

## **Title 5. EDUCATION**

Division 1. California Department of Education

## **Chapter 14.5. Local Control Funding Formula**

# **Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template**

## **Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants**

### **§ 15494. Scope.**

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

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

## **§ 15495. Definitions.**

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups

1 representing pupils.

2       (b) "English learner parent advisory committee," as used in Education Code sections  
3 52063 and 52069 for those school districts or schools and programs operated by county  
4 superintendents of schools whose enrollment includes at least 15 percent English  
5 learners and at least 50 pupils who are English learners, shall be composed of a  
6 majority of parents, as defined in subdivision (e), of pupils to whom the definition in  
7 Education Code section 42238.01(c) applies. A governing board of a school district or a  
8 county superintendent of schools shall not be required to establish a new English  
9 learner parent advisory committee if a previously established committee meets these  
10 requirements.

11       (c) "Local control and accountability plan (LCAP)" means the plan created by an LEA  
12 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in  
13 conformance with the LCAP and annual update template found in section 15497.5.

14       (d) "Local educational agency (LEA)" means a school district, county office of  
15 education, or charter school.

16       (e) "Parents" means the natural or adoptive parents, legal guardians, or other  
17 persons holding the right to make educational decisions for the pupil pursuant to  
18 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or  
19 56055, including foster parents who hold rights to make educational decisions.

20       (f) "Parent advisory committee," as used in Education Code sections 52063 and  
21 52069, shall be composed of a majority of parents, as defined in subdivision (e), of  
22 pupils and include parents of pupils to whom one or more of the definitions in Education  
23 Code section 42238.01 apply. A governing board of a school district or a county  
24 superintendent of schools shall not be required to establish a new parent advisory  
25 committee if a previously established committee meets these requirements, including  
26 any committee established to meet the requirements of the federal No Child Left Behind  
27 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of  
28 Title I of that act.

29       (g) "Prior year" means one fiscal year immediately preceding the fiscal year for  
30 which an LCAP is approved.

31       (h) "Services" as used in Education Code section 42238.07 may include, but are not  
32 limited to, services associated with the delivery of instruction, administration, facilities,

1 pupil support services, technology, and other general infrastructure necessary to  
2 operate and deliver educational instruction and related services.  
3       (i) "State priority areas" means the priorities identified in Education Code sections  
4 52060 and 52066. For charter schools, "state priority areas" means the priorities  
5 identified in Education Code section 52060 that apply for the grade levels served or the  
6 nature of the program operated by the charter school.

7       (j) "Subgroup" means the numerically significant pupil subgroups identified pursuant  
8 to Education Code section 52052.

9       (k) "to improve services" means to grow services in quality.

10      (l) "to increase services" means to grow services in quantity.

11      (m) "unduplicated pupil" means any of those pupils to whom one or more of the  
12 definitions included in Education Code section 42238.01 apply, including pupils eligible  
13 for free or reduced price meals, foster youth, and English learners.

14 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
15 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
16 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
17 6312.

18

19 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**  
20 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**  
21 **Supplemental and Concentration Grants.**

22      (a) An LEA shall provide evidence in its LCAP to demonstrate how funding  
23 apportioned on the basis of the number and concentration of unduplicated pupils,  
24 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to  
25 support such pupils. This funding shall be used to increase or improve services for  
26 unduplicated pupils as compared to the services provided to all pupils in proportion to  
27 the increase in funds apportioned on the basis of the number and concentration of  
28 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA  
29 shall include in its LCAP an explanation of how expenditures of such funding meet the  
30 LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall  
31 determine the percentage by which services for unduplicated pupils must be increased  
32 or improved above services provided to all pupils in the fiscal year as follows:

1       (1) Estimate the amount of the LCFF target attributed to the supplemental and  
2 concentration grants for the LEA calculated pursuant to Education Code sections  
3 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

4       (2) Estimate the amount of LCFF funds expended by the LEA on services for  
5 unduplicated pupils in the prior year that is in addition to what was expended on  
6 services provided for all pupils. The estimated amount of funds expended in 2013-14  
7 shall be no less than the amount of Economic Impact Aid funds the LEA expended in  
8 the 2012-13 fiscal year.

9       (3) Subtract subdivision (a)(2) from subdivision (a)(1).

10      (4) Multiply the amount in subdivision (a)(3), by the most recent percentage  
11 calculated by the Department of Finance that represents how much of the statewide  
12 funding gap between current funding and full implementation of LCFF is eliminated in  
13 the fiscal year for which the LCAP is adopted.

14      (5) Add subdivision (a)(4) to subdivision (a)(2).

15      (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant  
16 to Education Code sections 42238.02 and 2574, as implemented by Education Code  
17 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted  
18 Instructional Improvement Grant program and the Home to School Transportation  
19 program, in the fiscal year for which the LCAP is adopted.

20      (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

21      (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero  
22 or when LCFF is fully implemented statewide, then an LEA shall determine its  
23 percentage for purposes of this section by dividing the amount of the LCFF target  
24 attributed to the supplemental and concentration grant for the LEA calculated pursuant  
25 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is  
26 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the  
27 Targeted Instructional Improvement Grant program and the Home to School  
28 Transportation program.

29      (b) This subdivision identifies the conditions under which an LEA may use funds  
30 apportioned on the basis of the number and concentration of unduplicated pupils for  
31 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education  
32 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved

1   services for unduplicated pupils under subdivision (a) of this section by using funds to  
2   upgrade the entire educational program of a schoolsite, a school district, a charter  
3   school, or a county office of education as follows:

4       (1) A school district that has an enrollment of unduplicated pupils of 55 percent or  
5   more of the district's total enrollment in the fiscal year for which an LCAP is adopted or  
6   in the prior year may expend supplemental and concentration grant funds on a  
7   districtwide basis. A school district expending funds on a districtwide basis shall do all of  
8   the following:

9           (A) Identify in the LCAP those services that are being funded and provided on a  
10   districtwide basis.

11          (B) Describe in the LCAP how such services are principally directed towards, and  
12   are effective in, meeting the district's goals for its unduplicated pupils in the state and  
13   any local priority areas.

14       (2) A school district that has an enrollment of unduplicated pupils less than 55  
15   percent of the district's total enrollment in the fiscal year for which an LCAP is adopted  
16   may expend supplemental and concentration grant funds on a districtwide basis. A  
17   school district expending funds on a districtwide basis shall do all of the following:

18           (A) Identify in the LCAP those services that are being funded and provided on a  
19   districtwide basis.

20          (B) Describe in the LCAP how such services are principally directed towards, and  
21   are effective in, meeting the district's goals for its unduplicated pupils in the state and  
22   any local priority areas.

23          (C) Describe how these services are the most effective use of the funds to meet the  
24   district's goals for its unduplicated pupils in the state and any local priority areas. The  
25   description shall provide the basis for this determination, including, but not limited to,  
26   any alternatives considered and any supporting research, experience, or educational  
27   theory.

28       (3) A school district that has an enrollment of unduplicated pupils at a school that is  
29   40 percent or more of the school's total enrollment in the fiscal year for which an LCAP  
30   is adopted or in the prior year may expend supplemental and concentration grant funds  
31   on a schoolwide basis. A school district expending funds on a schoolwide basis shall do  
32   all of the following:

1       (A) Identify in the LCAP those services that are being funded and provided on a  
2       schoolwide basis.

3       (B) Describe in the LCAP how such services are principally directed towards, and  
4       are effective in, meeting the district's goals for its unduplicated pupils in the state and  
5       any local priority areas.

6       (4) A school district that has an enrollment of unduplicated pupils that is less than 40  
7       percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is  
8       adopted may expend supplemental and concentration grant funds on a schoolwide  
9       basis. A school district expending funds on a schoolwide basis shall do all of the  
10      following:

11       (A) Identify in the LCAP those services that are being funded and provided on a  
12       schoolwide basis.

13       (B) Describe in the LCAP how such services are principally directed towards, and  
14       are effective in, meeting the district's goals for its unduplicated pupils in the state and  
15       any local priority areas.

16       (C) Describe how these services are the most effective use of the funds to meet the  
17       district's goals for its unduplicated pupils in the state and any local priority areas. The  
18       description shall provide the basis for this determination, including, but not limited to,  
19       any alternatives considered and any supporting research, experience, or educational  
20       theory.

21       (5) A county office of education expending supplemental and concentration grant  
22       funds on a countywide basis or a charter school expending supplemental and  
23       concentration grant funds on a charterwide basis shall do all of the following:

24       (A) Identify in the LCAP those services that are being funded and provided on a  
25       countywide or charterwide basis.

26       (B) Describe in the LCAP how such services are principally directed towards, and  
27       are effective in, meeting the county office of education's or charter school's goals for its  
28       unduplicated pupils in the state and any local priority areas, as applicable.

29       NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
30       Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
31       47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
32       6312.

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2 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**  
3 **Proportionality.**

4 In making the determinations required under Education Code section 52070(d)(3),  
5 the county superintendent of schools shall include review of any descriptions of  
6 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through  
7 (b)(4) when determining whether the school district has fully demonstrated that it will  
8 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a  
9 county superintendent of schools does not approve an LCAP because the school district  
10 has failed to meet its requirement to increase or improve services for unduplicated  
11 pupils as specified in this section, it shall provide technical assistance to the school  
12 district in meeting that requirement pursuant to Education Code section 52071.

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
16 6312.

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24 8-22-14 [California Department of Education]

## § 15497.5. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

**LEA: Scotia Union School District**

**Contact: Ronan Collver, Superintendent, [rcollver@humboldt.k12.ca.us](mailto:rcollver@humboldt.k12.ca.us), 707-764-2212**

**LCAP Year: 2015-2016**

### **Local Control and Accountability Plan and Annual Update Template**

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

## ***State Priorities***

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The involvement process included reviewing the current year goals and then moving forward in developing future goals. The main groups involved in this process were the Board of Trustees, school staff, students, PTO, parent advisory group, IEP teams and SST teams. Dates of these meetings are listed under the Annual Update section below. The annual update and future goals settings are so closely related and many of the conversations with stakeholders moved in and out of both topics simultaneously.</p> <p>Parents were also asked to contact the Superintendent if they wanted to have input on the LCAP if they were unable to attend any scheduled meetings. This was done in the monthly newsletter that goes home with each child monthly.</p>	<p>All goals, actions and services came directly out of these stakeholder meetings. Parents were mainly interested in discussing school climate and the possibility of opening the school gym. Community outreach was also discussed and ways to engage those parents who do not participate often in school activities. With the growth of our PTO group, it is believed that more parents will be involved.</p> <p>The teacher's groups focused much more on the instructional and curriculum side of the goals with many of the discussions centered on the new math adoption and the struggles associated with this change.</p> <p>The students who voiced their opinions on future goals discussed the need for our gym to be open and our sports program increased in the future.</p> <p>The SST and IEP meetings had a significant impact on the future goals because these meetings centered on specific needs of students and the ideas generated can easily be spread across a larger group of students.</p>
<p><b>Annual Update:</b></p> <p>All stakeholders' opinions were sought out and given many opportunities to give feedback on the review of the annual update and future LCAP goals. Stakeholders include teachers, parents, students, advisory groups and classified staff. Both the annual update and the future goal settings were reviewed at a variety of meetings throughout the year.</p> <p>The Scotia PTO has developed into a strong unit and has been very active in improving our school. Presentations and input was sought at meetings on Feb. 4, 2015; March 4, 2015 and April 1, 2015.</p> <p>At Scotia School, we are fortunate to have an early release every Wednesday afternoon that focuses on academic collaboration and professional development. Our 14-15 goals were reviewed at many of these meetings and strong academic suggestions were given by the teachers on how we can improve the goals that have been established.</p> <p>Stakeholders were invited to LCAP updates on April 16, 2015 and May 7, 2015. Even though these meetings were not well attended, those in attendance were</p>	<p><b>Annual Update:</b></p> <p>PTO was very instrumental in reviewing out LCAP and advising the district from a parent's point of view. Their role has developed beyond the traditional PTO that raises money for material needs at the school to much more of an advisory group that looks more at the academic and social well-being of our students. These meetings were very special as they included teachers as well as parents who wished to give feedback. Many of the previous goals focused on a positive school climate and most in attendance at these meetings voiced that the positive school climate has increased over the past 12 months.</p> <p>The Board of Trustees has a unique insight as they are more aware of the policy and fiscal situation of the district. The majority of the Board is comprised of parents in the district and this dual role allowed them to have a unique insight on the development of the</p>

able to offer input on the success of our previously established goals.

The Scotia Board of Trustees took a much more active role in reviewing the goals and offering suggestions on the direction of the LCAP in the future. The Feb. 12, 2015 and April 16, 2015 allowed for both Board input as well as input from any community member in attendance.

One of the most unique situations in the involvement process were meetings that took place outside of planned LCAP meetings. Scotia School has a strong Student Study Team(SST) approach to assisting students who struggle academically and socially. These are unique situations because a group of teachers, administrator and parents are meeting on a specific child, however, many program suggestions are shared by all in attendance. 15 Original SST were conducted through out the 14-15 school year.

Similar to SST's, Individual Education Plan(IEP) meetings were held for all of our resource students and similar conversations took place giving us feedback on our academic programs.

In such a small district, it should be noted that there is constant communication between the parents and the school. Parents are much more likely to give opinions and suggestions at parent-teacher conferences, student discipline meetings and in the hallways during back to school night, PTO functions and while picking up their child from school.

LCAP.

The LCAP input meetings were not as effective this school year due to so much input being sought at Board Meetings, PTO meetings and staff meetings. Many of the stakeholders that attend an LCAP input meeting are the same who attend these other sessions.

A significant impact on both the annual update and future LCAP goals was the SST, IEP and impromptu meetings with stakeholders. These meetings had some of the most impact because they are tied directly to a particular student's needs. It was easy to associate those same needs across a broader spectrum of students. Parents are more relaxed at these meetings and tend to speak directly from the heart on the needs of their child. Teachers were able to think more outside of the box and render opinions that have the potential for the most impact to the students.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

#### Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

GOAL:	<b>Goal #1</b> All students will reach high academic standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
Identified Need:	All students in the Scotia Union School District need to achieve their highest possible potential. Having 40% of the K-3 students labeled "At Risk" needs to be decreased to a more manageable number. 4 <sup>th</sup> through 8 <sup>th</sup> Grade student will need to score better than 60% of the students scoring below 85% on reading comprehension.	
Goal Applies to:	Schools: LEA WIDE Applicable Pupil Subgroups: ALL	
<b>LCAP Year 1: 2015-16</b>		
Expected Annual Measurable Outcomes:	<b>Metric</b> DIBELS ASSESSMENT	<b>Outcome</b> Decrease % at risk by 5 %
		<u>2014-2015</u> Beginning of year: 37% At risk      Middle of year: 40% At Risk 8% Some Risk      15% Some Risk 30% Low Risk      22% Low Risk
	ACCELERATED READER	Increase Average correct by 5 % Increase At/Above 85 % by 5 %
		<u>2014-2015 AR:</u> 14-15 Average Correct: 77% 14-15 At/Above 85%: 40% 14-15 Below 85%: 60%
	SBAC	SBAC Data TBD
	GPA	Maintain GPA above 3.50
		<u>2014-2015 GPA</u> Average GPA in 4-8: 3.56 gpa

	PARENT SURVEY  Teacher misassignment rate is 0% as reported on SARC and on quarterly Williams reports  Student access to standards aligned instructional materials % as reported on SARC and on quarterly	Maintain above 90% positive rating  <u>2014-2015 Survey:</u> 92% Positive  Maintain 0% missassignment Rate  Maintain 100%	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Implementation of Common Core Standards:</p> <ol style="list-style-type: none"> <li>1. Professional Development Focus to be ELA in 15-16</li> <li>2. Teacher Collaboration Focus to be ELA and PBIS</li> <li>3. Purchase appropriate technology to supplement Common Core Standards. This includes both computers and software.</li> <li>4. Prepare students to be college and/or career ready.</li> </ol>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Regular Ed Teacher salaries: \$529,740 (0000/1400-1100)</p> <p>Prof. Development : \$6,361 (4035)</p> <p>Technology: \$4,500 0000-4445/4450 \$1834 (3010-4445)</p>

Accelerated Reader program k-8  Dibels Assessment K-3	LEA-WIDE	<u>X_ALL</u> ----- OR: ____Low Income pupils ____English Learners ____Foster Youth ____Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	AR: \$1918  Dibels Coordinator: \$500
Hire .25 FTE computer technician to assist with maintenance of the computer lab, chrome books and our wireless system.	LEA-WIDE	<u>X_ALL</u> ----- OR: ____Low Income pupils ____English Learners ____Foster Youth ____Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	\$3,600 0000-2100

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b> DIBELS ASSESSMENT	<b>Outcome</b> Decrease % at risk by 5 %
	ACCELERATED READER	Increase Average correct by 5 % Increase At/Above 85 % by 5 %
	SBAC	Data TBD
	GPA	Maintain GPA above 3.50
	PARENT SURVEY	Maintain above 90% positive rating
	Teacher misassignment rate is 0% as reported on SARC and on quarterly Williams reports	Maintain 0% missassignment Rate
	Student access to standards aligned instructional materials % as reported on SARC and on quarterly	Maintain 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implementation of Common Core Standards:</p> <ol style="list-style-type: none"> <li>1. Professional Development</li> <li>2. Teacher Collaboration</li> <li>3. Purchase appropriate technology</li> <li>4. Prepare students to be college and/or career ready.</li> </ol>	LEA-WIDE	<p><input checked="" type="checkbox"/> ALL ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Regular Ed Teacher salaries: \$529,740 (0000/1400-1100)</p> <p>Prof. Development : \$6,361 (4035)</p> <p>Technology: \$4,500 0000-4445/4450 \$1834 (3010-4445)</p>
<p>Accelerated Reader program k-8</p> <p>Dibels Assessment K-3</p>	LEA-WIDE	<p><input checked="" type="checkbox"/> ALL ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>AR: \$1918</p> <p>Dibels Coordinator: \$500</p>

Maintain .25 FTE computer technician	LEA-WIDE	<u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3,600 0000-2100

<b>LCAP Year 3: 2017-18</b>			
<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b>	<b>Outcome</b>	
	DIBELS ASSESSMENT	Decrease % at risk by 5 %	
	ACCELERATED READER	Increase Average correct by 5 % Increase At/Above 85 % by 5 %	
	SBAC	Data TBD	
	GPA	Maintain GPA above 3.50	
	PARENT SURVEY	Maintain above 90% positive rating	
	Teacher misassignment rate is 0% as reported on SARC and on quarterly Williams reports	Maintain 0% missassignment Rate	
Student access to standards aligned instructional materials % as reported on SARC and on quarterly		Maintain 100%	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implementation of Common Core Standards:</p> <ol style="list-style-type: none"> <li>1. Professional Development</li> <li>2. Teacher Collaboration</li> <li>3. Purchase appropriate technology</li> <li>4. Prepare students to be college and/or career ready.</li> </ol>	LEA-WIDE	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Regular Ed Teacher salaries: \$529,740 (0000/1400-1100)</p> <p>Prof. Development : \$6,295 (4035)</p> <p>Technology: \$6,000 0000-4445</p>
<p>Accelerated Reader program k-8</p> <p>Dibels Assessment K-3</p>	LEA-WIDE	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>AR: \$1918</p> <p>Dibels Coordinator: \$500</p>

Maintain .25 FTE computer technician	LEA-WIDE	<p><input checked="" type="checkbox"/> ALL -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$3,600 0000-2100

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

GOAL:	<u>Goal #2</u> All students in high need areas will reach high academic standards	Related State and/or Local Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____
Identified Need:	Students who need extra support should have the resources available so that they can progress at the same rate as students who do not need extra support. The District should strive for more than 61% of the IEP goals being met.	
Goal Applies to:	Schools: Stanwood A. Murphy	

	Applicable Pupil Subgroups:	Low achieving students, Socioeconomically disadvantaged, Pupils with disabilities		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Percentage of goals reached by IEP students</p> <p>EL Testing/Re-designation/Intervention</p>		<u>Outcome</u>	
			<p>Increase by 5% goals Met vs Not met</p> <p><u>2014-2105: 61% of the IEP goals were met in the District</u></p> <p>Maintain 100% of EL students receiving services.</p> <p>Increase Re-designation % after student participates for 5 years.</p>	
<b>Actions/Services</b>		Scope of Service	<b>Pupils to be served within identified scope of service</b>	Budgeted Expenditures
<b>Tier 1 Intervention:</b> <ol style="list-style-type: none"> <li>Professional Development for classroom teachers so that they are up to date on all current intervention techniques.</li> <li>Purchase intervention programs that are based on the needs of the students. Their needs should be evaluated by proper data collected by the teachers.</li> <li>Teacher collaboration time. This time is used for teachers to work in groups to develop and evaluate the programs in the District. Students are released at 1 PM every Wednesday for this valuable time.</li> <li>Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.</li> <li>Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work</li> </ol>		LEA WIDE	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify)_____</p>	<p>PD: \$6,361(4035)</p> <p>Intervention Supplies: \$1500 (0000-4310)</p> <p>Intervention Materials \$1,000 (6010-4310)</p> <p>Teacher Assistants \$80,685 (0000-2100/2900) \$ 29,238 (5820-2100) \$21,598</p>

<p>with children directly.</p> <p><b>Tier II and III pull out intervention:</b></p> <ol style="list-style-type: none"> <li>1. Resource Teacher and Paraprofessional to be part time intervention teacher.</li> <li>2. Purchase intervention programs that are based on the needs of the students. Their needs should be evaluated by proper data collected by the Special Education teachers.</li> <li>3. Professional development will be centered around best proven pull out intervention programs and techniques. Special Education Teachers will work collaboratively with other Special Education teachers in the Eel River Valley.</li> <li>4. Define guidelines for qualifying for Tier II/III intervention and establish guidelines for how students will move in and out of the pull out intervention program.</li> <li>5. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.</li> </ol>		<p>Intervention Aide: \$6,355 (3010-2100)</p> <p>Sp Ed Teacher: \$10,000 (3310-1104)</p> <p>Intervention Materials \$1,000 (0000-4310)</p>	<p>SST Coordinator: \$500.00</p> <p>Supt Time: \$4,700</p> <p>ASES Coordinator: \$1,500</p>
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<p><b>Student Study team</b></p> <ol style="list-style-type: none"> <li>1. SST Coordinator</li> <li>2. Superintendent</li> <li>3. Teacher</li> <li>4. ASES Coordinator</li> </ol>			
<p>School and District Secretary will devote time and resources to insure services are being provided to all students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much(approx. 10%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making referrals to outside community resources and other needed services.</p> <p>Superintendent will devote time and resources to meet the specific needs of all students, including low -income students. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.</p>	<b>LEA WIDE</b>	<p><u>X_ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>School/District Secretary \$74,297 (0000-2406)</p> <p>Postage expenses \$1000 (0000-5950)</p> <p>Superintendent Time \$15,000 (0000-1301)</p> <p>Librarian Time \$3,578 (0000-2216)</p>
<p>School Librarian will assist the District with scheduled intervention time to promote higher learning and literacy skills.</p>			<p>School contributes \$15,000 to 5310 in order to fully offer high quality meals</p>

<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"> <li>1. School Participates in Free Breakfast program for all Students</li> <li>2. School supplies healthy nutritious lunches to all low income students</li> </ol> <p><b><u>Improve Tier 1 Intervention:</u></b> Resource teacher to assist teachers in developing targeted Intervention plans.</p> <p><b><u>Improve Tier II and III pull out intervention:</u></b> Resource Teacher and Paraprofessional to be part time intervention teacher providing data driven intervention programs Purchase needed programs</p> <p><b><u>Teacher after school Intervention.</u></b> All 9 Regular education teachers provide 4 days a week of Intervention time. Students are determined through the District's SST process.</p> <p><b><u>Teacher Collaboration.</u></b> Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.</p> <p>Materials and supplies specifically targeted to improve low-income student performance and social building skills.</p>			<p>District's Special Education contribution targeted at low income students: \$150,570 (0000-8989)</p> <p>After School Teacher Intervention program: \$ 50,516 (0000/1400-1100)</p> <p>Teacher collaboration time: \$ 48,744. (0000/1400-1100)</p> <p>Material and supply costs: \$ 2,500 (0000-4310)</p>
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Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.			Training of volunteer time: \$25,233
Purchase EL intervention materials that are appropriate for the needs of the English Language Learners.  Purchase EL testing materials in order to check resignation potential of EL students.  Pull-out intervention: EL coordinator will pull students to give them extra intervention as needed.		<p><u>ALL</u> ----- OR:  <u>Low Income pupils</u> <input checked="" type="checkbox"/> English Learners  <u>Foster Youth</u> <input checked="" type="checkbox"/> Redesignated fluent English proficient  <u>Other Subgroups:(Specify)</u> _____</p>	EL Coordinator/Teacher time devoted to assisting EL students after regular school day ends \$5760 (0000-1100)  Additional materials not purchased through Resource 4203: \$1,000 (0000-4310)
Superintendent translates documents and assists during parent conferences.			Superintendent's time translating documents and translating during conferences \$1,000 (0000-1301)

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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	Actions/Services	Scope of Service	Budgeted Expenditures
	<p>Percentage of goals reached by IEP students</p> <p>EL Testing/Re-designation/Intervention</p>	<p>Increase by 5% goals Met vs Not met</p> <p>Maintain 100% of EL students receiving services.</p> <p>Increase Re-designation % after student participates for 5 years.</p>	

<p><b>Tier 1 Intervention:</b></p> <ol style="list-style-type: none"> <li>1. Professional Development for classroom teachers so that they are up to date on all current intervention techniques.</li> <li>2. Purchase intervention programs that are based on the needs of the students. Their needs should be evaluated by proper data collected by the teachers.</li> <li>3. Teacher collaboration time. This time is used for teachers to work in groups to develop and evaluate the programs in the District. Students are released at 1 PM every Wednesday for this valuable time.</li> <li>4. Include ASEs(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASEs can provide to struggling students.</li> <li>5. Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly.</li> </ol> <p><b>Tier II and III pull out intervention:</b></p> <ol style="list-style-type: none"> <li>1. Resource Teacher and Paraprofessional to be part time intervention teacher.</li> </ol>	<p>LEA WIDE</p>	<p><u>X</u> ALL ----- OR:  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth    <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>PD: \$6,361(4035)           Intervention Supplies: \$1500 (0000-4310)           Intervention Materials \$1,000 (6010-4310)           Teacher Assistants \$80,685 (0000-2100/2900) \$ 29,238 (5820-2100) \$21,598           Intervention Aide: \$6,355 (3010-2100)           Sp Ed Teacher: \$10,000 (3310-1104)           Intervention Materials \$1,000 (0000-4310)</p>
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<p>2. Purchase intervention programs that are based on the needs of the students. Their needs should be evaluated by proper data collected by the Special Education teachers.</p> <p>3. Professional development will be centered around best proven pull out intervention programs and techniques. Special Education Teachers will work collaboratively with other Special Education teachers in the Eel River Valley.</p> <p>4. Define guidelines for qualifying for Tier II/III intervention and establish guidelines for how students will move in and out of the pull out intervention program.</p> <p>5. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.</p>			<p>SST Coordinator: \$500.00 Supt Time: \$4,700 ASES Coordinator: \$1,500</p>
<p><b>Student Study team</b></p> <ol style="list-style-type: none"><li>1. SST Coordinator</li><li>2. Superintendent</li><li>3. Teacher</li><li>4. ASES Coordinator</li></ol>			

<p>School and District Secretary will devote time and resources to insure services are being provided to all students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much(approx. 10%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making referrals to outside community resources and other needed services.</p> <p>Superintendent will devote time and resources to meet the specific needs of all students, including low income students. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.</p> <p>School Librarian will assist the District with scheduled intervention time to promote higher learning and literacy skills.</p> <p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"> <li>1. School Participates in Free Breakfast program for all Students</li> <li>2. School supplies healthy nutritious lunches to all low income students</li> </ol> <p>Improve Tier 1 Intervention: Resource teacher to assist teachers in developing targeted</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>School/District Secretary \$74,297 (0000-2406)</p> <p>Postage expenses \$1000 (0000-5950)</p> <p>Superintendent Time \$15,000 (0000-1301)</p> <p>Librarian Time \$3,578 (0000-2216)</p> <p>School contributes \$15,000 to 5310 in order to fully offer high quality meals</p> <p>District's Special Education contribution targeted at low income students:</p>
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<p>Intervention plans.</p> <p>Improve Tier II and III pull out intervention: Resource Teacher and Paraprofessional to be part time intervention teacher providing data driven intervention programs Purchase needed programs</p> <p>Teacher after school Intervention. All 11 teachers provide 4 days a week of Intervention time. Students are determined through the District's SST process.</p> <p>Teacher Collaboration. Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.</p> <p>Materials and supplies specifically targeted to improve low-income student performance and social building skills.</p> <p>Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.</p>			<p>\$150,570 (0000-8989)</p> <p>After School Teacher Intervention program: \$ 50,516 (0000/1400-1100)</p> <p>Teacher collaboration time: \$ 48,744. (0000/1400-1100)</p> <p>Material and supply costs: \$ 2,500 (0000-4310)</p> <p>Training of volunteer time: \$25,233</p>
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Purchase EL intervention materials		<u>ALL</u> ----- OR: <u>Low Income pupils</u> <input checked="" type="checkbox"/> English Learners <u>Foster Youth</u> <input checked="" type="checkbox"/> Redesignated fluent English proficient <u>Other Subgroups:(Specify)</u> _____	EL Coordinator/Teacher time devoted to assisting EL students after regular school day ends \$5760 (0000-1100)
Purchase EL testing materials			Additional materials not purchased through Resource 4203: \$1,000 (0000-4310)
Pull-out intervention			Superintendent's time translating documents and translating during conferences \$1,000 (0000-1301)
After school Intervention Plan for EL Students			
Superintendent translates documents and assists during parent conferences.			

<b>LCAP Year 3: 2017-18</b>			
<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b>	<b>Outcome</b>	
	Percentage of goals reached by IEP students  EL Testing/Re-designation/Intervention	Increase by 5% goals Met vs Not met  Maintain 100% of EL students receiving services. Increase Re-designation % after student participates for 5 years.	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>Tier 1 Intervention:</b> <ol style="list-style-type: none"> <li>1. Professional Development for classroom teachers so that they are up to date on all current intervention techniques.</li> <li>2. Purchase intervention programs that are based on the needs of the students. Their needs should be evaluated by proper data collected by the teachers.</li> <li>3. Teacher collaboration time. This time is used for teachers to work in groups to develop and evaluate the programs in the District. Students are released at 1 PM every Wednesday for this valuable time.</li> <li>4. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.</li> <li>5. Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly.</li> </ol>		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	PD: \$6,361(4035)  Intervention Supplies: \$1500 (0000-4310)  Intervention Materials \$1,000 (6010-4310)  Teacher Assistants \$80,685 (0000-2100/2900) \$ 29,238 (5820-2100) \$21,598  Intervention Aide: \$6,355 (3010-2100)

<p><b>Tier II and III pull out intervention:</b></p> <ol style="list-style-type: none"> <li>1. Resource Teacher and Paraprofessional to be part time intervention teacher.</li>   <li>2. Purchase intervention programs that are based on the needs of the students. Their needs should be evaluated by proper data collected by the Special Education teachers.</li>   <li>3. Professional development will be centered around best proven pull out intervention programs and techniques. Special Education Teachers will work collaboratively with other Special Education teachers in the Eel River Valley.</li>   <li>4. Define guidelines for qualifying for Tier II/III intervention and establish guidelines for how students will move in and out of the pull out intervention program.</li>   <li>5. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.</li> </ol> <p><b>Student Study team</b></p> <ol style="list-style-type: none"> <li>1. SST Coordinator</li> <li>2. Superintendent</li> <li>3. Teacher</li> <li>4. ASES Coordinator</li> </ol>			<p>Sp Ed Teacher: \$10,000 (3310-1104)</p> <p>Intervention Materials \$1,000 (0000-4310)</p> <p>SST Coordinator: \$500.00</p> <p>Supt Time: \$4,700</p> <p>ASES Coordinator: \$1,500</p>
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<p>School and District Secretary will devote time and resources to insure services are being provided to all students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much(approx. 10%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making referrals to outside community resources and other needed services.</p> <p>Superintendent will devote time and resources to meet the specific needs of all students, including low income students. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.</p>	<p><u>ALL</u> ----- OR:  <u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u>  <u>Other Subgroups:(Specify)</u></p>	<p>School/District Secretary \$74,297 (0000-2406)</p> <p>Postage expenses \$1000 (0000-5950)</p> <p>Superintendent Time \$15,000 (0000-1301)</p> <p>Librarian Time \$3,578 (0000-2216)</p>	
<p>School Librarian will assist the District with scheduled intervention time to promote higher learning and literacy skills.</p>			<p>School contributes \$15,000 to 5310 in order to fully offer high quality meals</p>
Provide high quality nutrition Program			

<p>1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all low income students</p> <p>Improve Tier 1 Intervention: Resource teacher to assist teachers in developing targeted Intervention plans.</p> <p>Improve Tier II and III pull out intervention: Resource Teacher and Paraprofessional to be part time intervention teacher providing data driven intervention programs Purchase needed programs</p> <p>Teacher after school Intervention. All 11 teachers provide 4 days a week of Intervention time. Students are determined through the District's SST process.</p> <p>Teacher Collaboration. Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.</p> <p>Materials and supplies specifically targeted to improve low-income student performance and social building skills.</p> <p>Teachers work closely with a large number of parent volunteers</p>		<p>District's Special Education contribution targeted at low income students: \$150,570 (0000-8989)</p>	<p>After School Teacher Intervention program: \$ 50,516 (0000/1400-1100)</p> <p>Teacher collaboration time: \$ 48,744. (0000/1400-1100)</p> <p>Material and supply costs: \$ 2,500 (0000-4310)</p> <p>Training of</p>
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weekly to train and guide volunteers to assist in the classroom.			volunteer time: \$25,233
Purchase EL intervention materials		<u>ALL</u> -----	EL Coordinator/Tea cher time devoted to assisting EL students after regular school day ends \$5760 (0000-1100)
Purchase EL testing materials		OR: <u>Low Income pupils</u> <input checked="" type="checkbox"/> English Learners	
Pull-out intervention		<u>Foster Youth</u> <input checked="" type="checkbox"/> Redesignated fluent English proficient	
		<u>Other Subgroups:(Specify)</u> _____	
After school Intervention Plan for EL Students			Additional materials not purchased through Resource 4203: \$1,000 (0000- 4310)
Superintendent translates documents and assists during parent conferences.			Superintendent's time translating documents and translating during conferences \$1,000 (0000- 1301)

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GOAL:	<p><b><u>Goal #3</u></b> Increase parent participation.</p>	Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
Identified Need:	Parent Participation at school events, parent-teacher conferences, PTO meetings, Board Meetings, and School Site Council has been very low and the district believes that the overall education of our students is a team effort that involves the school and the family.	
Goal Applies to:	Schools: Stanwood A. Murphy Applicable Pupil Subgroups: LEA WIDE	
<b>LCAP Year 1: 2015-16</b>		
Expected Annual Measurable Outcomes:	<u>Metric</u>  PTO Sign-In Sheets Volunteer Sign-In Sheets Attendance Records for Open house, Back to School Night Data from automated calls/emails	<u>Outcome</u>  Increase meeting attendance by 10% Increase total number of classroom volunteers by 10% Increase Family attendance by 10% Maintain or increase # of automated calls

			Increase email by 10%
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Increase Parent Volunteers in the classroom:  1. Send out automated messages for class events 2. Survey parents 3. Professional Development for parent volunteers 4. Translate letter and notes sent home to Spanish.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Alert Now System \$500.00 (0000-5800)  Printed Materials \$100.00
Increase parent participation in PTO:  1. Send out automated phone messages 2. Directly calling parents who have expressed interest 3. PTO on Facebook 4. PTO Newsletter 5. Translate items when needed			Professional Development: Hourly teacher rate based on participation interest.
Increase parent participation at special school events such as back to school night and open house.  1. Automated Phone calls/emails 2. Newsletter announcements 3. Offer food at events 4. Translate invitation			Alert Now as mentioned above.  Superintendent's Time. Amount will vary based on need.
			Printed Materials \$500.00 (0000-4310)  Food \$500.00 (0000-4310)

			Superintendent's Time \$500.00 (0000-1303)
		<p><u>ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u>  <u>Other Subgroups:(Specify)</u>_____</p>	
		<p><u>ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u>  <u>Other Subgroups:(Specify)</u>_____</p>	

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	PTO Sign-In Sheets	Increase meeting attendance by 10%
	Volunteer Sign-In Sheets	Increase total number of classroom volunteers by 10%
	Attendance Records for Open house, Back to School Night	Increase Family attendance by 10%
	Data from automated calls/emails	Maintain or increase # of automated calls Increase email by 10%
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
Increase Parent Volunteers in the classroom:  1. Send out automated messages for class events		<p><u>X ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u>  <u>Other Subgroups:(Specify)</u>_____</p>
		Alert Now System \$500.00 (0000-5800)
		Printed Materials

<p>2. Survey parents      3. Professional Development for parent volunteers      4. Translate letter and notes sent home to Spanish.</p> <p>Increase parent participation in PTO:      1. Send out automated phone messages      2. Directly calling parents who have expressed interest      3. PTO on Facebook      4. PTO Newsletter      5. Translate items when needed</p> <p>Increase parent participation at special school events such as back to school night and open house.</p> <p>1. Automated Phone calls/emails      2. Newsletter announcements      3. Offer food at events      4. Translate invitation</p>			<p>\$100.00</p> <p>Professional Development: Hourly teacher rate based on participation interest.</p> <p>Alert Now as mentioned above.</p> <p>Superintendent's Time. Amount will vary based on need.</p> <p>Printed Materials \$500.00 (0000-4310)</p> <p>Food \$500.00 (0000-4310)</p> <p>Superintendent's Time \$500.00 (0000-1303)</p>
		<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

		<p><u>ALL</u> ----- OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	PTO Sign-In Sheets	Increase meeting attendance by 10%
	Volunteer Sign-In Sheets	Increase total number of classroom volunteers by 10%
	Attendance Records for Open house, Back to School Night	Increase Family attendance by 10%
	Data from automated calls/emails	Maintain or increase # of automated calls Increase email by 10%

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Increase Parent Volunteers in the classroom:  1. Send out automated messages for class events 2. Survey parents 3. Professional Development for parent volunteers		<u>X</u> <u>ALL</u> ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Alert Now System \$500.00 (0000-5800)  Printed Materials \$100.00

<p>4. Translate letter and notes sent home to Spanish.</p> <p>Increase parent participation in PTO:</p> <ol style="list-style-type: none"> <li>1. Send out automated phone messages</li> <li>2. Directly calling parents who have expressed interest</li> <li>3. PTO on Facebook</li> <li>4. PTO Newsletter</li> <li>5. Translate items when needed</li> </ol> <p>Increase parent participation at special school events such as back to school night and open house.</p> <ol style="list-style-type: none"> <li>1. Automated Phone calls/emails</li> <li>2. Newsletter announcements</li> <li>3. Offer food at events</li> <li>4. Translate invitation</li> </ol>		<p>Professional Development: Hourly teacher rate based on participation interest.</p> <p>Alert Now as mentioned above.</p> <p>Superintendent's Time. Amount will vary based on need.</p> <p>Printed Materials \$500.00 (0000-4310)</p> <p>Food \$500.00 (0000-4310)</p> <p>Superintendent's Time \$500.00 (0000-1303)</p>
	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

	<p><input type="checkbox"/> ALL  -----  OR:  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth    <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
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GOAL:	<b>Goal #4</b> Improve overall school climate	Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____
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Identified Need:	With less than 2% of our parent population attending PTO, Board and LCAP meetings, it is necessary to increase this participation to receive better feedback on school climate. Even with a small percentage of students suspended in the District; it is believed that increasing the school climate will increase student achievement.	
Goal Applies to:	Schools: Stanwood A. Murphy	Applicable Pupil Subgroups: ALL

<b>LCAP Year 1: 2015-16</b>		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	Healthy Kids Survey	Increase family participation by 10% and establish with stakeholders areas of concern in Healthy Kids Survey that need improvements.
	Community meeting feedback	Increase percentage of families who attend Community input meetings by 5 %
	District Generated Survey measures parent and student perceptions of	Maintain over 90% positive feedback from district generated

	<p>school</p> <p>Suspension rates as reported in CALPADS</p> <p>Expulsion rates as reported in CALPADS, currently 0%</p>	<p>survey regarding perception of the school.</p> <p>Maintain suspension rate below 2 % 14-15 Suspension rate: 1.3 %</p> <p>Maintain Expulsion rate under 1 % 14-15 Expulsion rate: 0%</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Campus condition: 1. Complete and publish our annual FIT report 2. Survey parents on school cleanliness and appearance 3. Devote staff time to landscaping		<u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Superintendent's Time \$500.00 (0000-1303)  Material Costs \$200 (0000-4310)
Increase School Pride: 1. Incorporate all grade levels in athletic pep-rallies. 2. Designate "Spirit Days" 3. Encourage community service with students 4. Provide school memorabilia for sale in the office.			Maintenance Time 15% \$12,000 (0000-2213 & 0210-2213)
Open Scotia Gym and Pool			Superintendent's Time 10% \$9,400
Cross Age Tutoring			

<p>Associated Student Body</p> <ol style="list-style-type: none"> <li>1. Stipend for teacher coordinator</li> <li>2. Student Training</li> <li>3. Student elections</li> </ol> <p>Increase athletic Program to include 4<sup>th</sup> and 5<sup>th</sup> grade student-athletes</p> <p>Increase Attendance</p> <ol style="list-style-type: none"> <li>1. Phone calls on absent students</li> <li>2. Increase frequency of SARB letters and phone calls home</li> <li>3. Solve student issues promptly</li> </ol> <p>Increase Art at School and in ASES Program</p> <ol style="list-style-type: none"> <li>1. Professional Development</li> <li>2. Guest artists</li> </ol>			<p>ASB Stipend \$500 (0000-1150)</p> <p>Athletic Director \$1,000 (0000-1135)</p> <p>Secretary Time \$2,000 (0000-2406)</p> <p>Superintendent's Time for SARB \$1,000 (0000-1303)</p> <p>Guest Artists \$1,000 (6010-5800)</p>
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<p>Counseling Services</p> <ol style="list-style-type: none"><li>1. Write grant through local program</li></ol> <p>Increase referrals to Remivista and Changing Tides</p>			<p>Professional Development for ASES workers \$2,000 (6010-5201)</p>
<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"><li>1. School Participates in Free Breakfast program for all Students</li><li>2. School supplies healthy nutritious lunches to all students</li></ol>			<p>School contributes \$15,000 to 5310 in order to fully offer high quality meals</p>

		<p><input type="checkbox"/> ALL ----- OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
		<p><input type="checkbox"/> ALL ----- OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
		Action/Service	Budgeted Expenditures
	Healthy Kids Survey	Increase family participation by 10%	
	Community meeting feedback	Increase percentage of families who attend Community input meetings by 5 %	
	District Generated Survey measures parent and student perceptions of school	Maintain over 90% positive feedback from district generated survey regarding perception of the school.	
	Suspension rates as reported in CALPADS	Maintain suspension rate below 2 % 14-15 Suspension rate: 1.3 %	
	Expulsion rates as reported in CALPADS, currently 0%	Maintain Expulsion rate under 1 % 14-14 Expulsion rate: 0%	

Campus condition:	<input type="checkbox"/> ALL ----- <input type="checkbox"/> OR: ____ Low Income pupils <input type="checkbox"/> English Learners ____ Foster Youth <input type="checkbox"/> Redesignated fluent English proficient ____ Other Subgroups:(Specify)_____	Superintendent's Time \$500.00 (0000-1303)
2. Survey parents on school cleanliness and appearance		Material Costs \$200 (0000-4310)
3. Devote staff time to landscaping		Maintenance Time 15% \$12,000 (0000-2213 & 0210-2213)
Increase School Pride:		
1. Incorporate all grade levels in athletic pep-rallies. 2. Designate "Spirit Days" 3. Encourage community service with students 4. Provide school memorabilia for sale in the office.		
Open Scotia Gym and Pool		Superintendent's Time 10% \$9,400
Cross Age Tutoring		
Associated Student Body		
1. Stipend for teacher coordinator 2. Student Training 3. Student elections		ASB Stipend \$500 (0000-1150)

<p>Increase athletic Program to include 4<sup>th</sup> and 5<sup>th</sup> grade student-athletes</p>			
<p>Increase Attendance</p> <ol style="list-style-type: none"> <li>1. Phone calls on absent students</li> <li>2. Increase frequency of SARB letters and phone calls home</li> <li>3. Solve student issues promptly</li> </ol>			<p>Athletic Director \$1,000 (0000-1135)</p>
			<p>Secretary Time \$2,000 (0000-2406)</p>
<p>Increase Art at School and in ASES Program</p> <ol style="list-style-type: none"> <li>1. Professional Development</li> <li>2. Guest artists</li> </ol>			<p>Superintendent's Time for SARB \$1,000 (0000-1303)</p>
			<p>Guest Artists \$1,000 (6010-5800)</p>
			<p>Professional Development for ASES workers \$2,000 (6010-5801)</p>
<p>Counseling Services</p> <ol style="list-style-type: none"> <li>1. Write grant through local program</li> </ol> <p>Increase referrals to Remivista and Changing Tides</p>			

<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"><li>1. School Participates in Free Breakfast program for all Students</li><li>2. School supplies healthy nutritious lunches to all students</li></ol>			<p>School contributes \$15,000 to 5310 in order to fully offer high quality meals</p>
	<p><u>ALL</u> ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>		

	<p><input type="checkbox"/> ALL  -----  OR:  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth    <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
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<b>LCAP Year 3: 2017-18</b>			
<b>Expected Annual Measurable Outcomes:</b>	<b><u>Metric</u></b>	<b><u>Outcome</u></b>	
	Healthy Kids Survey	Increase family participation by 10%	
	Community meeting feedback	Increase percentage of families who attend Community input meetings by 5 %	
	District Generated Survey measures parent and student perceptions of school	Maintain over 90% positive feedback from district generated survey regarding perception of the school.	
	Suspension rates as reported in CALPADS	Maintain suspension rate below 2 %	
	Expulsion rates as reported in CALPADS, currently 0%	Maintain Expulsion rate under 1 %	
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
			<b>Budgeted Expenditures</b>

Campus condition:	<input checked="" type="checkbox"/> ALL ----- OR: ____ Low Income pupils <input type="checkbox"/> English Learners ____ Foster Youth <input type="checkbox"/> Redesignated fluent English proficient ____ Other Subgroups:(Specify)_____	Superintendent's Time \$500.00 (0000-1303)
2. Survey parents on school cleanliness and appearance		Material Costs \$200 (0000-4310)
3. Devote staff time to landscaping		Maintenance Time 15% \$12,000 (0000-2213 & 0210-2213)
Increase School Pride:		
1. Incorporate all grade levels in athletic pep-rallies. 2. Designate "Spirit Days" 3. Encourage community service with students 4. Provide school memorabilia for sale in the office.		
Open Scotia Gym and Pool		Superintendent's Time 10% \$9,400
Cross Age Tutoring		
Associated Student Body		
1. Stipend for teacher coordinator 2. Student Training 3. Student elections		ASB Stipend \$500 (0000-1150)

<p>Increase athletic Program to include 4<sup>th</sup> and 5<sup>th</sup> grade student-athletes</p>			
<p>Increase Attendance</p> <ol style="list-style-type: none"> <li>1. Phone calls on absent students</li> <li>2. Increase frequency of SARB letters and phone calls home</li> <li>3. Solve student issues promptly</li> </ol>			<p>Athletic Director \$1,000 (0000-1135)</p>
			<p>Secretary Time \$2,000 (0000-2406)</p>
<p>Increase Art at School and in ASES Program</p> <ol style="list-style-type: none"> <li>1. Professional Development</li> <li>2. Guest artists</li> </ol>			<p>Superintendent's Time for SARB \$1,000 (0000-1303)</p>
			<p>Guest Artists \$1,000 (6010-5800)</p>
			<p>Professional Development for ASES workers \$2,000 (6010-5801)</p>
<p>Counseling Services</p> <ol style="list-style-type: none"> <li>1. Write grant through local program</li> </ol> <p>Increase referrals to Remivista and Changing Tides</p>			

<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"><li>1. School Participates in Free Breakfast program for all Students</li><li>2. School supplies healthy nutritious lunches to all students</li></ol>			<p>School contributes \$15,000 to 5310 in order to fully offer high quality meals</p>
	<p><u>ALL</u> ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>		

		<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
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## **Annual Update**

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

**Guiding Questions:**

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

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

Original GOAL from prior year LCAP:	<b>Goal #1</b> All students will reach high academic standards.			Related State and/or Local Priorities:  1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:		Schools: LEA-WIDE	Applicable Pupil Subgroups:	ALL
Expected Annual Measurable Outcomes:	<u>Metric</u> <i>Dibels Assessment</i>	<u>Outcome</u> 2014-15 will establish a baseline	<u>Actual Annual Measurable Outcomes:</u>	Dibels date for 1 <sup>st</sup> through 3 <sup>rd</sup> Grade:  Beginning of year:                    Middle of year: 37% At risk                            40% At Risk 8% Some Risk                        15% Some Risk 30 % Low Risk                        22% Low Risk  End of Year: To be collected in June, 2015
	<i>Accelerated Reader data</i>			
	<i>STAR Testing (to be replaced by Smarter Balanced)</i>		AR: 14-15 Average Correct: 77% 14-15 At/Above 85%: 40% 14-15 Below 85%: 60%	
	<i>GPA</i>		Smarter Balanced Data will be added upon results from 14-15 tests taken in Spring 2015  Average GPA in 4-8: 3.56 gpa	

	<p><i>Teacher/Parent Surveys</i></p> <p><i>School Site Council</i></p> <p>Teacher misassignment rate is 0% as reported on SARC and on quarterly Williams reports</p> <p>Student access to standards aligned instructional materials % as reported on SARC and on quarterly</p>	Maintain 0%	<p>36 Parents returned Surveys 33/36 Positive 92% 3/36 Negative 8%</p> <p>SSC needs improvement. Although, information is discriminated and collected on a variety of other methods at Scotia School besides SSC. PTO, Board meetings and more importantly in 1:1 Conversation between Superintendent and parents.</p> <p>Teacher misassignment rate for 14-15 is 0%</p> <p>All students have access to State aligned Materials in 14-15. New math adoption was performed in August 2014.</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of Common Core Standards: 1. Professional Development 2. Textbook Adoption 3. Teacher Collaboration 4. Smarter Balanced Prof. Development 5. Purchase appropriate technology 6. Prepare students to be college and/or career ready.	Regular Ed Teacher salaries: \$522,566 (0000/1400-1100)  Prof. Development: \$6,295(4035-5210)  Textbooks: \$37,000 (0000-4110)  Software: \$3,000 (Microsoft Settlement)	Teacher Union negotiated a 1% increase to base salary in 14-15.  Implementation of CCS: 1. Common Core instruction was stressed and a major part of our in-house PD. Not all PD funds were expended in 14-15.  2. Math textbooks adopted and purchased for grades K-8.  3. With new math adoption, most PD time was spent in collaboration meetings at little or no cost to the district. All teachers acquired subs and participated in PD with Math Publisher in September.  4. Smarter Balanced PD was conducted in-house by Test Coordinator, Amy Gossien.  5. Research needs to be conducted to examine software needs. This was put on the back burner as so much time was spent learning the new software associated with new math adoption.  5. See also "improve overall technology" below	\$529,740 (0000/1400-1100)  <b>\$4,176 update in June</b>  \$37,528

Accelerated Reader program k-8		6. Tours of CR and HSU conducted in upper grades.  AR was widely used in grades 1-8. Date Baseline established in 14-15 listed above.	\$1918 0000-4450
Dibels Assessment K-3	Dibels Coordinator's Stipend \$500.00 (0000-1150) Dibels materials \$500 (0000-4310)	Sharron Ross served as Dibels Coordinator. Teacher assistant time was used to administer assessment.	Dibels Coordinator: \$500 Dibels materials: \$500
Improve overall technology: <ul style="list-style-type: none"> <li>• Wireless system</li> <li>• New computers in lab</li> <li>• Cromebooks and google drive</li> </ul>	Wireless System: \$1,200 McClean Foundation  Chrome Books: \$5,000: McClean Foundation	Wireless system fully installed and functioning.  Chrome books purchased and fully implemented paperless system in 6,7,8 Language Arts in 14-15 25 purchased in the Fall and an additional 35 purchased in the Spring.  Ipads purchased	Wireless: \$1,962  Chrome Books: \$17,000 (9018 and 7405)  \$6155
Khan-Academy 4-8		Khan academy was widely used 4-8	no cost
Increase computer lab time for all students.		All classed K-8 and SDC have two 1 hour computer lab sessions per week as well as open lab time for all grades.	no cost

<p><b>Scope of service:</b></p> <p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p><b>Scope of service:</b></p> <p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Chrome books will be purchased to expand to 6,7,8 Social Studies classes to increase the use of technology and expand the paperless system in Junior High. Grades 4 and 5 will implement the use of google docs to prepare them for Junior High.</p> <p>The wireless system will be improved upon as a result of additional wireless devices being purchased.</p> <p>Dibels data will be used more throughout the school year to monitor the progress of students. A major factor that needs to be included is the increase in difficulty from beginning of the year data to middle of the year data. District will conduct Dibels assessment training for all paraprofessionals to ensure continuity between those administering the assessment.</p> <p>Additional PD will be found now that the teachers are more comfortable with the new math series.</p> <p>The district will look into the ability to partially combine SSC with other parent groups such as PTO due to the growth and influence PTO has developed in the district. This area will be moved to the parent involvement goal.</p> <p>The district will explore hiring or shifting duties of a current employee to assist with the maintenance of the computer lab and other technology needs in the district.</p> <p>District will examine the need for a “career day”. This was a main fixture in the district in the past and its usefulness will be examined.</p> <p>Khan Academy will continue to be a part of most grades.</p>
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	<p>In 14-15, the district added 3 ipads to all classes Kinder-5<sup>th</sup> Grade and both Special Education classes. With the need to expend the remaining amount of funds in Resource 7405, the district was able to double the amount of ipads in these grades and the implementation of these will be added in the 15-16 year and beyond.</p> <p>The district will explore using an online tool such as Survey Monkey to increase parent survey rates. This area will also be moved to parent participation goal.</p>
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Original GOAL from prior year LCAP:	<b>Goal #2</b> Teachers will adjust teaching strategies through professional development and collaboration to implement Common Core State			Related State and/or Local Priorities:  1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u>X</u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____
Goal Applies to:	Schools:	LEA-WIDE	Applicable Pupil Subgroups:	ALL
Expected Annual Measurable Outcomes:	<b>Metric</b> Williams reports. Currently all students have access to s-a IM for all core academics.  Implementation of Common Core State Standards	<b>Outcome</b> Maintain  Professional development and collaboration focused on new State adopted math books. Maintain 100% teacher implementation	<b>Actual Annual Measurable Outcomes:</b>  This outcome was met as evidenced in the collaboration agendas during our weekly early release time.	This outcome was met as evidenced in the Williams Quarterly Report.

**LCAP Year:** 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
		Most of the PD we found was free of charge. The most valuable use of time was during our early	

		<p>release collaboration time where teachers were able to bounce ideas off of each other.</p> <p>Our new math series offered two inservice days that coincided with nearby districts who had built in in-service days. All of our teachers attended and the district paid for the subs out of Resource 4035.</p> <p>As part of the new math adoption, the district had access to tutorials and blogs from fellow teachers that were widely used.</p>	\$1,600
Scope of service:  <input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LEA WIDE	Scope of service:  <input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Through the annual update, it was evident that this goal will be incorporated into the previous goal in 15-16.</p> <p>More PD will be sought out by the district and teachers. The money received in Resource 4035 needs to be expended with an 18 month period.</p> <p>PD for staff that involves specifically at risk students will remain in its own goal.</p>	

Original GOAL from prior year LCAP:	<b>Goal #3</b> All students in high need areas will reach high academic standards			Related State and/or Local Priorities:  <input checked="" type="checkbox"/> 1_X <input checked="" type="checkbox"/> 2_X <input checked="" type="checkbox"/> 3_X <input checked="" type="checkbox"/> 4_X <input type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_X <input type="checkbox"/> 8_ COE only: <input type="checkbox"/> 9_ <input checked="" type="checkbox"/> 10_ Local : Specify _____
Goal Applies to:		Schools: LEA-WIDE		
		Applicable Pupil Subgroups:	Low achieving students, Socioeconomically disadvantaged, Pupils with disabilities	
Expected Annual Measurable Outcomes:	<u>Metric</u> 1. IEP meetings 2. Academic/Psyc testing 3. EL Testing 4. SST data	Baseline	<u>Outcome</u>	1. 61 % of goals meet in the district. (40/66 Goals were met) 2. .004% of student population recommended for SP. Ed testing. 1/226  1/1 Qualified for Services 100%
			Actual Annual Measurable Outcomes:	

<b>LCAP Year:</b> 2014-15				
Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures
	Budgeted Expenditures			
Improve Tier 1 Intervention: 3. Professional Development for classroom teachers  4. Purchase research based intervention programs  5. Teacher collaboration time  6. Include ASES(after school program)  5. Paraprofessional time	Prof. Development: \$6,295(4035-5210)  Classroom Supplies: \$3500 (0000-4310)  Intervention Materials \$2,000 (6010-4310)  Teacher Assistants \$39,000 (0000-2100) \$ 23,000 (5820-2100)	1. The district performed in-house refresher courses on using the Sue Barton Intervention Program.  2. Sue Barton Program materials were purchased for 1,2,3 classes. Read Naturally was purchased for our Special Education classes. SDC purchased a variety of ipad apps.  3. Teachers met regularly to discuss student concerns.  4. Workbooks, lit. sets, early readers were purchased in the afterschool program for the ELA assistance. Math games, puzzles and manipulative for math assistance.  5. Paraprofessionals are administer the first level of Tier 1 and Tier 2 intervention in small groups both in the classroom and directly outside of the rooms.	\$3,500  \$2,000  \$40,511 (estimated)	

		Paraprofessional time was increased in SDC and 3 <sup>rd</sup> grade which has 33 students.	
Improve Tier II and III pull out intervention: 7. Resource Teacher and Paraprofessional to be part time intervention teacher  8. Data driven intervention programs  9. Purchase needed programs  10. Professional development  11. Define guidelines for qualifying for Tier II/III intervention  12. Include ASES	Intervention Aide: \$6,120 (3010-2100)  Sp Ed Teacher: \$10,000 (3310-1104)  Intervention Materials \$1,000 (0000-4310)  District contributes \$116,000 to 3310 and 6500 above the revenue received to	1. Both the Resource teacher and the Resource paraprofessional have incorporated Tier 2 intervention of non-IEP students into their schedule.  2 and 3. No NEW programs were purchased as the current one in place appear to be sufficient. More research will be done.  4. PD on Sue Barton's Program. "My Math" PD utilized for Special Ed teacher and paraprofessional.  5. The teachers created general guidelines for Tier 2 and 3 intervention.  6. ASES is widely used in giving struggling students extra time to work on classroom assignments.	\$6,120  \$10,000  \$1000  \$133,731 3310/6500-8989

			\$0
<p>Student Study Team Improvement:</p> <ol style="list-style-type: none"> <li>1. Hire SST Coordinator</li> <li>2. Increase follow-up meeting frequency</li> <li>3. Measure success rate of SSTs</li> <li>4. Coordinate with ASES to provide services</li> <li>5. Educate parents on services outside of school</li> </ol>	<p>educate our Special Needs students.</p> <p>SST Coordinator Stipend \$500.00 (0000-2150)</p> <p>Superintendent's Time 5%: \$4,700</p> <p>ASES Coordinator Time \$1,500 (0000-2307)</p>	<p>1. Sandra Close was hired as SST coordinator but refused to take compensation for the position.</p> <p>2. All SSTs have had a 6 to 8 week follow up. Last years records were reviewed and follow ups were made on all students who did not receive a follow up from the previous year.</p> <p>1 and 2. Superintendent was active in the development of SST guidelines and meet with SST coordinator and teacher prior to each referral.</p> <p>3. Measuring the success rate is difficult to do. With only 2 out of the 15 referrals this year requiring Spec. Ed testing, it is believed that we have a good program. Numbers can change so quickly in a small school district. More time and data needs to be collected.</p> <p>4. ASES coordinator attended or was informed of their role in the SST decisions. Coordinator worked closely with all the teachers to make sure her role was understood.</p> <p>5. 15 parents were assisted in making referrals to Remi-Vista and Changing Tides. 8 of those are</p>	<p>\$4,700</p> <p>\$1,500</p> <p>Superintendent's Time: \$2,350</p>

		receiving services at school. 12 parents were made aware of counseling services provided by Scotia Bluffs Community Center. All 12 are receiving services at school.	
Scope of service:  <u>X</u>	LEA-Wide	Scope of service:  <u>X</u>	LEA WIDE
OR:  <u>Low Income pupils X English Learners</u> <u>Foster Youth X Redesignated fluent English proficient</u> <u>X Other Subgroups:(Specify) IEP and Intervention students.</u>		OR:  <u>Low Income pupils X English Learners</u> <u>Foster Youth X Redesignated fluent English proficient</u> <u>X Other Subgroups:(Specify) IEP and Intervention Students.</u>	
Because of the District's large amount of low-income students (63%) the services listed in the LCAP for all students are designed to benefit the Low-Income students.  School and District Secretary will devote time and resources to insure services are being provided to students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, F/R lunch forms, direct certification, CALPADS data entry.  Superintendent will devote time and resources to meet the specific needs of low income students. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.  Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups.  School Librarian will assist the District with scheduled intervention time to promote higher learning and literacy skills.	School/District Secretary \$16,000 (0000-2406)  Postage expenses \$200 (0000-5950)  Superintendent Time \$15,000 (0000-1301)  Paraprofessional Time \$36,800 (0000-2100)  Librarian Time \$6,834 (0000-2216)	School Secretary performed all duties as described.  Superintendent time was used as described.  Paraprofessional Time was utilized as planned.  School Librarian assisted as needed with student academic intervention	Secretary: \$16,000 000-2406  Postage: \$300 0000-5950  Supt/Prin: \$15,0000 0000-1301  Parapro: 36,800 0000-2100

			Librarian: \$6,834 0000-2216
Provide high quality nutrition Program  13. School Participates in Free Breakfast program for all Students 14. School supplies healthy nutritious lunches to all low income students	School contributes \$9450 to 5310 in order to fully offer high quality meals	Cafeteria Program was audited by CDE in 14-15 and had minimal findings thus providing nutritious breakfasts and lunches to all low-income students.	Contribution: \$10,000 to 5310
Improve Tier 1 Intervention: Resource teacher to assist teachers in developing targeted Intervention plans.	District's Special Education contribution targeted at low income students: \$73,080 (0000-8989)	Resource teacher worked closely with teachers on developing proper Tier 1 Intervention to those students identified through SSTs	District Contribution to Sp. Ed: \$73,000 0000-8989
Improve Tier II and III pull out intervention: Resource Teacher and Paraprofessional to be part time intervention teacher providing data driven intervention programs Purchase needed programs		Of the 42 student receiving services in our Resource program, 20 are intervention students being served by the Resource Teacher and the Paraprofessional in the program.	
Teacher after school Intervention. All 11 teachers provide 4 days a week of Intervention time. Students are determined through the District's SST process.	After School Teacher Intervention program: \$ 72,864 (0000/1400-1100)	As planned, all teachers provide after school intervention.	Teacher after school time: \$72K 0000/1400-1100
Teacher Collaboration. Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.	Teacher collaboration time: \$ 45,540. (0000/1400-1100)	Teacher PD and collaboration took place every Wednesday afternoon from 1-3:00 PM	Collaboration

Materials and supplies specifically targeted to improve low-income student performance and social building skills.  Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.	Material and supply costs: \$ 2,500 (0000-4310)  Training of volunteer time: \$18,216	Materials purchased  Teacher volunteers were widely used in grades K-3 and limited use in grades 4-8	Time: \$ 45,540 0000/1400-1100  Materials \$2,000 0000-4310  \$18,216
Scope of service:  <u>ALL</u>  OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service:  <u>ALL</u>  OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Purchase EL intervention materials  Purchase EL testing materials  Pull-out intervention   After school Intervention Plan for EL Students   Superintendent translates documents and assists during parent conferences.	EL Coordinator/Teacher time devoted to assisting EL students after regular school day ends \$5760 (0000-1100)  Additional materials not purchased through Resource 4203: \$1,000 (0000-4310)  Superintendent's time translating documents and translating during	All aspects of this plan were accomplished in the 14-15 school year.  Additional EI materials were purchased.  Student needs were met in a pull out EL program  CELDT testing was conducted in the Fall as well as piloting a new assessment program on ipads in the Winter  Intervention materials were purchased to assist after school intervention with EL students.  Superintendent translated letter home and participated in 3 Parent-Teacher conferences throughout the school year.	Coordinator and teacher time: \$5760 0000-1100  Materials: \$750 0000-4310  Supt time: \$1,000 0000-1301

		conferences \$1,000 (0000-1301)		
Scope of service:  <input type="checkbox"/> ALL	LEA-Wide		Scope of service:  <input type="checkbox"/> ALL	LEA-Wide
OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Because of the District's large amount of low-income students (63%) the services listed in the LCAP for all students are designed to benefit the Foster Youth students  Counseling Services Write grant through local program  Increase referrals to Remivista and Changing Tides	Superintendent's time \$1,000 (0000-1301)		The district was denied a counseling grant in 14-15, however, the district was able to secure a counselor through Redwood Rural Medical Center at NO cost to the district. The counselor sees a total of 15 students in the district.  Superintendent increased referrals to both of these programs and worked closely at determining the needs of the student with teachers and parents.  Remivista sees 6 students in the District. Changing Tides sees 3 students.  Foster Youth make up 3 of the students receiving counseling services in the District.	
Scope of service:  <input type="checkbox"/> ALL	LEA-Wide		Scope of service:  <input type="checkbox"/> ALL	LEA Wide
OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Increase communication between EL coordinator and Regular Education Teacher to ensure that additional support is offered if needed.</p>	<p>Superintendent, EL coordinator and materials expenses for redesignated EL students are included in expenses listed under all EL students.</p>	<p>EL coordinator and Superintendent worked closely to examine the needs of the ELL students.</p>	
<p>Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: <input type="checkbox"/> LEA-Wide <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Having one of our resource teacher have half of her time and half of her aide time solely on Tier 2 Intervention students is working well. I believe that the increase in SST is a direct correlation to how well the students that have been participating in this program. This strategy needs to continue and built upon.</p> <p>Upon review, the District would like to increase the amount of students who reach all their goals on IEPs. IEP teams will closely monitor the progress of the goals through the year to determine if additional or different services need to be implemented.</p> <p>Teachers will receive additional support and training to make the afterschool intervention program more effective. This may require additional materials to be purchased as well.</p> <p>Intervention guidelines that were developed were widely used and appreciated by all staff members and stakeholders would like this strategy communicated more to all families in the</p>	

district.

It was determined that EL testing results need to be shared more frequently with regular education teachers.

Collaboration among the teachers was very valuable in meeting the needs of all students, especially those in high academic need areas. Teachers would like additional PD on programs that are effective with struggling students.

Collaboration between ASES, parents and teachers was highly praised during stakeholder meetings. Most of this communication was verbal, it was suggested that we develop a written communication log.

Teachers would like additional support when intervention plans developed during SSTs are not successful.

Increase in counseling services was greatly appreciated by all stakeholders and would like the district to pursue additional services to our students.

Original GOAL from prior year LCAP:	<b>Goal #4</b> Increase parent participation.			Related State and/or Local Priorities:  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> X <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> X <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> X COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local : Specify _____	
Goal Applies to:		Schools: LEA-WIDE			
Applicable Pupil Subgroups: LEA-WIDE					
Expected Annual Measurable Outcomes:	<u>Metric</u> Sign in sheets 1.PTO 2. Classrooms 3. Events	<u>Outcome</u> PTO membership rate to increase by 15%	<u>Actual Annual Measurable Outcomes:</u>  Increase parent classroom volunteers by one parent per classroom	PTO Meetings averaged 7.9 people in attendance in 14-15  For the purpose of the LCAP, only regular volunteers were accounted for. More volunteers were used, however, many were on special occasions such as field trips and class parties. Kinder-3 <sup>rd</sup> averaged over 3 regular volunteers per classroom. These are parents who assisted in the classroom once a week all school year. 4-8 did not record any regular volunteers; only volunteers during special events or field trips.	
	Data from automated calls/emails	Increase automated calls through "Alert Now" for school and classroom based activities.		In 14-15, the District send 21 automated phone/emails to families.  Data from automated phone calls was used to get correct phone numbers for all families.  At the start of 14-15, the district had 25 parent	

				emails and at the time this report was written, the district had 79 parent emails. All automated phone message were also sent as emails.
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**LCAP Year:** 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>Increase Parent Volunteers in the classroom:</p> <ul style="list-style-type: none"> <li>5. Send out automated messages for class events</li> <li>6. Survey parents</li> <li>7. Professional Development for parent volunteers</li> <li>8. Translate letter and notes sent home to Spanish.</li> </ul>	<p>Alert Now System \$500.00 (0000-5800)</p> <p>Printed Materials \$100.00</p> <p>Professional Development: Hourly teacher rate based on participation interest.</p>	<ol style="list-style-type: none"> <li>1. Alert Now system used widely to communicate with parents via phone calls and emails. The system was used for all school announcements as well individual classes and events that affect a limited amount of students.</li> <li>2. Parent Surveys were conducted in the Spring.</li> <li>3. PD for parents was conducted 1:1 in the classroom by the teachers.</li> <li>4. All important notes sent to Spanish Speaking homes were translated.</li> </ol> <p>PTO:</p> <ol style="list-style-type: none"> <li>1. Automated messages sent for all PTO meetings and Functions.</li> <li>2. PTO made personal phone calls to promote participation in events.</li> <li>3. PTO was very active on Facebook.</li> <li>4. PTO had a section on Monthly Newsletter sent home by Superintendent.</li> <li>5. Items translated when needed.</li> </ol>	<p>\$500 0000-5800</p> <p>Printed material: \$100(estimate )</p>
<p>Increase parent participation in PTO:</p> <ul style="list-style-type: none"> <li>1. Send out automated phone messages</li> <li>2. Directly calling parents who have expressed interest</li> <li>3. PTO on Facebook</li> <li>4. PTO Newsletter</li> <li>5. Translate items when needed</li> </ul>	<p>Alert Now as mentioned above.</p> <p>Superintendent's Time. Amount will vary based on need.</p>		<p>PTO volunteered time on these events except automated calls.</p>

<p>Increase parent participation at special school events such as back to school night and open house.</p> <p>5. Automated Phone calls/emails 6. Newsletter announcements 7. Offer food at events 8. Translate invitation</p>	<p>Printed Materials \$500.00 (0000-4310)</p> <p>Food \$500.00 (0000-4310)</p> <p>Superintendent's Time \$500.00 (0000-1303)</p>	<p>Additional: PTO raised over \$10,000 in 14-15 through:</p> <ol style="list-style-type: none"> <li>1. Candy Grams(3 events)</li> <li>2. Sponsored Fun Run</li> <li>3. Membership Drive</li> <li>4. Carnival</li> <li>5. Sweatshirt Sales</li> <li>6. Box Tops</li> <li>7. E-Scrip</li> </ol> <p>Major contributions to school:</p> <ol style="list-style-type: none"> <li>1. Painted US map on playground</li> <li>2. Painted designs on Kinder playground</li> <li>3. Purchased \$500 in ipad apps</li> <li>4. Started monthly positive student award program</li> <li>5. Repaired school marque \$800</li> <li>6. Increased parent participation at all events</li> </ol> <p>Open house and Back to School Night:</p> <ol style="list-style-type: none"> <li>1. Monthly Newsletter encouraged parents to participate.</li> <li>2. Automated phone calls and emails done regularly.</li> <li>3. Snacks were provided at events.</li> <li>4. Invitations translated</li> </ol>	<p>Materials expenses included paper and copy expenses. PTO donated food. Superintendent's Time \$500</p>
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Scope of service:  <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Scope of service:  <input checked="" type="checkbox"/> LEA Wide  <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The major addition that the Stakeholders would like to see on this goal is to increase the training of parents through Decade of Difference. In the past, HCOE only provided training for their Early Literacy Program in Eureka, however, the stakeholders would like to see HCOE offer such training in the Eel River Valley.</p> <p>Another program that the stakeholders would like to add to our district is a “grandparents” program that encourages retired family members to come to the school to read to children.</p> <p>Parents would like to see more programs that encourage parents to participate in their child’s education. Possibly parent training, open library time and programs targeted for our non-English speaking population.</p> <p>PTO would like to see the PTO section of the school’s webpage improved.</p>

Original GOAL from prior year LCAP:	<b>Goal #5</b> Improve overall school climate	Related State and/or Local Priorities:  1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	<u>Actual Annual Measurable Outcomes:</u>	Stakeholders need to still decide what aspects of the Healthy kids Survey should be used to document school climate.  In 14-15 only 2% of families attended PTO, Board and LCAP meetings. Based on the survey sent home in the Spring, 92% of parents feel satisfied with school performance.  Only 3 students out of 226 students were suspended in 14-15. 1.3 %  0 % of students expelled in 14-15
	Healthy Kids Survey	Baseline		
	Community meeting feedback	Establish % of families attending community meetings		
	District Generated Survey measures parent and student perceptions of school	Baseline to establish % of parents and students who feel satisfied with various elements of school climate		
	Suspension rates as reported in CALPADS	Maintain less than 2%		
	Expulsion rates as reported in CALPADS, currently 0%	Maintain less than 1%		

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Campus condition:			
4. Complete and publish our annual FIT report	Superintendent's Time \$500.00 (0000-1303)	1. FIT completed in August 2014	\$500
5. Survey parents on school cleanliness and appearance	Material Costs \$200 (0000-4310)	2. 100 % of parents reported a clean campus on survey in Spring	\$200
6. Devote staff time to landscaping	Maintenance Time 15% \$12,000 (0000-2213 &	3. Maintenance staff devoted time to planting and pruning plants.	\$12,000

Increase School Pride: 5. Incorporate all grade levels in athletic pep-rallies. 6. Designate "Spirit Days" 7. Encourage community service with students 8. Provide school memorabilia for sale in the office.	0210-2213)	School Pride: 1. K-8 attended two pep-rallies. One in December and one in March. 2. After PTO sold sweatshirts in December, every Friday became "Blue Spirit Day" 3. The district received no response on it's attempt to create a "community Garden" 4. No memorabilia was for sale.	
Open Scotia Gym and Pool	Superintendent's Time 10% \$9,400	GYM: Superintendent became the Project Manager on Gym rehabilitation project. Plans were submitted to DSA in April 2015	\$9,400
Cross Age Tutoring		Cross Age: All classes participated in Cross age tutoring. This included regular education students assisting in an SDC class.	
Associated Student Body 4. Stipend for teacher coordinator 5. Student Training 6. Student elections	ASB Stipend \$500 (0000-1150)	ASB: The ASB project did not happen in 14-15. Elections took place, but the excitement did not go beyond that.	
Increase athletic Program to include 4 <sup>th</sup> and 5 <sup>th</sup> grade student-athletes	Athletic Director \$1,000 (0000-1135)	Sports: Boys and Girls in the 5 <sup>th</sup> Grade were offered the opportunity to participate in Basketball, and Track	\$1,000
Increase Attendance 4. Phone calls on absent students 5. Increase frequency of SARB letters and phone calls	Secretary Time \$2,000 (0000-	Attendance: 1. Phone calls were made on absent students	\$2,000

home 6. Solve student issues promptly	2406) Superintendent's Time for SARB \$1,000 (0000-1303)	2. SARB letter mailed when student had 5 or more unexcused absences. 3. Superintendent called families when attendance issues arose.  Attendance rate did not increase from the 95% rate established in 13-14.	\$1,000
Increase Art at School and in ASES Program 3. Professional Development 4. Guest artists	Guest Artists \$1,000 (6010-5800)	Art: 6,7,8 classes had guest artist in the Fall. 6,7,8 GATE students participated in art classes.	\$1,100 6010- 5800/1132
Counseling Services 2. Write grant through local program Increase referrals to Remivista and Changing Tides	Professional Development for ASES workers \$2,000 (6010-5801)	All ASES paraprofessionals participated in PD including art.	\$501 6010- 5201/5210

Provide high quality nutrition Program  3. School Participates in Free Breakfast program for all Students 4. School supplies healthy nutritious lunches to all students	School contributes \$15,000 to 5310 in order to fully offer high quality meals	Cafeteria:  Cafeteria Program underwent a rigorous audit from CDE in the Spring and passed with only a few very minor findings. Head cook took time to explain nutrition guidelines to Board of Trustees and incorporated many activities for the students that involve healthy choices.	School contributes \$15,000 to 5310 in order to fully offer high quality meals
Scope of service:  <u>X</u> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Scope of service:  <u>X</u> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Stakeholders would like to assist in the development of the parent survey in the future. Many stakeholders did not find the Healthy Kids survey useful for our community.  Increase the amount of parents who assist with the beautification of the campus. 20 volunteers helped paint the new US map on the playground and this shows that parents want to come help.  Continue to have the Superintendent serve as Project manager for Gym Rehabilitation project and find other sources of money to assist with the repairs needed.  To get ASB off the ground, the District needs to find a coordinator who is willing to devote the needed time to this organization.  Stakeholders would like to see the Superintendent explore grants or possibly district funding of PBIS training for all staff members.  Stakeholders would like to see more school wide reward programs that tie with Accelerated	

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

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 285,498
<b>For 2015-16</b>	
The Scotia Union School District is estimating that the funds designed as supplemental and concentration (\$295,313) in the LCAP are being expended to meet the needs of our low-income, English learners and foster youth who attend our District. These students comprise 63% of our entire school enrollment. Our dedicated staff understands our student population and works diligently to meet all the special needs of this population. The District will continue to meet these needs through highly qualified teachers, classroom paraprofessionals, counseling services, and a dedicated administrative staff. Teachers devote time after school to assist students in achieving their highest potential as well as time during school hours to train and assist parent volunteers to best meet the needs of the students. A portion of our school librarian's time and resources are devoted to providing academic and social intervention specifically towards our most needy students. Teachers and administration collaborate weekly specifically to meet the needs of struggling students of which many fall into the categories of low-income, EL or foster youth. The district office staff serves as a liaison between the families and the school to ensure that all student and family needs are being met, guiding families through all available resources. We believe that our programs fully meet the 8 State priorities and funds are appropriately spent in order to accomplish this task.	

SACS Object	Service	\$	% of Time	Salary w/Statutory
2406	School Secretary/ District Secretary	\$7,430	0.1	\$74,297
1301/1303	Superintendent/Principal Time	\$9,607	0.1	\$96,066
2216	Librarian's Intervention Time	\$2,124	0.2	\$10,618
2100/2900	Classroom aides	\$80,685	1	\$80,685
3412	H/W	\$36,128	1	\$36,128
8916	Contribution to 5310	\$15,000	1	\$15,000
1100	Teacher afterschool intervention(9) <i>114 days X 1 hr X \$44 X 9 Teachers + statutory</i>	\$50,516		\$50,516
1100	Parent training <i>30 weeks X 1 hour X 11 Teachers X \$44 +statutory</i>	\$16,248		\$16,248
1100	Teacher Collaboration <i>36 weeks X \$ 44X11 teachers X2.5 hours + Statutory</i>	\$48,744		\$48,744
3411	H/W <i>Based on Teacher time listed above</i>	\$25,233		\$25,233
	SARB mailings	\$100		
4310	Materials	\$3,500		
<b>Total</b>		<b>\$295,313</b>		

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

20.28	%
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**For 2015-2016**

The proportionality percentage for the 2015-2016 school year is 21.42%. This increase is represented by an increase in services by regular education teachers, special education teachers, District support staff, District administration and classroom support staff. Our staff is devoted to meeting the needs of the low income, EL and foster youth students in our District. Since 63% of our District's population fit into these categories, the District is estimating spending \$ 284,824 specifically devoted to the academic and social progress of this population. This is over and above the \$ 284,707 minimum of the Supplemental and Concentration Grant calculated by the State for the 15-16 school year. Additional staff time and district expenses are well established showing the district's commitment to services the needs of all students. It is our belief that we will meet or exceed the benchmarks established in the 15-16 school year due to the District's commitment to serving our special population of low income, El and foster youth students.

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

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).