects. One student built a new podium for the school. Another student built a dog house for his dog. It was the highlight of the week for many of the students.</p>	<p>\$417 Obj 4310</p> <p>\$2191 Obj 4310 Resc 0000 Prgm 0700</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>LEA Wide</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA Wide</p>
<p>5-8th grade students will be paired with mentors from local institutes of higher learning</p>		<p>The mentors will be participating on a volunteer basis possibly tied to course requirement for community service</p>	<p>Unfortunately for the second year, ties were not established to connect FGWS with mentors during the 2015-16 year</p>	<p>\$0</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p>	<p>LEA Wide</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p>	<p>LEA Wide</p>

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In such a small school with only 2 FTE teachers and one part time administrator, the distribution of responsibilities impacts everyone since each individual carries a disproportionate number of obligations. If one person is taken out of the mix through illness or family emergency, the impact of that absence is exponentially felt. While all staff members felt positive about LCAP goals, follow through was not always maintained, as was the case with goal #5. The delay in getting the Career to College program up and running yet again due to another time delay with the vendor and connectivity issues prevented its use once those issues were remedied late in the year. The good news is that on the student survey, students overwhelming indicated that their teachers expect them to further their educations after high school so a positive message of continued education is ingrained in the culture. Of 14 student surveys, only one student indicated he would not be going on to college and one indicated he was unsure. The culture of the school is supporting a positive college to career mindset. Skills need to follow!</p> <p>Castle Rock, the LEA for distributing the Career to College Program, felt it provided a strong component to their middle school program once it was up and running. Although FGWS lost \$410 on the program again this year, the strong endorsement by the Castle Rock staff encourages us to invest in using the program for 2016-17. Because of connectivity issues, Career to College club Setting up a mentoring program for the 2016-17 year needs to have foundations set down before the start of the school year. Due to the remote location of FGWS, a telecommunication mentor system may be considered with Shasta High School.</p> <p>The Industrial Arts (IA) program that was offered on Fridays gave students real life application of academic skills in terms of planning, designing, and executing their projects. The projects themselves were impressive. No single aspect of FGWS' LCAP had an element of stronger student engagement. Friday was definitely a day to be at school! This year was a building year for the program in terms of acquiring tools, establishing protocol for safety and showing students what they were capable of achieving with careful planning and execution of those plans. Truly this was one of the highlights of the year. It gave students a reason behind the need to acquire certain academic skills by linking real world application to those skills.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$61,290
<p>The district’s unduplicated population is projected to represent 79.49% of district students. The district plans to use the supplemental/concentration funds generated by these students as outlined in Section 2. All services are planned to be implemented district/school wide because of the high percentage of targeted students. The primary benefit is for the targeted students, but all students will benefit from the plan. 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.</p> <p>-The district plans to use the supplemental/concentration funds generated by these students to create a more individualized learning environment through additional certificated and instructional aide staff with smaller work groups and classes, summer time, and tutoring during and after school. By keeping smaller class sizes we can have more individualized instruction, work in smaller groups and have more 1:1 time for intervention. We believe these actions by their nature are inherently and principally directed at our disadvantaged population and will be effective in helping to address gaps in learning by creating a more individualized learning environment.</p> <p>- The district plans to use the supplemental/concentration funds generated by these students to add additional technology principally directed at these students in the classroom since the majority of our families live below the poverty line and technology and communications are not a priority. We believe this is an effective action as it helps mitigate their lack of access in the home to learning through technology.</p>	

B. In the box below, 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).

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). 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.

19.84	%
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We believe that the increased and improved services discussed here and in Sections 2 and 3a help us to meet and exceed the required minimum of serving our disadvantaged population by 21.91% more than the base services provide.

The district plans to spend \$61,564 to provide the services described above. These services will be provided district wide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed principally focused on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted as they exceed the target amount of \$61,290.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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).