

Golden Feather Union Elementary School District
Board Agenda 9/19/18

Meeting Location: Concow School
11679 Nelson Bar Rd. Oroville, CA 95965 (530) 533-3833
Time: 4:30 PM Closed Session 5:00 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.

1.0 CALL TO ORDER – TIME:

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	_____
Paula Neher	Clerk	_____
Don Saul	Trustee	_____
Richard Miller	Trustee	_____
Reyna Lubner	Trustee	_____
Josh Peete	Superintendent	_____
Pearl Lankford	Executive Assistant	_____

Public Comments

2.0 CLOSED SESSION

- 2.1 Conference with Labor Negotiator – Josh Peete
- 2.2 Public Employee Performance/Evaluation – Superintendent Goals/Board Goals
- 2.3 Liability Claim (G.C. 54956.95) Claimant: Molly Stinson. Agency Claimed Against: Golden Feather Union School District.
- 2.4 Public Employee Discipline/Dismissal/Release

3.0 FLAG SALUTE

4.0 APPROVAL TO VARY THE SEQUENCE

Motion _____ Second _____ Vote _____

5.0 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.

6.0 MOTION TO ADJOURN TO PUBLIC HEARING – Sufficiency of Instructional Materials

Motion _____ Second _____ Vote _____

7.0 PUBLIC HEARING

8.0 MOTION TO RECONVENE

Motion _____ Second _____ Vote _____

9.0 REPORTS

- 9.1 Superintendent School Report**
- 9.2 CSEA**
- 9.3 GFTA**
- 9.4 Parents' Club**
- 9.5 Board Members**

10.0 CONSENT CALENDAR

- 10.1 Minutes 8/15/18 and 8/29/18 (REF)**
- 10.2 Warrants 8/9/18 – 9/14/18 (REF)**
- 10.3 Interdistrict Transfer#8-11 (REF)**

11.0 INFORMATION FOR DISCUSSION

- 11.1 2018/2019 Van Routes updated 9/14/18**
- 11.2 Revised Local Control Accountability Plan**
- 11.3 Maintenance/Transportation**

12.0 ACTION ITEMS/NEW BUSINESS

- 12.1 RESOLUTION #2 18/19 SUFFICIENCY OF INSTRUCTIONAL MATERIALS (REF)**

Motion _____ Second _____ Vote _____

- 12.2 Resolution #4 Cooperative Project Agreement 2018-2019 (REF)**

Motion _____ Second _____ Vote _____

- 12.3 Approve Superintendent Goals (REF)**

Motion _____ Second _____ Vote _____

12.4 Approve BP 6173 Homeless Ed. (REF)

Motion _____ Second _____ Vote _____

12.5 18/19 CERTIFICATED SENIORITY LIST (REF)

Motion _____ Second _____ Vote _____

12.6 18/19 CLASSIFIED SENIORITY LIST (REF)

Motion _____ Second _____ Vote _____

12.7 GFUESD/CSEA MOU 9/7/2018 (REF)

Motion _____ Second _____ Vote _____

12.8 2018-2019 LCAP Re-Adoption (REF)

Motion _____ Second _____ Vote _____

12.9 18/19 Updated Van Routes

Motion _____ Second _____ Vote _____

12.10 AUXILIARY ORGANIZATION APPLICATION BSSP/GFPC 2018-2020 (REF)

Motion _____ Second _____ Vote _____

12.11 New Hire Teresa Mason Vehicle Driver 2.25 Hrs. Daily 2018/2019

Motion _____ Second _____ Vote _____

12.12 New Hire Jennifer Napoli Vehicle Driver 3.25 Hrs. Daily 2018/2019

Motion _____ Second _____ Vote _____

12.13 New Hire Louis Uradzionek Op Tech 1. 20 Hrs. Weekly 2018/2019

Motion _____ Second _____ Vote _____

13.0 MOTION TO CONVENE TO CLOSED SESSION

Golden Feather Union Elementary School District
Board Agenda 9/19/18

Motion _____ Second _____ Vote _____

(Closed Session)

14.0 REPORT OUT

15.0 ADJOURNMENT

Motion _____ Second _____ Vote _____

PUBLIC HEARING

THE GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT WILL HOLD A PUBLIC HEARING ON THE ADOPTION OF A RESOLUTION PERTAINING TO THE 2018/2019 SUFFICIENCY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS. A COPY OF THIS RESOLUTION IS HEREBY ATTACHED FOR PUBLIC REVIEW.

THE HEARING WILL TAKE PLACE DURING THE REGULAR SESSION OF THE SEPTEMBER 18, 2018 BOARD MEETING AT CONCOW SCHOOL. 11679 NELSON BAR RD. OROVILLE, CA 95965 AT 5:00 PM.

THE PUBLIC IS WELCOME AND ENCOURAGED TO PROVIDE INPUT.

SOME-PINES -
9/14/18 D.D. WEBSITE

GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT
REGULAR BOARD MEETING Minutes August 15, 2018

Location: Concow School 11679 Nelson Bar Rd. Oroville, CA 95965 (530) 533-3833

Time: 4:30 PM Closed Session 5:00 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.

1.0 CALL TO ORDER – TIME: 4:30

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	Present
Paula Neher	Clerk	Present
Don Saul	Trustee	Present
Richard Miller	Trustee	Present
Reyna Lubner	Trustee	Present
Josh Peete	Superintendent	Present
Pearl Lankford	Executive Assistant	Present

*Public Comment - None

2.0 PUBLIC COMMENTS

3.0 OATH OF OFFICE/CERTIFICATE OF APPOINTMENT – Reyna Lubner

4.0 Motion to adjourn to Closed Session

Motion: Mr. Saul Second: Mr. Miller Vote: 5-0 Ingvaldsen, Neher, Saul, Miller, Lubner

4.1 Conference with Labor Negotiator, Josh Peete

4.2 Public Employee Discipline/Dismissal/Release

4.3 Liability Claim (G.C. 54956.95) Claimant: Molly Stinson. Agency Claimed Against: Golden Feather Union School District.

Report out – No Action Taken

5.0 PUBLIC COMMENTS – None. Mr. Saul led the flag salute

6.0 REPORTS

6.1 Superintendent School Report – Enrollment is at 59. Maintenance projects include: fixing lower field fence, lower field bathroom and water, clearing and cleaning lower field, vehicle maintenance, toilet install and Spring Valley. Approximately 2/3 of families attended back to school night. Teacher coaching is ongoing. BCOE Superintendent Tim Taylor recognized all of the work we are doing and the new direction. He shared this at an event with his entire staff attending either in person or online. Small School District Association provided the district with \$500.00 for attending Eye on Education event. The money will be used for music instruments.

6.2 CSEA- No report

6.3 GFTA- No report

6.4 Parents' Club- Mrs. Neher reported that back to school bags were distributed to students and that back to school night was well attended.

6.5 Board Members- Mr. Saul reported that the Pool Snack Bar was a success. He is currently preparing for the Car Show/Chili Cook Off. He attended movie night at the pool.

7.0 CONSENT CALENDAR - Motion to pull 7.2 to vote separately: Mrs. Neher Second: Mr. Miller Vote 5-0

7.1 Minutes 7/18/18 – Motion: Mr. Saul, Second, Mr. Miller, Vote: Approved 5-0

7.2 Warrants 7/12/18 – 8/10/18– Motion: Mr. Saul, Second, Mr. Miller, Vote: Approved 5-0

7.3 Transfer Requests #6– Motion: Mr. Saul, Second, Mr. Miller, Vote: Approved 5-0

8.0 INFORMATION FOR DISCUSSION

8.1 Attendance Report – Enrollment 56

8.2 Maintenance / Transportation (in superintendent report)

8.3 Board Goals / Advance Date – August 29, 2018 at 4:30 Concow School

8.4 Superintendent Goals – Due this month

9.0 ACTION ITEMS/NEW BUSINESS

9.1 First Reading BP 6173 Education for Homeless Children (REF)

Motion: Mr. Miller Second: Mr. Saul Vote: 5-0

9.2 Approve Vehicle Drivers Jennifer Napoli and Teresa Mason

Mrs. Neher made the motion to approve. Seconded by Mr. Miller and following discussion that this will be brought back after 20 days on time sheet, the board voted 5-0 to approve.

Ayes: Ingvoldsen, Neher, Saul, Miller, Lubner.

10.0 MOTION TO CONVENE TO CLOSED SESSION

Motion: None

11.0 REPORT OUT N/A

12.0 ADJOURNMENT 5:50 Motion: Mr. Miller Second: Mr. Saul Vote: 5-0

GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT
REGULAR BOARD MEETING Minutes August 15, 2018

GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT
BOARD MEETING Minutes August 29, 2018

Location: Concow School 11679 Nelson Bar Rd. Oroville, CA 95965 (530) 533-3833

Time: 4:30 PM Closed Session 5:00 PM Open Session

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1.0 CALL TO ORDER – TIME: 4:30 PM

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	Present
Paula Neher	Clerk	Present
Don Saul	Trustee	Present
Richard Miller	Trustee	Present
Reyna Lubner	Trustee	Present

Josh Peete	Superintendent	Present
Pearl Lankford	Executive Assistant	Present

*Public Comment - None

2.0 CLOSED SESSION

2.1 Conference with Labor Negotiators – Josh Peete – No Action Taken.

3.0 FLAG SALUTE – Led by Mr. Saul

4.0 APPROVAL TO VARY THE SEQUENCE - None

5.0 PUBLIC COMMENTS - None

6.0 CONSENT CALENDAR

6.1 Transfer Request #7

Motion: Mr. Miller_Second: Mr. Saul Vote: 5-0 Approved

7.0 INFORMATION FOR DISCUSSION

7.1 Board Goals

7.2 Superintendent Goals

7.3 18.19 Stipends

Discussion of combined Board/Superintendent Goals (see superintendent/board goals).

8.0 ACTION ITEMS/NEW BUSINESS

8.1 Approval Board Goals

Mr. Saul made motion to Table. Mr. Miller 2nd. Will be brought back to September Mtg. 5-0

8.2 Approval Superintendent Goals

Mr. Saul made motion to Table. Mr. Miller 2nd. Will be brought back to September Mtg. 5-0

8.3 Authorization to hire 2 day per week Op Tech 1

GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT
BOARD MEETING Minutes August 29, 2018

Mrs. Neher made the motion to approve. Mr. Saul 2nd. 5-0

Mr. Saul would like to amend the motion to hire up to 20 hrs. per week. Mr. Miller 2nd. 5-0

9.0 MOTION TO CONVENE TO CLOSED SESSION - None

10.0 REPORT OUT

11.0 ADJOURNMENT 6:45 PM Motion: Mr. Saul Second: Mr. Miller Vote: 5-0

Checks Dated 08/09/2018 through 09/14/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
121455	08/28/2018	Pearl Lankford	01-5200	181.31	
			01-5800	119.98	301.29
121456	08/28/2018	Joshua J. Peete	01-4300		1,316.77
121457	08/28/2018	Csba	01-5800		3,080.00
121458	08/28/2018	Eagle Security Systems	01-5800		105.00
121459	08/28/2018	Home Depot Crc/gec/gecf	01-4300		636.79
121460	08/28/2018	Jc Nelson Supply Co	01-4300		863.88
121461	08/28/2018	Jeg Consulting	01-5800		1,800.00
121462	08/28/2018	Pines Hardware	01-4300		273.21
121463	08/28/2018	Recology Butte Colusa Counties	01-5500		273.63
121464	08/28/2018	School Innovations & Advocacy	01-5800		4,100.00
121465	08/28/2018	Usbancorp Equipment Finance	01-5600		589.31
121466	08/28/2018	Basic Laboratory Inc	01-5800		176.00
121467	08/28/2018	CDW Government Inc	01-5800		202.31
121468	08/28/2018	Nor Mac Inc	01-4300		56.70
121469	08/28/2018	Pitney Bowes	01-5900		125.48
121470	08/28/2018	Riebes Auto Parts	01-4300		113.19
121471	08/28/2018	Smyth Tire Service Inc	01-5800		548.19
121472	08/28/2018	Industrial Power Products	01-4300		31.57
121473	08/28/2018	Usbancorp Equipment Finance	01-5600		247.85
121474	08/28/2018	Pearl Lankford	01-4300		128.69
122237	09/04/2018	Pearl Lankford	01-4300		215.50
122238	09/04/2018	Joshua J. Peete	01-4300		490.85
122239	09/04/2018	AT&T	01-5900		307.92
122240	09/04/2018	CDW Government Inc	01-4300		202.31
122241	09/04/2018	Home Depot Crc/gec/gecf	01-4300		34.03
122242	09/04/2018	Jc Nelson Supply Co	01-4300		120.37
122243	09/04/2018	Office Depot	01-4300		95.75
122244	09/04/2018	P G & E	01-5500		3,998.80
122245	09/04/2018	Asbestos Science Technologies	01-5800		450.00
122246	09/04/2018	Duerr Evaluation Resources	01-4300		156.00
122247	09/04/2018	Roto Rooter	01-5800		2,080.00
122839	09/11/2018	Leonard Lee Foreman	01-5800		2,858.40
122840	09/11/2018	Joshua J. Peete	01-4300	23.57	
			Unpaid Tax	1.59-	21.98
122841	09/11/2018	Eagle Security Systems	01-5800		105.00
122842	09/11/2018	Melanie Quave Let's Teach Together	01-5200		4,160.00
122843	09/11/2018	Pines Hardware	01-4300		57.72
122844	09/11/2018	Usbancorp Equipment Finance	01-5600		837.16
			Total Number of Checks	37	31,161.65

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	37	31,163.24

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 08/09/2018 through 09/14/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
		Total Number of Checks	37	31,163.24	
		Less Unpaid Tax Liability		1.59-	
		Net (Check Amount)		31,161.65	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Golden Feather Elementary School District

Student Transportation Van Routes

2018/19 School Year

Morning

Concow / Cherokee	Big Bend	BCOE Programs / Small Vehicle
7:00: Leave Concow School 7:10: Schwyhart 7:13 Freedom 7:15 Camelot 7:18 Hoffman 7:30 Drop-off @ Concow School 7:49 Wheelock 7:53 Spring Valley 8:04 Cherokee Fire Station 8:18 Pine Brea / Faith 8:24 Concow School	7:10 Leave Concow School 7:17 4279 Big Bend 7:22 5006 Big Bend 7:25 Big Bend – End of Pavement 7:31 4555 Big Bend 7:38 Scooters 7:47 Drop-off @ Concow School 7:50 3892 Pinkston Canyon 7:54 Big Bend Mobile Home Park 8:03 Drop-off @ Concow School 8:09 Big Bend Mobile Home Park 8:14 Dome Store 8:18 Drop-off @ Concow School	7:20 Leave Concow School 7:22 Deadwood 7:28 Yellow Wood 7:32 Ishi Trail (7:34 Yana Trail (1) T / W / F) 7:50 Drop-off Concow School 8:20 Durham Elementary 8:45 Concow School

Afternoon – 2:40 Dismissal

Concow / Cherokee	Big Bend	BCOE Programs
2:45 Leave Concow School 2:56 Schwyhart 2:58 Freedom 3:00 Camelot 3:06 Hoffman 3:15 ASP / Concow School 3:34 Wheelock 3:38 Spring Valley 3:49 Cherokee Fire Station 4:00 Pine Brea 4:10 Concow School	2:45 Leave Concow School 2:52 4279 Big Bend 2:58 5006 Big Bend 3:01 Big Bend – End of Pavement 3:07 4555 Big Bend 3:14 Scooters 3:23 ASP / Concow School 3:26 3892 Pinkston Canyon 3:30 Big Bend Mobile Home Park 3:37 ASP / Concow School 3:38 Dome Store 3:43 Big Bend Mobile Home Park 3:50 Concow School	Concow School Durham Elementary 3:25 ASP / Concow School 3:27 Deadwood 3:33 Yellow Wood 3:35 Ishi Trail 3:36 Yana Trail 3:46 Concow School

Early Tuesdays – 1:55 Dismissal: Students will be dropped off **45 minutes earlier** than regular day.

Minimum Days – 12:30 Release: Students will be dropped off **2 hours and 10 minutes earlier** than regular day.

Students need to be at transportation stops **5 minutes early**. Routes may fluctuate 5 minutes **before or after** assigned times.

Updated: 9/14/18

RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS
Education Code Section 60119
Resolution No. 2 2018/2019

Whereas, the governing board of **Golden Feather Union School District**, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on **September 19, 2018**, at **5:00 o'clock**, which is on or before the eighth week of school (between the first day that students attend school and the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Therefore, it is resolved that for the 2018/2019 school year, the **Golden Feather Union School District** has provided each pupil with sufficient textbooks and instructional materials **aligned to the academic content standards and** consistent with the cycles and content of the curriculum frameworks.

Passed and adopted by the Governing Board of the Golden Feather Union School District on this day the **19th of September, 2018**, by the following vote:

Ayes: Noes: Absent: Abstain:

Josh Peete, Superintendent

Attachment #1

Cooperative Project Agreement

BOARD RESOLUTION #4

BE IT RESOLVED that the Golden Feather Union Elementary School District be a member of the Butte County Cooperative Project and authorize the Butte County Superintendent of Schools Office to be the Legal Educational Agency and make formal application for state and federally funded programs contained within the Consolidated Application for the 2018-19 fiscal year, and hereby designates

Josh Peete as authorized representative of the (Superintendent/Director)

Board for the conduct of such programs.

DATED this 19th day of SEPTEMBER 2018, in a regular meeting of the Golden Feather Union Elementary Board of Education.

AYE:
NAY:
ABSTAIN:
ABSENT:

Signed: _____
Clerk/Secretary of School Board



Golden Feather Union School District

Superintendent Goals for 2018/19

School Climate

Interactive morning message with more participants including skits, video, music, and more to reinforce school rules, handbook, and student expectations.

Continue making the school environment look & feel like a K-8 elementary.

Continue use of Facebook and other social media to keep positive communication flowing. Use this format to rebuild the community trust in the educational system we offer.

Improve school-wide student discipline – Research and implement model that is well communication and enforced consistently.

Work with BCOE's Differentiated Assistance team to explore our plan for social emotional learning and accept other county support as required by the program.

Make strides in campus safety using current research, best practices, and expert consultation recommendations. Implement the following: ID cards, colored lanyards, door lock, lock blocks, buzzer to allow people into the school and a camera over the entry door.

Explore feasibility of offering 5-day per week cafeteria service operated by GFUSD. If financially viable, increase hot lunch / salad bar from 4 days per week to 5 days per week. If found financially viable and the decision is made to have GFUSD take over the kitchen, then the hot lunch will remain 4 days a week and 1 day per week will be used for training.

Academic Achievement

Monitor / manage co-teach model to ensure 1-8th grade students have access to more than one teacher in their day. Work with district certificated coach to ensure new lessons are taught using research based pedagogy.

Implement / monitor / manage elective offerings for 1-8th grade students.

Ensure all students receive rigorous Common Core standards-based English Language Arts and math instruction. Provide district certificated coach with time and resources to develop pacing guides in ELA to guide intentional and thoughtful lesson decisions.

Research feasibility of a preschool program that would eventually feed students into Concow School. If feasible, advertise and implement the program.

Implement Aeries student information system. Ensure that all teachers are using the Aeries gradebook and develop report cards in the system.

Monitor new push-in special education model with shared BCOE resource teacher.

All students will do i-Ready in ELA and math.

Implement plan for use of library technology.

Maintenance & Transportation

Collaborate with Paradise Park & Recreation on deferred pool maintenance.

Hire maintenance & transportation staff to support Doug.

Improve the reliability of our water supply by connecting the old main well to the new well.

Fix bathroom facilities at the lower field. Provide lower field access to drinking water.

Make decisions regarding Spring Valley. If decision is to keep then clean up and do deferred maintenance on facility.

Surplus excess items in Quonset hut and Spring Valley.

Human Resources

Research and implement certificated evaluation system that is evidence and data driven. Evaluate all teachers this school year using the evaluation instrument in the certificated contract.

Explore modified work-week schedules for summer staff to better match BCOE's calendar and save on utilities.

Evaluate and renegotiate job descriptions and stipends.

Determine proper CSEA staffing levels

Fiscal Management

Use California's new LCAP template to create the 2018/19 LCAP including the federal addendum new this school year.

Identify, prioritize, and pursue areas of fiscal opportunities for the district o either increase revenue or decrease spending to promote the long-term fiscal health of the district.

GFUESD
CSBA Sample

Board Policy

Education For Homeless Children

BP 6173

Instruction

Note: The following policy reflects the intent of the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), as amended by the Every Student Succeeds Act (P.L. 114-95), that each homeless student should have equal access to the same free, appropriate public education and services as other students. 42 USC 11432 mandates that districts adopt, review, and revise policies to remove barriers to the identification, enrollment, and retention of homeless children and youth, ensure that homeless students are not segregated or stigmatized on the basis of their status as homeless, and provide for professional development for appropriate staff, as provided in the following policy.

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

(cf. 6011 - Academic Standards)

Note: The following paragraph is mandated pursuant to 42 USC 11432, as amended by P.L. 114-95. 42 USC 11432 requires that districts adopt policy to remove barriers to homeless students' enrollment and retention due to absences or outstanding fees or fines. See the accompanying administrative regulation for additional procedures designed to remove barriers to the identification and enrollment of homeless students.

The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3260 - Fees and Charges)

(cf. 5113.1 - Chronic Absence and Truancy)

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

***Note: Pursuant to 42 USC 11432, districts are required to designate an appropriate staff

person, who may also be a coordinator for other federal programs, as a district liaison for homeless students. See the accompanying administrative regulation for information about the designation and duties of the district liaison.***

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

Note: The U.S. Department of Education's (USDOE) Non-Regulatory Guidance, Education for Homeless Children and Youths Program, emphasizes that districts should include the identification of homeless students and their unique educational needs in district needs assessments and school improvement plans. The following optional paragraph reflects strategies included in the Guidance for identifying homeless students and may be revised to reflect district practice. Also see the California Department of Education's (CDE) web site for a sample student residency questionnaire and "You Can Enroll in School" poster.

In order to identify district students who are homeless, the Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

(cf. 1113 - District and School Web Sites)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Note: Although students' addresses generally may be designated as "directory information" that is not harmful if disclosed, P.L. 114-95 amended 42 USC 11432 to provide that information about a homeless student's living situation must instead be provided the protections afforded to other student records under the Family Educational Rights and Privacy Act. For further information about the disclosure of homeless students' records, see the USDOE's Non-Regulatory Guidance, Education for Homeless Children and Youths Program.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

Note: Pursuant to 42 USC 11432, placement determinations for homeless students must be made according to the student's "best interest," as defined in the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6159 - Individualized Education Program)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6171 - Title I Programs)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Learners)
(cf. 6177 - Summer Learning Programs)
(cf. 6178 - Career and Technical Education)
(cf. 6179 - Supplemental Instruction)

Note: The following paragraph is mandated by 42 USC 11432. Although this law prohibits the segregation of homeless students into a separate school or program, separate schools that were in operation before 2001 may continue to operate under specified conditions. Districts that maintain such a school may revise the following paragraph to reflect district practice.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3553 - Free and Reduced Price Meals)

Note: Pursuant to 42 USC 11432, districts receiving assistance through the McKinney-Vento Homeless Assistance Act are required to coordinate services as provided below. Other districts may delete or revise the following paragraph to reflect district practice.

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a

shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

(cf. 1020 - Youth Services)

Note: 42 USC 11432, as amended by P.L. 114-95, mandates that districts adopt policies and practices to ensure participation by district liaisons and other appropriate staff in professional development and other technical assistance activities, as determined appropriate by the federal Office of the Coordinator.

Note: Education Code 48852.5, as amended by SB 1068 (Ch. 538, Statutes of 2016), requires the CDE to provide specified informational and training materials to district liaisons, including informational materials on the educational rights of homeless children and youth and resources available to assist homeless children and youth. It also requires the CDE to adopt policies and practices to ensure that liaisons participate in professional development and technical assistance programs.

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)

Note: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 52064.5, the State Board of Education has adopted evaluation rubrics for use by districts in evaluating their strengths, weaknesses, and areas that require improvement.

Note: In addition, pursuant to 20 USC 6311, as amended by P.L. 114-95, annual district report cards for districts receiving Title I funds are required to include disaggregated student achievement data and graduation rates of homeless students.

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

(cf. 0500 - Accountability)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

39807.5 Payment of transportation costs by parents

48850 Educational rights of homeless and foster youth

48852.5 Notice of educational rights of homeless students

48852.7 Enrollment of homeless students

48915.5 Recommended expulsion, homeless student with disabilities

48918.1 Notice of recommended expulsion

51225.1-51225.3 Graduation requirements

52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1087vv Free Application for Federal Student Aid; definitions

1232g Family Educational Rights and Privacy Act

6311 Title I state plan; state and local educational agency report cards

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL PUBLICATIONS

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Homeless Education Dispute Resolution Process, January 30, 2007

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

Homeless Liaison Toolkit, 2013

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Dear Colleague Letter, July 27, 2016

Education for Homeless Children and Youths Program, Non-Regulatory Guidance, July 2016

WEB SITES

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>

California Department of Education, Homeless Children and Youth Education:

<http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

(7/05 12/15) 10/16 / 9/19/2018

GOLDEN FEATHER UNION
ELEMENTARY SCHOOL DISTRICT
CERTIFICATED SENORITY LIST 2018-2019

EMPLOYEE	DISTRICT HIRE DATE	SIGNATURE
Marianne Moore	8/25/1998	
Teresa Chenoweth	9/2/1998	
Brian Darden	8/13/2018	
Jennifer Dogey	8/13/2018	
Valerie Chenoweth	8/13/2018	


Marianne Moore, GFTA President


Date

2018-2019 Golden Feather Union Elementary
School District CSEA Seniority List

2018-2019 CSEA Seniority List Golden Feather UESD				
<i>Employee</i>	<i>Anniversary Date</i>	<i>Classification</i>	<i>Hire Date</i>	<i>Signature</i>
Lynnette Mack	8/23/1996	Paraeducator	8/23/1996	
		Office Clerk	8/16/2006	
		Secretary	8/8/2008	
Emilia Erickson	7/27/2006	Custodian	7/27/2006	
		Paraeducator	8/16/2006	
Teresa Mason	4/26/2011	Paraeducator	4/26/2011	
		Vehicle Driver	8/13/2018	
Rachelle Klobas	8/22/2011	Paraeducator	8/22/2011	
Douglas Stratton	11/27/2017	Op Tech 1	11/27/2018	
Jennifer Napoli	8/13/2018	Vehicle Driver	8/13/2018	

Memorandum of Understanding
Between
Golden Feather Union School District
&

California School Employees Association and its Golden Feather Chapter #400

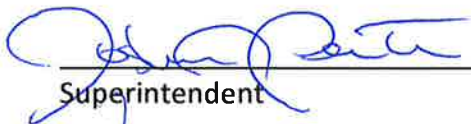
This Memorandum of Understanding between the Golden Feather Union School District (District) and the California School Employees Association and its Golden Feather Chapter #400 ("CSEA") is entered into pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties.

Doug Stratton, in the Maintenance & Transportation Department, would like to have more flexibility in his 40-hour work week. The needs of the department varies by the day. Currently, Mr. Stratton has to stop working in the middle of the day to keep his hours below eight (8). Specifically, he would like to work with administration to create a schedule that varies the amount of hours per day, not to exceed 40 hours per week. The following schedule will remain in effect during the 2018/19 school year with the possibility of editing in June 2018 for the summer.

Monday: 6:30 am – 2:00 pm = 6.5 hours
Tuesday: 6:30 am – 2:00 pm = 6.5 hours
Wednesday: 6:30 am – 4:30 pm = 9 hours
Thursday: 6:30 am – 4:30 pm = 9 hours
Friday: 6:30 am – 4:30 pm = 9 hours
Each day includes an unpaid 1-hour lunch break.

Mr. Stratton understands that he would not be earning over-time compensation for hours worked beyond 8 hours per day with this modified work schedule. He would earn overtime if he works beyond 40 hours in the work week.

This MOU is a one-time agreement for the 2018/19 school year. It shall be reevaluated between June 1, 2019 and June 30, 2019 to determine if it continues to mutually benefit both parties. This agreement shall not hereafter be considered as setting precedent, be evidence of a past practice, or as establishing status quo in similar circumstances in the future. There is no express or implied guarantee that similar arrangements will be made in the future.



Superintendent

9-7-18

Date



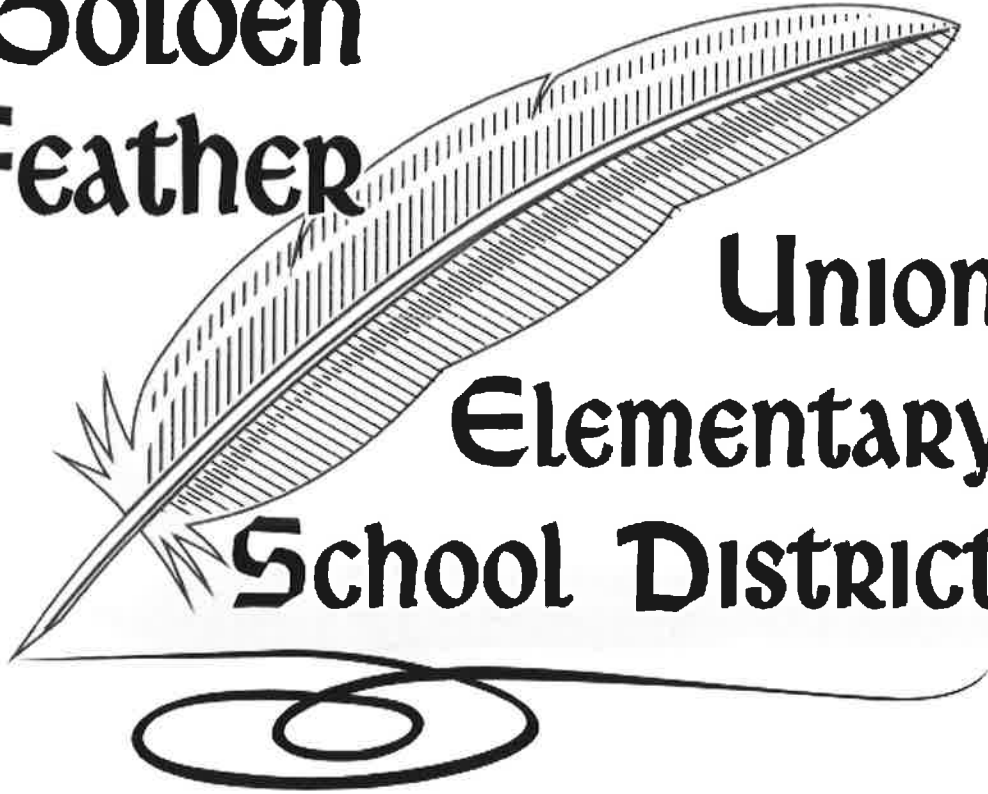
CSEA Chapter President

9-7-18

Date

2018-19

Golden Feather



Union Elementary School District

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Contact Name and Title

Email and Phone

Golden Feather Union Elementary School District

Josh Peete
Superintendent

jpeete@gfusd.org
(530) 533-3833

2017-20 Plan Summary The Story

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 a single school district comprised of Concow Elementary School (Kindergarten through Eighth Grade). The Concow School campus is unique with its original schoolhouse in the center surrounded by classrooms and offices. Students enjoy swimming at the school pool in the Spring and Fall.

The district has suffered from an over decade long trend of declining enrollment and lowering student achievement rating. Due to declining enrollment, the district will fall into Basic Aid status in 2018/19 because local property taxes exceed the amount of ADA funding the state would provide. GFUSD also fell into differentiated assistance with the county office providing additional supports to increase both ELA and math achievement, reduce the current suspension rate, and improve chronic absenteeism. The next steps for the district are to adopt a school-wide behavior system, enhance support for field trips / speakers / mentors, teaching and modeling of the growth mindset, improve self-direction of students, building positive messages and relationships with families, and staff team building.

LCAP Highlights

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

The following are key features of the 2018/19 Local Control Accountability Plan:

Purchase additional resources to improve academic achievement: Multi-Tiered Systems of Support (MTSS), STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions S & C \$250

Increase/maintain access to technology by purchasing additional student devices S & C \$5,500

Educational / Instructional Coaching and Professional Development S & C \$25,000 The educational / instructional coach will provide 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, pacing guide, online gradebook, and standards-based report cards. Title 1 \$8731 Title II \$1665

Provide classified paraeducators to foster high academic achievement and support certificated teachers with grade-level splits. S & C \$48,073 Title 1 \$27,191

District contribution to home-to-school transportation services for students living within the district boundaries (includes purchase of two vans) S & C \$65,276

Fund additional certificated teacher to support lower class sizes and reduce grade-level splits. Implement academic and behavioral intervention program during the school day. S & C \$21,193 Base \$49,450

Maintain communication to families via: phone calls, auto dialer, text messages, emails, school website, online gradebook, surveys, school marquee, appropriate social media. Base \$3,500

Implement additional outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms, etc... Title 1 \$500

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 Title 1 \$500

Total LCAP Expenditures for 2017/18: \$291,244.00

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

During the 2017/18 school year, the district is most proud of an improved suspension rate. The staff worked hard at creating an environment that offered opportunity for reset instead of suspension. Defiance and disrespect offenses were suspended less than in previous years. This will show improvement on the dashboard indicators for the 2017/18 school year.

The district is proud of the leap forward in technology during the 2017/18 school year. During this year, Concow School was connected to fiber optic internet access through the BIIG grant. After this occurred midway through the year, the district immediately purchased chromebooks as outlined in the LCAP goals for the 2017/18 school year. Each student in the school year now has their own chromebook with a better than 1:1 student to device ratio. Teachers are using i-Ready for improved personalized intervention and google classroom is being used in half of the classrooms. The new curriculum in ELA and math is also being accessed by students on their chromebooks. Along with the growth of technology, security and monitoring infrastructure has also been implemented.

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 11.9% and increased significantly by 1.8% over the previous school year. Also, the district chronic absenteeism rate far exceeds the countywide average. 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 1.8 points. Mathematics declined by 15.9 points and is currently rated "Low." The district adopted curriculum aligned to Common Core in 2017/18. Teachers implemented an online gradebook that parents can access remotely and regularly. K-3 teachers will use standards based report cards during the 2017/18 school year. Also, 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.

Through a process of reflection and analysis, the district will need the following:

- A need for a school wide behavioral system.
- Enhanced staffing and organization to support field trips, speakers, mentors, etc.
- Teaching and modeling of growth mindset.
- Enhancing self-direction of students in order to increase feasibility of teachers in teaching multiple grade levels.
- Need to prioritize positive messages to students and families; training to staff on how to handle difficult conversations.
- Staff team building around valuing various perspectives and improving communication.

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 2018/19 school year to address these performance levels at the "Low" or "Very Low" range.

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

Increased or Improved services

For the 2018/19 school year, the district will be focused on the following to improve and increase services:

- LEA will continue supporting staff with building fluency around the ELA and math curriculum adopted this past year that is aligned to the CA standards.
- LEA will explore, implement, and monitor master schedule changes to better address student needs.
- Gather baseline information regarding state standards aligned instruction and levels of student engagement. Use results to help determine professional learning and coaching needs for Golden Feather's staff.
- LEA is participating in MTSS trainings and consultation that can assist with scaling up tiered systems of academic support.

- Utilize online standards based gradebook to help monitor student achievement throughout the school year

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	\$1,622,879
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$325,591.00

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$1,324,644

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

17-18

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.

Baseline

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.

Metric/Indicator

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

Actual

At the end of the 2017/18 school year, 100% of the certificated staff is between initial and developing. This results in an improvement of nearly one level.

Dashboard Results for 2017 ELA 3-8th Grade
All Students Status -73.1 points below level 3 (Red)-

Expected

17-18
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.

Baseline
16% of the 3-8th grade students scored at or above grade level in ELA on the Smarter Balanced Assessment in 2016.

Metric/Indicator
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results
17-18
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.

Baseline
24% of the 3-8th grade students scored at or above grade level in mathematics on the Smarter Balanced Assessment in 2016.

Metric/Indicator
Priority 7: Local Metric/A broad course of study

17-18
100% of students are placed in grade level appropriate course offerings as identified by our SIS.

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

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

17-18
The average reading level for each grade is at least 1.0 years worth of growth.

Baseline
100% of students in grades 2-8 will take STAR reading assessments in August and the end of SBAC testing in May. We will measure average growth per grade level in 2017/18 as our baseline data.

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.

Actual

Socioeconomically disadvantaged -79.8 below level 3 (Red)
Students with Disabilities -156.1 below level 3
White Student Group -85.4 below level 3 (Red)n

Dashboard Results for 2017 Math 3-8th Grade
All Student -92.9 below level 3 (yellow)
Socioeconomically disadvantaged -103.5 below level 3 (Red)
Students with Disabilities -191.4
White student group -98 (Red)n

100% of students are appropriately placed.

The average reading level growth for all grade levels was .3 GE during the 2017/18 school year.
The district missed its target of gaining at least 1 year of growth.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	iReady training was provided to all staff for implementation of the CA state standards. SBAC interim assessments are not yet being utilized.	5000-5999: Services And Other Operating Expenditures Title I \$6851 1000-1999: Certificated Personnel Salaries Title II \$1500	5000-5999: Services And Other Operating Expenditures Title I \$6851 1000-1999: Certificated Personnel Salaries Title II 1500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase additional resources to improve academic achievement: Multi-Tiered Systems of Support (MTSS), STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions	Principal attended MTSS trainings. Resources were purchased from Teachers Pay Teachers and other online subscriptions.	4000-4999: Books And Supplies Supplemental and Concentration \$250	4000-4999: Books And Supplies Supplemental and Concentration 250

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase access to technology by purchasing additional student devices	Purchased 75 chromebooks for K-8 grade students.	Non-capitalized equipment 4000-4999: Books And Supplies Supplemental and Concentration \$22,500	4000-4999: Books And Supplies Supplemental and Concentration \$21,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain bilingual staff and provide training to ensure that all students and families have access to primary language support and differentiated instruction.	Maintained bilingual staff to support our Spanish speaking students and families.	Salary and Benefits 2000-2099: Classified Personnel Salaries Supplemental and Concentration \$26582	2000-2099: Classified Personnel Salaries Supplemental and Concentration 26,582

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide classified paraeducators foster high academic achievement and support certificated teachers with grade-level splits.	Provided classified para-educators to support all students with their grade level standards.	Salary and Benefits 2000-2099: Classified Personnel Salaries Supplemental and Concentration \$32183	2000-2099: Classified Personnel Salaries Supplemental and Concentration \$32,183
		Salary and Benefits 2000-2099: Classified Personnel Salaries Title I \$21631	2000-2099: Classified Personnel Salaries Title I \$21,631
		Salary and Benefits 2000-2099: Classified Personnel Salaries Base \$20,046	2000-2099: Classified Personnel Salaries Base \$20,046

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.

We maintained the staffing of para-educators and bilingual support. Chromebooks are being utilized in all of the classrooms. We had some iReady professional development but were not able to fully take advantage of PD for common core implementation nor were we able to get to the SBAC interim assessments.

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

We were able to support students with more adults in the classrooms and one on one computers. To improve effectiveness of our actions in this goal, we will develop a plan and monitor implementation of rigorous core instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
There were no material differences this year.

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.

Since chromebooks were purchased this will change to just maintaining and buying replacements. Our district no longer has bilingual students at this time. For the time being, we will not employ a bilingual educator unless this demographic changes. Since our district is in differentiated assistance, goals have been developed with an action plan to improve academic achievement and the suspension rate. The district will contract services of an educational / instructional consultant for on-site PD, teacher coaching, induction, and overall teacher effectiveness to reach our student population.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

<p>Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair</p> <p>17-18 FIT report reduced rating of facilities to fair condition.</p> <p>Baseline Maintain or increase by 3% exemplary/good overall facilities rating as measured by the FIT report.</p>	<p>Actual</p> <p>Facilities inspection tool was utilized and identified areas to address. Sewer and water supply issues will be addressed this spring.</p>
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p> <p>17-18 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.</p> <p>Baseline 100% of students did not have CCSS curriculum in ELA. 60% of the classrooms did not have access to CCSS in mathematics.</p>	<p>CCSS materials were adopted and purchased for all grade levels.</p>

Expected

Actual

<p>Metric/Indicator Priority 1: Local Indicator/Teacher credential 17-18 Maintain 0% teacher mis-assignment during the 2017/18 school year. Baseline 0% of teachers were mis-assigned during the 2016/17 school year.</p>	<p>0 teachers are mis-assigned.</p>
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates 17-18 Improve attendance rate from 91.95% to 92.5% during the 2017/18 school year. Baseline Attendance rate of 91.95% during the 2016/17 school year.</p>	<p>Attendance rate of 91.52% during the 2017/18 school year dropping .43%.</p>
<p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate 17-18 Maintain 0% middle school drop-out rate. Baseline 0% middle school drop-out rate.</p>	<p>Met 0% middle school drop out rate</p>
<p>Metric/Indicator Priority 6: Local Metric/Expulsion rate 17-18 Maintain 0% expulsion rate Baseline 0% expulsion rate</p>	<p>Met - Expulsion rate is 0%</p>
<p>Metric/Indicator Priority 6: Local Indicator/Local tool for school climate 17-18 Increase the percent of parents surveyed who agree or strongly agree that they felt their children were safe at school by 3%. Baseline Provided survey to parents at the end of the 2016/17 school year. 87% of parents surveyed agreed or strongly agreed that they felt their children were safe at school.</p>	<p>67% of the parents surveyed at the end of the 2017/18 agreed or strongly agreed that they felt their children were safe at school. The district did not meet the goal set to increase this metric by 3%.</p>

Expected

Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates 17-18 Reduce chronic absenteeism by 5.8% to 30%. Baseline Chronic absenteeism rates for the 2016/17 school year were at 35.8%.	Chronic Absenteeism Rate for 2016-17 - Met All students 29.1% Socioeconomically Disadvantaged 30.8% Students with Disabilities 15.8% Hispanic 25% White 32.3%
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator 17-18 Reduce suspension rate by 3.6% for the 2017/18 school year to 10%. Baseline District suspension rate for the 2016/17 school year was 13.6%.	Suspension rate was reduced in 2017-18 to All 11.9% Socioeconomically Disadvantaged 13.3% Students with Disabilities 10.5% Hispanic 5% White 13.5%

Actual

Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates 17-18 Reduce chronic absenteeism by 5.8% to 30%. Baseline Chronic absenteeism rates for the 2016/17 school year were at 35.8%.	Chronic Absenteeism Rate for 2016-17 - Met All students 29.1% Socioeconomically Disadvantaged 30.8% Students with Disabilities 15.8% Hispanic 25% White 32.3%
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator 17-18 Reduce suspension rate by 3.6% for the 2017/18 school year to 10%. Baseline District suspension rate for the 2016/17 school year was 13.6%.	Suspension rate was reduced in 2017-18 to All 11.9% Socioeconomically Disadvantaged 13.3% Students with Disabilities 10.5% Hispanic 5% White 13.5%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District contribution to home-to-school transportation services for students living within the district boundaries.	Transportation contribution was made and enabled students within the boundaries access to rides.	Repairs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10103	Van 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10103

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Fund additional certificated teacher to support lower class sizes and reduce grade-level splits. Implement academic and behavioral intervention program during the school day.	A certificated teacher was funded to support lower class sizes. We implemented an academic and behavioral intervention during the school day.	Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34386	0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$34,386

Salary and Benefits 1000-1999:
Certificated Personnel Salaries
Base \$73871

1000-1999: Certificated
Personnel Salaries Base \$73,871

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.
These actions were fully implemented.

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

Smaller class sizes and intervention program did reduce suspension rates this year. Further investigation regarding restorative practices will be done.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were seen in this goal.

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.

A one-time purchase of two 10 passenger vans will improve student transportation in the district. Instead of repairing older buses, the district is purchasing vans.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 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 Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

17-18

Increase the number of parents / guardians attending school functions as measured by increasing Parents' Club membership by 5 parents / guardians each year.

Baseline

Parents' Club membership in 2016/17 was at 25 paid members including parents of exceptional needs and unduplicated pupils.

Actual

Parent Club membership increased by 5 parents this year.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Services 5000-5999: Services And Other Operating Expenditures Base \$3,500

5000-5999: Services And Other Operating Expenditures Base \$3,500

Auto dialer, Blackboard Connect, and School Wise Gradebook were all supported and maintained for communication to parents and families.

Maintain communication to families via: phone calls, auto dialer, text messages, emails, school website, online gradebook, surveys, school marquee, appropriate social media.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement additional outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms, etc...	Outreach was mostly facilitated by the Parent's Club. The district did host a donuts for parents appreciation event as outreach.	4000-4999: Books And Supplies Title I \$500	4000-4999: Books And Supplies Title I 25

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Field trips were supported with Title I funds. Parent Club supported the other activities.	5800: Professional/Consulting Services And Operating Expenditures Title I \$500	5800: Professional/Consulting Services And Operating Expenditures Title I \$750

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.

Most all of the activities were utilized to support community, student, and family engagement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. Student attendance improved as well as the community engagement with the various events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Used Title I funds to support field trips. No other material differences were seen in this goal.

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. We want to better utilize technology to gather input from community and parents and communicate school activities.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Golden Feather Union Elementary School District Board of Trustees - Public Discussion during Board Meetings: 8/16/17, 9/20/17, 11/15/17, 12/20/17, 1/17/18, 1/31/18, 2/7/18, 3/21/18, 4/18/18, 5/16/18, 6/6/18 (Public Hearing), 6/20/18 (Board Approval)
School Site Council and Site Leadership Team - Public Discussion during Meetings - 1/26/17, 3/7/18
Differentiated Assistance Meetings with BCOE team and Concow School Staff: 3/20/18, 4/24/18
Students, parents, and community: Suggestion box at Open House during last week of school in office / student recesses 5/28/18 - 6/4/18

Golden Feather Teacher's Association: Negotiation meeting 5/24
California School Employees Association: Negotiation meeting 6/1

Impact on LCAP and Annual Update

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

Board Meetings: District needs for professional development, technology, and classified para-educators in the classrooms discussions (Goal 1).

School Site Council and Site Leadership Team - No bilingual students at school anymore - No need for a bilingual aide - Focus funds on meeting differentiated assistance goals (Goal 1). Try to maintain enough certificated staff to reduce student-to-teacher(adult) ratio (Goal 2).

Differentiated Assistance Meetings: Family outreach, communication, and real relationships with families found to be a main issue affecting the trust of our school in the community (Goal 3).

Students, parents, and community: Field trip emphasis including new places that students have not been to locally. 5/28/18 - 6/4/18
Golden Feather Teacher's Association: Agreement for 2 additional professional development days in the summer offered. Bringing in trainer to work on pacing guide, Common Core, and teacher coaching.

California School Employees Association: Discussion regarding transportation and use of vans - Only running 1 bus route and using vans to supplement.

Goals, Actions, & Services

Strategic Planning Details and Accountability
 Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

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

Local Priorities:

Identified Need:

Less than 100% of students are performing at grade level standards as determined by district and state measures. The current state Dashboard shows the district ELA achievement level at red and the math at orange.

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 initial awareness level on the Butte County CCSS Implementation Metric Self Survey. The CCSS Implementation metric has five levels including initial awareness,	All staff used 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. At the end of the 2017/18 school year, 100% of	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	developing awareness, full awareness, student awareness, and full implementation.	the certificated staff is between initial and developing. This results in an improvement of nearly one level.	second year of curriculum use will result in 100% of the certificated staff rating themselves as developing awareness or above.	use will result in 50% of the staff rating themselves as full awareness.
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.	Increase student scaled score average by 15 points so that our average points from level 3 improves for all students and for each significant student group.	Increase student scaled score average by 15 points so that our average points from level 3 improves for all students and for each significant student group.
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.	Increase student scaled score average by 15 points so that our average points from level 3 improves for all students and for each significant student group.	Increase student scaled score average by 15 points so that our average points from level 3 improves for all students and for each significant student group.
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.
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local	100% of students in grades TK-8 will use i-Ready for ELA and Math at least 45 minutes per week starting in 2017/18 school year.		25% of the students will achieve the scale score gain required to meet the i-Ready target in ELA and Math.	30% of the students will achieve the scale score gain required to meet the i-Ready target in ELA and Math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)				
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	100% of students in grades 2-8 will take STAR reading assessments in August and the end of SBAC testing in May. We will measure average growth per grade level in 2017/18 as our baseline data.	The average reading level growth for all grade levels was .3 GE during the 2017/18 school year. The district missed its target of gaining at least 1 year of growth.	Students will no longer take STAR reading assessments. Students will use i-Ready ELA/Math assessments instead to locally track academic achievement growth.	Students will no longer take STAR reading assessments. Students will use i-Ready ELA/Math assessments instead to locally track academic achievement growth.
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	Initial SBAC scores as reported in June 2018: ELA met or exceeded at 22.7% Math met or exceeded at 16%.		Initial SBAC scores goal for June 2019: ELA met or exceeded at 25% Math met or exceeded at 20%.	Initial SBAC scores goal for June 2020: ELA met or exceeded at 30% Math met or exceeded at 25%.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

Staff professional development through a consultant that will work on site with instructional staff to provide training and coaching in Common Core State Standards (CCSS) implementation, co-teaching strategies, effective teaching practices and pacing guides. This will help us meet our differentiated assistance goals.

2019-20 Actions/Services

Staff professional development through a consultant that will work on site with instructional staff to provide training and coaching in Common Core State Standards (CCSS) implementation, co-teaching strategies, effective teaching practices and pacing guides. This will help us meet our differentiated assistance goals.

Budgeted Expenditures

Year 2017-18

Amount \$6851

Source Title I

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

\$7,660

Title I

5800: Professional/Consulting Services And Operating Expenditures Consultant

2019-20

\$7,660

Title I

5000-5999: Services And Other Operating Expenditures

Amount	\$1500	\$9,074	\$9,074
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures Consultant	5800: Professional/Consulting Services And Operating Expenditures
Amount		\$15,566	
Source		Supplemental and Concentration	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Consultant	
Amount		\$1,822	1,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
-----------------	-----------------	-----------------

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase additional resources to improve academic achievement: Multi-Tiered Systems of Support (MTSS), STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions	Purchase additional resources to improve academic achievement: Multi-Tiered Systems of Support (MTSS), STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions	Purchase additional resources to improve academic achievement: Multi-Tiered Systems of Support (MTSS), STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions

Budgeted Expenditures

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

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged Action Modified Action Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase access to technology by purchasing additional student devices	Increase/maintain access to technology by purchasing additional student devices and contracting with BCOE IT department to maintain and improve technology infrastructure and devices.	Increase/maintain access to technology by purchasing additional student devices

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,500	\$5,500	\$5,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Non-capitalized equipment	4000-4999: Books And Supplies Non-capitalized equipment	4000-4999: Books And Supplies Non-capitalized equipment
Amount		\$21,000	31,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action Modified Action Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain bilingual staff and provide training to ensure that all students and families have access to primary language support and differentiated instruction.	This action has been combined with 1.1.	This action has been combined with 1.1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26582		
Source	Supplemental and Concentration		
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:

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

Location(s):

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

All All Schools

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 [Add Students to be Served selection here]

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
 [Add Scope of Services selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services
 Provide classified paraeducators foster high academic achievement and support certificated teachers with grade-level splits.

2018-19 Actions/Services
 Provide classified paraeducators foster high academic achievement and support certificated teachers with grade-level splits.

2019-20 Actions/Services
 Provide classified paraeducators foster high academic achievement and support certificated teachers with grade-level splits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32183		
Source	Supplemental and Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries and Benefits		
Amount	\$21631	\$64,801	\$64,801
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries and Benefits	2000-2999: Classified Personnel Salaries and Benefits	2000-2999: Classified Personnel Salaries and Benefits

Amount	\$20,046		
Source	Base		
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.

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

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

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. The current state Dashboard shows the district suspension rate as red.

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%	100% of the classrooms will have CCSS curriculum in ELA and	Maintain 100% of the classrooms will have CCSS curriculum in ELA	Maintain 100% of the classrooms will have CCSS curriculum in ELA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	of the classrooms did not have access to CCSS in mathematics.	math. William's review will ensure that all students have sufficient materials.	and math. William's review will ensure that all students have sufficient materials.	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.	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.	Attendance rate of 91.52% during the 2017/18 school year dropping .43%.	Improve attendance rate from 91.52% 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 dropout rate.	Maintain 0% middle school 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. 87% of parents surveyed agreed or strongly agreed that they felt their children were safe at school.	67% of the parents surveyed at the end of the 2017/18 agreed or strongly agreed that they felt their children were safe at school. The district did not meet the goal set to increase this metric by 3%.	Increase the percent of parents surveyed who agree or strongly agree that they felt their children were safe at school by 20%.	Increase the percent of parents surveyed who agree or strongly agree that they felt their children were safe at school by 3%.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	The chronic absenteeism rate for the 2016/17 school year was 37.5%.	Chronic absenteeism rate for 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%.	District suspension rate for the 2017/18 year was 9.52%. This reduction was more than the goal of a 3.6%	Reduce suspension rate by 1.52% for the 2018/19 school year to 8%.	Reduce suspension rate by 2% for the 2019/20 school year to 6%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		reduction. The actual suspension rate reduction was 4.08%.		

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$10103	\$65,276	\$65,276
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs	2000-2999: Classified Personnel Salaries Classified salaries and benefits	2000-2999: Classified Personnel Salaries and benefits

Action 2

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Fund additional certificated teacher to support lower class sizes and reduce grade-level splits. Implement academic and behavioral intervention program during the school day.

2018-19 Actions/Services

Fund additional certificated teachers to support co-teaching model, lower class sizes and reduce grade-level splits. Maintain academic and behavioral intervention program during the school day.

2019-20 Actions/Services

Fund additional certificated teachers to support co-teaching model, lower class sizes and reduce grade-level splits. Maintain academic and behavioral intervention program during the school day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34386	\$40,000	\$40,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary and Benefits	1000-1999: Certificated Personnel Salaries Salary and Benefits	1000-1999: Certificated Personnel Salaries Salary and Benefits
Amount	\$73871	\$63,171	\$63,171
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salary and Benefits	1000-1999: Certificated Personnel Salaries Salary and Benefits	1000-1999: Certificated Personnel Salaries Salary and Benefits
Amount		\$17,325	\$17,325
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

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 Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

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 including parents of exceptional needs and unduplicated pupils.

Increased the number of parents / guardians attending school functions as measured by increasing Parents' Club membership by 5 parents / guardians each year.

Increase the number of parents / guardians attending school functions as measured by increasing Parents' Club membership by 5 parents / guardians each year.

Increase the number of parents / guardians attending school functions as measured by increasing Parents' Club membership by 5 parents / guardians each year.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Maintain communication to families via: phone calls, auto dialer, text messages, emails, school website, online gradebook, surveys, school marquee, appropriate social media.

2018-19 Actions/Services

Maintain communication to families via: phone calls, auto dialer, text messages, emails, school website, online gradebook, surveys, school marquee, appropriate social media.

2019-20 Actions/Services

Maintain communication to families via: phone calls, auto dialer, text messages, emails, school website, online gradebook, surveys, school marquee, appropriate social media.

Budgeted Expenditures

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

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Low Income

LEA-wide

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Implement additional outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms, etc...

2018-19 Actions/Services

Maintain outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms, etc...

2019-20 Actions/Services

Maintain outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms, etc...

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 4

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Unchanged Action
	Administrative and indirect costs to support Title I and Title II programs.	Administrative and indirect costs to support Title I and Title II programs.

Budgeted Expenditures

Amount	\$5,000	\$5,000
Source	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Con App	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$3,935	\$3,935
Source	Title I	Title I
Budget Reference	7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect

Amount

Source

Budget
Reference

\$461

Title II

7000-7439: Other Outgo
Indirect Costs

\$461

Title II

7000-7439: Other Outgo
Indirect Cost

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$150,664

Percentage to Increase or Improve Services

32.42%

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 GFUSD has an unduplicated count of 57. Golden Feather Union Elementary School District is required to spend \$150,664 and our stakeholders have agreed to apply more than the required amount of Base and Supplemental and Concentration grant funds toward improving or increasing services to our students.

Goal 1: All students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway.

Need: Less than 100% of students are performing at grade level standards as determined by district and state measures. The current district Dashboard shows English Language Arts as red and math at orange.

Actions / Services:

Provide instructional staff with professional development and coaching. (\$17,388)

- Purchase additional resources to improve academic achievement: Multi-Tiered Systems of Support (MTSS), STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions (\$500)
- o Serves low-income students

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

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

- o Providing enrichment and support opportunities for students who have limited financial resources will meet student needs according to Maslow. This action/service will not only help higher level student needs like esteem and self-actualization but also will also meet lower needs like safety and belonging. School becomes a place that meets unmet needs for low-income students. Attitudes change and they will have fewer distractions in life to focus on learning.
- Increase access to technology by purchasing additional student devices and having technology infrastructure and devices maintained. (\$26,500)
- o Serves low-income students
- o Equitable access to technology is paramount for students to be able to contribute and compete in the information age. Currently, the student-to-device ratio is 1+ to 1. SBAC scores should increase because students will have more practice typing paragraphs into text-boxes that explain their reasoning.
- Provide classified paraeducators foster high academic achievement and support certificated teachers with grade-level splits.
- o Serves low-income students
- o Three teachers will have three grade-level splits due to declining enrollment. Paraeducators will support teachers by providing opportunity to split up and differentiate students based on level and academic needs. This improves the low-income population literacy skills by increasing the adult-to-student ratio during lessons.

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.

Need: The findings in the Facility Inspection Tool (FIT) indicate that the needs of our school community include maintaining aging school facilities. Our 91% 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.

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).

Actions / Services:

- District contribution to home-to-school transportation services for students living within the district boundaries.(\$65,276)
 - o Serves low-income students
 - o Due to limited financial resources and the large geographic size of the school district, low-income families do not have enough money to drive their children to and from school every day. Some families that live in the valley part of the district do not have reliable transportation to transport their child up 1,000 feet to the school location every school day. This action / service ensures that children make it to and from school regardless of parent ability to transport.
 - Fund additional certificated teacher to support lower class sizes and reduce grade-level splits. Implement academic and behavioral intervention program during the school day. (\$40,000)
 - o Serves low-income students
 - o The low-income population is at-risk of being academically behind peers compared to affluent families. These certificated services will provide a lower class-size to provide individualized support and diagnosis of academic need.
 - o Low-income families tend to have more ACEs (Adverse Childhood Experiences). These occurrences can result in children who exhibit behavior that distracts from the learning environment. These services will provide a dedicated space in the educational environment for students to get school work complete with certificated help. This action / service should curb the issuance of suspensions for defiance or disrupting the learning environment. This should result in a reduction of the suspension rate on the Dashboard. It should also calm down the upper grade classrooms so students who are at school ready and willing to learn can have a reasonable classroom free of disruption.

Provide lots of opportunities and outreach to families. (\$1,000) Research has shown that strong connections between school and home provides better outcomes for students.

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

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

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$196,369

Percentage to Increase or Improve Services

27.09%

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 87%. Golden Feather Union Elementary School District is required to spend \$196,369 and our stakeholders have agreed to apply more than the required amount of Base and Supplemental and Concentration grant funds toward improving or increasing services to our students.

Goal 1: All students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway.

Need: Less than 100% of students are performing at grade level standards as determined by district and state measures. The current district Dashboard shows English Language Arts as red and math at orange.

Actions / Services:

- Purchase additional resources to improve academic achievement: Multi-Tiered Systems of Support (MTSS), STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions
- o Serves low-income students
- o Providing enrichment and support opportunities for students who have limited financial resources will meet student needs according to Maslow. This action/service will not only help higher level student needs like esteem and self-actualization but also will also meet lower needs like safety and belonging. School becomes a place that meets unmet needs for low-income students. Attitudes change and they will have fewer distractions in life to focus on learning.
- Increase access to technology by purchasing additional student devices
- o Serves low-income students
- o Equitable access to technology is paramount for students to be able to contribute and compete in the information age. Currently, the student-to-device ratio is high at approximately 3 to 1. Improving this ratio will improve the frequency of access to

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).

technology so students become proficient at performing tasks and projects that require higher depth of knowledge through teacher guidance. SBAC scores should increase because students will have more practice typing paragraphs into textboxes that explain their reasoning.

- Provide classified paraeducators foster high academic achievement and support certificated teachers with grade-level splits.
- o Serves low-income students
- o Three teachers will have three grade-level splits due to declining enrollment. Paraeducators will support teachers by providing opportunity to split up and differentiate students based on level and academic needs. This improves the low-income population literacy skills by increasing the adult-to-student ratio during lessons.

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.

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.

Actions / Services:

- District contribution to home-to-school transportation services for students living within the district boundaries.
- o Serves low-income students
- o Due to limited financial resources and the large geographic size of the school district, low-income families do not have enough money to drive their children to and from school every day. Some families that live in the valley part of the district do not have reliable transportation to transport their child up 1,000 feet to the school location every school day. This action / service ensures that children make it to and from school regardless of parent ability to transport.

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).

- Fund additional certificated teacher to support lower class sizes and reduce grade-level splits. Implement academic and behavioral intervention program during the school day.
- o Serves low-income students
- o The low-income population is at-risk of being academically behind peers compared to affluent families. These certificated services will provide a lower class-size to provide individualized support and diagnosis of academic need.
- o Low-income families tend to have more ACEs (Adverse Childhood Experiences). These occurrences can result in children who exhibit behavior that distracts from the learning environment. These services will provide a dedicated space in the educational environment for students to get school work complete with certificated help. This action / service should curb the issuance of suspensions for defiance or disrupting the learning environment. This should result in a reduction of the suspension rate on the Dashboard. It should also calm down the upper grade classrooms so students who are at school ready and willing to learn can have a reasonable classroom free of disruption.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**Students to be Served**

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Funding Source	Total Expenditures by Funding Source					2017-18 through 2019-20 Total
	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	
All Funding Sources	254,403.00	252,678.00	254,403.00	325,591.00	319,953.00	899,947.00
Base	97,417.00	97,417.00	97,417.00	83,996.00	83,996.00	265,409.00
Supplemental and Concentration	126,004.00	124,504.00	126,004.00	150,664.00	145,026.00	421,694.00
Title I	29,482.00	29,257.00	29,482.00	81,396.00	81,396.00	192,274.00
Title II	1,500.00	1,500.00	1,500.00	9,535.00	9,535.00	20,570.00

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

Object Type	Total Expenditures by Object Type						
	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total	
All Expenditure Types	254,403.00	252,678.00	254,403.00	325,591.00	319,953.00	899,947.00	
0001-0999: Unrestricted: Locally Defined	0.00	34,386.00	0.00	0.00	0.00	0.00	
1000-1999: Certificated Personnel Salaries	109,757.00	75,371.00	109,757.00	122,318.00	121,996.00	354,071.00	
2000-2999: Classified Personnel Salaries	100,442.00	100,442.00	100,442.00	130,077.00	130,077.00	360,596.00	
4000-4999: Books And Supplies	23,250.00	21,275.00	23,250.00	6,500.00	6,750.00	36,500.00	
5000-5999: Services And Other Operating Expenditures	20,454.00	20,454.00	20,454.00	3,500.00	11,160.00	35,114.00	
5800: Professional/Consulting Services And Operating Expenditures	500.00	750.00	500.00	58,800.00	45,574.00	104,874.00	
7000-7439: Other Outgo	0.00	0.00	0.00	4,396.00	4,396.00	8,792.00	

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	254,403.00	252,678.00	254,403.00	325,591.00	319,953.00	899,947.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	34,386.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	73,871.00	73,871.00	73,871.00	80,496.00	80,496.00	234,863.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	34,386.00	0.00	34,386.00	41,822.00	41,500.00	117,708.00
1000-1999: Certificated Personnel Salaries	Title II	1,500.00	1,500.00	1,500.00	0.00	0.00	1,500.00
2000-2999: Classified Personnel Salaries	Base	20,046.00	20,046.00	20,046.00	0.00	0.00	20,046.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	58,765.00	58,765.00	58,765.00	65,276.00	65,276.00	189,317.00
2000-2999: Classified Personnel Salaries	Title I	21,631.00	21,631.00	21,631.00	64,801.00	64,801.00	151,233.00
4000-4999: Books And Supplies	Supplemental and Concentration	22,750.00	21,250.00	22,750.00	6,500.00	6,750.00	36,000.00
4000-4999: Books And Supplies	Title I	500.00	25.00	500.00	0.00	0.00	500.00
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	10,103.00	10,103.00	10,103.00	0.00	0.00	10,103.00
5000-5999: Services And Other Operating Expenditures	Title I	6,851.00	6,851.00	6,851.00	0.00	7,660.00	14,511.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	37,066.00	31,500.00	68,566.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00	750.00	500.00	12,660.00	5,000.00	18,160.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	9,074.00	9,074.00	18,148.00
7000-7439: Other Outgo	Title I	0.00	0.00	0.00	3,935.00	3,935.00	7,870.00
7000-7439: Other Outgo	Title II	0.00	0.00	0.00	461.00	461.00	922.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	131,543.00	130,043.00	131,543.00	125,923.00	120,285.00	377,751.00
Goal 2	118,360.00	118,360.00	118,360.00	185,772.00	185,772.00	489,904.00
Goal 3	4,500.00	4,275.00	4,500.00	13,896.00	13,896.00	32,292.00

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

Golden Feather Union Elementary S

LCAP
2018-19

Goal	Action Item	Description	Base
1	1	Provide staff development through a consultant providing professional training and coaching to teachers and support staff in Common Core State Standards (CCSS) implementation, effective teaching practices, pacing guides, co-teaching strategies, and more to meet our differentiated assistance goals.	
1	2	Purchase additional resources to improve academic achievement: Multi-Tiered Systems of Support (MTSS), STEM activities, AVID program, VAPA opportunities, Extended learning opportunities, Teachers Pay Teachers, Online subscriptions	
1	3	Increase access to technology by purchasing additional student devices and contract with BCOE IT department for technological infrastructure.	
1	5	Provide classified paraeducators foster high academic achievement and support certificated teachers with grade-level splits.	
2	1	District contribution to home-to-school transportation services for students living within the district boundaries (includes purchase of two vans)	
2	2	Fund additional certificated teacher to support co-teaching model, lower class sizes and reduce grade-level splits. Maintain academic and behavioral intervention program during the school day.	\$17,325
3	1	Maintain communication to families via: phone calls, auto dialer, text messages, emails, school website, online gradebook, surveys, school marquee, appropriate social media.	\$3,500
3	2	Implement additional outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms, etc...	
3	3	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	
3	4	Provide administrative services to ensure compliance for federal funding and support indirect costs.	
Total			

chool District

Title I	Title II	Title IV	S/C	Object	Notes
			\$1,822	1000-1999	
			\$15,566	5800	Contract with Consultatnt \$32,300 and extra pay for teachers
	\$9,074			5800	
7,660				5800	
			\$500	4000-4999	
				2000-3999	Dennis .6875 Tech-Aide This person resigned and the position went away.
			\$21,000	5800	BCOE tech support
			5,500	4000-4999	Technology devices
\$64,801				2000-2999	Erickson .25, Mack .5, Mason .625
			\$65,276	2000-3999	
				1000s, 3000s	Dogey 30%
			\$40,000	1000s, 3000s	Dogey 70%
				5000-5999	
			\$500	4000-4999	
			\$500	5800	
\$8,935	\$461			7000s, 5800	Con App and Indirect Cost
81396	9535		\$150,664		

**AUXILIARY ORGANIZATION APPLICATION FOR COVERAGE WITH
BUTTE SCHOOLS SELF-FUNDED PROGRAMS and
BAY AREA SCHOOLS INSURANCE COOPERATIVE**

For Activities Sponsored by the Golden Feather Union Elementary School District
and Golden Feather UESD Parents' Club
During the Period July 1, 2018 through June 30, 2020

The Butte Schools Self-Funded Programs (BSSP) and Bay Area Schools Insurance Cooperative (BASIC) have adopted the following minimum guidelines for the Golden Feather UESD Parents' Club (organization), an auxiliary organization of the Golden Feather Union Elementary School District (district), to receive liability protection under the BSSP and BASIC memorandums of coverage:

1. The organization must have written bylaws specifying its purpose as a district/pupil support organization.
2. The bylaws must reflect the nature and degree of the district's direction and supervision of the organization and its activities.
3. The organization's meetings must be timely noticed.
4. The organization may not be a nonprofit corporation organized under Section 501(c)(3) of the Internal Revenue Code, under the California Nonprofit Corporation Law, or under any similar law.
5. Minutes of all proceedings must be kept on file with the district.
6. The organization's events must have specific approval from the district's governing board or its authorized representative.
7. The organization's funds must be reported to and be under the control of the authorized representative of the district. Control shall be through one of the following:
 - a. A district administrative employee must be a signor on the organization's bank account(s);
 - b. A district administrative employee must sign on all payments and/or purchase orders; or
 - c. The organization must post a financial bond for the amount of the funds expected to be collected over a one-year period.
8. The organization must be approved by the district's governing board and the governing boards of both BSSP and BASIC for endorsement to the Memorandum of Coverage.
9. The organization must not discriminate against individuals or its members thorough the dissemination of funds.
10. Activities covered:
 - a. Meetings of the officers and members of the organization
 - b. Newsletter and bulletins
 - c. Candy, cake and bake sales
 - d. Breakfasts, luncheons, brunches or dinners (excluding alcohol)
 - e. Movies, lectures, or awards assemblies
 - f. Drawings or auctions
 - g. Fairs, bazaars or carnivals (excluding animal or mechanical rides)
 - h. Float construction
 - i. Garage sales
 - j. Roller skating or ice skating
 - k. Auto or motor vehicle shows/display
 - l. Watercraft shows/display
 - m. Car washes
 - n. Concerts (excluding rock or "heavy metal")
 - o. Field trips
 - p. Amateur or professional live entertainment
 - q. Parades

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- r. Picnics and barbecues
- s. Pep rallies
- t. Walk-a-thons, jog-a-thons, and like events
- u. Dances

11. Excluded activities include, but are not limited to:

- a. Motor vehicle or watercraft speed competitions or races
- b. Events involving alcohol
- c. Mechanical rides
- d. Animal rides
- e. Donkey basketball/baseball
- f. Fireworks
- g. Rodeo
- h. Skateboard events
- i. Bicycle events, involving acrobatics, stunts, or "motocross"
- j. Owned automobiles and trailers
- k. Athletic events such as: football, basketball, soccer, baseball/softball, volleyball, water sports, boxing, wrestling, physical contact sports, etc.

12. Any activity not listed above must be referred to BSSP for approval.

We accept and agree to abide by the above guidelines.

Organization: Golden Feather UESD Parents' Club

Name: _____

Title: _____

Signature: _____

Date: _____

District: Golden Feather Union Elementary School District

Name: _____

Title: _____

Signature: _____

BSSP Approval on: _____

Name: _____

Signature: _____

Date: _____
