GFUESD
6/7/17 Board Mtg. Agenda

Meeting Location: Concow School
11679 Nelson Bar Rd. Oroville, CA 95965 (530) 533-3833
Time: 4:00 Closed Session 4:30 PM Open Session

For persons wishing to review the full agenda packet, one is available in the lobby at each school site. Meeting site is wheelchair accessible. Any individuals who require special accommodations should contact the superintendent (530) 533-3833 at least two days before the meeting date.

1. **CALL TO ORDER – TIME:__________**

BOARD OF TRUSTEES

Deborah Ingvoldsen	President	__________
Paula Neher	Clerk	__________
Don Saul	Trustee	__________
Matthew Morris	Trustee	__________
Ralph White	Trustee	__________
Josh Peete	Superintendent	__________
Pearl Lankford	Executive Assistant	__________

2. **PUBLIC COMMENTS**

3. **CLOSED SESSION**
   3.1 Public Employee/Discipline/Dismissal/Release

4. **CLOSED SESSION REPORT**

5. **FLAG SALUTE**

6. **APPROVAL TO VARY THE SEQUENCE**

   Motion__________Second__________Vote__________

7. **PUBLIC COMMENTS**
   This is the time at which the President invites anyone in the audience: including district employees, wishing to address the Board on a matter not on the agenda to stand, state your name, and address for the record. Presentations will be limited to (3) minutes; maximum of (20) minutes to each subject matter. The board is prohibited by law from taking action or discussing any item if it is not listed on the agenda, unless permitted by law. For those wishing to address items on the agenda, time will be available as each agenda item is introduced.

8. **Motion to Convene to Public Hearing (LCAP)**

   Motion__________Second__________Vote__________

   8.1. Public Hearing (LCAP)

9. **Motion to Convene to Public Hearing (Budget 17.18)**

Motion__________Second__________Vote__________

9.1 Public Hearing (Budget 17.18)

10. Motion to Reconvene

Motion__________Second__________Vote__________

11.0 Action Items

11.1 Approve 17.18 Calendar (REF)

Motion__________Second__________Vote__________

11.2 Curriculum Adoption (Pearson, Houghton Mifflin, McGraw Hill) (REF)

Motion__________Second__________Vote__________

12.0 Closed Session

13.0 Report out

14.0 Adjournment Time:

Motion__________Second__________Vote__________

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

DRAFT

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	Golden Feather Union Elementary School District		
Contact Name and Title	Josh Peete Superintendent	Email and Phone	jpeete@gfusd.org (530) 533-3833

2017-20 Plan Summary

THE STORY

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

Golden Feather Union Elementary School District (formed July 1, 1962 by Big Bar, Cherokee, Concow, and Messilla Valley) is a unique entity nestled in the foothills of rural Butte County. The district is comprised of two schools: Concow Elementary School (Kindergarten through Eighth Grade); and Community Day School. District employees are proud that our staff knows each student!

Golden Feather students experience a well-rounded education. Concow School boasts an active student council, which spearheads an ambitious program of events. In addition, a Spring and Fall water safety program is offered to students at the district-owned swimming pool located on Concow Road.

LCAP HIGHLIGHTS

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

The following are key features of the 2017/18 Local Control Accountability Plan:

Title I Aide $21,631

Transportation Contribution $10,103

Teacher for Class Size Reduction $34,386

Teacher for Class Size Reduction $72,761

Classified Aides in Supplemental & Concentration $58,765

Aide in General Fund $20,046

Chromebooks / Laptops $22,500

S&C - Other Misc $250

Total LCAP Expenditures for 2017/18: $240,442

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

The district is most proud of progress on the CCSS Stages of Implementation Rubric. This year, the majority of the staff would be rated as "transitioning" to using CCSS. With the ELA and mathematics CCSS curriculum adoption in June of 2017, the staff will all be using new curriculum for the 2017/18 school year. Therefore, the implementation level of staff will improve to "implementing." Along with the implementation of new curriculum, staff will all be using the online gradebook system TK-8. This system includes grades that are standards-based for TK-4 students. These leaps are going to affect student achievement in a very positive way. The district is excited to see how the increased curriculum rigor will correlate to improved SBAC scores in the future.

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

The Golden Feather Union Elementary School District was rated as "Red" or "Orange" in multiple areas. Suspension rate is rated "Very High" at 12% and increased significantly by 8.7% over the previous school year. The district plan for to improve the suspension rate for 2017/18 is to adjust the code of conduct to provide students on-site support who exhibit non-school appropriate behaviors. The district is investing in certificated services to provide students a place to reset and an opportunity to re-enter the classroom setting. This program will also provide intervention to target academically low students to bring them up closer to grade level resulting in less behavior issues. English Language Arts is rated "Very Low" and maintained by increasing by 5.2 points. Mathematics declined by 3.3 points and is currently rated "Low." The district plan to improve these academic areas is to provide teachers will state adopted curriculum aligned to Common Core. Teachers will implement an online gradebook that parents can access remotely and regularly. Teachers will transition to standards based report cards during the 2017/18 school year. This adoption took place on June 7, 2017 and will ensure that students will be using new ELA and math curriculum. Also, some changes in grade-level configurations will include more para-educator time in classrooms to support students. Local indicators including Basics, Implementation of Academic Standards, Parent Engagement, and Local Climate, were not reported on the current dashboard but will be in the future.

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

After analysis of the current dashboard data provided by the state, no gaps of two performance levels could be identified. Most of the performance levels are in the "Low" to "Very Low" range already. Various changes are set for the 2017/18 school year to address these performance levels at the "Low" or "Very Low" range.

INCREASED OR IMPROVED SERVICES

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

For the 2017/18 school year, the district will offer increased services in various areas. First, the district was facing certificated layoffs due to a large budget deficit. These layoffs were rescinded to reduce class sizes. Also, the district is implementing Common Core curriculum TK-8 in both ELA and mathematics. Teachers in the district will be using an online gradebook and standards based report cards during the 2017/18 school year. The district will also use interim assessments to practice SBAC examinations and provide students with feedback before taking the summative asssessment in the Spring. GFUSD is offering certificated staff with more classified hours to help classes with the most grade level splits.

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	$1,208,315
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$254,403.00

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 Golden Feather Union Elementary School District provides various services for students that are not included in the LCAP. These expenditures include the following:

- Certificated / Classified / Confidential Salaries
- Attendance incentives
- Copier Lease
- Field Trips
- Yearbooks
- Kindercare
- Teacher supplies

$1,123,420	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

All students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 2 All staff will increase by one level in the stages of the CCSS Stages of Implementation Rubric Self Survey	Priority 2 All staff increased one level in the stages of the CCSS Stages of implementation Rubric Self Survey. The district adopting Common Core curriculum at the end of the 2016/17 school year improved implementation.
Priority 4 Increase by 1% the reading performance of students grades K-3, as measured by AR/STAR reading assessments and by 1% the math performance of students grades K-8 on district math assessments and increase the number of students by 1% that score at a level 3 or 4 on the SBAC summative assessments. Performance on Standardized tests: 2015-16 first official administration of CAASPP – No data available to assess growth until Fall 2017; data will be available at the LEA, subgroup and school levels. Score on Academic Performance Index : Multiple measure replacement for the API is under development Collaborate with local high school to develop the eligibility criteria to determine whether 8th grade students are prepared to enter a college and career ready pathway. English Proficiency – Each year we will measure the progress of our EL population using CELDT results. Our measureable outcome is that their language proficiency level will increase by 1(one) for each school year. EL reclassification rate – we will establish a baseline for reclassification rate for our few EL students	Priority 4 16% of the students in English Language Arts scored at or above grade level on the CAASPP summative assessment during the 2015/16 school year. 24% of the students scored at or above grade level in mathematics on the summative Smarter Balanced assessment during the 2015/16 school year. AR/STAR reading and mathematics assessments had insufficient data during the 2016/17 school year. According to the GFUSD dashboard, English Language Arts maintained status of "Very Low" while mathematics declined as is currently in the "Low" performance level. No performance gap was found in ELA/math due to performance levels at lowest levels. English Proficiency – Each year we will measure the progress of our EL population using CELDT results. Due to not having a significant EL population in the district, CELDT results are analyzed in-district. We do not receive group results due to the size being too small.
Share of students that pass AP exams with 3 or higher. (Not relevant since GFUSD is K-8) Share of student determined to be prepared for college by the EAP. (Not relevant since GFUSD is K-8)	Priority 7 100% of students are placed in grade level appropriate course offerings as identified by our SIS.

Priority 7 100% of students are placed in grade level appropriate course offerings as identified by our SIS.

Priority 8 The percent of students eligible for enrollment in an A-G 4 year academic plan will increase by 2%. (Not relevant since GFUSD is K-8)

ACTIONS / SERVICES

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

Action	1	
	PLANNED	ACTUAL
Actions/Services	Staff professional development will include training for Common Core State Standards (CCSS) implementation.	Staff professional development included training for Common Core State Standards (CCSS) implementation.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Title I $6,300	Substitute Salary and Benefits 1000-1999: Certificated Personnel Salaries Title I $6,300

Action	2	
	PLANNED	ACTUAL
Actions/Services	Investigate additional programs to improve academic achievement: Responsive Intervention program, STEM activities, AVID program, VAPA opportunities, Extended learning opportunities	Investigated additional programs to improve academic achievement: Responsive Intervention program, STEM activities, AVID program, VAPA opportunities, Extended learning opportunities
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Supplemental and Concentration $150	Certificated Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $150

Action	3	
	PLANNED	ACTUAL
Actions/Services	Increase access to technology by purchasing additional student devices	Increased access to technology by purchasing additional student devices
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Non-capitalized equipment Supplemental and Concentration $11,000	Non-capitalized equipment 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $0

Action	**4**	
Actions/Services	PLANNED Provide release time and professional development to enable staff to access the SBAC interim assessment and digital library resources.	ACTUAL Provided release time and professional development to enable staff to access the SBAC interim assessment and digital library resources.
Expenditures	BUDGETED Substitute Salary and Benefits 1000-1999: Certificated Personnel Salaries Title II $1,000	ESTIMATED ACTUAL Substitute Salary and Benefits 1000-1999: Certificated Personnel Salaries Title II $1,000
Action	**5**	
Actions/Services	PLANNED Maintain bilingual staff and provide training to ensure that all students and families have access to primary language support and differentiated instruction.	ACTUAL Maintained bilingual staff and provided training to ensure that all students and families have access to primary language support and differentiated instruction.
Expenditures	BUDGETED Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $26,252	ESTIMATED ACTUAL Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $26,252
Action	**6**	
Actions/Services	PLANNED Provide Library – Computer Tech staff to ensure that students have adequate access to technological and library services	ACTUAL Provided Library - Computer technology staff to ensure that students have adequate access to technological and library services.
Expenditures	BUDGETED Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $26,386	ESTIMATED ACTUAL Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $26,386
Action	**7**	
Actions/Services	PLANNED Provide additional para-educator time to foster high academic achievement in our students	ACTUAL Provided additional para-educator time to foster high academic achievement in our students.
Expenditures	BUDGETED Salary and Benefits 1000-1999: Certificated Personnel Salaries Title I $21,614 Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $6,681	ESTIMATED ACTUAL Salary and Benefits 1000-1999: Certificated Personnel Salaries Title I $21,614 Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $6,681
Action	**8**	

	PLANNED	ACTUAL
Actions/Services	Provide staff release days to develop CCSS aligned assessments and report cards	Provided staff release days to develop CCSS aligned assessments and report cards.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Salary and Benefits Title I $500	Salary and Benefits Title I $500

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.	The district implemented 87.5% of the actions / services as planned during the 2016/17 school year. The district originally budgeted $78,269 to implement the actions / services for Goal 1. However, actual expenditures were $67,269 reflecting the district's lack of implementation of Action 3.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district goal of ensuring that all students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway was improved during the 2016/17 school year but still has a long way to go.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between the budgeted expenditures and the estimated actual was $11,000. The reason for this discrepancy was because the district fiber optic internet installation was delayed. Due to the delay, the district delayed purchasing new devices for bandwidth reasons.
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.	Due to timing of the installation of the fiber optic internet, the district will purchase student devices during the 2017/18 school year. More funds will be available including the original amount budgeted to improve the student to device ratio of the district.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

We will ensure all students, staff and community have access to a safe and caring environment with clean, well maintained facilities and highly qualified staff.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 1 Maintain or increase by 3% exemplary/good overall facilities rating as measured by the FIT report. Maintain 100% compliance of student accessibility of State Standards aligned instructional materials as measured by William's review or district self assessment. Maintain 0% of teachers being mis-assigned.	Priority 1 Did not maintain or increase by 3% exemplary/good overall facilities rating as measured by the FIT report. Was not 100% compliant in student accessibility of state standards aligned instructional materials. The district did not receive William's complaints, however CCSS aligned curriculum had not been adopted for both ELA and math. Therefore, the majority of students did not have CCSS aligned curriculum access. Maintained 0% of teachers being mis-assigned.
Priority 5 Student attendance rates will increase from 91.06% to 92.5% Reduce chronic absenteeism by 2%. Reduce middle school dropout rates by 1% High school dropout rates - Not relevant since we are a K-8 district High school graduation rates - Not relevant since we are a K-8 district	Priority 5 Student attendance rates increased from 91.06% to 91.95%. Reduced chronic absenteeism by 4% from 39.8% to 35.8%. Maintained middle school dropout rate 0%
Priority 6 Reduce the suspension rates by 2% Reduce expulsion rates to 0. Increase feeling of safety as measured by Parent/Student Survey	Priority 6 Suspension rates increased by 3%. The dashboard shows our rate as "Very High." Reduced expulsion rates to 0. An end-of-year parent survey was given to parents during the 2016/17 school year. The survey asked parents three questions related to how safe the school environment is for their child(ren). On these three questions: 43% strongly agree, 50% agree, 10% agree, 13.3% disagree, and 0% strongly disagree.

ACTIONS / SERVICES

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

Action 1	PLANNED	ACTUAL
Actions/Services	On site counseling services: Improve absenteeism, Provide Character Education, Implement an anti-bullying program, Conflict Management program	Did not provide on-site counseling services: Improve absenteeism, Provide Character Education, Implement an anti-bullying program, Conflict Management program
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $23,232	Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $0

Action 2	PLANNED	ACTUAL
Actions/Services	Fund additional teachers to support lower class sizes for primary students.	Funded additional teachers to support lower class sizes for primary students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Benefits 3000-3999: Employee Benefits Supplemental and Concentration $32,975 Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $73,871	Benefits 3000-3999: Employee Benefits Supplemental and Concentration $32,975 Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $73,871

Action 3	PLANNED	ACTUAL
Actions/Services	Expand reading intervention program beyond grades 1-4 to higher grade levels	Expanded reading intervention program beyond grades 1-4 to higher grade levels.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The district implemented 66.6% of the actions / services as planned during the 2016/17 school year. The district originally budgeted $97,103 to implement the actions / services for Goal 2. However, actual expenditures were $73,871 reflecting the district's lack of implementation of Action 1 and 3.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district goal of ensuring all students, staff and community have access to a safe and caring environment with clean, well maintained facilities and highly qualified staff was improved during the 2016/17 school year. By employing an extra certificated employee, class sizes were reduced for primary students. The district also increased reading intervention beyond the K-4 level to include 5-8th grade students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Counseling services were not provided due to the timing of a resignation. During the 2016/17 school year, Youth for Change. North Valley Catholic Services, and Behavioral Health provided counseling support for the school district.
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.	In the 2017/18 LCAP, no counseling services will be included due to having support from county and non-profit agencies.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Golden Feather will engage families in the school community to seek input in decision making and increase attendance at school functions.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase the % of parents attending school functions by at least 1% as measured by Parents' Club membership.	Increased the % of parents attending school functions by at least 1% as measured by Parents' Club membership.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Increase communication to families via: phone calls, auto dialer, text messages, emails, school website, surveys, school marquee, appropriate social media.	Increased communication to families via: phone calls, auto dialer, text messages, emails, school website, surveys, school marquee, appropriate social media.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Services 5000-5999: Services And Other Operating Expenditures Base $3500	Services 5000-5999: Services And Other Operating Expenditures Base $3500

Action 2

	PLANNED	ACTUAL
Actions/Services		

	Planned	Actual
	Implement additional outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms	Implemented additional outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms
Expenditures	BUDGETED Title I $500	ESTIMATED ACTUAL Title I $0

Action 3

Actions/Services	PLANNED Provide and maintain activities that connect families and community members to school: Parents' Club, Site Council, Back to School Night, Talent Show, Open House, Fall Fest, Spring Fling, Parent surveys, Student surveys, Volunteer opportunities, Field trips	ACTUAL Provided and maintained activities that connect families and community members to school: Parents' Club, Site Council, Back to School Night, Talent Show, Open House, Fall Fest, Spring Fling, Parent surveys, Student surveys, Volunteer opportunities, Field trips
Expenditures	BUDGETED 5000-5999: Services And Other Operating Expenditures Title I $500	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Title I $500

Action 4

Actions/Services	PLANNED Approve job description and hire Parent/Community Liason	ACTUAL Approved job description and hired Parent/Community Liason
Expenditures	BUDGETED Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,855	ESTIMATED ACTUAL Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,855

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.	The district implemented 75% of the actions / services as planned during the 2016/17 school year. The district originally budgeted $6,350 to implement the actions / services for Goal 3. However, actual expenditures were $5,850 reflecting the district's lack of implementation of Action 2.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district goal of engaging families in the school community to seek input in decision making and increase attendance at school functions improved during the 2016/17 school year. The district employed a community liaison to help with communication. Also, GFUSD used various forms of communication to gather input from the community including the use of a suggestion box and text line.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	GFUSD did not implement additional outreach methods for connecting with school community members.
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 a trial year and input from the employee in the community liaison position, the job description needs editing prior to the position continuing. Therefore, this position will not be included in the 2017/18 LCAP.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

August 15, 2016 The superintendent met with staff at a meeting prior to the school year starting to discuss LCAP goals for the year.

October 19, 2016: Board meeting to discuss superintendent goals including LCAP priorities.

November 3, 2016: LCAP Financial Meeting at Butte County Office of Education with fiscal services, superintendent, and confidential staff.

November 16, 2016: Board meeting with superintendent discussion about LCAP progress.

January 26, 2017: Concow School Site Council Meeting - Included parents, certificated, classified, and confidential stakeholders

February 21, 2017: Staff Meeting - certified and classified staff in attendance

March 1, 2017: Concow School Site Council Meeting - Included parents, certificated, classified, and confidential stakeholders

March 9, 2017: Board meeting that included parents, certificated, classified, confidential, and the board of trustees.

March 15, 2017: Community Budget / LCAP Forum - board of trustees, parents, classified, certificated, and confidential stakeholders

April 24, 2017: Board meeting that included parents, certificated, classified, confidential, and the board of trustees.

April 26, 2017: Budget reduction, LCAP, district trends, and declining enrollment presentation to parents, community, classified, certificated and more.

May 1, 2017: Budget reduction, attendance improvement, and LCAP sub-committee met that included board, parents, classified, certificated, and confidential employees.

May 17, 2017: Board meeting round table discussion with certificated and classified with the board of trustees / confidential

June 7, 2017: Board meeting / LCAP public hearing

June 21, 2017: Board meeting - Budget and LCAP adoption meeting

Board Meetings: 9/21, 10/19, 11/16, 1/18, 4/24, 5/17, 6/7, 6/21 Present: Board members, parents, teachers, superintendent

Staff Meeting: Various Dates Above - Participants: Classified staff, teaching staff, Including bargaining unit members

Data shared included: budget information, updated and revised goals, student achievement data emphasis on ELA / mathematics, Parent/Student Survey results, attendance data

IMPACT ON LCAP AND ANNUAL UPDATE

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

August 15, 2016 The LCAP technology training goals were scheduled to be met. Online gradebook and standards-based report card implementation plan discussed. Both became part of the annual update on 2017/18 LCAP.

October 19, 2016 Meeting goals outlined in the LCAP became part of the superintendent goals approved by the Board of Trustees. This addition ensured progress was made toward meeting LCAP goals during the 2016/17 school year and included on the annual update for 2017/18 LCAP.

November 3, 2016: Financial services meeting discussion of LCAP goal progress. Started to discuss trend of declining enrollment, budget issues, and long-term trends affecting the financial stability of the district.

November 16, 2016: Set up School Site Council to review LCAP progress and provide input for the 2017/18 LCAP.

January 26, 2017: Adopted LCAP as SPSA plan. Discussed budget issues gathered input for current year annual update and actions / services for 2017/18.

February 21, 2017: Discussed complete / incomplete actions / services for the current school year. Fiber optic internet still not installed and discussed waiting to purchase more student devices until internet is installed.

March 1, 2017: Shared complete / incomplete actions / services for the 2016/17 school year. Continued to gather input for the 2017/18 LCAP including maintaining aides in the classrooms.

March 9, 2017: Teacher layoffs due to district budget trends and declining enrollment.

March 15, 2017: Presentation by the superintendent to open up communication and community input on district declining enrollment trends and how we can attract / serve students via LCAP services.

March 15, 2017 to March 31, 2017: Solicited 86 suggestions via suggestion box and text line regarding budget reductions, improving attendance, staffing, LCAP, and more.

April 24, 2017: Rescinded layoffs with the understanding that the supplemental and concentration funds could be used to reduce class-sizes to better serve the student population. Included / maintained certificated services in the LCAP for the 2017/18 school year. Developed a sub-committee to discuss suggestions collected from March 15 to March 31, 2017.

April 26, 2017: Promoted suggestion box for input on the LCAP / budget reductions / attendance ideas.

May 1, 2017: Sub-committee met to discuss options for the 2017/18 school year and beyond. Discussion included the cost of certificated versus the cost of classified support for the classrooms.

May 17, 2017: Round table discussion regarding classroom configurations and the need to reduce grade-level splits and class-sizes. The 2017/18 LCAP includes aide support for classrooms that have grade-level splits while reducing the staff to student ratio.

June 7, 2017: The board of trustees held an LCAP public hearing at a special board meeting.

June 21, 2017: The board approved both the LCAP and the budget at this regularly scheduled board meeting.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New ☐ Modified ☒ Unchanged

Goal 1

All students will achieve 21st Century skills and be prepared to successfully transition to a high school college and career readiness pathway.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

Less than 100% of students are performing at grade level standards as determined by district and state measures.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	The majority of staff is in the transitioning level in the CCSS Stages of Implementation Rubric Self Survey. The CCSS Stages of Implementation Rubric has four level including emerging, transitioning, implementing, and innovating.	All staff will use new curriculum purchased by the district at the end of the 2016/17 school year aligned to Common Core State Standards in ELA and math. The first year of curriculum use will increase at least 50% of the staff at or above the implementation level in the CCSS Stages of Implementation Rubric Self Survey.	All staff will be in the second year of using the new curriculum purchased by the district at the end of the 2016/17 school year aligned to Common Core State Standards in ELA and math. The second year of curriculum use will result in at least 75% of the staff at or above the implementation level in the CCSS Stages of Implementation Rubric Self Survey.	All staff will have three years of experience in curriculum purchased by the district at the end of the 2016/17 school year aligned to Common Core State Standards in ELA and math. The third year of curriculum use will result in at least 25% of the staff at the innovating level in the CCSS Stages of Implementation Rubric Self Survey.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	16% of the 3-8th grade students scored at or above grade level in ELA on the Smarter Balanced Assessment in 2016.	18% of the 3-8th grade students score at or above grade level in ELA on the Smarter Balanced Assessment in 2017 resulting in 2% growth.	20% of the 3-8th grade students score at or above grade level in ELA on the Smarter Balanced Assessment in 2018 resulting in 2% growth.	23% of the 3-8th grade students score at or above grade level in ELA on the Smarter Balanced Assessment in 2019 resulting in 3% growth.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	24% of the 3-8th grade students scored at or above grade level in mathematics on the Smarter Balanced Assessment in 2016.	26% of the 3-8th grade students score at or above grade level in mathematics on the Smarter Balanced Assessment in 2017 resulting in 2% growth.	28% of the 3-8th grade students score at or above grade level in mathematics on the Smarter Balanced Assessment in 2018 resulting in 2% growth.	31% of the 3-8th grade students score at or above grade level in mathematics on the Smarter Balanced Assessment in 2019 resulting in 3% growth.

Priority 7: Local Metric/A broad course of study	100% of students are placed in grade level appropriate course offerings as identified by our SIS.	100% of students are placed in grade level appropriate course offerings as identified by our SIS.	100% of students are placed in grade level appropriate course offerings as identified by our SIS.	100% of students are placed in grade level appropriate course offerings as identified by our SIS.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Staff professional development will include training in Common Core State Standards (CCSS) implementation and/or adopted curriculum. Provide release time and/or professional development to enable staff to access the SBAC interim assessment, online gradebook, and standards-based report cards.	Staff professional development will include training in Common Core State Standards (CCSS) implementation and/or adopted curriculum. Provide release time and/or professional development to enable staff to access the SBAC interim assessment, online gradebook, and standards-based report cards.	Staff professional development will include training in Common Core State Standards (CCSS) implementation and/or adopted curriculum. Provide release time and/or professional development to enable staff to access the SBAC interim assessment, online gradebook, and standards-based report cards.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$6851	Amount	$6851	Amount	$6851
Source	Title I	Source	Title I	Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	$1500	Amount	$1500	Amount	$1500
Source	Title II	Source	Title II	Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action 2

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

2017-18	2018-19	2019-20
Purchase additional resources to improve academic achievement: Responsive Intervention program, STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions	Purchase additional resources to improve academic achievement: Responsive Intervention program, STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions	Purchase additional resources to improve academic achievement: Responsive Intervention program, STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$250	Amount	$500	Amount	$750
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **3**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

2017-18	2018-19	2019-20
Increase access to technology by purchasing additional student devices	Increase access to technology by purchasing additional student devices	Increase access to technology by purchasing additional student devices

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$22,500	Amount	$5,500	Amount	$5,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Non-capitalized equipment	Budget Reference	4000-4999: Books And Supplies Non-capitalized equipment	Budget Reference	4000-4999: Books And Supplies Non-capitalized equipment

Action 4

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served: ☒ English Learners ☐ Foster Youth ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Maintain bilingual staff and provide training to ensure that all students and families have access to primary language support and differentiated instruction.	Maintain bilingual staff and provide training to ensure that all students and families have access to primary language support and differentiated instruction.	Maintain bilingual staff and provide training to ensure that all students and families have access to primary language support and differentiated instruction.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$26582	Amount	$26582	Amount	$26582
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits

Action **5**

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Provide classified paraeducators foster high academic achievement and support certificated teachers with grade-level splits.	Provide classified paraeducators foster high academic achievement and support certificated teachers with grade-level splits.	Provide classified paraeducators foster high academic achievement and support certificated teachers with grade-level splits.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$32183	Amount	$32183	Amount	$32183
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits
Amount	$21631	Amount	$21631	Amount	$21631
Source	Title I	Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits
Amount	$20,046	Amount	$20,046	Amount	$20,046
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New ☐ Modified ☒ Unchanged

Goal 2

We will ensure all students, staff and community have access to a safe and caring environment with clean, well maintained facilities and highly qualified staff.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The findings in the Facility Inspection Tool (FIT) indicate that the needs of our school community include maintaining aging school facilities. Our 91.95% attendance rate and a higher than expected number of referrals indicate the need to provide services for rural students to increase student achievement, including improving attendance rates and reducing disciplinary referrals / suspensions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/ Facilities in good repair	Maintain or increase by 3% exemplary/good overall facilities rating as measured by the FIT report.	FIT report reduced rating of facilities to fair condition.	Improve rating from fair condition facilities to good/exemplary condition.	Maintain of good/exemplary condition in all areas rated on FIT report.
Priority 1: Local Indicator/ Instructional materials	100% of students did not have CCSS curriculum in ELA. 60% of the classrooms did not have access to CCSS in mathematics.	After adoption in June 2017, 100% of the classrooms will have CCSS curriculum in ELA and math. William's review will ensure that all students have sufficient materials.	Maintain 100% of the classrooms will have CCSS curriculum in ELA and math. William's review will ensure that all students have sufficient materials.	Maintain 100% of the classrooms will have CCSS curriculum in ELA and math. William's review will ensure that all students have sufficient materials.
Priority 1: Local Indicator/Teacher credential	0% of teachers were mis-assigned during the 2016/17 school year.	Maintain 0% teacher mis-assignment during the 2017/18 school year.	Maintain 0% teacher mis-assignment during the 2018/19 school year.	Maintain 0% teacher mis-assignment during the 2019/20 school year.
Priority 5: Local Metric/Student Engagement/School attendance rates	Attendance rate of 91.95% during the 2016/17 school year.	Improve attendance rate from 91.95% to 92.5% during the 2017/18 school year.	Improve attendance rate from 92.5% to 93% during the 2018/19 school year.	Improve attendance rate from 93% to 93.5% during the 2019/20 school year.

Priority 5: Local Metric/Middle school dropout rate	0% middle school drop-out rate.	Maintain 0% middle schcol drop-out rate.	Maintain 0% middle school drop-out rate.	Maintain 0% middle school drop-out rate.
Priority 6: Local Metric/Expulsion rate	0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate
Priority 6: Local Indicator/Local tool for school climate	Provided survey to parents at the end of the 2016/17 school year.			
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	Chronic absenteeism rates for the 2016/17 school year were at 35.8%.	Reduce chronic absenteeism by 5.8% to 30%.	Reduce chronic absenteeism by 2% to 28%.	Reduce chronic absenteeism by 2% to 26%.
Priority 6: State Indicator/Student Suspension Indicator	District suspension rate for the 2016/17 school year was 13.6%.	Reduce suspension rate by 3.6% for the 2017/18 school year to 10%.	Reduce suspension rate by 2% for the 2018/19 school year to 8%.	Reduce suspension rate by 2% for the 2019/20 school year to 6%.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
District contribution to home-to-school transportation services for students living within the district boundaries.	District contribution to home-to-school transportation services for students living within the district boundaries.	District contribution to home-to-school transportation services for students living within the district boundaries.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10103	Amount	$5000	Amount	$3000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs	Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs	Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs

Action **2**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Fund additional certificated teacher to support lower class sizes and reduce grade-level splits.	Fund additional certificated teachers to support lower class sizes and reduce grade-level splits.	Fund additional certificated teachers to support lower class sizes and reduce grade-level splits.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$34386	Amount	$34386	Amount	$34386
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries Salary and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries Salary and Benefits
Amount	$73871	Amount	$73871	Amount	$73871
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salary and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries Salary and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries Salary and Benefits

Action 3

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Implement academic and behavioral intervention program.	Maintain academic and behavioral intervention program.	Maintain academic and behavioral intervention program.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $0	Amount $0	Amount $0

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New ☐ Modified ☒ Unchanged

Goal 3

Golden Feather will engage families in the school community to seek input in decision-making and increase attendance at school functions.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

A lack of community attendance and input for important informational meetings related to the LCAP, budget, declining enrollment, and academic programs / offerings. We must increase the amount of stakeholder involvement and engagement in educational activities to increase student achievement and to develop a culture of mutual respect between school and home.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Parents' Club membership in 2016/17 was at 25 paid members.	Increase the % of parents attending school functions by as measured by increasing Parents' Club membership by 12% for a total of 28 members.	Increase the % of parents attending school functions by as measured by increasing Parents' Club membership by 4% for a total of 29 members.	Increase the % of parents attending school functions by as measured by increasing Parents' Club membership by 4% for a total of 30 members.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	86 suggestions submitted to the school district to improve attendance, make cuts, LCAP, and improve academic programs / offerings.	Increase suggestions submitted to the school district by 4 4% to 90 total to improve attendance, make cuts, LCAP, and improve academic programs / offerings.	Increase suggestions submitted to the school district by 5.3% to 95 total to improve attendance, make cuts, LCAP, and improve academic programs / offerings.	Increase suggestions submitted to the school district by 5% to 100 total to improve attendance, make cuts, LCAP, and improve academic programs / offerings.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Maintain communication to families via: phone calls, auto dialer, text messages, emails, school website, online gradebook, surveys, school marquee, appropriate social media.	Maintain communication to families via: phone calls, auto dialer, text messages, emails, school website, online gradebook, surveys, school marquee, appropriate social media.	Maintain communication to families via: phone calls, auto dialer, text messages, emails, school website, online gradebook, surveys, school marquee, appropriate social media.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3500	Amount	$3500	Amount	$3500
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Services	Budget Reference	5000-5999: Services And Other Operating Expenditures Services	Budget Reference	5000-5999: Services And Other Operating Expenditures Services

Action **2**

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement additional outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms, etc...	Maintain outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms, etc...	Maintain outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms, etc...

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$500	Amount	$500	Amount	$500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **3**

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide and maintain activities that connect families and community members to school: Parents' Club, Site Council, Back to School Night, Talent Show, Open House, Fall Fest, Spring Fling, Parent surveys, Student surveys, Volunteer opportunities, Field trips	Provide and maintain activities that connect families and community members to school: Parents' Club, Site Council, Back to School Night, Talent Show, Open House, Fall Fest, Spring Fling, Parent surveys, Student surveys, Volunteer opportunities, Field trips	Provide and maintain activities that connect families and community members to school: Parents' Club, Site Council, Back to School Night, Talent Show, Open House, Fall Fest, Spring Fling, Parent surveys, Student surveys, Volunteer opportunities, Field trips

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$500	Amount	$500	Amount	$500
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $199545 Percentage to Increase or Improve Services: 24.86%

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).

The following actions and services are being used in a district-wide manner because GFUESD has an unduplicated count of 86.21%. Golden Feather Union Elementary School District is required to spend $199,545 and our stakeholders have agreed to apply $202,402 of Base and Supplemental and Concentration grant funds toward improving or increasing services to our students.

To ensure that all students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway we are increasing the following services and actions. We will investigate additional academic programs, purchase additional technology, provide additional and ongoing bilingual staff and training for primary language services as well as supporing our students with classified staff in the library, computer lab and in the Reading Intervention program.

To ensure that all students, staff and community have access to a safe and caring environment with clean, well maintained facilities and highly qualified staff we will continue on-site counseling, our Reading Intervention program, as well as funding additional teachers to lower class sizes and support our students.

We will hire a Parent/Community Liason to ensure that we engage parents and community members to seek input, increase attendance at school functions and foster a culture of mutual respect between school and home.

Golden Feather Union Elementary School District has an unduplicated student count of 86.21%. Because of this very high percentage, our school stakeholders chose to use the available $200,580 in Supplemental and Concentration funds to improve the education program for all of our students in a district-wide manner.

To ensure that all students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway we are increasing the following services and actions. We will investigate additional academic programs, purchase additional technology, provide additional and ongoing bilingual staff and training for primary language services as well as supporing our students with classified staff in the library, computer lab and in the Reading Intervention program.

To ensure that all students, staff and community have access to a safe and caring environment with clean, well maintained facilities and highly qualified staff we will continue on-site counseling, our Reading Intervention program, as well as funding additional teachers to lower class sizes and support our students.

We will hire a Parent/Community Liason to ensure that we engage parents and community members to seek input, increase attendance at school functions and foster a culture of mutual respect between school and home.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

<u>Location(s)</u>

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

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

<u>Actions/Services</u>

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	236,316.00	201,584.00	254,403.00	232,550.00	230,800.00	717,753.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	3,500.00	3,500.00	98,417.00	98,417.00	98,417.00	295,251.00
Supplemental and Concentration	202,402.00	168,170.00	126,004.00	104,151.00	102,401.00	332,556.00
Title I	29,414.00	28,914.00	28,482.00	28,482.00	28,482.00	85,446.00
Title II	1,000.00	1,000.00	1,500.00	1,500.00	1,500.00	4,500.00

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

Total Expenditures by Object Type

Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	236,316.00	201,584.00	254,403.00	232,550.00	230,800.00	717,753.00
	18,450.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	179,036.00	162,254.00	109,757.00	109,757.00	109,757.00	329,271.00
2000-2999: Classified Personnel Salaries	1,855.00	1,855.00	100,442.00	100,442.00	100,442.00	301,326.00
3000-3999: Employee Benefits	32,975.00	32,975.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	0.00	23,250.00	6,500.00	6,750.00	36,500.00
5000-5999: Services And Other Operating Expenditures	4,000.00	4,000.00	20,454.00	15,351.00	13,351.00	49,156.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	500.00	500.00	500.00	1,500.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	236,316.00	201,534.00	254,403.00	232,550.00	230,800.00	717,753.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	11,150.00	0.00	0.00	0.00	0.00	0.00
	Title I	7,300.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	73,871.00	73,871.00	73,871.00	221,613.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	156,422.00	133,340.00	34,386.00	34,386.00	34,386.00	103,158.00
1000-1999: Certificated Personnel Salaries	Title I	21,614.00	27,914.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	1,000.00	1,000.00	1,500.00	1,500.00	1,500.00	4,500.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	20,046.00	20,046.00	20,046.00	60,138.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,855.00	1,855.00	58,765.00	58,765.00	58,765.00	176,295.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	21,631.00	21,631.00	21,631.00	64,893.00
3000-3999: Employee Benefits	Supplemental and Concentration	32,975.00	32,975.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	22,750.00	6,000.00	6,250.00	35,000.00
5000-5999: Services And Other Operating Expenditures	Base	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	10,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	10,103.00	5,000.00	3,000.00	18,103.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00	500.00	6,851.00	6,851.00	6,851.00	20,553.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	500.00	500.00	500.00	1,500.00

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

Total Expenditures by Goal				
Goal	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	131,543.00	114,793.00	115,043.00	361,379.00
Goal 2	118,360.00	113,257.00	111,257.00	342,874.00
Goal 3	4,500.00	4,500.00	4,500.00	13,500.00

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

3

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QUOTE PREPARED FOR:

Golden Feather Union
11679 NELSON BAR RD
OROVILLE, CA 95965
ACCOUNT NUMBER: 155093

SUBSCRIPTION/DIGITAL CONTACT:

Teresa Chenoweth
tchenowe@gfusd.org
(530) 533-6033

CONTACT:

Teresa Chenoweth
tchenowe@gfusd.org
(530) 533-6033

SALES REP INFORMATION:

Jonelle Eggers
jonelle.eggers@mheducation.com

Section Summary		Value of All Materials	Free Materials	Product Subtotal
Please insert Heading 1		($1,966.96)		
	PRODUCT TOTAL*	$6,206.66	($1,966.96)	$4,239.70
	ESTIMATED S&H**			TBD
	ESTIMATED TAX**			TBD
	GRAND TOTAL*			$4,239.70

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges are not included in the quote total. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
STUDYSYNC CALIFORNIA ONLINE STUDENT WITH DESIGNATED ELD 5 YEAR SUBSCRIPTION	978-0-02-139862-1	38	$103.00	$0.00	$3,914.00
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 5 YEAR SUBSCRIPTION	978-0-02-137996-5	2	$162.85	$0.00	$325.70
STUDYSYNC GRADE 6 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 1	978-1-94-328610-2	16	$10.69	$171.04	*Free Materials
STUDYSYNC GRADE 6 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 2	978-1-94-328611-9	16	$10.69	$171.04	*Free Materials
STUDYSYNC GRADE 6 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 3	978-1-94-328612-6	16	$10.69	$171.04	*Free Materials
STUDYSYNC GRADE 6 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 4	978-1-94-328613-3	16	$10.69	$171.04	*Free Materials
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 1	978-1-94-328614-0	15	$10.69	$160.35	*Free Materials
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 2	978-1-94-328615-7	15	$10.69	$160.35	*Free Materials
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 3	978-1-94-328616-4	15	$10.69	$160.35	*Free Materials
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 4	978-1-94-328617-1	15	$10.69	$160.35	*Free Materials
STUDYSYNC GRADE 8 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 1	978-1-94-328618-8	15	$10.69	$160.35	*Free Materials
STUDYSYNC GRADE 8 CALIFORNIA, READING AND WRITING	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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QUOTE PREPARED FOR:

Golden Feather Union
11679 NELSON BAR RD
OROVILLE, CA 95965
ACCOUNT NUMBER: 155093

CONTACT:

Teresa Chenoweth
tchenowe@gfusd.org
(530) 533-6033

SUBSCRIPTION/DIGITAL CONTACT:

Teresa Chenoweth
tchenowe@gfusd.org
(530) 533-6033

VALUE OF ALL MATERIALS	$6,206.66
FREE MATERIALS	($1,966.96)
PRODUCT TOTAL*	**$4,239.70**
ESTIMATED SHIPPING & HANDLING**	TBD
ESTIMATED TAX**	TBD
GRAND TOTAL	**$4,239.70**

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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School Purchase Order Number: ____________

Name of School Official (Please Print) ____________

Signature of School Official ____________

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
World of Wonders & CA Wonders					
	World of Wonders & CA Wonders Subtotal:			**$0.00**	**$0.00**

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Grade K					
READING WONDERS CALIFORNIA STUDENT 8 YEAR SUBSCRIPTION BUNDLE GRADE K	978-0-07-677688-7	15	$117.42	$0.00	$1,761.30
READING WONDERS CLOSE READING COMPANION GRADE K	978-0-02-130746-3	15	$8.51	$0.00	$127.65
READING WONDERS CALIFORNIA TEACHER EDITION PACKAGE GRADE K	978-0-02-142754-3	1	$591.96	$591.96	*Free Materials
READING WONDERS TEACHER WORKSPACE 8 YEAR SUBSCRIPTION GRADE K	978-0-02-137549-3	1	$691.53	$691.53	*Free Materials
READING WONDERS DECODABLE READERS PACKAGE 1 OF 11 BOOKS GRADE K	978-0-07-668125-9	6	$96.30	$577.80	*Free Materials
READING WONDERS RETELLING CARDS GRADE K	978-0-02-119361-5	1	$297.73	$297.73	*Free Materials
READING WONDERS WORKSTATION ACTIVITY CARDS PACKAGE GRADE K	978-0-02-119293-9	1	$194.94	$194.94	*Free Materials
READING WONDERS PHOTO CARDS GRADE K-2	978-0-02-119559-6	1	$182.33	$182.33	*Free Materials
READING WONDERS SOUND SPELLING SMALL CARDS GRADE K-6	978-0-02-119556-5	1	$64.10	$64.10	*Free Materials
			Grade K Subtotal:	**$2,600.39**	**$1,888.95**

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QUOTE DATE: 04/27/2017 | ACCOUNT NAME: Golden Feather Union | EXPIRATION DATE: 06/11/2017
QUOTE NUMBER: JEGGE-04272017-001 | ACCOUNT #: 155093 | PAGE #: 4

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Grade 2					
READING WONDERS CALIFORNIA STUDENT 8 YEAR SUBSCRIPTION BUNDLE GRADE 2	978-0-07-677691-7	9	$108.57	$0.00	$977.13
READING WONDERS CLOSE READING COMPANION GRADE 2	978-0-02-130599-5	9	$8.51	$0.00	$76.59
READING WONDERS CALIFORNIA TEACHER EDITION PACKAGE GRADE 2	978-0-02-142758-1	1	$591.96	$591.96	*Free Materials
READING WONDERS TEACHER WORKSPACE 8 YEAR SUBSCRIPTION GRADE 2	978-0-02-134881-7	1	$691.53	$691.53	*Free Materials
READING WONDERS DECODABLE READERS PACKAGE 1 OF 6 GRADE 2	978-0-07-673938-7	6	$72.33	$433.98	*Free Materials
READING WONDERS WORKSTATION ACTIVITY CARDS PACKAGE GRADE 2	978-0-02-118699-0	1	$194.94	$194.94	*Free Materials
READING WONDERS SOUND SPELLING SMALL CARDS GRADE K-6	978-0-02-119556-5	1	$64.10	$64.10	*Free Materials
			Grade 2 Subtotal:	**$1,976.51**	**$1,053.72**

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Grade 4					
READING WONDERS CALIFORNIA STUDENT 8 YEAR SUBSCRIPTION BUNDLE GRADE 4	978-0-07-677694-8	12	$108.57	$0.00	$1,302.84
READING WONDERS CLOSE READING COMPANION GRADE 4	978-0-02-130873-6	12	$8.51	$0.00	$102.12
READING WONDERS CALIFORNIA TEACHER EDITION PACKAGE GRADE 4	978-0-02-145436-5	1	$591.96	$591.96	*Free Materials
READING WONDERS TEACHER WORKSPACE 8 YEAR SUBSCRIPTION GRADE 4	978-0-02-134885-5	1	$691.53	$691.53	*Free Materials
READING WONDERS WORKSTATION ACTIVITY CARDS PACKAGE GRADE 4	978-0-02-118695-2	1	$194.94	$194.94	*Free Materials
			Grade 4 Subtotal:	**$1,478.43**	**$1,404.96**

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QUOTE PREPARED FOR:

Golden Feather Union
11679 NELSON BAR RD
OROVILLE, CA 95965
ACCOUNT NUMBER: 155093

CONTACT:

Teresa Chenoweth
tchenowe@gfusd.org
(530) 533-6033

VALUE OF ALL MATERIALS	$24,090.14
FREE MATERIALS	($14,280.39)
PRODUCT TOTAL*	**$9,809.75**
ESTIMATED SHIPPING & HANDLING**	$13.92
ESTIMATED TAX**	$664.16
GRAND TOTAL	**$10,487.83**

SUBSCRIPTION/DIGITAL CONTACT:

Teresa Chenoweth
tchenowe@gfusd.org
(530) 533-6033

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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School Purchase Order Number: ____________

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____________________ Signature of School Official

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ATTN: This Proposal is not approved and is not valid

I BN		Title	ale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
Grade 6						
		Classroom Package				
		Student and Teacher Resource Packages				
1661357	***DRAFT***	Collections California Premium Student Resource Package (print w/1yr digital) Grade 6 2017	$81.85 C	15	$1,227.75	
1661310	***DRAFT***	Collections California Teacher Resource Package (print w/1yr digital) Grade 6	$208.01 C	1	$208.01	

Package Includes (1661357):

Package Includes:
California Student Edition Grade 6
Close Reader Grade 6
California Student Edition and Close Reader eTextbook ePub 1-year Grade 6
California Interactive Digital Student Resources Enhanced 1-year Grade 6
Performance Assessment Student Edition Grade 6
HMH Close Reads App, Grade 6

Included in package 3 Novels per student or equivalent to 225 Novel Points.
Please work with your Account Executive on your Novel Selections

Package Includes (1661310):

Package Includes:
California Teacher Edition Grade 6
California Interactive Digital Teacher Resources Enhanced 1-Year Grade 6
California Teacher Edition and Close Reader eTextbook ePub 1-year Grade 6
California Language Workshop Resources Grade 6
California Language Workshop Teacher's Guide Grade 6
Performance Assessment Teacher Edition Grade 6
California Quick Start Pacing Guide Grade 6
California Language Workshop Assessment Handbook Grade 6

Total for Classroom Package **$1,435.76**

Total for Grade 6 **$1,435.76**

ATTN: This Proposal is not approved and is not valid

I BN		Title	ale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
Grade 8						
		Classroom Package				
		Student and Teacher Resource Packages				
1661359	***DRAFT***	Collections California Premium Student Resource Package (print w/1yr digital) Grade 8 2017	$81.85 C	15	$1,227.75	
1661336	***DRAFT***	Collections California Teacher Resource Package (print w/1yr digital) Grade 8	$208.01 C	1	$208.01	

Item 1661359:

Package Includes:
California Student Edition Grade 8
Close Reader Grade 8
California Student Edition and Close Reader eTextbook ePub 1-year Grade 8
California Interactive Digital Student Resources Enhanced 1-year Grade 8
Performance Assessment Student Edition Grade 8
HMH Close Reads App, Grade 8

Included in package 3 Novels per student or equivalent to 225 Novel Points.
Please work with your Account Executive on your Novel Selections

Item 1661336:

Package Includes:
California Teacher Edition Grade 8
California Interactive Digital Teacher Resources Enhanced 1-Year Grade 8
California Teacher Edition and Close Reader eTextbook ePub 1-Year Grade 8
California Language Workshop Resources Grade 8
California Language Workshop Teacher Guide Grade 8
Performance Assessment Teacher Edition Grade 8
California Quick Start Pacing Guide Grade 8
California Language Workshop Assessment Handbook Grade 8

Total for Classroom Package **$1,435.76**

Total for Grade 8 **$1,435.76**

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Total Cost of Proposal (PO Amount): $ 4,619.55

This is a cost proposal only.
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Date of Proposal: 3/28/2017 **Proposal Expiration Date:5/12/2017**

Houghton Mifflin Harcourt

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ISBN		Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
Grade K						
		Classroom Package				
		Student and Teacher Resource Packages				
1661469	***DRAFT***	Journeys California Premium Student Resource package (print w/5yr Digital) Grade K 2017	$124.46 C	5	$622.30	
1661476	***DRAFT***	Journeys California Premium Teacher Resource package (print w/5yr Digital) Grade K	$978.00 C	1	$978.00	

Journeys California Premium Student Resource package — *Package includes:*

California Student Edition Set Grade K
California Interactive Digital Student Resources 5 year Grade K
California Student Edition eText ePub Download 5-Year Grade K
California Downloadable Student Resource Tool Grade K
Common Core Reading Practice and Assessment App Grade K
Reader's Notebook Consumable 5-Year Print Subscription Grade K
Common Core Writing Handbook Student 5-Year print subscription Grade K

Journeys California Premium Teacher Resource package — *Package includes:*

California Teacher Edition Collection Grade K
California Interactive Digital Teacher Resources 5-Year Grade K
California Teacher's Edition eText ePub Download 5-Year Grade K
California Downloadable Teacher Resource Tool Grade K
California Transitional K Teacher's Guide Grade K
California Quick Start Pacing Guide Grade K
California Language Workshop Resources Grade K
California Language Workshop Assessment Handbook Grade K
California Language Workshop Teacher's Guide Grade K
My Journey Home Connections Resource Grade K
Instructional Flip Chart Set Grade K
Grab and Go Complete Set Grade K
HMH Readers App (eText Leveled Reader Grade Level Set App) for all Grade Level Readers; per device
Vocabulary and Spelling Flip-Card eTextbook EPub Package 5-Year Grade K
Instructional Card Kit Grade K
Teacher Resource Kit Grade K (includes items listed below)
-HMH Intervention Assessments Grade K-6
-Benchmark and Unit Tests Consumable Grade K
-Benchmark and Unit Tests Teacher's Edition (Answer Key) Grade K
-Intervention Teacher Resources Grade K
-Language Support Cards Grade K
-Long Vowel Sound Spelling Cards Grade K
-Sound Spelling Cards Grade K
-Reader's Notebook Teacher's Guide Grade K
-Common Core Writing Handbook Teacher's Guide Grade K
-Alphafriends Cards Large Grade K
-Standards-Based Assessment Resource Grade K
Premium Teacher Resource Kit Add-On Grade K (includes items listed below)
-Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade K-1
-ELL Handbook Grades K-6
-ELL Newcomer Teacher's Guide Grades K-6
-Literacy and Language Guide Grade K
A Journey From A to Z Big Book Grade K
A Journey In Songs and Rhymes Big Book Grade K
Big Book Set Grade K
Little Big Book Set Grade K
Read Aloud Set of 30 Grade K

ISBN		Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
		Total for Classroom Package			**$1,600.30**	
		Leveled Readers				
1511216	***DRAFT***	Journeys Grade Level Strand Complete Set of 6 Grade K	$4,835.26 C			1

C = Contract Price

Attention:
Teresa Chenoweth
tchenowe@gfusd.org

Houghton Mifflin Harcourt

Intervention Solutions Group
255 38th St. Suite L
St. Charles, IL 60174
FAX: 800-724-4716
InterventionSolutionsOrders@hmhco.com

ATTN: This Proposal is not approved and is not valid

ISBN		Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
Grade 1						
		Classroom Package				
		Student and Teacher Resource Packages				
1661470	***DRAFT***	Journeys California Premium Student Resource package (print w/5yr Digital) Grade 1 2017	$168.40 C	11	$1,852.40	
1661477	***DRAFT***	Journeys California Premium Teacher Resource package (print w/5yr Digital) Grade 1	$662.96 C	1	$662.96	

Student package includes:
California Student Edition Set Grade 1
California Interactive Digital Student Resources 5 Year Grade 1
California Student Edition eText ePub Download 5-Year Grade 1
California Downloadable Student Resource Tool Grade 1
Trade Book Unit 2 Grade 1
Trade Book Unit 4 Grade 1
Trade Book Unit 6 Grade 1
Common Core Reading Practice and Assessment App Grade 1
Decodable Reader (Set of 1) Grade 1
Reader's Notebook Consumable 5-Year Print Subscription Grade 1
Common Core Writing Handbook Student 5-Year print subscription Grade 1
Close Reader Student 5-Year Print Subscription Grade 1

Teacher package includes:
California Teacher Edition Collection Grade 1
California Interactive Digital Teacher Resources 5-Year Grade 1
California Teacher's Edition eText ePub Download 5-Year Grade 1
California Downloadable Teacher Resource Tool Grade 1
California Quick Start Pacing Guide Grade 1
California Language Workshop Assessment Handbook Grade 1
California Language Workshop Resources Grade 1
California Language Workshop Teacher's Guide Grade 1
Family Connection Book Grade 1
Blend-it Books Volume 1 Grade 1
Blend-it Books Volume 2 Grade 1
Grab and Go Complete Set Grade 1
Vocabulary and Spelling Flip-Card eTextbook EPub Package 5-Year Grade 1
Instructional Card Kit Grade 1
HMH Readers App (eText Leveled Reader Grade Level Set App) for all Grade Level Readers; per device
Teacher Resource Kit Grade 1 (includes items listed below)
-HMH Intervention Assessments Grade K-6
-Cold Reads Grade 1
-Language Support Cards Grade 1
-Sound Spelling Cards Grades 1-3
-Reader's Notebook Teacher's Guide Grade 1
-Close Reader Teacher's Guide Grade 1
-Common Core Writing Handbook Teacher's Guide - Grade 1
-Benchmark and Unit Tests Consumable Grade 1
-Benchmark and Unit Tests Teacher's Edition (Answer Key) Grade 1
-Standards-Based Assessment Resource Grade 1
Premium Teacher Resource Kit Add-On Grade 1
-Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade K-1
-ELL Handbook Grades K-6
-ELL Newcomer Teacher's Guide Grades K-6
-Literacy and Language Guide Grade 1
Write-in Reader 6-Pack Grade 1 (2)
Back To School Big Book 1 Grade 1
Back To School Big Book 2 Grade 1
Big Book Set Grade 1

Total for Classroom Package **$2,515.36**

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ISBN		Title	Sale Pri e	Purchase Quantity	Purchase Amount	Complimentary Quantity
Grade 2						
		Classroom Package				
		Student and Teacher Resource Packages				
1661471	***DRAFT***	Journeys California Premium Student Resource package (print w/5yr Digital) Grade 2 2017	$102.06 C	9	$918.54	

Package includes:
California Student Edition, Volume 1 Grade 2
California Student Edition, Volume 2 Grade 2
California Interactive Digital Student Resources 5 Year Grade 2
California Student Edition eText ePub Download 5-Year Grade 2
California Downloadable Student Resource Tool Grade 2
Trade Book Unit 2 Grade 2
Trade Book Unit 4 Grade 2
Trade Book Unit 6 Grade 2
Common Core Reading Practice and Assessment App Grade 2
Reader's Notebook Consumable 5-Year Print Subscription Grade 2
Common Core Writing Handbook Student 5-Year Print Subscription Grade 2
Close Reader Student 5-Year Print Subscription Grade 2
Decodable Reader (Set of 1) Grade 2

ISBN		Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
1661478	***DRAFT***	Journeys California Premium Teacher Resource package (print w/5yr Digital) Grade 2	$662.96 C	1	$662.96	

Package includes:
California Teacher Edition Collection Grade 2
California Interactive Digital Teacher Resources 5-Year Grade 2
California Teacher's Edition eText ePub Download 5-Year Grade 2
California Downloadable Teacher Resource Tool Grade 2
California Quick Start Pacing Guide Grade 2
California Language Workshop Assessment Handbook Grade 2
California Language Workshop Resources Grade 2
California Language Workshop Teacher's Guide Grade 2
Family Connection Book Grade 2
Blend-it Books Volume 1 Grade 2
Blend-it Books Volume 2 Grade 2
Grab and Go Complete Set Grade 2
Instructional Card Kit Grade 2
Vocabulary and Spelling Flip-Card eTextbook EPub Package 5-Year Grade 2
HMH Readers App (eText Leveled Reader Grade Level Set App) for all Grade Level Readers; per device
Teacher Resource Kit Grade 2 Teacher Resource Kit Grade 2 (includes items listed below)
-Cold Reads Grade 2
-Language Support Cards Grade 2
-Sound Spelling Cards Grades 1-3
-Reader's Notebook Teacher's Guide Grade 2
-Common Core Writing Handbook Teacher's Guide - Grade 2
-Close Reader Teacher's Guide Grade 2
-HMH Intervention Assessments Grade K-6
-Benchmark and Unit Tests Consumable Grade 2
-Benchmark and Unit Tests Teacher's Edition (Answer Key) Grade 2
-Standards-Based Assessment Resource Grade 2
Premium Teacher Resource Kit Add-On Grade 2 (includes items listed below)ELL Handbook Grades K-6
-ELL Newcomer Teacher's Guide Grades K-6
-Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade 2-3
-Literacy and Language Guide Grade 2
Write-in Reader 6-Pack Grade 2 (2)

Total for Classroom Package **$1,581.50**

Leveled Readers

ISBN		Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
1511218	***DRAFT***	Journeys Grade Level Strand Complete Set of 6 Grade 2	$4,835.26 C			1

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ISBN		Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
Grade 3						
1511219	**DRAFT**	Journeys Grade Level Strand Complete Set of 6 Grade 3	$4,029.38 C			1
		Total for Leveled Readers				
		Reading Inventory				
6001572	**DRAFT**	Reading Inventory Student Subscription (one year), per license	$5.50			12
1yr Reading Inventory as NO Charge, per student						
		Total for Reading Inventory				
Total for Grade 3					**$1,945.76**	

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ISBN		Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
Grade 3						
		Classroom Package				
		Student and Teacher Resource Packages				
1661472	**DRAFT**	Journeys California Premium Student Resource package (print w/5yr Digital) Grade 3 2017	$106.90 C	12	$1,282.80	

Package includes:
California Student Edition, Volume 1 Grade 3
California Student Edition, Volume 2 Grade 3
California Interactive Digital Student Resources 5 Year Grade 3
California Student Edition eText ePub Download 5-Year Grade 3
California Downloadable Student Resource Tool Grade 3
Common Core Reading Practice and Assessment App Grade 3
Reading Adventures Student Edition Magazine Grade 3
Reading Adventure Student Magazine ePub 5-Year Grade 3
Trade Book Unit 2 Grade 3
Trade Book Unit 4 Grade 3
Trade Book Unit 6 Grade 3
Reader's Notebook Consumable 5-Year Print Subscription Grade 3
Performance Assessment Student Edition 5-Year Print Subscription Grade 3
Common Core Writing Handbook Student 5-Year Print Subscription Grade 3
Close Reader Student 5-Year Print Subscription Grade 3

1661479	**DRAFT**	Journeys California Premium Teacher Resource package (print w/5yr Digital) Grade 3	$662.96 C	1	$662.96	

Package includes:
California Teacher Edition Collection Grade 3
California Interactive Digital Teacher Resources 5-Year Grade 3
California Teacher's Edition eText ePub Download 5-Year Grade 3
California Downloadable Teacher Resource Tool Grade 3
California Quick Start Pacing Guide Grade 3
California Language Workshop Assessment Handbook Grade 3
California Language Workshop Resources Grade 3
California Language Workshop Teacher's Guide Grade 3
Family Connection Book Grade 3
Grab and Go Complete Set Grade 3
Instructional Card Kit Grade 3
Vocabulary and Spelling Flip-Card eTextbook EPub Package 5-Year Grade 3
HMH Readers App (eText Leveled Reader Grade Level Set App) for all Grade Level Readers; per device
Teacher Resource Kit Grade 3 (includes items listed below)
-Cold Reads Grade 2
-Language Support Cards Grade 2
-Sound Spelling Cards Grades 1-3
-Reader's Notebook Teacher's Guide Grade 2
-Common Core Writing Handbook Teacher's Guide - Grade 2
-Close Reader Teacher's Guide Grade 2
-HMH Intervention Assessments Grade K-6
-Benchmark and Unit Tests Consumable Grade 2
-Benchmark and Unit Tests Teacher's Edition (Answer Key) Grade 2
-Standards-Based Assessment Resource Grade 2
Premium Teacher Resource Kit Add-On Grade 3 (includes items listed below)
-ELL Handbook Grades K-6
-ELL Newcomer Teacher's Guide Grades K-6
-Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade 2-3
-Literacy and Language Guide Grade 2
Write-in Reader 6-Pack Grade 3 (2)

Total for Classroom Package **$1,945.76**

Leveled Readers

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ISBN		Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
Grade 4						
Total for Leveled Readers						
Reading Inventory						
6001572	***DRAFT***	Reading Inventory Student Subscription (one year), per license	$6.50			12
1yr Reading Inventory as NO Charge, per student						
Total for Reading Inventory						
Total for Grade 4					$1,564.28	

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ISBN		Title	Sale Pri e	Purchase Quantity	Purchase Amount	Complimentary Quantity
Grade 5						
		Total for Leveled Readers				
		Reading Inventory				
6001572	***DRAFT***	Reading Inventory Student Subscription (one year), per license *1yr Reading Inventory as NO Charge, per student*	$5.50			8
		Total for Reading Inventory				
Total for Grade 5					**$1,263.84**	

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Total Cost of Proposal (PO Amount): $ 10,471.04

This is a cost proposal only.
This cost proposal is subject to HMH's Standard Terms and Conditions ("Ts & Cs") below:
<http://www.hmhco.com/common/terms-conditions>
Ts & Cs are also found on HMH invoices.
HMH reserves the right to modify its Ts & Cs from time to time and agrees to notify you prior to such modifications becoming effective.

Date of Proposal: 3/28/2017 **Proposal Expiration Date:7/28/2017**

Houghton Mifflin Harcourt

Golden Feather UESD

2017-2018 School Calendar

Approved:

JULY

M	T	W	Th	F
3	(4)	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER

M	T	W	Th	F
				1
(4)	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER

M	T	W	Th	F
		1	2	3
6	7	8	9	(10)
13	14	15	16	17
20	21	(22)	(23)	(24)
27	28	29	30	

DECEMBER

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
(25)	(26)	27	28	(29)

7/4 - Independence Day
8/21, 8/22 - Teacher Work Days (Student Free)
8/23 - Classes Begin
9/4 - Labor Day
11/10 - Veterans Day
11/20 - 11/25 - Thanksgiving Holiday
12/25 - 1/5 - Winter Recess - All Students
1/15 - Martin Luther King, Jr.'s Birthday
2/16 - Lincoln's Birthday
2/19 - President's Day
3/30 - 4/6 - Spring Recess (All Students)
5/28 - Memorial Day Holiday
6/7 Last Day of School
6/8 Teacher Work Day

First Trimester 8/23-11/17
Second Trimester 11/27-3/9
Third Trimester 3/12-6/7

MINIMUM DAYS DISMISSAL 12:30
8/23
9/12
10/10
10/31
12/22
1/30
3/13
4/24
6/7

JANUARY

M	T	W	Th	F
(1)	2	3	4	5
8	9	10	11	12
(15)	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	(16)
(19)	20	21	22	23
26	27	28		

MARCH

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL

M	T	W	Th	F
(2)	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
(28)	29	30	31	

JUNE

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

***THE FIRST AND THIRD TUESDAY OF EACH MONTH ARE "SHORT TUESDAYS" FOR TEACHER COLLABORATION. 1:55 DISMISSAL**

180 Student Days 183 Certificated Days 180 Classified Days (+holidays)