



# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

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

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

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

Hand in hand with a strong academic core, we continue to promote a school environment that has a focused emphasis on stewardship for both our school family and the physical setting in which we

reside. Positive regard for one another as members of the same learning community coupled with thoughtful consumption and recycling of resources are hallmarks of French Gulch-Whiskeytown School.

Our demographics include: 70.1% low income, 0% foster youth and 0% English Learners. While a number of our students have significantly high adverse childhood experiences (ACES) scores due to family situations and dynamics, we seek to build resilience student by student. The staff continues to learn more about trauma induced issues with children and best practices that are trauma based informed.

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

## LCAP Highlights

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

One of the key focus points of the FGWS LCAP is to provide students in our rural community opportunities that most would not have access to were it not offered by the school. This includes music instruction that provides not only classroom vocal experience but the chance to learn to play an instrument. Students may choose the recorder, guitar, ukulele, drums, keyboard or tackle several instruments. They are exposed to different genres of music and guided in beginning composition and improvisation. Younger students are also taught movement/ dance. Additional arts instruction is provided in a weekly ceramics program. Field trips to attend professional, community theater and local high school productions is part of this component of our LCAP.

LCAP funds the IA (industrial arts) program provided weekly for students in grades 5-8. The very nature of the program requires students to utilize application of real world math and science concepts to design and build a variety of projects using both hand and power tools.

Continual academic growth of all students is a bit problematic to report out. Because of the very small student population at FGWS, the school is unable to report data by grade level due to considerations of privacy. Some grade levels at the school only contain 1 or 2 students. In addition, the turn over rate from year to year also makes current school wide student progress over time difficult to report out since the population continues to shift. For example, due to 8th grade graduation or enrollment in different districts, half of the students tested in 2016, were not in attendance this following academic year. The same is true of the 2017 and most likely will be reflected in 2018-19 as well. That being said, we can report that of the 18 students tested on the CAASSP in 2017, all but 17 students made gains over the previous year's performance in ELA and 16 did in Math. Some of the gains were significant, others more modest but the trend of continuous progress is encouraging. That is our ultimate goal. Success in meeting that goal continues to be confirmed in local measures such as Aimsweb and AR Star. Because of the small sample size of FGWS, progress needs to be viewed student by student. Under the current state report out of testing results, no child can drop in state testing without it being reflected as a school wide drop. Examination of individual student progress, however, paints a different picture.

Although for state priority reporting purpose "student engagement" is based strictly on attendance, which continues to be problematic with a few students, student and parental feedback continues to give the fine arts/music and Industrial Arts (IA) components of our LCAP extremely high marks. One student, upon realizing that the Veterans Day holiday fell on Friday a year ago commented to

the IA teacher that he thought it would fall on Monday. "It can't be on Friday, that's YOUR DAY! This is the worst holiday timing ever!" Attendance does increase with our older students on Fridays because of our IA and ceramics programs. Wednesday is our music day, another higher attendance day. This year students received not only classroom vocal music and movement instruction but opportunities for musical instrument instruction that included recorder, keyboard, guitar, ukulele and drums. This instruction would most likely not be available to most of FGWS students due to parental inability to pay for private lessons coupled with inaccessibility to private instruction.

Technology is another area of LCAP focus. Hardware is updated in both of our classrooms yearly. Students, even our younger ones, are using computer technology to delve into areas of interest in greater depth as well as create multi media presentations. We continue to seek out online based programs that will assist in differentiating instruction for each student based on their individual needs and interests. Although connectivity continues to be problematic at times due to our rural setting, it has greatly improved since our BIIIG Grant installed a new internet provider system.

The school continues to acquire more and more Montessori materials to support our Montessori pedagogy in the classrooms. Many of the materials support and supplement concepts that are being rolled out in the new frameworks for social studies and science. Classroom libraries continue to grow. Upper grade additions are often based on student requests.

Our after school program, Project SHARE, continues to growth and evolve into a true extended day program. It is a wonderful balance of academics, art and creative activities and free choice.

## **Review of Performance**

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

## **Greatest Progress**

Because of the very small student population at French Gulch, it is difficult to report out trends and make it meaningful. The sample size is just too small and there is a need to protect privacy of individual students. Of 18 students who participated in state testing last spring, 17 showed growth in ELA and 16 showed growth in Math. Some showed truly significant gains. Others modest but positive growth. Two students backslid but that was predicted before the results were returned. Those particular students were experiencing a difficult time emotionally leading up to the testing period and their teachers anticipated less than sterling results on their testing. Investment in the testing experience clearly was not demonstrated at the time. Although the state reported out a school wide drop in math performance, our individual analysis indicated as a group the school improved. With such a small sample size, there is no room for a single student to drop in performance without it being reflected in a school wide drop. Individual analysis of student performance is the only true way to view results. Continual progress toward proficiency is definitely being made. As a school we have a long way to go but progress is definitely being made when the results are analyzed individually comparing growth between testing years.

Student surveys indicated that students 3-8 generally feel safe at FGWS. The results were a bit skewed when the 3-4 students were filling out the survey. They were doing so as a group with the questions read to them. When the question, "do you feel safe at school" was posed, one child said "No way! This place is haunted by a ghost- for reals!" There actually is a legend of a woman who haunts the school grounds at night but most of the students are unaware of the legend. One 4th grader knew about it and all in his group marked that they never felt safe! This was not the case with the older students. Almost all of the students felt they had at least one adult at school that they could go to if they had an issue and most felt safe at school. This was an improvement over last year. Older students continue to feel either neutral or negatively about being "excited" by instruction although on comments they indicated their interest in having more arts, Industrial Arts and more hands on science instruction. This year the 5-8th group participated in numerous outdoor education activities with the Western Wildlife Conservation group and Whiskeytown National Recreation Area. They raised salmon in the classroom and then released them in a local creek. Interest in this project was quite high but not reflected in the student survey. The survey will be revised next year to hopefully draw out more specific evaluation of classroom activities.

Only two parents returned surveys regarding state priorities. Both were generally pleased with the facility and instructional program. Neither really wrote comments to further explain or elaborate on any survey items. Once more they listed the Industrial Arts and arts program as well as technology as the top three areas to continue pursuing for next year.

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

With the acquisition of greater selections of classroom and library books, student reading continues on an upward swing. Additionally, the acquisition of newly adopted ELA anthologies for literature and writing will add to that positive trajectory in reading.

Students have attended several performing arts productions this year including Cascade Christmas, the Enterprise Starship Variety Hour, the Northstate Symphony and a production of Oliver. The VAPA program at school has included a ceramics component that has even extended into Project SHARE, our afterschool extended day program. Older students continue to learn woodworking skills on Fridays, creating a number of impressive hands on wood projects.

Project SHARE has been very well attended this year and LCAP's contribution to the offset the deficit in its operation makes a huge difference. Although families have been asked to contribute \$200 a year to assist in SHARE operating costs few have done so. The program provides a rich extended day opportunity for students within a safe, creative environment.

Science in the classroom has definitely been more on hands this year. The lower elementary program acquired several science materials that allow students greater opportunity to explore concepts outside of a text book.

In December, teachers completed participation in a NGSS grant, Project ESTEEM, through Cal State Chico. The lower elementary classroom received several gardening grants and are learning about native plants and pollinators.

The entire staff, certificated and classified, attended a training on Trauma Based Best Practices before school started. One attended the Help for Billy workshop in the spring which also promotes an understanding of trauma based issues and best practices. Certificated and classified staff

attended the Schools that Succeed Conference. Two certificated staff attended the California Rural Ed Network workshop in Sacramento.

Zero suspension and expulsion rates were maintained. The overall school attendance rate did improve as the chronic absenteeism rates declined.

A summer 2017 building project brought the school up to ADA compliance including a restroom that is handicapped accessible. Additionally, administrative and business offices were added to the front of the school providing visual site into the parking lot and foot traffic through the front entrance.

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

## **Greatest Needs**

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

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

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

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

This year due to ongoing health issues with our writing coach, a "writing workshop" component to our curriculum did not receive the implementation we budgeted for but it is still viewed as a critical need. New ELA text books which specifically target reading and writing skills will help but a dedicated instructional time with small groups of students at a time is still desired. A writing coach position is still needed.

After school tutoring, while viewed as a need, did not work out with a system that tracked progress on an ongoing basis yielding reliable data that could be used to evaluate effectiveness. It was decided to drop the program early on in the school year. After further discussion, it was determined that an additional instructional aide in the upper elementary classroom would most likely be more effective approach to meeting the individual needs of students.

Acquisition of more Montessori materials in all curricular areas is necessary to support the district's shift to Montessori pedagogy and instruction.

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

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

## Performance Gaps

There were no student groups that performed two or more levels below the "all student" performance. It should be noted, however, that the "all student" performance represents a skewed analysis of the data since the sample size does not allow for meaningful comparisons. During the last testing cycle, the performance of 2 students definitely skewed the results of 18 students in an "all student" comparison. These are inherent issues when the sample size is so small. Meaningful analysis has to be focused on individual performance.

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

## Increased or Improved services

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

Previously both informal and formal after school tutoring was offered several times a week. It has not turned out to be a reliable, data driven process to evaluate/remediate student skills for a number of reason. It was a good idea in concept but not execution. It is felt that the money used for that program would be more effectively used as an additional classroom instructional aide. The student population at FGWS as a whole scores rather high on ACEs (adverse childhood experiences) scales. An additional aide in the upper elementary program would greatly help the instructional flow of the classroom as staff learns more effective approaches in utilizing best practices that are trauma informed. Writing coach work primarily served students in grade school 5-8 but will provide additional focus on 4th grade next year. VAPA, music and Friday IA instruction were all cited by both students and parents as positive and desired components of our overall instructional programs.

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

## Budget Summary

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

**DESCRIPTION****AMOUNT**

Total General Fund Budget Expenditures For LCAP Year

\$536,753.00

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

\$93,767.00

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

The total General Fund Budget Expenditures shown above include regular operating expenses to run the school district including some salary/benefits not related to LCAP activities, utilities and other general operating supplies. Total Funds budgeted for planned actions/services is higher in 2018-19 than in the previous years due to required reporting Title II and REAP salaries/benefits as well as the addition of Instructional Aides.

**DESCRIPTION****AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$399,955.00

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Priority 1: Local Indicator/Teacher credential

**17-18**

Maintain 100% Highly Qualified certificated staff

100% Highly Qualified certificated staff

**Metric/Indicator**

Priority 1: Local Indicator/ Instructional materials

**17-18**

100% of students will have access to instructional materials as measured Williams Quarterly reports

100% of students will have access to instructional materials as measured Williams Quarterly reports

**Baseline**

100% of students will have access to instructional materials as measured Williams Quarterly reports

## Expected

**Metric/Indicator**

Priority 1: Local Indicator/ Facilities in good repair

**Metric/Indicator**

Priority 2: Local Indicator/Implementation of State Standards/ELD

**17-18**

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

**Baseline**

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

**Metric/Indicator**

Priority 1: Local Indicator/ Instructional materials

**17-18**

New Montessori classroom materials- emphasis on STEM materials

**Baseline**

Acquisition of new Montessori classroom materials

**Metric/Indicator**

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

**17-18**

Continuous individual student growth in ELA and math as measured by AIMSweb: CBM and MAZE and AR STAR

**Baseline**

All students show continuous individual student growth in ELA and math as measured by AIMSweb: CBM and MAZE and AR STAR

## Actual

During the summer of 2017, the facility was brought up to ADA compliance. This includes an ADA accessible restroom, and entrance and exit accessibility from all entrance and egress points of the building. Administrative and business offices were moved to the front entrance of the school where there is visual site to the parking lot and persons entering the facility. The rest of the building remains in good repair as indicated by monthly reports.

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

The school continues to acquire new Montessori materials annually. This year there was a focus on science materials

Most students have shown individual growth as measured by AIMSweb and AR STAR.

## Expected

**Metric/Indicator**

Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results

**17-18**

All students will show growth in Math as measured by Smarter Balanced Assessment

**Baseline**

All students will show growth in Math as measured by Smarter Balanced Assessment

**Metric/Indicator**

Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results

**17-18**

All students will show growth in English language arts as measured by Smarter Balanced Assessment

**Baseline**

All students will show growth in English language arts as measured by Smarter Balanced Assessment

**Metric/Indicator**

Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)

**17-18**

100% 8th graders will participate in 8-9 PSAT assessment

**Baseline**

100% 8th graders will participate in 8-9 PSAT assessment

**Metric/Indicator**

Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)

**17-18**

100% of students will have a Montessori Compass in place to track individual student progress aligning Montessori and state standards across curricular areas

**Baseline**

This will start next year. No baseline at this time because internet connection was unreliable.

## Actual

Of 18 students tested on Smarter Balanced Assessment in spring 2017, 16 showed growth in Math.

Of 18 students tested on Smarter Balanced Assessment in spring of 2017, 17 showed growth in ELA.

All 3 FGWS 8th graders participated in the 8-9 PSAT assessment administered in October 2017.

Teachers did not use Montessori Compass to track student progress this year as some connectivity issues remain.

Expected

**Metric/Indicator**  
 Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator

**17-18**  
 NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL

**Baseline**  
 NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL

Actual

No EL students registered at FGWS.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development training based on staff identified need in addition to Montessori assistant training July 2017	One instructional aide attended a week long training for Montessori assistants in Shingle Springs, CA. The training helped her understanding of Montessori pedagogy. Additional trainings included an all staff training on Trauma Informed Best Practices in August 2017, CAASP Training, ELPAC Training, Help for Billy Conference Trauma Informed Best Practices, Conflict Resolution for IEPs , Live 2 Lead Conference, California Rural Ed Network and Project ESTEEM, Schools That Succeed	3 Teachers and Paraprofessional SCOE summer training/other Object Code: 5210 Resource 0000 / Supp & Concentration \$3000	Professional Development Object Code: 5210 Resource 0000 / Supp & Concentration \$3396.00

**Action 2**

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>Subscription to Montessori Compass (online data collection)</p> <p>Students will have:</p> <p>regular teacher-student conferences based on their progress as recorded in Montessori Compass and other data sources</p>	<p>Montessori Compass was used primarily as an attendance tracking tool this year by the administrative office.</p> <p>Ongoing teacher-student conferences were held but Montessori Compass data was not used specifically or primarily as a source of talking points during the conferences.</p>	<p>\$6/student x 25 Object Code: 4310 Resource: 1100 \$150</p>	<p>Montessori Compass Object Code: 4310 Resource: 1100 \$351.00</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students will have:</p> <p>access to upgraded technology hardware : 2 computers/tablets to be added to both lower and upper elementary classrooms</p>	<p>2 new computers were placed in each of the two classrooms. Additionally, 2 new computers were donated to the school.</p>	<p>Computers Object Code: 4410 Resource: 0000 \$3000</p>	<p>Computers Object Code: 4410 Resource: 0000 \$3708.00</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students will have:</p> <p>the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 4-8)</p> <p>writing portfolios will be maintained demonstrating writing progress over time</p>	<p>This action did not occur this year. The person selected as the writing coach had a medical condition that prevented her from working in this capacity. Replacing her was problematic. Early in her treatment it was her intent to return to work when she was able to but the time she was able to work in that capacity was extremely limited.</p>	<p>Writing Coach Total: \$10734 (.20 FTE) = \$10356 benefits= \$378 Object Code 1110 &amp; 3000 Resource 0000 / Supp &amp; Concentration \$10,734</p>	<p>Writing Coach - As of 04/30/2018 Object Code 1110 &amp; 3000 Resource 0000 / Supp &amp; Concentration \$7299.00</p>



The position did not lend itself to a substitute.

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students will have:</p> <p>access to differentiated instructional online programs in ELA/Math:</p> <p>Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea.</p> <p>Smarty Ants subscriptions: 10 at \$25/each \$250</p> <p>ALEKS subscriptions 4 @ \$200/each</p>	<p>All of these actions/services were in place for 2017-18.</p>	<p>Imagine Learning Subscription Object Code: 4310 Resource 0000 / Supp &amp; Concentration \$900</p> <p>Smarty Ants Subscription Object Code: 4310 Resource 0000 / Supp &amp; Concentration \$250</p> <p>ALEKS Subscriptions Object Code: 4310 Resource 0000 / Supp &amp; Concentration \$800</p>	<p>Imagine Learning Subscription 0</p> <p>Smarty Ants Subscription Object Code: 4310 Resource 0000 / Supp &amp; Concentration \$250.00</p> <p>ALEKS Subscription Object Code: 4310 Resource 0000 / Supp &amp; Concentration \$315.00</p>

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students will have:</p> <p>access to new leveled trade books in classroom libraries and the school library</p>	<p>Trade books were acquired for each classroom. Many of those for the upper elementary program were student requests.</p>	<p>New leveled trade books Object Code: 4210 Resource 0000 / Supp &amp; Concentration \$1000</p>	<p>New leveled trade books Object Code: 4210 Resource 0000 / Supp &amp; Concentration \$1005.00</p>

### Action 7

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Students will have: access to new STEM related Montessori classroom materials	Additional Montessori materials were added to the classroom. The materials are all integrated across curricular areas. STEM related materials included but were not limited to: the timeline of life, coral reef package and mat, and control map and labels for studying biome regions.	Montessori Instructional Materials Object Code: 4310 Resource: 1100 \$2000	Montessori Instructional Materials Object Code: 4310 Resource: 1100 \$2812.00

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Written classroom courses of study and schedules were posted.	No cost	0.00

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students/teachers will have: access to newly adopted ELA anthologies at grade levels K-8. Teachers will have Teacher Editions as resource tools	The rep for McGraw Hill was changed 3 times this year. Placing a meaningful order given the unique circumstances of the school population has been challenging. Ongoing communication with each subsequent rep finally resulted in the acquisition of Literature Anthologies and Reading/Writing Anthologies for grades K-6 toward the end of the academic year. This order included 5 of each type of anthology and teachers guides per grade level. A number of "free" materials were included. The cost	ELA Books & Materials / Obj 4110 Object Code: 4210 Resource: 0000 \$4000	ELA Books & Materials / See object code 4110 Object Code: 4110 Resource: 0000 \$8875.00

was in excess of \$8000. Grades 7-8 are still looking at programs that are not primarily online based due to connectivity issues at the school and the level of connectivity in students' homes. Currently we are exploring Houghton Mifflin's ELA program which offers more hard copy and downloadable options than other adopted programs.

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8th graders:  will participate in 8-9 PSAT assessment	All 3 8th graders participated in the PSAT given in October 2017.	PSAT Assessment Object Code: 5000 - 5999 Resource: 0000 \$70	PSAT Assessment Object Code: 5000 - 5999 Resource: 0000 \$19.00

**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff training as needed through SCOE small school co-op services	The entire staff, certificated and classified participated in Trauma Informed Best Practices in August 2017. Additional trainings included Schools that Succeed, Help for Billy, ELPAC training, Rural CA Schools network, CAASPP training and SELPA's Conflict Resolution for IEPs.	Included in optional services	Included in SCOE small school co-op services 0.00

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

A key component of this goal included a writing coach which did not materialize due to a health related issue with the person contracted for this position. Additional computers in each classroom, new Montessori materials and new trade books assisted with cross curricular integration.

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

Strong cross curricular writing skills across the grade levels remains an area in need of improvement although students' knowledge base to discuss cross curricular concepts has shown increased skill.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Two actual expenditures compared to budgeted expenditures stand out in this goal. The budgeted expense for a writing coach was not spent outright for services rendered due to an unforeseen medical condition with that contracted individual. She did receive pay related to accrued sick leave and differential pay as prescribed by labor law. The second area that showed a wide discrepancy was the estimated cost of new ELA materials and the actual cost. There was over a 50% differential in budget and actual expenditures in that area.

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

While the goal remains unchanged there will be some adjustments in the actions related to the goal. Changes will be listed in the 2018-19 actions under Goal 1.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

**17-18**

Parent/Family Education Events 2-3/year

Several parent/family events were held this year. We view every event as "educational" in the sense that parents and guardians are given information that supports the value of different activities such as reading, discussing current events, opportunities for real life math problem solving, etc. This year we held a Science/Fine Arts Expo, three music events, and an informational meeting on ACEs and Trauma Informed Best Practices.

**Metric/Indicator**

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

**17-18**

All parents are given the opportunity to participate in Site Council meetings and other decision making opportunities.

Parents are kept informed in advance of all board meetings and LCAP Advisory Meetings through weekly newsletters and occasionally connect ed text messages.

## Expected

### Baseline

All parents were given the opportunity to participate in Site Council meetings and other decision making opportunities.

### Metric/Indicator

Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

### 17-18

All students have access to After School Program, including unduplicated students and exceptional needs

### Baseline

All students have access to After School Program, including unduplicated students and exceptional needs

### Metric/Indicator

Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)

### 17-18

All students have access to VAPA and music

### Baseline

All students had access to VAPA and music

### Metric/Indicator

Priority 5: Local Metric/Student Engagement/School attendance rates

### 17-18

Increase school attendance by .5%

### Baseline

91.5% school attendance

### Metric/Indicator

Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates

### 17-18

Decrease by 6% chronic absenteeism rate

### Baseline

26% chronic absenteeism rate

### Metric/Indicator

Priority 5: Local Metric/Middle school dropout rate

## Actual

A very successful after school program, Project SHARE, operated throughout the 2017-18 school year. The program is open to all students but does have an enrollment cap. One or two students did have to wait for an opening but they were eventually able to enroll.

Our music instructor from 2016-17 informed us right before school started that she would be unable to continue in that position for the 2017-18 year due to other obligations. Fortunately, we were able to hire a certificated instructor to fill the music position. Our contracted VAPA instructor is the same individual mentioned earlier as our writing coach. Due to her medical situation she was only able to teach a limited number of VAPA lessons. Students did receive some classroom teacher provided lessons in the VAPA area, however.

Overall attendance this year was 94% showing a 2.5% increase

Chronic absenteeism is 14.8% a decrease of 11.2% from the previous year

0% middle school drop out rate maintained

Expected

Actual

<p><b>17-18</b> Maintain 0% middle school drop out rate</p> <p><b>Baseline</b> Maintain 0% middle school drop out rate</p>	
<p><b>Metric/Indicator</b> Priority 6: State Indicator/Student Suspension Indicator</p> <p><b>17-18</b> Maintain 0% suspension rate</p> <p><b>Baseline</b> Maintain 0% suspension rate</p>	<p>0% suspension rate maintained</p>
<p><b>Metric/Indicator</b> Priority 6: Local Metric/Expulsion rate</p> <p><b>17-18</b> Maintain 0% expulsion rate</p> <p><b>Baseline</b> Maintain 0% expulsion rate</p>	<p>0% expulsion rate maintained</p>
<p><b>Metric/Indicator</b> Priority 6: Local Indicator/Local tool for school climate</p> <p><b>17-18</b> 50% of parents will complete a climate survey</p> <p><b>Baseline</b> 37% of parents completed a climate survey</p>	<p>Only 12% of parents returned the climate survey this year.</p>
<p><b>Metric/Indicator</b> Priority 1: Local Indicator/ Facilities in good repair</p> <p><b>17-18</b> 100% facilities in good repair as measured by the Facilities Inspection Tools</p> <p><b>Baseline</b> 100% facilities in good repair as measured by the Facilities Inspection Tools</p>	<p>100% of facilities in good repair using the FIT recording form. Two tire swings were replaced and some of the wood borders defining certain areas of the playground were also replaced. Additional wiring to support a bank of computers in Room 4 was also completed in 2017-18. A building project in the summer of 2017 brought the school up to ADA compliance while adding a handicapped accessible restroom and administrative and business offices to the front entrance of the school.</p>
<p><b>Metric/Indicator</b> Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p><b>17-18</b> 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</p>	<p>These metrics do not apply for this K-8 District</p>

Expected

Actual

**Baseline**

NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates

**Actions / Services**

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

**Action 1**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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.

5th-8th grade students did have access to an IA driven program each Friday.

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

Industrial Arts Supplies Object Code: 4310 Resource 0000 / Supp & Concentration \$807.00

**Action 2**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

2-3 scheduled parent / family education nights

Three music programs, an Open House featuring a science and fine arts expo, and Back to School Night were featured parent/family education nights this year. An additional informational night on ACEs and Trauma Informed best practices was offered. Refreshments were offered at all of these events.

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

**Action 3**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Maintain facilities to meet FIT standards

Monthly FIT reports: replacement of two tire swings and play area wooden borders / rewiring in room 4 to support more reliable circuitry to a bank of computers

Facility repairs as needed  
Resource: 0000 \$ as needed

Wiring repair in classroom Object Code: 5000 - 5999 Resource: 0000 \$590.00

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Plan for summer bridge program  NOTE: This is a planning year because our facility is going to be under construction during summer 2017	This program will be reinstated in summer 2018	No cost	0.00
		No cost	0.00

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
After school tutoring and resource program  Logs to record effectiveness	This program did not get off the ground this year. The continuity of student attendance varied according to whether students stayed after school or not. This made it difficult to set up a program in which reliable, ongoing services could be provided. Additionally, the teacher providing service to this program had family related obligations that prevented her from staying after school for extended periods of time.	After School Tutoring Certificated Sal/Ben (Total \$7934 = \$6720 + \$1214) Object Code 1115 & 3000 Resource 0000 / Supp & Concentration \$7934	0.00

#### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

VAPA - Visual Arts Teacher and Instructional Materials

Our contracted VAPA teacher had a health related condition that prevented her from giving instruction on a regular basis. Students attended several VAPA related field trips including: Cascade Christmas, Starship Variety Hour, a production of Oliver and an introduction to the orchestra.

VAPA Teacher (.20 FTE)  
Total \$10,734 = \$10,356 + \$378  
Object Code 1110 & 3000  
Resource 0000 / Supp &  
Concentration \$10,734

VAPA Teacher (.2 FTE) Object  
Code 1110 & 3000 Resource  
0000 / Supp & Concentration  
\$7299.00

VAPA Instructional materials  
Object Code: 4310 Resource  
0000 / Supp & Concentration  
\$1000

VAPA Instr Materials Object  
Code: 4310 Resource 0000 /  
Supp & Concentration \$396.00

VAPA Field Trips Object Code:  
5000 - 5999 Resource 0000 /  
Supp & Concentration \$700

VAPA Field Trips Object Code:  
5000 - 5999 Resource 0000 /  
Supp & Concentration \$185.00

## Action 7

### Planned Actions/Services

Music Teachers and music instructional materials

### Actual Actions/Services

The district was able to find a certificated music teacher on a provisional basis that worked out and will continue for the 2018-19.

### Budgeted Expenditures

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

### Estimated Actual Expenditures

Music Instruction (As of  
05/30/2018) Object Code 1110 &  
3000 Resource 0000 / Supp &  
Concentration \$6250.00

Music instructional materials  
Object Code: 4310 Resource  
0000 / Supp & Concentration  
\$200

Music supplies Object Code:  
4310 Resource 0000 / Supp &  
Concentration \$34.00

Mileage for Music Teacher Object  
Code: 5000 - 5999 Resource  
0000 / Supp & Concentration  
\$484

## Action 8

### Planned Actions/Services

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

### Actual Actions/Services

\$1103 is the 2017-18 contribution to cover the anticipated deficit in operating Project SHARE at FGWS

### Budgeted Expenditures

Project SHARE Contribution  
Object Code: 5000 - 5999  
Resource: 0000 \$2500

### Estimated Actual Expenditures

Project SHARE Contribution  
Object Code: 5000 - 5999  
Resource: 0000 \$1103

## Action 9

Maintain Instructional Aide in lower elementary program.

50% of Instructional aide sal/ben  
Object Code 2110 & 3000  
Resource 0000 / Supp &  
Concentration \$8481

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

There are several stand outs in this goal area. The weekly Industrial Arts (IA) instruction for grades 5-8 has been received well by students who have asked for additional days of IA. We were able to secure a certificated music instructor after our classified instructor ifrom the previous year informed us she would be unable to teach this year. In addition to vocal music, students have received instrumental instruction in recorders, drums, ukuleles, keyboard and guitar. Additionally younger students have received instruction in movement and dance. The Project SHARE after school program has grown stronger throughout the year providing students with a high quality extended day program. Most of the parents of students attending were unable to pay the suggested \$200 yearly contribution so the school's contribution to cover the operating deficit of the program is vital. Due to logistical issues in execution, the After School Tutoring Program was not implemented. Several Parent/Family Educational Events were held. Chronic absenteeism and over all school attendance showed improvement. Facility repairs were made based on identified FIT report needs.

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

Effectiveness on this goal was mixed. Attendance levels increased this year but it should be noted that 3 Saturday School sessions were held to make up 61 days of absence throughout the fall and winter terms. Chronic absenteeism rates improved school wide but remain a concern regarding 4 individual students. A certificated music teacher was found to replace a classified instructor who gave late notice of non return. The music program exceeded expectations. Our VAPA instructor was unable to o fulfill her contractual obligation due to health related concerns, nonetheless some VAPA activities continued in the classrooms through out the year. After school tutoring proved to have too many logistical barriers that interfered with its successful implementation. IA instruction is offered on Fridays. Students would like it to be an everyday offering. Project SHARE, after school program, is dependent on the school's contribution to cover its deficit operating costs. Parent/Family Educational Events varied in terms of attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most obviously the budgeted salaries for VAPA instruction and After School Tutoring were not fullyutilized. The budget for Music instruction reflected the difference between using a certificated vs a classified instructor.

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

After school tutoring has not been successful in terms of measuring its effectiveness in changing educational outcomes for students. It has been decided that it will be dropped unless or until a more reliable format can be established in its implementation. This change will be reflected in Goal 2 action item section. Summer Learning Bridge expenses will be reflected in both the action and budget sections of Goal 2 for 2018-19. The addition of an instructional aide for the upper elementary program was added for 2018-19 to assist with the implementation/differentiation of state standards due to the needs of the 4 grade level span and instructional needs of students in the program. This will be found in goal 2.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

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

Stakeholders input meetings:

Parent Surveys: In February 2018, parents were asked to rate the school's performance touching on all eight state priorities. Comments were encouraged. Parents were also asked to prioritize the LCAP actions for 2017-18 based on what they felt was most valuable and should be carried over into next year's plan. VAPA instruction, technology and the Industrial Arts program were once again the top three areas cited. Unfortunately, despite numerous requests to return the surveys only two were submitted. It was suggested that next year the surveys be distributed at a Parent/Family event to ensure greater representation and input.

LCAP Advisory Board met the second Monday of each month. Student and Parent Surveys from last year were utilized this year although may be revised for next year. Results of the surveys were presented at the March 2018 board of trustees meeting. Students were encouraged to make comments on their surveys and asked to be realistic in their ideas. Obviously a bid for a daily 2 hour recess is not going to fly! Their surveys did have numerous comments. Some were rather thoughtful, others very "middle schoolish." Results of the surveys were discussed in depth at various meetings with the staff and the board helping to prioritize actions for 2018-19. The LCAP advisory board also worked on revising the Safe School Plan.

Teachers: weekly Monday staffing covered a variety of topics but centered around student academic progress and how best to assist struggling students. Due to the unforeseen health concerns of our Writing Coach and VAPA instructor (the same person), several of our LCAP actions were not executed as intended. The absence of this individual highlighted how much she did above and beyond her LCAP assigned duties. Despite her absence, students did receive VAPA experiences in the classroom but not with the regular frequency or scope and sequence of instruction that our LCAP action brought to that curricular area previously. Our VAPA instructor was able to give a few lessons in the late spring. Additionally, one of the instructional aides has continued with a ceramics program on Fridays that has yielded amazing works of art. Our Project SHARE liaison continues to offer opportunities for art exploration and creativity in the after school program.

Classified: ongoing informal communication- we tried whole staff morning meetings before the start of the school day but it just did not work out as planned. Students come to school quite early and supervision of those students became problematic. We are still working on the communication piece. It was decided that next year (2018-19), the entire staff both classified and certificated will meet together on our minimum day Mondays, the first Monday of each month to discuss school issues as a united staff.

Students: survey February 2018 Students 3rd-8th filled out a survey covering all 8 of the state priorities with room to write comments as well. Students had high praise for the IA and VAPA programs- anything that was hands on. Most indicated they felt the school provided a safe environment, teachers cared about them, rules for behavior were clear and understood and they knew where to turn if they had a problem. The 3rd graders this year proved to be a bit young in their understanding of the questions and how a survey worked. Next year the survey will probably be administered to 4th grade and up. A modified survey may be developed for the primary grades.

Parents were asked for input throughout the year and invited to attend the monthly LCAP Advisory meetings. No members of the community ever showed up for these meeting. Notices went out in weekly newsletters which were handed out to students in addition to being posted at the school and the bulletin board outside of the local post office.

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

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

Preliminary LCAP made available on June 5, 2018, written responses to concerns through June 12, 2018

Public Hearing at Board Meeting on June 11, 2018

Draft Plan revised to reflect public input June 13, 2018

Board Adoption of LCAP on June 14, 2018

## **Impact on LCAP and Annual Update**

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

Input from parents, teachers, classified, students, board of trustees and community members indicated that the LCAP goals identified and implemented during 2017-18 have had a positive effect. Ongoing technology upgrades have allowed more individualization of

student instruction. Increased acquisition of Montessori based learning materials has enhanced the creation of classroom environments more in line with Montessori pedagogy. The IA program continues to provide older students with real world application of math and science using a hands on approach- something the older students referenced in their survey comments this year. More students than before are requesting instruction in playing musical instruments. The consolidation of the plan's goals from 5 to 2 for 2017-18 hopefully has made the document less cumbersome.

1. Goal 1: Goal #1: FGWS will continue alignment of Montessori instruction and student learning to the California State Standards with an emphasis in writing across the curriculum.
2. Goal 2: FGWS will provide a safe, nurturing learning environment that promotes Montessori pedagogy and practices while providing differentiated support for each student. Parents will have the opportunity to engage in programs so that they can be active participants in student learning.

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

The entire staff met in August to attend a SCOE workshop through the smalls school co-op program on the effects of childhood trauma and use of some best practices when dealing with children with high ACEs scores. A mini version of this workshop was offered to parents later in the year but unfortunately only one parent was in attendance. Staff will receive further training in this area through an MTSS Grant that was received in Spring of 2018. The initial training will include 5 staff members attending the Love and Logic Educators Retreat in Breckenridge, CO June 25-27, 2018. The administrator attends the monthly small school co-op meetings and shares training opportunities and other information with the FGWS staff at weekly staff meetings.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

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

Staff/school needs:

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

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	Maintain 100% Highly Qualified certificated staff	Maintain 100% Highly Qualified certificated staff	Maintain 100% Highly Qualified certificated staff. Title II & REAP funds are used to maintain credentialed staff in the upper elementary program.	Maintain 100% Highly Qualified certificated staff. Title II & REAP funds are used to maintain credentialed staff in the upper elementary program.
Priority 1: Local Indicator/ Instructional materials	100% of students will have access to instructional materials as measured Williams Quarterly reports	100% of students will have access to instructional materials as measured Williams Quarterly reports	100% of students will have access to instructional materials as measured Williams Quarterly reports	100% of students will have access to instructional materials as measured Williams Quarterly reports
Priority 1: Local Indicator/ Facilities in good repair	100% of facilities are in good repair as indicated by the Facilities Inspection Tool	100% of facilities are in good repair as indicated by the Facilities Inspection Tool	100% of facilities are in good repair as indicated by the Facilities Inspection Tool	100% of facilities are in good repair as indicated by the Facilities Inspection Tool
Priority 2: Local Indicator/Implementation of State Standards/ELD	100% of all students had access to a broad course of study as evidenced by written and posted classroom course of study and schedule	100% of all students will have access to a broad course of study as evidenced by written and posted classroom course of study and schedule	100% of all students will have access to a broad course of study as evidenced by written and posted classroom course of study and schedule	100% of all students will have access to a broad course of study as evidenced by written and posted classroom course of study and schedule
Priority 1: Local Indicator/ Instructional materials	Acquisition of new Montessori classroom materials	New Montessori classroom materials-emphasis on STEM materials	New Montessori classroom materials-included but not limited to STEM materials	New Montessori classroom materials-included but not limited to social studies materials

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	All students show continuous individual student growth in ELA and math as measured by AIMSweb: CBM and MAZE and AR STAR	Continuous individual student growth in ELA and math as measured by AIMSweb: CBM and MAZE and AR STAR	Continuous individual student growth in ELA and math as measured by AIMSweb: CBM and MAZE and AR STAR	Continuous individual student growth in ELA and math as measured by AIMSweb: CBM and MAZE and AR STAR
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	All students will show growth in Math as measured by Smarter Balanced Assessment	All students will show growth in Math as measured by Smarter Balanced Assessment	All students will show growth in Math as measured by Smarter Balanced Assessment	All students will show growth in Math as measured by Smarter Balanced Assessment
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	All students will show growth in English language arts as measured by Smarter Balanced Assessment	All students will show growth in English language arts as measured by Smarter Balanced Assessment	All students will show growth in English language arts as measured by Smarter Balanced Assessment	All students will show growth in English language arts as measured by Smarter Balanced Assessment
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	100% 8th graders will participate in 8-9 PSAT assessment	100% 8th graders will participate in 8-9 PSAT assessment	100% 8th graders will participate in 8-9 PSAT assessment	100% 8th graders will participate in 8-9 PSAT assessment
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher	This will start next year. No baseline at this time because internet connection was unreliable.	100% of students will have a Montessori Compass in place to track individual student progress aligning	100% of students will have Montessori Compass accounts in place in order for teachers to track their	100% of students will have Montessori Compass accounts in place in order for teachers to track their

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)		Montessori and state standards across curricular areas	progress in alignment of Montessori and state standards across curricular areas	progress in alignment of Montessori and state standards across curricular areas
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL	NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL	NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (ELPAC) and EL	NOTE: Because there are no English Learners with the FGWSD, the following metrics do not apply: EL Progress toward English Proficiency (ELPAC) and EL

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: staff training to benefit all students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: K-8

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Professional Development training based on staff identified need in addition to Montessori assistant training July 2017

2018-19 Actions/Services

Professional Development training based on staff identified need in addition to Montessori assistant training July 2018

2019-20 Actions/Services

Professional Development training based on staff identified need in addition to Montessori assistant training July 2019

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3000	\$3200	\$3400
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 5210 3 Teachers and Paraprofessional SCOE summer training/other	Object Code: 5210 3 Teachers and Paraprofessionals SCOE summer training/other	Object Code: 5210 3 Teachers and Paraprofessionals SCOE summer training/other

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: K-8

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Subscription to Montessori Compass (online data collection)

Students will have:

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

2018-19 Actions/Services

Subscription to Montessori Compass (online data collection)

Students will have:

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

2019-20 Actions/Services

Subscription to Montessori Compass (online data collection)

Students will have:

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$150	\$450	\$450
Source	Resource: 1100	Resource: 1100	Resource: 1100
Budget Reference	Object Code: 4310 \$6/student x 25	Object Code: 4310 \$18/student x 25	Object Code: 4310 \$18/student x 25

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: K-8

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Students will have:

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

**2018-19 Actions/Services**

Students will have:

access to upgraded technology hardware in both classroom: 2 computers/tablets to be added to both lower and upper elementary classrooms  
Smart Board for lower elementary classroom

**2019-20 Actions/Services**

Students will have:

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3000	\$3200	\$3400
Source	Resource: 0000	Resource: 0000	Resource: 0000
Budget Reference	Object Code: 4410 Computers	Object Code: 4410 Computers	Object Code: 4410 Computers
Amount		4500.00	0
Source		Resource 0000 / Supp & Concentration	
Budget Reference		Object Code: 4410 Smart Board for lower elementary classroom	

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools  
Specific Grade Spans: 4-8

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Modified Action

**2017-18 Actions/Services**

Students will have:  
  
the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 4-8)  
  
writing portfolios will be maintained demonstrating writing progress over time

**2018-19 Actions/Services**

Students will have:  
  
the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 3-8)  
  
writing portfolios be maintained demonstrating writing progress over time

**2019-20 Actions/Services**

Students will have:  
  
the benefit of individualized and small group instruction in writing with certificated instructor 1 day a week (grades 2-8)  
  
writing portfolios will be maintained demonstrating writing progress over time

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,734	\$11,268	\$11,268
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code 1110 & 3000 Writing Coach Total: \$10734 (.20 FTE) = \$10356 benefits= \$378	Object Code 1110 & 3000 Writing Coach Total: \$11268 (.20 FTE) = \$10880 benefits= \$388	Object Code 1110 & 3000 Writing Coach Total: \$11268 (.20 FTE) = \$10880 benefits= \$388

### Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: TK-8

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Students will have:

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Students will have:

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Students will have:

<p>access to differentiated instructional online programs in ELA/Math:</p> <p>Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea.</p> <p>Smarty Ants subscriptions: 10 at \$25/each \$250</p> <p>ALEKS subscriptions 4 @ \$200/each</p>	<p>access to differentiated instructional online programs in ELA/Math:</p> <p>Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea.</p> <p>Smarty Ants subscriptions: 10 at \$25/each \$250</p> <p>ALEKS subscriptions 4 @ \$200/each</p>	<p>access to differentiated instructional online programs in ELA/Math:</p> <p>Imagine Learning Total: \$900 6 usage subscriptions @ \$150 ea.</p> <p>Smarty Ants subscriptions: 10 at \$25/each \$250</p> <p>ALEKS subscriptions 4 @ \$200/each</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$900	\$1450	\$1500
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 4310 Imagine Learning Subscription	Object Code: 4310 Imagine Learning Subscription	Object Code: 4310 Imagine Learning Subscription
Amount	\$250	\$260	\$270
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 4310 Smarty Ants Subscription	Object Code: 4310 Smarty Ants Subscription	Object Code: 4310 Smarty Ants Subscription
Amount	\$315	\$315	\$315
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 4310 ALEKS Subscriptions	Object Code: 4310 ALEKS Subscriptions	Object Code: 4310 ALEKS Subscriptions

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: TK-8  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: TK-8  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Students will have:

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

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Students will have:

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

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Students will have:

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1100	\$1200
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 4210 New leveled trade books	Object Code: 4210 New leveled trade books	Object Code: 4210 New leveled trade books

### Action 7

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: K-8

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Students will have:  
  
access to new Montessori classroom materials related to but not limited to STEM content

2019-20 Actions/Services

Students will have:  
  
access to new Montessori classroom materials related to but not limited to social studies content

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$2100	\$2200
Source	Resource: 1100	Resource: 1100	Resource: 1100
Budget Reference	Object Code: 4310 Montessori Instructional Materials	Object Code: 4310 Montessori Instructional Materials	Object Code: 4310 Montessori Instructional Materials

**Action 8**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: K-8

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost	No cost	No cost

**Action 9**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: K-8

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

Classrooms will have ELA materials aligned to state/Montessori standards grades 7-8

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4000	\$3500	\$1000
Source	Resource: 0000	Resource: 0000	Resource: 0000
Budget Reference	Object Code: 4210 ELA Books & Materials / Obj 4110	Object Code: 4210 ELA Books & Materials / Obj 4110	Object Code: 4110 ELA Books & Support Materials / Obj 4110

### Action 10

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: 8-9 grade PSAT assessment

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: 8

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action  
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

8th graders:  
will participate in 8-9 PSAT assessment

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$70	\$70	\$70
Source	Resource: 0000	Resource: 0000	Resource: 0000
Budget Reference	Object Code: 5000 - 5999 PSAT Assessment	Object Code: 5000 - 5999 PSAT Assessment	Object Code: 5000 - 5999 PSAT Assessment

**Action 11**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		Cost covered in co-op service fee	Cost covered in co-op service fee

## Action 12

All

All Schools  
Specific Grade Spans: Grades 5-8

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

New Action

Unchanged Action

Maintain Highly Qualified certificated staff.

### Budgeted Expenditures

Amount		\$1034.00	\$1034.00
Source			Resource 4035 Title II
Budget Reference		Object Code 1110 & 3000 Title II funding spent on upper elementary certificated staff.	Object Code 1110 & 3000 Title II funding spent on upper elementary certificated staff.
Amount		\$14,487.00	\$14,487.00
Source			Resource 5810 REAP
Budget Reference		Object Code 1110 & 3000 Salary/benefits not covered by Title II (above) are flexed into the REAP program. Any remaining balance is paid from the general fund.	Object Code 1110 & 3000 Salary/benefits not covered by Title II (above) are flexed into the REAP program. Any remaining balance is paid from the general fund.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

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

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

FGWS needs to maintain a reliable after school program.

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

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

While student engagement is determined through "attendance" it is an observation that many students will not miss a fine arts instructional day or our upper grade Industrial Arts Friday- a real sign of student engagement!. Both programs need to have a budget for materials to support their instruction. Additionally, engagement is enhanced through differentiated instruction which is facilitated by employment of instructional aides in the classroom.

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

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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Parent/Family Education Events topics TBA yearly	Parent/Family Education Events 2-3/year	Parent/Family Education Events 2-3/year	Parent/Family Education Events 2-3/year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	All parents were given the opportunity to participate in Site Council meetings and other decision making opportunities.	All parents are given the opportunity to participate in Site Council meetings and other decision making opportunities.	All parents are given the opportunity to participate in LCAP Advisory Board meetings and other decision making opportunities.	All parents are given the opportunity to participate in LCAP Advisory Board meetings and other decision making opportunities.
Priority 7: Local Metric/Programs/service s developed and provided to unduplicated pupils	All students have access to After School Program, including unduplicated students and exceptional needs	All students have access to After School Program, including unduplicated students and exceptional needs	All students have access to After School Program, including unduplicated students and exceptional needs	All students have access to After School Program, including unduplicated students and exceptional needs
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	All students had access to VAPA and music	All students have access to VAPA and music	All students have access to VAPA and music	All students have access to VAPA and music
Priority 5: Local Metric/Student Engagement/School attendance rates	91.5% school attendance	Increase school attendance by .5%	Increase school attendance by .5%	Increase school attendance by .5%
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	26% chronic absenteeism rate	Decrease by 6% chronic absenteeism rate	Decrease by 2% chronic absenteeism rate	Decrease by 2% chronic absenteeism rate
Priority 5: Local Metric/Middle school dropout rate	Maintain 0% middle school drop out rate	Maintain 0% middle school drop out rate	Maintain 0% middle school drop out rate	Maintain 0% middle school drop out rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: State Indicator/Student Suspension Indicator	Maintain 0% suspension rate			
Priority 6: Local Metric/Expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate
Priority 6: Local Indicator/Local tool for school climate	37% of parents completed a climate survey	50% of parents will complete a climate survey	60% of parents will complete a climate survey	70% of parents will complete a climate survey
Priority 1: Local Indicator/ Facilities in good repair	100% facilities in good repair as measured by the Facilities Inspection Tools	100% facilities in good repair as measured by the Facilities Inspection Tools	100% facilities in good repair as measured by the Facilities Inspection Tools	100% facilities in good repair as measured by the Facilities Inspection Tools
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates	NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates	NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates	NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: Grades 5 - 8

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$2050	\$2100
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 4310 Classroom Supplies for Industrial Arts	Object Code: 4310 Classroom Supplies for Industrial Arts	Object Code: 4310 Classroom Supplies for Industrial Arts

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: 5-8

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2-3 scheduled parent / family education nights

2018-19 Actions/Services

2-3 scheduled parent / family education nights

2019-20 Actions/Services

2-3 scheduled parent / family education nights

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 4310 Materials for parent education/family events	Object Code: 4310 Materials for parent education/family events	Object Code: 4310 Materials for parent education/family events

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain facilities to meet FIT standards

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$ as needed	\$ as needed	\$ as needed
Source	Resource: 0000	Resource: 0000	Resource: 0000
Budget Reference	Facility repairs as needed	Facility repairs as needed	Facility repairs as needed

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: K-8

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

**2017-18 Actions/Services**

Plan for summer bridge program

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

**2018-19 Actions/Services**

Summer learning bridge

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

Attendance logs to verify use

**2019-20 Actions/Services**

Summer learning bridge

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

Attendance logs to verify use

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost	\$1133	\$1300
Source		Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference		Object Code 1115 & 3000 Summer Learning Bridge Certificated Sal/Ben	Object Code 1115 & 3000 Summer Learning Bridge Certificated Sal/Ben
Amount	No cost	\$1035	\$1200
Source		Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference		Object Code 2215 & 3000 Summer Learning Bridge Library Staff / Resource management Sal/Ben	Object Code 2215 & 3000 Summer Learning Bridge Library Staff / Resource management Sal/Ben

## Action 5

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

After school tutoring and resource program

Logs to record effectiveness

### 2018-19 Actions/Services

After school tutoring and resource program

### 2019-20 Actions/Services

After school tutoring and resource program

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7934	0	0
Source	Resource 0000 / Supp & Concentration		
Budget Reference	Object Code 1115 & 3000 After School Tutoring Certificated Sal/Ben (Total \$7934 = \$6720 + \$1214)		

### Action 6

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: TK-8

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

VAPA - Visual Arts Teacher and Instructional Materials

2018-19 Actions/Services

VAPA - Visual Arts Teacher and Instructional Materials

2019-20 Actions/Services

VAPA - Visual Arts Teacher and Instructional Materials

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,734	\$11,268	\$11,268
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code 1110 & 3000 VAPA Teacher (.20 FTE) Total \$10,734 = \$10,356 + \$378	Object Code 1110 & 3000 VAPA Teacher (.20 FTE) Sal/Ben	Object Code 1110 & 3000 VAPA Teacher (.20 FTE) Sal/Ben
Amount	\$1000	\$1100	\$1200
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 4310 VAPA Instructional materials	Object Code: 4310 VAPA Instructional materials	Object Code: 4310 VAPA Instructional materials
Amount	\$700	\$700	\$700
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 5000 - 5999 VAPA Field Trips	Object Code: 5000 - 5999 VAPA Field Trips	Object Code: 5000 - 5999 VAPA Field Trips

**Action 7**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools Specific Grade Spans: TK-8
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Music Teachers and music instructional materials	Music Teachers and music instructional materials	Music Teachers and music instructional materials
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2746	\$7768	\$7768
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 2110 & 3000 Music Instruction - Classified (Total \$2746 = \$2500 + 246)	Object Code 1110 & 3000 Music Instruction Certificated and Benefits	Object Code 1110 & 3000 Music Instruction Certificated and Benefits
Amount	\$200	\$200	\$200
Source	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference	Object Code: 4310 Music instructional materials	Object Code: 4310 Music instructional materials	Object Code: 4310 Music instructional materials

**Action 8**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: K-8

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2500	\$2550	\$2600
Source	Resource: 0000	Resource: 0000	Resource: 0000
Budget Reference	Object Code: 5000 - 5999 Project SHARE Contribution	Object Code: 5000 - 5999 Project SHARE Contribution	Object Code: 5000 - 5999 Project SHARE Contribution

**Action 9**

All

All Schools  
Specific Grade Spans: K-8

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

	New Action	Unchanged Action
	Maintain Instructional Aide in lower elementary program. Add Instructional Aide to upper grade program to assist implementation/differentiation of state standards.	Maintain Instructional Aides in lower and upper elementary programs to assist in implementation/differentiation of state standards.

**Budgeted Expenditures**

Amount		\$8,517.00	\$9,000.00
Source		Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference		Object Code 2110 & 3000 Maintain Instructional Aide in lower elementary program.	Object Code 2110 & 3000 Maintain Instructional Aide in lower elementary program.
Amount		\$10,012	\$10,500.00
Source		Resource 0000 / Supp & Concentration	Resource 0000 / Supp & Concentration
Budget Reference		Object Code 2110 & 3000 Add Instructional Aide in upper elementary program.	Object Code 2110 & 3000 Maintain Instructional Aide in upper elementary program.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$64,315

Percentage to Increase or Improve Services

19.99%

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

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

FGWSD's unduplicated population represents 70.3 % of students. The district plans to use the supplemental/concentration funds generated by these students. All services are planned to be implemented districtwide because of the high percentage of targeted students. These services and actions are principally directed towards the low income students to support their academic and social needs by providing extended opportunities for small group instruction, coaching in writing, personalized tutoring, additional academic skill development through online programs tailored to meet specific deficits, as well as enrichment activities such as the VAPA and Industrial Arts (IA) programs added to the FGWS curriculum. The shift to a Montessori pedagogy supports the instruction of our multi aged classrooms. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a targeted or pull out program and will allow students to maintain access to other services available to students without interruption.

Project SHARE has been very well attended this year and LCAP's contribution to the offset the deficit in its operation makes a huge difference. Although families have been asked to contribute \$200 a year to assist in SHARE operating costs few have done so. The program provides a rich extended day opportunity for students within a safe, creative environment.

The district plans to spend \$ 66,376.00 to provide the services described above. These services will be provided districtwide because of the high concentration of unduplicated students. Funds will be used primarily to support individualizing instructional programs through supplemental certificated personnel such as the VAPA teacher, writing coach and our upper elementary IA program. In addition, students will receive tailored tutoring to meet specific needs. We will continue to seek mentors to encourage older students

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

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

to seek college or career opportunities. It is our belief that if students are exposed to many opportunities that it will foster not only a love for learning but prepare them to take their places in society as global citizens. When compared to the LCFF base funding, these planned expenditures will meet the percentage to increase or improve services.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$41,765

Percentage to Increase or Improve Services

13.46%

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

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

FGWSD's unduplicated population represents 70.3% of students. The district plans to use the supplemental/concentration funds generated by these students. All services are planned to be implemented districtwide because of the high percentage of targeted students. These services and actions are principally directed towards the low income students to support their academic and social needs by providing extended opportunities for small group instruction, coaching in writing, personalized tutoring, additional academic skill development through online programs tailored to meet specific deficits, as well as enrichment activities such as the VAPA and Industrial Arts (IA) programs added to the FGWS curriculum. The shift to a Montessori pedagogy supports the instruction of our multi aged classrooms. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a targeted or pull out program and will allow students to maintain access to other services available to students without interruption.

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

# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

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

## **Budget Summary**

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### **Goal**

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

### **Related State and/or Local Priorities**

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

### **Identified Need**

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

#### Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

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

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

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

# Demonstration of Increased or Improved Services for Unduplicated Students

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

## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, October 2016*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	54,218.00	53,659.00	53,733.00	93,767.00	88,930.00	236,430.00
	0.00	0.00	0.00	15,521.00	0.00	15,521.00
Resource 0000 / Supp & Concentration	42,498.00	36,201.00	42,013.00	66,376.00	63,689.00	172,078.00
Resource 4035 Title II	0.00	0.00	0.00	0.00	1,034.00	1,034.00
Resource 5810 REAP	0.00	0.00	0.00	0.00	14,487.00	14,487.00
Resource: 0000	9,570.00	14,295.00	9,570.00	9,320.00	7,070.00	25,960.00
Resource: 1100	2,150.00	3,163.00	2,150.00	2,550.00	2,650.00	7,350.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	54,218.00	53,659.00	53,733.00	93,767.00	88,930.00	236,430.00
	0.00	0.00	0.00	0.00	0.00	0.00
Object Code 1110 & 3000	21,468.00	20,848.00	21,468.00	45,825.00	45,825.00	113,118.00
Object Code 1115 & 3000	7,934.00	0.00	7,934.00	1,133.00	1,300.00	10,367.00
Object Code 2110 & 3000	0.00	8,481.00	0.00	18,529.00	19,500.00	38,029.00
Object Code 2215 & 3000	0.00	0.00	0.00	1,035.00	1,200.00	2,235.00
Object Code: 2110 & 3000	2,746.00	0.00	2,746.00	0.00	0.00	2,746.00
Object Code: 4110	0.00	8,875.00	0.00	0.00	1,000.00	1,000.00
Object Code: 4210	5,000.00	1,005.00	5,000.00	4,600.00	1,200.00	10,800.00
Object Code: 4310	7,800.00	4,965.00	7,315.00	8,425.00	8,735.00	24,475.00
Object Code: 4410	3,000.00	3,708.00	3,000.00	7,700.00	3,400.00	14,100.00
Object Code: 5000 - 5999	3,270.00	2,381.00	3,270.00	3,320.00	3,370.00	9,960.00
Object Code: 5210	3,000.00	3,396.00	3,000.00	3,200.00	3,400.00	9,600.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	54,218.00	53,659.00	53,733.00	93,767.00	88,930.00	236,430.00
		0.00	0.00	0.00	0.00	0.00	0.00
Object Code 1110 & 3000		0.00	0.00	0.00	15,521.00	0.00	15,521.00
Object Code 1110 & 3000	Resource 0000 / Supp & Concentration	21,468.00	20,848.00	21,468.00	30,304.00	30,304.00	82,076.00
Object Code 1110 & 3000	Resource 4035 Title II	0.00	0.00	0.00	0.00	1,034.00	1,034.00
Object Code 1110 & 3000	Resource 5810 REAP	0.00	0.00	0.00	0.00	14,487.00	14,487.00
Object Code 1115 & 3000	Resource 0000 / Supp & Concentration	7,934.00	0.00	7,934.00	1,133.00	1,300.00	10,367.00
Object Code 2110 & 3000	Resource 0000 / Supp & Concentration	0.00	8,481.00	0.00	18,529.00	19,500.00	38,029.00
Object Code 2215 & 3000	Resource 0000 / Supp & Concentration	0.00	0.00	0.00	1,035.00	1,200.00	2,235.00
Object Code: 2110 & 3000	Resource 0000 / Supp & Concentration	2,746.00	0.00	2,746.00	0.00	0.00	2,746.00
Object Code: 4110	Resource: 0000	0.00	8,875.00	0.00	0.00	1,000.00	1,000.00
Object Code: 4210	Resource 0000 / Supp & Concentration	1,000.00	1,005.00	1,000.00	1,100.00	1,200.00	3,300.00
Object Code: 4210	Resource: 0000	4,000.00	0.00	4,000.00	3,500.00	0.00	7,500.00
Object Code: 4310	Resource 0000 / Supp & Concentration	5,650.00	1,802.00	5,165.00	5,875.00	6,085.00	17,125.00
Object Code: 4310	Resource: 1100	2,150.00	3,163.00	2,150.00	2,550.00	2,650.00	7,350.00
Object Code: 4410	Resource 0000 / Supp & Concentration	0.00	0.00	0.00	4,500.00	0.00	4,500.00
Object Code: 4410	Resource: 0000	3,000.00	3,708.00	3,000.00	3,200.00	3,400.00	9,600.00
Object Code: 5000 - 5999	Resource 0000 / Supp & Concentration	700.00	669.00	700.00	700.00	700.00	2,100.00
Object Code: 5000 - 5999	Resource: 0000	2,570.00	1,712.00	2,570.00	2,620.00	2,670.00	7,860.00
Object Code: 5210	Resource 0000 / Supp & Concentration	3,000.00	3,396.00	3,000.00	3,200.00	3,400.00	9,600.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	25,904.00	28,030.00	25,419.00	46,934.00	40,594.00	112,947.00
<b>Goal 2</b>	28,314.00	25,629.00	28,314.00	46,833.00	48,336.00	123,483.00
<b>Goal 3</b>			0.00	0.00	0.00	0.00
<b>Goal 4</b>			0.00	0.00	0.00	0.00
<b>Goal 5</b>			0.00	0.00	0.00	0.00

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