

**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 representing pupils.

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

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

(d) “Local educational agency (LEA)” means a school district, county office of education, or charter school.

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

(f) “Parent advisory committee,” as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets

these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

(g) “Prior year” means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(h) “Services” as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

(i) “State priority areas” means the priorities identified in Education Code sections 52060 and 52066. For charter schools, “state priority areas” means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(j) “Subgroup” means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) “to improve services” means to grow services in quality.

(l) “to increase services” means to grow services in quantity.

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

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.

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

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is

used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

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

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

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

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

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

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

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

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented

statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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.

**Introduction:**

**LEA:** Eureka City Schools **Contact (Name, Title, Email, Phone Number):** Dr. Fred Van Vleck, Superintendent, [vanvleckf@eurekacityschools.org](mailto:vanvleckf@eurekacityschools.org), 707-441-2414  
**LCAP Year:** 2015-16

### ***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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
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Eureka City Schools provided stakeholders and the public multiple opportunities to provide input, review data, and make changes, during the development of the LCAP for 2015-16, 2016-17, and 2017-18.

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| <ul style="list-style-type: none"> <li>• The LCAP writing team’s regular members included 1 District level (lead facilitator) and 2 Site level administrators, 3 teachers, including the president of ETA (<i>Eureka Teachers’ Association</i>), 1 student, the CSEA (<i>Classified School Employees Association</i>) president, 1 school counselor, and the Coordinator for Marshall Family Resource Center. Three additional teachers intermittently joined. Six of the members were on the writing team the previous year.<br/>Meeting dates: Feb 9; March 2, 5, &amp; 23; April 6, 8, &amp; 30; May 18 &amp; 26; June 1, 2015</li> <li>• The writing team had a student representative who was present for nearly all writing team meetings. A few students attended the community meetings with their parent who was on the Stakeholder team.</li> <li>• Both union presidents, CSEA and ETA, were members of the LCAP writing team, so were very involved in its development.</li> <li>• In order to gather public input, there were public Community Meetings held at Eureka High School and the District Office. A PowerPoint presentation along with a question/answer period was provided for input. Flyers were sent home to parents at each site in addition to utilizing the automated calling system. At each meeting, a survey was presented to those in attendance asking them for suggestions and comments on what they’d like to see written into the LCAP.</li> <li>• The 2014-15 stakeholder committee was re-invited to participate this year. However, not all desired to be on the team for LCAP 2015-16 development. From the original responses to the invite, this committee was planned to be comprised of two additional teachers, 2 District level administrators, three classified members (one person specifically representing CSEA), two parents, two community members (one</li> </ul> | <ul style="list-style-type: none"> <li>• <i>At the first Writing Team meeting, members were informed about the task at hand for the next few months. The team reviewed responsibilities and guidelines, set dates, and reviewed 2014-15 LCAP. Previous writing team members provided input regarding last year’s inaugural writing process. The team also became familiar with the new state template. Because of this template change, much of the time was spent reassuring the team that no additions/deletions had occurred during reformatting. The writing team subsequently reconvened seven times to review and write the 2015-16 LCAP, advocate, and consider and make efforts to include input from stakeholders, Cabinet, and the School Board.</i></li> <li>• <i>Overall, the highest priorities to promote student success by providing high quality curriculum, instruction, and facilities and to address all academic and behavioral issues (Academic and Behavioral RTI2), remained unchanged from the previous year. Therefore, no changes were made to the Goals, as they continued to be aligned with the LCAP State and Local Priorities, such as ECS Strategic Plan.</i></li> <li>• <i>One change was made to Focus Goal 1.2 to include input from ETA and CSEA regarding competitive salaries and benefits, more explicitly aligning to the Strategic Plan. Also, note that this change was strongly advocated for by CSEA and</i></li> </ul> |
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representing Foster Youth, the other Low SES), 1 Classified Administrator, and 1 CSEA member, in addition to the writing team members. The first meeting, also open to the Community at large, was held on March 2, 2015 with 8 people in attendance. The second meeting was held on April 6, 2015 with 8 people attending. Attendees reviewed the plan areas and made suggestions to each area. The third meeting was held on May 18, 2015 with 6 people in attendance where final input was received.

- Members of the writing team offered to attend, present and gather input at meetings to discuss the LCAP and the implications to the district. The LCAP Lead Facilitator, a representative from the writing team, or principals presented at SSC, ETA, PTA, CSEA, Curriculum Committee, Leadership, School Board, Coaches, and ELD Coordinators' meetings where input was sought, recorded, and shared with the writing team.
- Surveys were given to and/or input sought from those in attendance at the CSEA, Community, and Curriculum Committee meetings when presented by the LCAP Lead Facilitator.
- Surveys were given and collected by the ETA Union president to members of ETA. The surveys were synthesized by the ETA Union president and presented to the writing team for consideration.
- Both union presidents were present at the two consult meetings.  
Meeting dates: April 8 (CSEA & ETA), May 27 (CSEA), and June 4, (ETA)
- ECS is awaiting a major School Wide Positive & Restorative Practice Discipline Assessment and Intervention Project report from Jeff Sprague at the University of Oregon outlining policy and practice recommendations.
- The lead facilitator of the writing team met with the LCAP consultant and attended LCAP information sessions from the Humboldt County Office of Education several times.

*ETA presidents, reiterated at each Writing Team meeting, and mentioned as a major priority by both at Consult meetings.*

- *Efforts were made to consolidate Actions and Services, as well as to ensure the proper Metrics were listed.*
- *Some adjustments were made to the Expected Outcomes, based on limited 2014-15 information. Therefore, it was determined that the Writing Team should reconvene in the fall of 2015 to begin the process of data review earlier, better informing the 2015-16 Annual Update and revising the LCAP for 2016-17.*
- *Important note: The Actions that demanded the most time and cooperation were located in Goals 2 (2.4) and 3 (3.4). Many hours of meetings and discussions were spent on the issues regarding funding intervention teachers, instructional coaches (TOSAs), and elementary school counselors. During the writing team meetings and consult meetings, the ETA president listed 1- providing competitive salaries and benefits for teachers, 2-adding Intervention teachers (1 FTE at each elementary site, especially for TK-5), 3- adding counselors (1 FTE at each elementary site), and 4-eliminating coaches was of most interest to ETA. After serious consideration and hours of deliberation, the School Board decided to have elementary Student Services Coordinators (4, 1.0 FTE) in addition to a five hour Student Services Coordinator to provide oversight for the After*

- Several meetings involving principals, cabinet, and budget officials took place throughout the writing process in order to maintain ECS number one Strategic Plan goal: Provide Fiscal Stability.
- Through mass certificated emails and letters to the board, as well as at several board meetings, teachers (the majority from 1 elementary site) gave input for the LCAP, especially regarding intervention, elementary counseling, and coaching. This input was carefully considered by the School Board, Cabinet, and the Writing Team.
- ECS demonstrated how the LCAP's goals aligned with the Strategic Plan Goals set forth by the Board, as well as how the LCAP aligned with the eight state priority goals to the School Board.
- On June 5, 2015, the decision regarding elementary counselors, intervention teachers/coaches, and student service coordinators was communicated to elementary site administrators.
- Scheduled Public hearing for June 16, 2015
- School Board presentations and updates were given by the lead facilitator. Meeting Dates: March 12 & 26; April 2 & 23; May 14; June 4 & 25, 2015
- A Special Board Meeting was convened on June 16<sup>th</sup> where the Public Hearing of the LCAP and the budget were presented.
- A Board Meeting was held on June 25, 2015, where the LCAP was adopted.

*School Program. Therefore funding for the Student Service Coordinator was included. Elementary intervention teachers/ instructional coaches (TOSAs) will increase from 2 FTE in 2014-15 to 4 FTE in 2015-16 and will be assigned an amount of their FTE based on intervention needs at each elementary site. The data for this determination is expected by the last week of the school year. The LCAP lead facilitator made the adjustments to reflect the board's decision.*

- *Emailed versions of the LCAP were sent (shared) to the writing team in preparation for the final few meetings. Members reviewed and commented on the plan prior to coming to meetings. The lead facilitator addressed the comments by either making changes or answering questions posed.*
- *At the Community meeting, an overview of the Local Control Funding Formula and the Local Control Accountability Plan was presented, input received, and provided in writing to the LCAP writing team for consideration.*
- *At each stakeholder meeting, questions were posed and suggestions made which were presented in writing to the Writing team, the School Board, and Cabinet for response. Unfortunately, very few members of the stakeholder's team attended the meetings.*
- *The lead LCAP Facilitator and Assistant Superintendent of Human Resources were in*

	<p><i>attendance at the CSEA and ETA consult meetings. No new concerns were brought forth from the unions at this meeting due to the fact that they had been closely involved in writing the LCAP. Changes in the LCAP were not necessary as input had already been addressed. (See 3<sup>rd</sup> bullet item)</i></p> <ul style="list-style-type: none"> <li>• <i>Changes in wording of Actions in Goal 3 came as a result of preliminary access to the report from Jeff Sprague. The report will greatly illuminate our district's needs and inform revisions to our LCAP 2016-17 and beyond. Meanwhile, the writing team agreed to allow the LCAP Lead Facilitator to make changes after their final meeting as long as the spirit of the Sub Goals remained the same.</i></li> <li>• <i>Changes were made after meetings with HCOE. The necessary changes involved attunement to wording, without changes to the spirit or actions they described</i></li> <li>• <i>The Writing Team reviewed and made necessary changes, mostly minor adjustments, to the LCAP by utilizing the checklists provided by the Humboldt County Office of Education.</i></li> </ul>
<p><b>Annual Update:</b> Assistant Superintendent Of Educational Services requested information for the Annual Update from those she considered responsible for the focus goals/outcomes in April 2015 with the due date of May 27, 2015. The Annual Update with the Outcomes populated was submitted May 30, 2015.</p>	<p><b>Annual Update:</b></p> <ul style="list-style-type: none"> <li>• <i>The team had difficulty reviewing data because 2014-15 final data was unavailable at the time of reviewing and writing. The team relied on data that had been examined the previous year, such as state testing results (CST, CELDT, CAHSEE, etc.) in Math and English/Language Arts, numbers and results from students with disabilities, unduplicated pupils, and other significant</i></li> </ul>

	<i>subgroups, and graduation and attendance rates.</i>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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



**Scope of Service:** Describe the scope of each action/service by identifying the 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:	<p><b>Goal 1: Eureka City Schools will promote students success by ensuring all students receive high quality curriculum and instruction in clean, modern schools.</b></p> <p><b>Focus Goal 1.1:</b>Ensure student achievement through implementation of state academic content and performance standards</p> <p><b>Focus Goal 1.2:</b>Provide competitive salaries and benefits to recruit and maintain a high quality staff</p> <p><b>Focus Goal 1.3:</b>Ensure all students, including English Learners, have access to CCSS aligned instructional materials</p> <p><b>Focus Goal 1.4:</b>Increase the delivery of high quality instruction through ongoing professional development, CCSS professional development, and the implementation of the District Instructional Norms (DINs)</p> <p><b>Focus Goal 1.5:</b>Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology</p>	<p>Related State and/or Local Priorities:</p> <p>1 <u>x</u> 2 <u>x</u> 3__ 4__ 5__ 6__ 7 <u>x</u> 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify <u>ECS Strategic Plan</u></p> <p>Goals: <u>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 18</u></p>
Identified Need :	<p>Students need high quality instruction and curriculum in safe, clean, functional, accessible, and attractive classrooms, facilities, and grounds</p> <p><b>1.1</b> Teachers have reported that the demands of the Smarter Balance Assessments are challenging to students and will need support.</p> <p><b>1.2</b> Efforts need to be made to encourage new teachers to our district due to the decline of HSU credential program</p>	

graduates. Efforts also need to be made to attract and maintain our classified staff.  
**1.3**We meet the Williams Act standards, as we are transitioning to CCSS. Currently, we need CCSS Math materials for all students, TK-12. Tk-5 Students need a new math adoption, which is being considered for next year.  
**1.4** We need to continue Common Core training, with an emphasis on reading, writing, and math, and training and to support implementation of the District Instructional Norms.  
**1.5** ECS applied for hardship funding through the state for the one item marked as deficient (EHS' pool roof). We need to purchase computers to achieve our goal of 3:1.

Goal Applies to: Schools: All  
 Applicable Pupil Subgroups: All, Secondary, Elementary, English Learners, Low Income, Foster Youth

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<p><b><u>Metric</u></b></p> <p><b>1.1</b> California Assessment of Student Performance and Progress (CAASPP) data</p> <p><b>1.2</b> CALPADs Credential Report</p> <p><b>1.2a</b> A variety of sources including Employee Exit survey, open positions, length of time for positions to be filled, information from both State and HCOE data regarding salary and benefits for each group from comparable school districts within and outside the recruiting area</p> <p><b>1.3</b> District Williams Report, Annual Board Resolution on Sufficiency of IM, Curriculum/ materials inventory including ELA-ELD materials</p> <p><b>1.4</b> Professional Development accounting of district offered trainings, including CCSS implementation</p>	<p><b><u>Outcome</u></b></p> <p><b>1.1</b> Establish student baseline proficiency scores for grades and content areas assessed, using CAASPP data</p> <p><b>1.2</b>Maintain 100% of teachers appropriately credentialed, certified or assigned</p> <p><b>1.2</b> Increased positions filled, retention of staff (not including retirements)</p> <p><b>1.2a</b> Survey results as baseline</p> <p><b>1.3</b> Maintain Wms requirement for sufficiency of instructional materials for all students including access to CCS and ELD for EL students, and increase materials aligned to CCSS for elementary and secondary students by 20% with a focus on math this year</p> <p><b>1.4</b> 95% of all staff will participate in at least 2 district or site offered Professional Development opportunities</p>
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	<p><b>1.5</b> Facility Inspection Tool (FIT) of clean and safe facilities</p> <p><b>1.5a</b> Technology survey and inventory</p>	<p><b>1.5</b> Maintain each school facility with an overall FIT rating of "Good" and create a plan for repair when rating is less than "Good"</p> <p><b>1.5a</b> 20% increase towards goal of 3:1 ratio or lower student to industry standard computer</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Sub Goal 1.1.1:</u> Provide Professional Development and support to teachers and staff with the implementation of CCSS, ELD, and NGSS instruction, research-based strategies and technology-based learning; implementation of District Instructional Norms</p>	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) <u>  </u> <u>Students with Disabilities</u></p>	<p><b>1.1.1</b> \$15,000 FD 01 LCFF \$125,000 FD 01 RS 3010 intervention/coaches \$22,319 PD FD 01 RS 3010/3150 \$26,000 FD 01 RS 0001 Ed Services Support</p>
<p><u>Sub Goal 1.1.2:</u> Support student instruction by providing access to essential materials and supplies</p>	LEA Wide		<p><b>1.1.2</b> \$202,561 supplies FD 01 RS 0000/4310 \$139,230 maint FD 01 RS 0000/5637 \$168,423 sup/maint FD 01 RS 3010/4310/5637</p>
<p><u>Sub Goal 1.1.3:</u> Maintain class size reduction (TK-3); Maintain (4-8) class size below allowable state calculated number; Schedule no combination classes</p>	Elementary Zane Winship		<p><b>1.1.3</b> \$690,400 FD 01 RS 0001</p>

<p><u>Sub Goal 1.1.4:</u> Develop a district assessment program for evaluating formative and summative student data</p>	<p>LEA Wide</p>		
			<p><b>1.1.4</b> \$23,000 FD 01 0000/5800</p>
<p><u>Sub Goal 1.1.5:</u> Provide curricular and instructional support to special education and GATE students Hire a Special Education Coach to support Special Education teachers</p>	<p>LEA Wide</p>		<p><b>1.1.5</b> \$574,764 Staffing FD 01 RS 3310 \$1,175,000 Staffing FD 01 RS 6500 \$2,621,403 Staffing FD 01 RS 6500 \$24,275 Materials &amp; Supplies FD 01 RS 6500 \$1,764,565 Chargeback FD 01 RS 3310</p>
<p><u>Sub Goal 1.2.1:</u> Ensure teachers have the appropriate credential for their assignment, and required certification</p>	<p>LEA Wide</p>		<p><b>1.2.1</b> \$34,800 BTSA FD 01 9012/5800 \$61,600 FD 01 RS 0000 \$11,907,969 teachers FD 01 RS 0000/1400/OB1100</p>
<p><u>Sub Goal 1.2.2:</u> Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics</p>	<p>LEA Wide</p>		<p><b>1.2.2</b> See 1.1.5, 1.2.1 \$14,529,715 all other sal/bene</p>
<p><u>Sub Goal 1.2.3</u> CSEA compensation will make progress toward agreed upon data points</p>	<p>LEA Wide</p>		<p><b>1.2.3</b> Included in 1.2.2</p>

Sub Goal 1.3.1:

Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials

LEA Wide

**1.3.1**  
\$538,934  
FD 01 RS 0212  
\$10,000

Sub Goal 1.4.1:

Provide sub time for Professional Development for teachers implementing CCSS, ELD, NGSS, and technology based learning

LEA Wide

FD 01 RS 0001  
\$150,606  
FS 01 RS 6300

**1.4.1**  
Included in 1.1.1

Sub Goal 1.5.1:

Maintain facilities and grounds in good repair and replace equipment as needed, seek a negotiated formula to allocate classified staff hours sufficient to maintain facilities

LEA Wide

**1.5.1**  
\$1,342,044  
FD 01 LCFF/salaries  
\$149,371  
FD 01 RS 1100/4374

Sub Goal 1.5.2:

Increase technology infrastructure, bandwidth and wireless access points to provide additional access to technology and provide personnel with implementation and support

LEA Wide

**1.5.2**  
\$166,000 IT Ops  
FD 01 LCFF  
\$501,301 IT Staffing  
FD 01 LCFF  
\$17,800  
FD 01 RS 0000

Sub Goal 1.5.3:

Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP

LEA Wide

**1.5.3**  
\$2,878  
FD 01 RS 3150  
\$68,000 Computers  
FD 01 LCFF

\$9,553 Equipment  
FD 01 RS 3010/4400

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p><b><u>Metric</u></b>  <b>1.2</b> California Assessment of Student Performance and Progress (CAASPP) data</p> <p><b>1.2</b> CALPADs Credential Report</p> <p><b>1.2a</b> A variety of sources including Employee Exit survey, open positions, length of time for positions to be filled, information from both State and HCOE data regarding salary and benefits for each group from comparable school districts within and outside the recruiting area</p> <p><b>1.3</b> District Williams Report, Annual Board Resolution on Sufficiency of IM, Curriculum/ materials inventory including ELA-ELD materials</p> <p><b>1.4</b> Professional Development accounting of district offered trainings, including CCSS implementation</p> <p><b>1.5</b> Facility Inspection Tool (FIT) of clean and safe facilities</p> <p><b>1.5a</b> Technology survey and inventory</p>	<p><b><u>Outcome</u></b>  <b>1.1</b> Increase proficiency scores for grades and content areas assessed, using CAASPP data, by 2%</p> <p><b>1.2</b> Maintain 100% of teachers appropriately credentialed, certified or assigned</p> <p><b>1.2a</b> Increased positions filled, retention of staff (not including retirements)</p> <p><b>1.2b</b> CSEA compensation will make progress toward agreed upon data points as listed on 1.2.3</p> <p><b>1.3</b> Maintain Wms requirement for sufficiency of instructional materials for all students including access to CCS and ELD for EL students, and increase materials aligned to CCSS in math for elementary students by 70%</p> <p><b>1.4</b> 95% of all staff will participate in at least 2 district or site offered Professional Development opportunities</p> <p><b>1.5</b> Maintain each school facility with an overall FIT rating of “Good” and create a plan for repair when rating is less than “Good”</p> <p><b>1.5a</b> 20% increase towards goal of 3:1 ratio or lower student to industry standard computer</p>	
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service

<p><u>Sub Goal 1.1.1:</u> Provide Professional Development and support to teachers and staff with the implementation of CCSS, ELD, and NGSS instruction, research-based strategies and technology-based learning; implementation of District Instructional Norms</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                  Subgroups:(Specify) _____</p>	<p><b>1.1.1</b> \$15,000 FD 01 LCFF</p>
<p><u>Sub Goal 1.1.2:</u> Support student instruction by providing access to essential materials and supplies</p>	<p>LEA Wide</p>	<p>_____</p>	<p>\$125,000 FD 01 RS 3010 Intervention/coaches \$22,319 PD FD 01 RS 3010/3150 \$26,000 FD 01 RS 0001 Ed Services Support</p>
<p><u>Sub Goal 1.1.3:</u> Maintain class size reduction (TK-3); Maintain (4-8) class size below allowable state calculated number; Schedule no combination classes</p>	<p>Elementary Zane Winship</p>		<p><b>1.1.2</b> \$242,593 supplies FD 01 RS 0000/4110/4310 \$139,230 maint FD 01 RS 0000/5637 \$168, 423 sup/maint FD 01 RS 3010/4310/5637</p>
<p><u>Sub Goal 1.1.4:</u> Develop a district assessment program for evaluating formative and summative student data</p>	<p>LEA Wide</p>		<p><b>1.1.3</b> \$690,400 FD 01 RS 0001</p>
<p><u>Sub Goal 1.1.5:</u> Provide curricular and instructional support to special education and GATE students Hire a Special Education Coach to support Special Education teachers</p>	<p>LEA Wide</p>		<p><b>1.1.4</b> \$23,000 FD 01 0000/5800</p> <p><b>1.1.5</b> \$574,764 Staffing FD 01 RS 3310</p>



<p><u>Sub Goal 1.2.1:</u> Ensure teachers have the appropriate credential for their assignment, and required certification</p>	<p>LEA Wide</p>		<p>\$1,175,000 Staffing FD 01 RS 6500 \$2,621,403 Staffing FD 01 RS 6500 \$24,275 Materials &amp; Supplies FD 01 RS 6500 \$1,764,565 Chargeback FD 01 RS 3310</p>
<p><u>Sub Goal 1.2.2:</u> Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics</p>	<p>LEA Wide</p>		<p><b>1.2.1</b> \$34,800 BTSA FD 01 9012/5800 \$61,600 FD 01 RS 0000 \$11,907,969 teachers FD 01 RS 0000/1400/OB1100</p>
<p><u>Sub Goal 1.2.3</u> CSEA compensation will make progress toward agreed upon data points</p>	<p>LEA Wide</p>		<p><b>1.2.2</b> See 1.1.5, 1.2.1 \$14,529,715 all other sal/bene</p>
<p><u>Sub Goal 1.3.1:</u> Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials</p>	<p>LEA Wide</p>		<p><b>1.2.3</b> Included in 1.2.2</p>
<p><u>Sub Goal 1.4.1:</u> Provide sub time for Professional Development for teachers implementing CCSS, ELD, NGSS, and technology based learning</p>	<p>LEA Wide</p>		<p><b>1.3.1</b> \$538,934 FD 01 RS 0212 \$10,000 FD 01 RS 0001 \$150,606 FS 01 RS 6300</p>
<p><u>Sub Goal 1.5.1:</u> Maintain facilities and grounds in good repair and replace equipment as needed, seek a negotiated formula to allocate classified staff hours sufficient to maintain facilities</p>	<p>LEA Wide</p>		<p><b>1.4.1</b> Included in 1.1.1</p>

<p><u>Sub Goal 1.5.2:</u> Increase technology infrastructure, bandwidth and wireless access points to provide additional access to technology and provide personnel with implementation and support</p> <p><u>Sub Goal 1.5.3:</u> Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP</p>	<p>LEA Wide</p> <p>LEA Wide</p>		<p><b>1.5.1</b> \$1,342,044 FD 01 LCFF/salaries \$149,371 FD 01 RS 1100/4374</p> <p><b>1.5.2</b> \$166,000 IT Ops FD 01 LCFF \$501,301 IT Staffing FD 01 LCFF</p> <p><b>1.5.3</b> \$2,878 FD 01 RS 3150 \$68,000 Computers FD 01 LCFF \$9,553 Equipment FD 01 RS 3010/4400</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><b><u>Metric</u></b>  <b>1.3</b> California Assessment of Student Performance and Progress (CAASPP) data</p> <p><b>1.2</b> CALPADs Credential Report</p> <p><b>1.2a</b> A variety of sources including Employee Exit survey,</p>	<p><b><u>Outcome</u></b>  <b>1.1</b> Increase proficiency scores for grades and content areas assessed, using CAASPP data, by 2%</p> <p><b>1.2</b> Maintain 100% of teachers appropriately credentialed, certified or assigned</p> <p><b>1.2a</b> Increased positions filled, retention of staff (not including retirements)</p>
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	<p>open positions, length of time for positions to be filled, information from both State and HCOE data regarding salary and benefits for each group from comparable school districts within and outside the recruiting area</p> <p><b>1.3</b> District Williams Report, Annual Board Resolution on Sufficiency of Instructional Materials, Curriculum/ materials inventory including ELA-ELD materials</p> <p><b>1.4</b> Professional Development accounting of district offered trainings including CCSS implementation,</p> <p><b>1.5</b> Facility Inspection Tool (FIT) of clean and safe facilities</p> <p><b>1.5a</b> Technology survey and inventory</p>	<p><b>1.2b</b> CSEA compensation will make progress toward agreed upon data points as listed on 1.2.3</p> <p><b>1.3</b> Maintain Wms requirement for sufficiency of instructional materials for all students including access to CCS and ELD for EL students, and increase materials aligned to CCSS for elementary and secondary students by 10%</p> <p><b>1.4</b> 95% of all staff will participate in at least 2 district or site offered Professional Development opportunities</p> <p><b>1.5</b> Maintain each school facility with an overall FIT rating of “Good” and create a plan for repair when rating is less than “Good”</p> <p><b>1.5a</b> 20% increase towards goal of 3:1 ratio or lower student to industry standard computer</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Sub Goal 1.1.1:</u> Provide Professional Development and support to teachers and staff with the implementation of CCSS, ELD, and NGSS instruction, research-based strategies and technology-based learning; implementation of District Instructional Norms</p> <p><u>Sub Goal 1.1.2:</u> Support student instruction by providing access to essential materials and supplies</p>	LEA Wide	<p><u>X</u> ALL</p> <hr/> <p>OR:                      ___Low Income pupils ___English Learners                      ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:                      (Specify)_____</p>	<p><b>1.1.1</b>                      \$15,000                      FD 01 LCFF                      \$125,000                      FD 01 RS 3010                      Intervention/coaches                      \$22,319 PD                      FD 01 RS 3010/3150                      \$156,600                      FD 01 RS 0000/1205                      \$26,000                      FD 01 RS 0001                      Ed Services Support</p>
	LEA Wide		

<p><u>Sub Goal 1.1.3:</u> Maintain class size reduction (TK-3); Maintain (4-8) class size below allowable state calculated number; Schedule no combination classes</p>	<p>Elementary Zane Winship</p>		<p><b>1.1.2</b> \$256,255 supplies FD 01 RS 0000/4110/4310 \$139,230 maint FD 01 RS 0000/5637 \$168, 423 sup/maint FD 01 RS 3010/4310/5637</p>
<p><u>Sub Goal 1.1.4:</u> Develop a district assessment program for evaluating formative and summative student data</p>	<p>LEA Wide</p>		<p><b>1.1.3</b> \$690,400 FD 01 RS 0001</p>
<p><u>Sub Goal 1.1.5:</u> Provide curricular and instructional support to special education and GATE students Hire a Special Education Coach to support Special Education teachers</p>	<p>LEA Wide</p>		<p><b>1.1.4</b> \$23,000 FD 01 0000/5800</p>
<p><u>Sub Goal 1.2.1:</u> Ensure teachers have the appropriate credential for their assignment, and required certification</p>	<p>LEA Wide</p>		<p><b>1.1.5</b> \$574,764 Staffing FD 01 RS 3310 \$1,175,000 Staffing FD 01 RS 6500 \$2,621,403 Staffing FD 01 RS 6500 \$24,275 Materials &amp; Supplies FD 01 RS 6500 \$1,764,565 Chargeback FD 01 RS 3310</p>
<p><u>Sub Goal 1.2.2:</u> Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics</p>	<p>LEA Wide</p>		<p><b>1.2.1</b> \$34,800 BTSA FD 01 9012/5800 \$61,600</p>

<p><u>Sub Goal 1.2.3</u> CSEA compensation will make progress toward agreed upon data points</p>	<p>LEA Wide</p>		<p>FD 01 RS 0000 \$11,907,969 teachers FD 01 RS 0000/1400/OB1100</p>
<p><u>Sub Goal 1.3.1:</u> Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials</p>	<p>LEA Wide</p>		<p><b>1.2.2</b> See 1.1.5, 1.2.1 \$14,529,715 all other sal/bene</p>
<p><u>Sub Goal 1.4.1:</u> Provide sub time for Professional Development for teachers implementing CCSS, ELD, NGSS, and technology based learning</p>	<p>LEA Wide</p>		<p><b>1.2.3</b> Included in 1.2.2</p>
<p><u>Sub Goal 1.5.1:</u> Maintain facilities and grounds in good repair and replace equipment as needed, seek a negotiated formula to allocate classified staff hours sufficient to maintain facilities</p>	<p>LEA Wide</p>		<p><b>1.3.1</b> \$538,934 FD 01 RS 0212 \$10,000 FD 01 RS 0001 \$150,606 FS 01 RS 6300</p>
<p><u>Sub Goal 1.5.2:</u> Increase technology infrastructure, bandwidth and wireless access points to provide additional access to technology and provide personnel with implementation and support</p>	<p>LEA Wide</p>		<p><b>1.4.1</b> Included in 1.1.1</p>
<p><u>Sub Goal 1.5.3:</u> Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP</p>	<p>LEA Wide</p>		<p><b>1.5.1</b> \$1,342,044 FD 01 LCFF/salaries \$149,371 FD 01 RS 1100/4374</p> <p><b>1.5.2</b> \$166,000 IT Ops FD 01 LCFF</p>

			\$501,301 IT Staffing FD 01 LCFF
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**1.5.3**

\$2,878

FD 01 RS 3150

\$68,000 Computers

FD 01 LCFF

\$9,553 Equipment

FD 01 RS 3010/4400

<p>GOAL:</p>	<p><b>Goal 2: Eureka City Schools will increase academic achievement and college and career readiness with supports and interventions in place to eliminate barriers to student success.</b>  <b>Focus Goal 2.1:</b>Increase the achievement of English Learners  <b>Focus Goal 2.2:</b>Increase the number of students who graduate college and career ready  <b>Focus Goal 2.3:</b>Increase opportunities for early access to instruction in preschool through third grade  <b>Focus Goal 2.4:</b>Ensure all students have access to three-tiered <b>Academic Response to Instruction and Intervention (RTI<sup>2</sup>)</b> fully implemented, well-articulated, and consistent year to year with a focus on language arts and math  <b>Focus Goal 2.5:</b>Increase student participation in enrichment opportunities and advanced coursework, with an emphasis on underrepresented students</p>	<p>Related State and/or Local Priorities:            1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x            COE only: 9__ 10__</p> <p>Local : <u>ECS Strategic Plan Goals: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21</u></p>
<p>Identified Need :</p>	<p><b>Students need academic supports and interventions to achieve grade level targets</b>  <b>2.1</b>We have had meetings with EL Coordinators at each site to gather info regarding needs and have updated the Constructing Meaning Implementation Plan. Each source identifies a need to focus on our level EL 3s and 4s, providing services that will move them to Reclassification as fluent English speakers and to clearly articulate our elementary ELD plan.  <b>2.2</b> ECS needs to continue efforts to increase the percent of students graduating with A-G requirements met, as well as increasing the CAHSEE “proficient” level passage rate, especially targeting EL students.  <b>2.3</b> Pre-school through third students, especially targeted students, need instruction beyond release time. We have only 2 locations for our pre-school programs.  <b>2.4</b> An RTI2 plan was developed in the Spring of 2015 and needs to be disseminated and implemented. According to the RTI2 Implementation Self-Assessment Tool completed by site administrators in 2014-15, after fully implementing the RTI2 plan, the surveys indicate the greatest needs may be the following:            TK-5 Sites: assessments, problem solving systems, and family involvement.            High Schools: problem solving systems, family involvement, and research based interventions.  <b>2.5</b> Students need to be assessed and identified GATE when entering the district after 3<sup>rd</sup> grade, especially true for Homeless and Foster Youth.            EHS Freshman students who are not enrolled in AVID will be enrolled in the Freshman Seminar class. Teachers for Freshman Seminar classes at EHS need training to promote student success and college and career readiness, such as teaching students to develop organizational systems, goal setting, focused note taking, and time management.  <b>2.6</b> Recognizing the link between academic achievement and the arts, TK-8 Students need to have access to enrichment opportunities, including Arts Integration and music.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All, Secondary, Elementary, English Learners, Low Income, Foster Youth</p>

## LCAP Year 1: 2015-16

	<b><u>Metric</u></b>	<b><u>Outcome</u></b>
Expected Annual Measurable Outcomes:	<b>2.1</b> Title III report, Annual Measurable Achievement Objectives (AMAO) which includes CELDT scores	<b>2.1</b> <u>AMAO 1-3</u> : 2% of EL students will increase in each appropriate AMAO level
	<b>2.1a</b> Reclassification for English Proficiency Rate (RFEP)	<b>2.1a</b> RFEP: Increase by 2% EL students reclassified as English Proficient
	<b>2.1b</b> California Assessment of Student Performance and Progress (CAASPP) data	<b>2.1b</b> Establish baseline proficiency scores for English Learners
	<b>2.2a</b> Four Year Plan data	<b>2.2a</b> 100% of grade 8 and 9 students will have a four year high school and postgraduate plan by the beginning of their freshman year
	<b>2.2b</b> Early Assessment Program (EAP) data	<b>2.2b</b> Increase EAP scores in ELA and Math: College Ready by 2%, Conditional by 5%;
	<b>2.2c</b> A-G data	<b>2.2c</b> Increase A-G course completion by 5%
	<b>2.2d</b> California High School Exit Exam (CAHSEE) data	<b>2.2d</b> Increase CAHSEE Proficient rate for all students, EL, SPED, and SES by 5%
	<b>2.2e</b> Bi-Literacy Seal Graduate data	<b>2.2e</b> 0.02% increase in Bi-Literacy Seal graduates
	<b>2.2f</b> Career Technical Education (CTE) data Perkins Program completers	<b>2.2f</b> 5% increase in CTE program completers earning certification
	<b>2.2g</b> API	<b>2.2g</b> API is Not Applicable for 2014-15
<b>2.3</b> Instructional minutes data, TK-3	<b>2.3</b> Committee's findings presented to all stakeholders	
<b>2.3a</b> Pre-School Enrollment	<b>2.3a</b> 10% increase of enrollment in District preschool programs	



	<p><b>2.4</b> Response to Instruction and Intervention (RTI<sup>2</sup>) data based on the CDE RTI2 Self-Assessment tool</p> <p><b>2.4a</b> Multiple measures including for example DRA, STAR Reading and Math, and Curriculum and Teacher Based Assessments</p> <p><b>2.5</b> Advanced Placement (AP) data</p> <p><b>2.5a</b> GATE Universal Screening tool</p> <p><b>2.5b</b> AVID Central data</p> <p><b>2.5c</b> Multiple measures from Freshman Seminar such as attendance, grade point average, number of D and F's, Kudor Navigator.</p> <p><b>2.5d</b> Arts Integration grant data, including ELA/Math assessment results</p> <p><b>2.6</b> Master schedules from secondary Class schedules for elementary Elementary music schedules Art Integration Grant artist/teacher schedules</p>	<p><b>2.4</b> Increase implementation of three-tiered RTI<sup>2</sup> model at all sites 5% in language arts and in math</p> <p><b>2.4a</b> 55% of students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA</p> <p><b>2.4b</b> Increase the number of Tier 1 students maintaining proficiency in ELA and math</p> <p><b>2.5</b> Increase students enrolled in AP courses and pass exams with 3+ score by 3%</p> <p><b>2.5a</b> 5% increase in the percent of students identified and participating in GATE/honors programs</p> <p><b>2.5b</b> 5 % increase in AVID enrollment at EHS; Baseline data collected for Winship</p> <p><b>2.5c</b> Baseline information collected</p> <p><b>2.5d</b> Baseline information collected</p> <p><b>2.6</b> All Students, as well as SWD, will maintain access to a broad course of study and will have increased minutes of participation in the Visual and Performing Arts by 20% in middle schools and establish a baseline in elementary schools</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p><u>Sub Goal 2.2.1:</u> Increase academic and career counseling services for at-risk students to ensure access and enrollment in all required areas of study see 3.4.4</p>	<p>EHS Zoe Barnum Winship Zane</p>	<p><u>x</u> ALL</p>	<p><b>2.2.1</b> \$473,499 FD 01 RS 0000/1200/3xxx</p>
<p><u>Sub Goal 2.2.2:</u> Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment by funding 4 sections of HROP</p>	<p>EHS Zoe Barnum Winship Zane</p>		<p><b>2.2.2</b> \$75,000 FD 01 RS 0000/1100/mgmt. 1504</p>
<p><u>Sub Goal 2.2.3:</u> Increase post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9<sup>th</sup> grade balloting in January</p>	<p>EHS Zoe Barnum Winship Zane</p>		<p><b>2.2.3</b> See 2.2.1</p>
<p><u>Sub Goal 2.2.4:</u> Provide access to college prep courses, AP courses, and college courses. Investigate increase in sections including zero periods. Provide instruction and materials in academic research and other college and career skills per CCSS.</p>	<p>EHS Zoe Barnum</p>	<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p><b>2.2.4</b> \$195,000 13 sections FD 01 LCFF \$120,000 8 sections FD 01 RS 0000</p>
<p><u>Sub Goal 2.2.5:</u> Increase the number of students who pass the California High School Exit Exam at the <u>proficient</u> level by providing Professional Development, such as Constructing Meaning, and Instructional Coach support for teachers who are implementing research based strategies and methodologies. Provide tutoring and remediation.</p>	<p>EHS Zoe Barnum</p>		<p><b>2.2.5</b> See 2.1.1, 2.1.2, 1.4.1</p>
<p><u>Sub Goal 2.2.6:</u> Promote Bi-Literacy graduation opportunity, include course options for 5<sup>th</sup> year Spanish students</p>	<p>EHS</p>		<p><b>2.2.6</b> See 2.2.1</p>
<p><u>Sub Goal 2.3.1:</u></p>	<p>Elementary</p>		

<p>Create a committee of teachers and administrators to investigate instructional minutes in TK-3 to provide additional compensated instructional time.</p>			<p><b>2.3.1</b> \$0</p>
<p><u>Sub Goal 2.3.2:</u> Create a task force of families, teachers, and administrators to investigate opening a preschool program at an additional campus to provide access for more students and families</p>	<p>LEA-wide</p>		<p><b>2.3.2</b> \$0</p>
<p><u>Sub Goal 2.4.1:</u> Provide instructional coaches to support CCSS, RTI2, and ELD (add NGSS when adopted by state) implementation</p>	<p>LEA-wide</p>		<p><b>2.4.1</b> See 2.4.3</p>
<p><u>Sub Goal 2.4.2:</u> a. Provide student access to independent reading and math practice (e.g. AR/AM for Elementary and Middle, possibly include high schools); b. Consider Independent reading included in daily schedule; c. Adjust formula to increase hours for library techs</p>	<p>LEA-wide</p>		<p><b>2.4.2</b> \$100,100 Librarian FD 01 RS 0001 \$77,679 Lib Tech FD 01 RS 3150 \$38,605 RenLearn FD 01 RS 3010/5800</p>
<p><u>Sub Goal 2.4.3:</u> Develop and implement district wide, three-tiered RTI2 model by *staffing an intervention teacher/coach 4.0 FTE for Elementary sites, each TOSA will have an intervention assignment at a specific site with student intervention time ratio based on site student need *staffing intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE *staffing Literacy and EL technicians</p>	<p>LEA wide</p>		<p><b>2.4.3</b> \$513,837 FD 01 RS 0001/3010/ 3150/4203 intervention/coaches TOSAs, secondary sections \$214,917 FD 01 RS 0001/3150 techs</p>
<p><u>Sub Goal 2.4.4:</u></p>	<p>Elementary Winship</p>		

<p>Provide access to the After School Education and Safety (ASES) program or other after school programs, including the Middle Schools, investigate fee based \$1 per day or sliding scale programs. Include a designated classified staff member for each school</p>	<p>Zane</p>		<p><b>2.4.4</b> \$599,850 Funding Source: FD 01 RS 6010 ASES</p>
<p><u>Sub Goal 2.4.5</u> Provide instruction, including appropriate accommodations and modifications, to students with exceptional needs. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.</p>	<p>LEA Wide</p>		<p>2.4.5 See 1.1.5</p>
<p><u>Sub Goal 2.5.1</u> Develop and communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade</p>	<p>LEA Wide</p>		<p>2.5.1 \$0</p>
<p><u>Sub Goal 2.5.3</u> Expand student access to enrichment opportunities such as Visual And Performing Arts by providing professional development to TK-8 teachers through the NCAIP Arts Integration grant</p>	<p>Elementary Zane Winship</p>		<p>2.5.3 \$546,764 FD RS 5817 Arts Grant</p>
<p><u>Sub Goal 2.6.1</u> Provide student access to elementary music programs</p>	<p>Elementary</p>		<p>2.6.1 \$189,200 FD 01 RS 0000</p>
<p><u>Sub Goal 2.1.1:</u> Provide professional development and support in ELD strategies, such as Constructing Meaning and the new ELA/ELD Framework, to all teachers and instructional staff.</p>	<p>LEA-wide</p>	<p><u>__</u> ALL OR: <u>__</u> Low Income pupils <u>__x</u> English Learners <u>__</u> Foster Youth <u>__x</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify)_____</p>	<p><b>2.1.1</b> \$50,000 FD 01 LCFF</p>

<p><u>Sub Goal 2.1.2:</u> Provide increased instructional support for English Learners *At least 1 section ELD for 1s and 2s at Middle and High Schools *Establish and implement formula for determining ELD FTE based on students scoring at level 1 or 2 in any CELDT domain at all Elementary sites.</p>	<p>LEA-wide</p>		<p><b>2.1.2</b> \$130,000 FD 01 0000/1100 \$65,000 FD 01 RS 3150/2104/3xxx</p>
<p><u>Sub Goal 2.1.3:</u> Provide supplemental programs and services for English Learners Ensure all sites have curriculum and supplies based on student need.</p>	<p>LEA-wide</p>		<p><b>2.1.3</b> \$34,619 FD 01 RS 4201/4203</p>
<p><u>Sub Goal 2.2.5:</u> Increase the number of students who pass the California High School Exit Exam at the <u>proficient</u> level by providing professional development, such as Constructing Meaning, and Instructional Coach support for teachers who are implementing research based strategies and methodologies. Provide tutoring and remediation.</p>	<p>EHS Zoe Barnum</p>		<p><b>2.2.5</b> See 2.1.1, 2.1.2, 1.4.1</p>
<p><u>Sub Goal 2.4.1:</u> Provide instructional coaches to support CCSS, RTI2, NGSS when adopted by state, and ELD implementation</p>	<p>Elementary</p>	<p>__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:_Homeless__</p>	<p><b>2.4.1</b> See 2.4.3</p>
<p><u>Sub Goal 2.4.2:</u> a. Provide student access to independent reading and math practice (AR/AM for Elementary and Middle, possibly include high schools; b. Consider Independent reading included in daily schedule; c. Adjust formula to increase hours for library techs</p>	<p>LEA-wide</p>		<p><b>2.4.2</b> \$100,100 Librarian FD 01 RS 0001 \$77,679 Lib Tech FD 01 RS 3150 \$55,000 RenLearn FD 01 RS 0001</p>
<p><u>Sub Goal 2.4.3:</u></p>	<p>LEA-wide</p>		

<p>Develop and implement district wide, three-tiered RTI2 model by                  *staffing an intervention teacher/coach 4.0 FTE for Elementary sites, each TOSA will have an intervention assignment at a specific site with student intervention time ratio based on site student need                  *staffing intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE                  *staffing Literacy and EL technicians</p> <p><u>Sub Goal 2.5.1</u>                  Develop and communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade</p> <p><u>Sub Goal 2.5.2</u>                  Expand student access to enrichment opportunities and advanced study. Expand AVID to middle schools and advance AVID strategies school wide at EHS.</p> <p><u>Sub Goal 2.6.1</u>                  Provide student access to elementary music programs</p>	<p>LEA-wide</p> <p>EHS Winship Zane</p> <p>Elementary</p>	<p>__ALL                  OR:                  __x_Low Income pupils __x_English Learners                  __x_Foster Youth __x_Redesigned fluent English proficient __x_Other Subgroups: <u>Homeless, Native American</u></p>	<p><b>2.4.3</b>                  \$513,837                  FD 01 RS 0001/3010/                  3150/4203                  intervention/coaches TOSAs,                  secondary sections                  \$214,917                  FD 01 RS 0001/3150 techs</p> <p><b>2.5.1</b>                  \$0</p> <p><b>2.5.2</b>                  \$105,000 AVID Sections                  PD, Site Fees                  \$30,000                  FD 01 RS 0000</p> <p><b>2.6.1</b>                  \$189,200                  FD 01 RS 0000</p>
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**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metric</b>  <b>2.1</b> Title III report, Annual Measurable Achievement Objectives (AMAO) which includes CELDT scores</p> <p><b>2.1a</b> Reclassification for English Proficiency Rate (RFEP)</p>	<p><b>Outcome</b>  <b>2.1 AMAO 1-3:</b> 2% of EL students will increase in each appropriate AMAO level</p> <p><b>2.1a RFEP :</b> 2% of EL students will be reclassified as English Proficient</p>
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	<p><b>2.1b</b> California Assessment of Student Performance and Progress (CAASPP) data</p> <p><b>2.2a</b> Four Year Plan data</p> <p><b>2.2b</b> Early Assessment Program (EAP) data</p> <p><b>2.2c</b> A-G data</p> <p><b>2.2d</b> California High School Exit Exam (CAHSEE) data</p> <p><b>2.2e</b> Bi-Literacy Seal Graduate data</p> <p><b>2.2f</b> Career Technical Education (CTE) data Perkins Program completers</p> <p><b>2.2g</b> API or comparable state accountability measures</p> <p><b>2.3</b> Instructional minutes data, TK-3</p> <p><b>2.3a</b> Pre-School Enrollment</p> <p><b>2.4</b> Response to Instruction and Intervention (RTI<sup>2</sup>) data based on the CDE RTI2 Self Assessment tool</p> <p><b>2.4a</b> Multiple measures including for example DRA, STAR Reading and Math, and Curriculum and Teacher Based Assessments</p>	<p><b>2.1b</b> Establish baseline proficiency scores for English Learners</p> <p><b>2.2a</b> 100% of grade 8 and 9 students will have a four year high school and postgraduate plan by the beginning of their freshman year</p> <p><b>2.2b</b> Increase EAP scores in ELA and Math: College Ready by 2%, Conditional by 5%;</p> <p><b>2.2c</b> Increase A-G course completion by 5%</p> <p><b>2.2d</b> Increase CAHSEE Proficient rate for all students, EL, SPED, and SES by 5%</p> <p><b>2.2e</b> 0.02% increase in Bi-Literacy Seal graduates</p> <p><b>2.2f</b> 5% increase in CTE program completers earning certification</p> <p><b>2.2g</b> API is Not Applicable for 2015-16; New accountability measure baseline established</p> <p><b>2.3</b> Committee's findings presented to all stakeholders</p> <p><b>2.3a</b> 10% increase of enrollment in District preschool programs</p> <p><b>2.4</b> Increase implementation of three-tiered RTI<sup>2</sup> model at all sites 5% in language arts and in math</p> <p><b>2.4a</b> 55% of students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA</p> <p><b>2.4b</b> Increase the number of Tier 1 students maintaining proficiency in</p>
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	<p><b>2.5</b> Advanced Placement (AP) data</p> <p><b>2.5a</b> GATE Universal Screening tool</p> <p><b>2.5b</b> AVID Central data</p> <p><b>2.5c</b> Multiple measures from Freshman Seminar such as attendance, grade point average, number of D and F's, Kudor Navigator</p> <p><b>2.5d</b> Arts Integration grant data</p> <p><b>2.6</b> Master schedules from secondary Class schedules for elementary Elementary music schedules Art Integration Grant artist/teacher schedules</p>	<p>ELA and math</p> <p><b>2.5</b> Increase students enrolled in AP courses and pass exams with 3+ score by 3%</p> <p><b>2.5a</b> 5% increase in the percent of students identified and participating in GATE/honors programs</p> <p><b>2.5b</b> 5 % increase in AVID enrollment at EHS; Baseline data collected for Winship</p> <p><b>2.5c</b> increase in attendance and GPA, decrease in number of D and F's</p> <p><b>2.5d</b> Increase in 6-8 students' CAASP scores in ELA and Math</p> <p><b>2.6</b> All Students, as well as SWD, will maintain access to a broad course of study and will have increased minutes of participation in the Visual and Performing Arts by 20% in middle schools and by 20% in elementary schools</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Sub Goal 2.2.1:</u> Increase academic and career counseling services for at-risk students to ensure access and enrollment in all required areas of study see 3.4.4</p>	<p>EHS Zoe Barnum Winship Zane</p>	<p><u>_x_</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p><b>2.2.1</b> \$473,499 FD 01 RS 0000/1200/3xxx</p>
<p><u>Sub Goal 2.2.2:</u> Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment by funding 4 sections of HROP</p>	<p>EHS Zoe Barnum Winship Zane</p>	<p>—</p>	<p><b>2.2.2</b> \$75,000 FD 01 RS 0000/1100/mgmt. 1504</p>



Sub Goal 2.2.3:

Increase post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9<sup>th</sup> grade balloting in January

EHS  
Zoe Barnum  
Winship  
Zane

**2.2.3**  
See 2.2.1

Sub Goal 2.2.4:

Provide access to college prep courses, AP courses, and college courses. Investigate increase in sections including zero periods. Provide instruction and materials in academic research and other college and career skills per CCSS.

EHS  
Zoe Barnum

**2.2.4**  
\$195,000 13 sections  
FD 01 LCFF  
\$120,000 8 sections  
FD 01 RS 0000

Sub Goal 2.2.5:

Increase the number of students who pass the California High School Exit Exam at the proficient level by providing Professional Development, such as Constructing Meaning, and Instructional Coach support for teachers who are implementing research based strategies and methodologies. Provide tutoring and remediation.

EHS  
Zoe  
Barnum

**2.2.5**  
See 2.1.1, 2.1.2, 1.4.1

Sub Goal 2.2.6:

Promote Bi-Literacy graduation opportunity, include course options for 5<sup>th</sup> year Spanish students

EHS

**2.2.6**  
See 2.2.1

Sub Goal 2.3.1:

Create a committee of teachers and administrators to investigate instructional minutes in TK-3 to provide additional compensated instructional time.

Elementary

**2.3.1**  
\$0

Sub Goal 2.3.2:

Create a task force of families, teachers, and administrators to investigate opening a preschool program at an additional campus to provide access for more students and families

LEA-wide

**2.3.2**  
\$0

<p><u>Sub Goal 2.4.1:</u> Provide instructional coaches to support CCSS, RTI2, and ELD (add NGSS when adopted by state) implementation</p>	<p>LEA-wide</p>		<p><b>2.4.1</b> See 2.4.3</p>
<p><u>Sub Goal 2.4.2:</u> a. Provide student access to independent reading and math practice (e.g. AR/AM for Elementary and Middle, possibly include high schools); b. Consider Independent reading included in daily schedule; c. Adjust formula to increase hours for library techs</p>	<p>LEA-wide</p>		<p><b>2.4.2</b> \$100,100 Librarian FD 01 RS 0001 \$77,679 Lib Tech FD 01 RS 3150 \$38,605 RenLearn FD 01 RS 3010/5800</p>
<p><u>Sub Goal 2.4.3:</u> Develop and implement district wide, three-tiered RTI2 model by *staffing an intervention teacher/coach 4.0 FTE for Elementary sites, each TOSA will have an intervention assignment at a specific site with student intervention time ratio based on site student need *staffing intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE *staffing Literacy and EL technicians</p>	<p>LEA wide</p>		<p><b>2.4.3</b> \$513,837 FD 01 RS 0001/ 3150/4203 intervention/coaches TOSAs, secondary sections \$214,917 FD 01 RS 0001/3150 techs</p>
<p><u>Sub Goal 2.4.4:</u> Provide access to the After School Education and Safety (ASES) program or other after school programs, including the Middle Schools, investigate fee based \$1 per day or sliding scale programs. Include a designated classified staff member for each school</p>	<p>Elementary Winship Zane</p>		<p><b>2.4.4</b> \$599,850 Funding Source: FD 01 RS 6010 ASES</p>
<p><u>Sub Goal 2.4.5</u> Provide instruction, including appropriate</p>	<p>LEA Wide</p>		

<p>accommodations and modifications, to students with exceptional needs. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.</p> <p><u>Sub Goal 2.5.1</u> Develop and communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade</p> <p><u>Sub Goal 2.5.3</u> Expand student access to enrichment opportunities such as Visual And Performing Arts by providing professional development to TK-8 teachers through the NCAIP Arts Integration grant</p> <p><u>Sub Goal 2.6.1</u> Provide student access to elementary music programs</p>	<p>LEA Wide</p> <p>Elementary Zane Winship</p> <p>Elementary</p>	<p>2.4.5 See 1.1.5</p> <p>2.5.1 \$0</p> <p>2.5.3 \$546,764 FD RS 5817 Arts Grant</p> <p>2.6.1 \$189,200 FD 01 RS 0000</p>	
<p><u>Sub Goal 2.1.1:</u> Provide professional development and support in ELD strategies, such as Constructing Meaning and the new ELA/ELD Framework, to all teachers and instructional staff.</p> <p><u>Sub Goal 2.1.2:</u> Provide increased instructional support for English Learners *At least 1 section ELD for 1s and 2s at Middle and High Schools *Establish and implement formula for determining ELD FTE based on students scoring at level 1 or 2 in any</p>	<p>LEA-wide</p> <p>LEA-wide</p>	<p><u>ALL</u></p> <p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" 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>—</p>	<p><b>2.1.1</b> \$50,000 FD 01 LCFF</p> <p><b>2.1.2</b> \$130,000 FD 01 0000/1100 \$65,000 FD 01 RS 3150/2104/3xxx</p>

<p>CELDT domain at all Elementary sites.</p>			
<p><u>Sub Goal 2.1.3:</u> Provide supplemental programs and services for English Learners Ensure all sites have curriculum and supplies based on student need.</p>	<p>LEA-wide</p>		<p><b>2.1.3</b> \$34,619 FD 01 RS 4201/4203</p>
<p><u>Sub Goal 2.2.5:</u> Increase the number of students who pass the California High School Exit Exam at the <u>proficient</u> level by providing professional development, such as Constructing Meaning, and Instructional Coach support for teachers who are implementing research based strategies and methodologies. Provide tutoring and remediation.</p>	<p>EHS Zoe Barnum</p>		<p><b>2.2.5</b> See 2.1.1, 2.1.2, 1.4.1</p>
<p><u>Sub Goal 2.4.1:</u> Provide instructional coaches to support CCSS, RTI2, NGSS when adopted by state, and ELD implementation</p>	<p>LEA-wide</p>		<p><b>2.4.1</b> See 2.4.3</p>
<p><u>Sub Goal 2.4.2:</u> a. Provide student access to independent reading and math practice (AR/AM for Elementary and Middle, possibly include high schools) b. Consider Independent reading included in daily schedule; c. Adjust formula to increase hours for library techs</p>	<p>LEA-wide</p>		<p><b>2.4.2</b> \$100,100 Librarian FD 01 RS 0001 \$77,679 Lib Tech FD 01 RS 3150 \$55,000 RenLearn FD 01 RS 0001</p>
<p><u>Sub Goal 2.4.3:</u> Develop and implement district wide, three-tiered RTI2 model by *staffing an intervention teacher/coach 4.0 FTE for Elementary sites, each TOSA will have an intervention assignment at a specific site with student intervention time ratio based on site student need *staffing intervention at Secondary at the following</p>	<p>LEA-wide</p>	<p>__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesigned fluent English proficient _x_Other Subgroups: _Homeless__</p>	<p><b>2.4.3</b> \$513,837 FD 01 RS 0001/ 3150/4203 intervention/coaches TOSAs, secondary sections \$214,917 FD 01 RS 0001/3150 techs</p>

<p>minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE *staffing Literacy and EL technicians</p> <p><u>Sub Goal 2.5.1</u> Develop and communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade</p> <p><u>Sub Goal 2.5.2</u> Expand student access to enrichment opportunities and advanced study. Expand AVID to middle schools and advance AVID strategies school wide at EHS</p> <p><u>Sub Goal 2.6.1</u> Provide student access to elementary music programs</p>	<p>LEA Wide</p> <p>EHS Winship Zane</p> <p>Elementary</p>	<p>__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups: <u>Homeless, Native American</u></p>	<p><b>2.5.1</b> <b>\$0</b></p> <p><b>2.5.2</b> \$105,000 AVID Sections PD, Site Fees \$30,000 FD 01 RS 0000</p> <p>2.6.1 \$189,200 FD 01 RS 0000</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metric</b> <b>2.1</b> Title III report, Annual Measurable Achievement Objectives (AMAO) which includes CELDT scores</p> <p><b>2.1a</b> Reclassification for English Proficiency Rate (RFEP)</p> <p><b>2.1b</b> California Assessment of Student Performance and Progress (CAASPP) data</p> <p><b>2.2a</b> Four Year Plan data</p>	<p><b>Outcome</b> <b>2.1</b> <u>AMAO 1-3</u>: 2% of EL students will increase in each appropriate AMAO level</p> <p><b>2.1a</b> RFEP : 2% of EL students will be reclassified as English Proficient</p> <p><b>2.1b</b> Establish baseline proficiency scores for English Learners</p> <p><b>2.2a</b> 100% of grade 8 and 9 students will have a four year high school and postgraduate plan by the beginning of their freshman year</p> <p><b>2.2b</b> Increase EAP scores in ELA and Math: College Ready by 2%,</p>
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	<p><b>2.2b</b> Early Assessment Program (EAP) data</p> <p><b>2.2c</b> A-G data</p> <p><b>2.2d</b> California High School Exit Exam (CAHSEE) data</p> <p><b>2.2e</b> Bi-Literacy Seal Graduate data</p> <p><b>2.2f</b> Career Technical Education (CTE) data Perkins Program completers</p> <p><b>2.2g</b> API or comparable state accountability measures</p> <p><b>2.3</b> Instructional minutes data, TK-3</p> <p><b>2.3a</b> Pre-School Enrollment</p> <p><b>2.4</b> Response to Instruction and Intervention (RTI<sup>2</sup>) data based on the CDE RTI2 Self Assessment tool</p> <p><b>2.4a</b> Multiple measures including for example DRA, STAR Reading and Math, and Curriculum and Teacher Based Assessments</p> <p><b>2.5</b> Advanced Placement (AP) data</p> <p><b>2.5a</b> GATE Universal Screening tool</p> <p><b>2.5b</b> AVID Central data</p>	<p>Conditional by 5%;</p> <p><b>2.2c</b> Increase A-G course completion by 5%</p> <p><b>2.2d</b> Increase CAHSEE Proficient rate for all students, EL, SPED, and SES by 5%</p> <p><b>2.2e</b> 0.02% increase in Bi-Literacy Seal graduates</p> <p><b>2.2f</b> 5% increase in CTE program completers earning certification</p> <p><b>2.2g</b> API is Not Applicable for 2016-17; New accountability measure increase by 2%</p> <p><b>2.3</b> Committee's findings presented to all stakeholders</p> <p><b>2.3a</b> 10% increase of enrollment in District preschool programs</p> <p><b>2.4</b> Increase implementation of three-tiered RTI<sup>2</sup> model at all sites 5% in language arts and in math</p> <p><b>2.4a</b> 55% of students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA</p> <p><b>2.4b</b> Increase the number of Tier 1 students maintaining proficiency in ELA and math</p> <p><b>2.5</b> Increase students enrolled in AP courses and pass exams with 3+ score by 3%</p> <p><b>2.5a</b> 5% increase in the percent of students identified and participating in GATE/honors programs</p>
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	<p><b>2.5c</b> Multiple measures from Freshman Seminar such as attendance, grade point average, number of D and F's, Kudor Navigator.</p> <p><b>2.5d</b> Arts Integration grant data</p> <p><b>2.6</b> Master schedules from secondary Class schedules for elementary Elementary music schedules Art Integration Grant artist/teacher schedules</p>	<p><b>2.5b</b> 5 % increase in AVID enrollment at EHS; Baseline data collected for Winship</p> <p><b>2.5c</b> increase in attendance and GPA, decrease in number of D and F's</p> <p><b>2.5d</b> Increase in TK-5 and 6-8 students' CAASP scores in ELA and Math</p> <p><b>2.6</b> All Students, as well as SWD, will maintain access to a broad course of study and will have increased minutes of participation in the Visual and Performing Arts by 5% in middle schools and by 20% in elementary schools</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Sub Goal 2.2.1:</u> Increase academic and career counseling services for at-risk students to ensure access and enrollment in all required areas of study see 3.4.4</p>	<p>EHS Zoe Barnum Winship Zane</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p>	<p><b>2.2.1</b> \$473,499 FD 01 RS 0000/1200/3xxx</p>
<p><u>Sub Goal 2.2.2:</u> Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment by funding 4 sections of HROP</p>	<p>EHS Zoe Barnum Winship Zane</p>	<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____</p>	<p><b>2.2.2</b> \$75,000 FD 01 RS 0000/1100/mgmt. 1504</p>
<p><u>Sub Goal 2.2.3:</u> Increase post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9<sup>th</sup> grade balloting in January</p>	<p>EHS Zoe Barnum Winship Zane</p>		<p><b>2.2.3</b> See 2.2.1</p>
<p><u>Sub Goal 2.2.4:</u> Provide access to college prep courses, AP courses, and</p>	<p>EHS Zoe Barnum</p>		<p><b>2.2.4</b></p>

college courses. Investigate increase in sections including zero periods. Provide instruction and materials in academic research and other college and career skills per CCSS.

Sub Goal 2.2.5:

Increase the number of students who pass the California High School Exit Exam at the proficient level by providing Professional Development, such as Constructing Meaning, and Instructional Coach support for teachers who are implementing research based strategies and methodologies. Provide tutoring and remediation.

Sub Goal 2.2.6:

Promote Bi-Literacy graduation opportunity, include course options for 5<sup>th</sup> year Spanish students

Sub Goal 2.3.1:

Create a committee of teachers and administrators to investigate instructional minutes in TK-3 to provide additional compensated instructional time.

Sub Goal 2.3.2:

Create a task force of families, teachers, and administrators to investigate opening a preschool program at an additional campus to provide access for more students and families

Sub Goal 2.4.1:

Provide instructional coaches to support CCSS, RTI2, and ELD (add NGSS when adopted by state) implementation

Sub Goal 2.4.2:

a. Provide student access to independent reading and

EHS  
Zoe  
Barnum

EHS

Elementary

LEA-wide

LEA-wide

LEA-wide

\$195,000 13 sections  
FD 01 LCFF  
\$120,000 8 sections  
FD 01 RS 0000

**2.2.5**  
See 2.1.1, 2.1.2, 1.4.1

**2.2.6**  
See 2.2.1

**2.3.1**  
\$0

**2.3.2**  
\$0

**2.4.1**  
See 2.4.3

**2.4.2**  
\$100,100 Librarian



math practice (e.g. AR/AM for Elementary and Middle, possibly include high schools);  
 b. Consider Independent reading included in daily schedule;  
 c. Adjust formula to increase hours for library techs

Sub Goal 2.4.3:

Develop and implement district wide, three-tiered RTI2 model by

\*staffing an intervention teacher/coach 4.0 FTE for Elementary sites, each TOSA will have an intervention assignment at a specific site with student intervention time ratio based on site student need

\*staffing intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE

\*staffing Literacy and EL technicians

LEA wide

Sub Goal 2.4.4:

Provide access to the After School Education and Safety (ASES) program or other after school programs, including the Middle Schools, investigate fee based \$1 per day or sliding scale programs. Include a designated classified staff member for each school

Elementary  
Winship  
Zane

Sub Goal 2.4.5

Provide instruction, including appropriate accommodations and modifications, to students with exceptional needs. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.

LEA Wide

Sub Goal 2.5.1

Develop and communicate a protocol for identifying

LEA Wide

FD 01 RS 0001  
 \$77,679 Lib Tech  
 FD 01 RS 3150  
 \$38,605 RenLearn  
 FD 01 RS 3010/5800

**2.4.3**

\$513,837

FD 01 RS 0001/  
 3150/4203

intervention/coaches TOSAs,  
 secondary sections

\$214,917

FD 01 RS 0001/3150 techs

**2.4.4**

\$599,850

Funding Source:

FD 01 RS 6010 ASES

2.4.5

See 1.1.5

<p>potential GATE students, especially targeting students new to the district after 3rd grade</p> <p><u>Sub Goal 2.5.3</u> Expand student access to enrichment opportunities such as Visual And Performing Arts by providing professional development to TK-8 teachers through the NCAIP Arts Integration grant</p> <p><u>Sub Goal 2.6.1</u> Provide student access to elementary music programs</p>	<p>Elementary Zane Winship</p> <p>Elementary</p>		<p>2.5.1 \$0</p> <p>2.5.3 \$546,764 FD RS 5817 Arts Grant</p> <p>2.6.1 \$189,200 FD 01 RS 0000</p>
<p><u>Sub Goal 2.1.1:</u> Provide professional development and support in ELD strategies, such as Constructing Meaning and the new ELA/ELD Framework, to all teachers and instructional staff.</p> <p><u>Sub Goal 2.1.2:</u> Provide increased instructional support for English Learners *At least 1 section ELD for 1s and 2s at Middle and High Schools *Establish and implement formula for determining ELD FTE based on students scoring at level 1 or 2 in any CELDT domain at all Elementary sites.</p> <p><u>Sub Goal 2.1.3:</u> Provide supplemental programs and services for English Learners Ensure all sites have curriculum and supplies based on student need.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>	<p><u>ALL</u></p> <p>OR: <u>Low Income pupils</u> <input checked="" type="checkbox"/> <u>English Learners</u> <u>Foster Youth</u> <input checked="" type="checkbox"/> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:</u> (Specify) _____</p>	<p><b>2.1.1</b> \$50,000 FD 01 LCFF</p> <p><b>2.1.2</b> \$130,000 FD 01 0000/1100 \$65,000 FD 01 RS 3150/2104/3xxx</p> <p><b>2.1.3</b> \$34,619 FD 01 RS 4201/4203</p>

<p><u>Sub Goal 2.2.5:</u> Increase the number of students who pass the California High School Exit Exam at the <u>proficient</u> level by providing professional development, such as Constructing Meaning, and Instructional Coach support for teachers who are implementing research based strategies and methodologies. Provide tutoring and remediation.</p>	<p>EHS Zoe Barnum</p>		<p><b>2.2.5</b> See 2.1.1, 2.1.2, 1.4.1</p>
<p><u>Sub Goal 2.4.1:</u> Provide instructional coaches to support CCSS, RTI2, NGSS when adopted by state, and ELD implementation</p>	<p>LEA wide</p>		<p><b>2.4.1</b> See 2.4.3</p>
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<p><u>Sub Goal 2.5.1</u> Develop and communicate a protocol for identifying</p>	<p>LEA-wide</p>		<p><b>2.5.1</b> <b>\$0</b></p>

<p>potential GATE students, especially targeting students new to the district after 3rd grade</p> <p><u>Sub Goal 2.5.2</u> Expand student access to enrichment opportunities and advanced study. Expand AVID to middle schools and advance AVID strategies school wide at EHS</p>	<p>EHS Winship Zane</p>	<p><u>__ALL</u> OR: <u>_x_Low Income pupils</u> <u>_x_English Learners</u> <u>_x_Foster Youth</u> <u>_x_Redesignated fluent English proficient</u> <u>_x_Other</u> Subgroups: <u>Homeless, Native American</u></p>	<p><b>2.5.2</b> \$105,000 AVID Sections PD, Site Fees \$30,000 FD 01 RS 0000</p>
<p><u>Sub Goal 2.6.1</u> Provide student access to elementary music programs</p>	<p>Elementary</p>		<p>2.6.1 \$189,200 FD 01 RS 0000</p>

<p>GOAL:</p>	<p><b>Goal 3: Eureka City Schools will provide a safe, supportive, and culturally responsive learning environment that promotes physical, social and emotional well-being; and where students, families and community are valued, connected, and engaged in our schools.</b></p> <p><b>Focus Goal 3.1</b>Increase student attendance  <b>Focus Goal 3.2:</b>Increase promotion and graduation rates for at-risk students  <b>Focus Goal 3.3:</b>Decrease suspension and expulsion rates for all subgroups to mirror the general population  <b>Focus Goal 3.4:</b>Ensure all students needing support have access to three-tiered <b>Behavioral Response to Intervention (RTI2)</b> fully implemented, well-articulated, and consistent year to year  <b>Focus Goal 3.5:</b>Increase the number and types of opportunities for parents to meaningfully engage in the education of their students, as well as the degree of participation  <b>Focus Goal 3.6:</b>Increase partnerships with community agencies, businesses and institutions of higher education (IHE)  <b>Focus Goal 3.7:</b>Increase the level of student physical, mental and social/emotional health</p>	<p>Related State and/or Local Priorities:  1__ 2__ 3_x 4__ 5_x 6_x 7_x  8_x  COE only: 9__ 10__</p> <p>Local : <u>ECS Strategic Plan Goals: 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20</u></p>
<p>Identified Need :</p>	<p><b>Students, families, and the community need to feel valued, connected, and engaged. ECS District needs to address and eliminate racial and disability based disparities in discipline, reduce peer-to-peer and staff-to-student harassment based on race, gender, and/or disability, and empower staff members to promote and maintain a positive and inclusive school environment.</b></p> <p><b>3.1</b> Sites need to continue efforts to promote school attendance.  <b>3.2</b> Sites need to continue the decrease in drop-out rates and secondary will need to continue to increase graduation rates.</p>	

	<p><b>3.3</b> Efforts need to continue to support staffs' use of SWIS and other data and protocols to inform suspension decisions.  <b>3.4</b> Sites need to continue to implement the strategies and methodologies in PBIS and Restorative Practices, as well as train new staff on protocols.  <b>3.5</b> Sites and District need to improve gathering data about family member attendance rates to events and work to add opportunities for family involvement and input for decision making.  <b>3.6</b> Secondary sites need to continue dual and concurrent enrollment opportunities and partnerships with institutes of higher education in 2015-16. All sites need to continue opportunities for and document ECS student involvement in county-wide participation in events which originated within the district.  <b>3.7</b> Students need continued support to meet the demands of the Physical Fitness Tests.</p>																				
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>																			
	<p>Applicable Pupil Subgroups:</p>	<p>All, Secondary, Elementary, English Learners, Low Income, Foster Youth, RFEP, and Other Subgroups including SWD, Homeless, and Native American</p>																			
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<p>Expected Annual Measurable Outcomes:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><u>Metric</u></th> <th style="text-align: left; padding: 5px;"><u>Outcome</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>3.1</b> Average Daily Attendance (ADA) rates</td> <td style="padding: 5px;"><b>3.1</b> 1% increase in ADA</td> </tr> <tr> <td style="padding: 5px;"><b>3.1a</b> Attention 2 Attendance data</td> <td style="padding: 5px;"><b>3.1a</b> 5% decrease in the chronic absenteeism rate</td> </tr> <tr> <td style="padding: 5px;"><b>3.2</b> Graduation and Promotion Rates</td> <td style="padding: 5px;"><b>3.2</b> Increase graduation/ promotion rates of students enrolled in 4<sup>th</sup> quarter by 2%</td> </tr> <tr> <td style="padding: 5px;"><b>3.2a</b> Middle and High Schools' Dropout rates</td> <td style="padding: 5px;"><b>3.2a</b> Decrease in dropout rates (non-completers/no records picked up) by 5%</td> </tr> <tr> <td style="padding: 5px;"><b>3.2b</b> Graduation Rate of McKinney Vento students</td> <td style="padding: 5px;"><b>3.2b</b> 2% increase in McKinney Vento students' graduation rates</td> </tr> <tr> <td style="padding: 5px;"><b>3.3</b> Suspension and Expulsion rates, CALPADS</td> <td style="padding: 5px;"><b>3.3 &amp; 3.3a</b> Decrease in suspensions/ expulsions by 2%</td> </tr> <tr> <td style="padding: 5px;"><b>3.3a</b> School-wide Information System (SWIS) data</td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>3.4</b> PBIS Implementation and Evaluation Tools</td> <td style="padding: 5px;"><b>3.4</b> Maintain 80/80 rating on SET at each PBIS site and transition to Tiered Fidelity Inventory (TFI) from School Climate Grant</td> </tr> </tbody> </table>			<u>Metric</u>	<u>Outcome</u>	<b>3.1</b> Average Daily Attendance (ADA) rates	<b>3.1</b> 1% increase in ADA	<b>3.1a</b> Attention 2 Attendance data	<b>3.1a</b> 5% decrease in the chronic absenteeism rate	<b>3.2</b> Graduation and Promotion Rates	<b>3.2</b> Increase graduation/ promotion rates of students enrolled in 4 <sup>th</sup> quarter by 2%	<b>3.2a</b> Middle and High Schools' Dropout rates	<b>3.2a</b> Decrease in dropout rates (non-completers/no records picked up) by 5%	<b>3.2b</b> Graduation Rate of McKinney Vento students	<b>3.2b</b> 2% increase in McKinney Vento students' graduation rates	<b>3.3</b> Suspension and Expulsion rates, CALPADS	<b>3.3 &amp; 3.3a</b> Decrease in suspensions/ expulsions by 2%	<b>3.3a</b> School-wide Information System (SWIS) data		<b>3.4</b> PBIS Implementation and Evaluation Tools	<b>3.4</b> Maintain 80/80 rating on SET at each PBIS site and transition to Tiered Fidelity Inventory (TFI) from School Climate Grant
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<b>3.3a</b> School-wide Information System (SWIS) data																					
<b>3.4</b> PBIS Implementation and Evaluation Tools	<b>3.4</b> Maintain 80/80 rating on SET at each PBIS site and transition to Tiered Fidelity Inventory (TFI) from School Climate Grant																				

	<p><b>3.4a</b> School Wide Positive and Restorative Discipline (SWPRD)</p> <p><b>3.5</b> Participation Opportunities utilizing “CA State PTA, LCFF and LCAP: Your Voice Matters” survey, as well as provide sign in sheets to participants family nights</p> <p><b>3.6</b> Community Partnerships including concurrent enrollment data</p> <p><b>3.6a</b> Participation records in county-wide student events, Service Learning &amp; Community Service activities</p> <p><b>3.7</b> California Physical Fitness Test (PFT)</p> <p><b>3.7a</b> California Healthy Kids Survey (CHKS) data</p>	<p><b>3.4a</b> Use baseline data from SWPRD report, increase implementation of PBIS and Restorative Practice</p> <p><b>3.5</b> Establish baseline; Maintain or increase the types of activities, decision making opportunities, and educational opportunities offered to families, including parents of SWD</p> <p><b>3.6</b> Maintain or increase community agency and business, and IHE partnering</p> <p><b>3.6a</b> Maintain or increase the number of county-wide student events, service learning and community participation activities at each site</p> <p><b>3.7</b> 5% increase in PFT passing rate of at least five components in grades 5, 7, and 9</p> <p><b>3.7a</b> 5% increase in positive CHKS responses for safety and well-being</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Sub Goal 3.1.1:</u> Provide transportation to students outside the “district non-transportation zone” and others who are chronically absent</p> <p><u>Sub Goal 3.1.2:</u> Target services to decrease absenteeism and ensure attendance by implementing systems to improve school culture and safety.</p>	LEA Wide	<u> X </u> ALL	<p><b>3.1.1</b> \$365,500 FD 01 RS 0001</p> <p><b>3.1.2</b> Included in 3.4.9 \$58,950 FD 01 RS 0000</p>
	LEA Wide	<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>	

Sub Goal 3.1.3:

Identify and monitor chronically absent students to conduct outreach and intervention, A2A

LEA Wide

**3.1.3**  
\$39,500  
FD 01 RS  
0000/5800

Sub Goal 3.2.1:

Identify, intervene and monitor students at-risk of not promoting from middle school to high school or graduating from high school by putting PBIS and Restorative Practice guided interventions in place to address student needs at all behavioral levels

EHS  
Zoe Barnum  
Winship  
Zane

**3.2.1**  
Included in  
2.2.1, 3.4.9

Sub Goal 3.2.2:

Provide credit recovery options and intervention opportunities for students at-risk of not graduating or promoting See 2.4.3

EHS  
Zoe Barnum  
Winship  
Zane

**3.2.2**  
\$10,000  
FD RS LCFF

Sub Goal 3.2.3:

Reinstate summer school programs for at-risk students

EHS  
Zoe Barnum

**3.2.3**  
\$30,000  
FD 01 RS 0001

Sub Goal 3.3.1:

Investigate and provide data on appropriate staffing ratio of supervision to furnish a high level of safety during school and at school events, and promote active supervision of students in common areas as outlined in the SWPRD report

LEA Wide

**3.3.1**  
\$289,628  
Monitors/CS  
FD 01 LCFF

Sub Goal 3.3.2:

Identify and implement programs and strategies to support school engagement by providing culturally responsive teaching training to all staff, arts integration, athletic programs, and other researched based programs that engage students

LEA Wide

**3.3.2**  
\$2,500 LINK, MS  
\$62,900 GRIP  
FD 01 LCFF  
\$215,000 Athletics  
FD 01 LCFF  
See 2.5.3 Arts

Sub Goal 3.3.3:

LEA Wide

Develop clear definitions of behavioral violations, develop and implement common criteria for and alternatives to Suspensions, as recommended in the SWPRD report.

Sub Goal 3.4.1:

Provide programs and services to support positive student decision making by utilizing curricular or instructional programs centered on social skills, such as Second Step and Common Sense Media, training and adult response protocols, as recommended in the SWPRD report.

Sub Goal 3.4.2

Increase student access to social/emotional supports and services by training all staff, students, and families in behavior expectations and policy. Train staff in the referral process for accessing community services.

Sub Goal 3.4.4

Maintain current levels of counseling services at the High Schools

Sub Goal 3.4.5

Provide funding for a full time student services coordinator at each elementary site, not as a part of ASES

Sub Goal 3.4.6

Create a task force to investigate grant funding for elementary counseling services

Sub Goal 3.4.7

Create a task force to investigate funding for base level

LEA Wide

LEA Wide

EHS  
Zoe Barnum

Elementary

LEA Wide

LEA Wide

**3.3.3**  
See 3.4.9

**3.4.1**  
\$30,000 RJ  
FD 01 RS 0001  
Included in 3.4.10  
BCBA

**3.4.2**  
Included in 3.4.5  
\$50,000  
FD 01 RS 5630  
McK Vento  
\$76,723  
FD 01 RS 9012

**3.4.4**  
Included in 2.2.1

**3.4.5**  
\$88,560  
FD RS  
3010/2307/3xxx  
\$54,200  
FD 01 RS 0000

**3.4.6**  
\$0



support of School Counselors at Middle (1FTE School Counselor) plus a Student Services Coordinator based on a student enrollment formula

Sub Goal 3.4.8

Teachers and Administrators investigate additional support by hiring social work/psych interns, as is in the McKinleyville elementary model

Sub Goal 3.4.9:

Provide full implementation of Positive Behavior and Intervention Support (PBIS) and Restorative Practices as recommended in the SWPRD report.

Sub Goal 3.4.10:

Maintain a Board Certified Behavior Analyst (BCBA) to support positive classroom intervention strategies

Sub Goal 3.4.11:

Develop teacher, staff and administration cultural competence; resiliency building and poverty awareness; and use of culturally and linguistically relevant practices and strategies by providing a comprehensive and ongoing set of activities and curriculum offerings focused on cultural responsiveness, as recommended in the SWPRD report.

Sub Goal 3.5.1:

Provide positive communication with parents and families by hiring a 0.5 Director of Public Affairs and updating the ECS website, encouraging newsletters and other forms of social media.

LEA Wide

LEA Wide

LEA Wide

LEA Wide

LEA Wide

**3.4.7**  
\$0

**3.4.8**  
\$0

**3.4.9**  
\$715,041  
FD 01 RS 5818  
School Climate  
Grant

**3.4.10**  
\$80,300  
FD 01 RS  
0001/2305

**3.4.11**  
Included in 3.4.9

**3.5.1**  
\$77,960  
FD 01 RS 0000/2305

<p><u>Sub Goal 3.5.2:</u> Increase use of Power School (PS) and Auto Dialer as a method of communication</p>	<p>LEA Wide</p>		
			<p>3.5.2 \$23,000 FD 01 LCFF</p>
<p><u>Sub Goal 3.5.4:</u> Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.</p>	<p>LEA Wide</p>		<p><b>3.5.4</b> Included in 3.4.9 &amp; 2.3.5</p>
<p><u>Sub Goal 3.5.5:</u> Enhance district and site websites to provide up-to-date and relevant information and develop a social media profile (Included in 3.5.1), include Arts and School Climate grant and Coaches site for staff, students, families, and the community to access.</p>	<p>LEA Wide</p>		<p><b>3.5.5</b> Included in 3.5.4, 3.5.1, &amp; 2.5.3</p>
<p><u>Sub Goal 3.6.1:</u> Expand the number and nature of community partnerships</p>	<p>LEA Wide</p>		
<p><u>Sub Goal 3.6.2:</u> Increase participation opportunities in county-wide events, such as Science Fair, History Day, service learning/community service projects, FFA, and Arts Exhibitions.</p>	<p>LEA Wide</p>		<p><b>3.6.1</b> \$30,000 CR sections FD 01 LCFF</p>
<p><u>Sub Goal 3.7.1:</u> Develop a Physical Education Master Plan for aligning curriculum with state frameworks and for improving the athletic programs, with an emphasis on grades 6-12</p>	<p>LEA Wide</p>		<p><b>3.6.2</b> Included in 2.5.3</p>
<p><u>Sub Goal 3.7.2:</u></p>	<p>LEA Wide</p>		<p><b>3.7.1</b> \$0</p>

<p>Fully implement the district wellness policy</p> <p><u>Sub Goal 3.7.3:</u> Provide program services and equipment to ensure the health and safety of students and staff</p>	<p>LEA Wide</p>		<p><b>3.7.2</b> \$154,000 Supper FD 13</p> <p><b>3.7.3</b> Included in 3.1.2 \$26,500 Health Aides \$140,000/Nurses Medi-Cal FD 01 RS 5640/0000/1207 \$2,500 PD \$3,000 CPI FD 01 RS 0000</p>
<p><u>Sub Goal 3.2.3:</u> Reinstate summer school programs for at-risk students</p> <p><u>Sub Goal 3.4.3:</u> Maintain communication, services, and supports with advocates and other entities providing care and support to foster youth as identified in the Interagency Education Guide (2009) and McKinney Vento eligible students.</p> <p><u>Sub Goal 3.5.3:</u> Expand translation and interpretation services to accommodate English Learner parents and families</p>	<p>EHS Zoe Barnum</p> <p>LEA Wide</p> <p>LEA Wide</p>	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>  </u>x Low Income pupils <u>  </u>x English Learners <u>  </u>x Foster Youth <u>  </u>x Redesignated fluent English proficient <u>  </u>x Other Subgroups:Homeless</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>x English Learners <u>  </u>Foster Youth <u>  </u>x Redesignated fluent English proficient <u>  </u>Other Subgroups:</p>	<p><b>3.2.3</b> \$30,000 FD 01 RS 0001</p> <p><b>3.4.3</b> Included in 3.4.2</p> <p><b>3.5.3</b> \$500 FD 01 RS 6500</p>

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

**Metric**

- 3.1** Average Daily Attendance (ADA) rates
- 3.1a** Attention 2 Attendance data
- 3.2** Graduation and Promotion Rates
- 3.2a** Middle and High School's Dropout rates
- 3.2b** Graduation Rate of McKinney Vento students
- 3.3** Suspension and Expulsion rates, CALPADS
- 3.3a** School-wide Information System (SWIS) data
- 3.4** PBIS Implementation and Evaluation Tools
- 3.4a** School Wide Positive and Restorative Discipline (SWPRD)
- 3.5** Participation Opportunities utilizing "CA State PTA, LCFF and LCAP: Your Voice Matters" survey, as well as provide sign in sheets to participants family nights
- 3.6** Community Partnerships including concurrent enrollment data

**Outcome**

- 3.1** 1% increase in ADA
- 3.1a** 5% decrease in the chronic absenteeism rate
- 3.2** Increase graduation/ promotion rates of students enrolled in 4<sup>th</sup> quarter by 2%
- 3.2a** Decrease in dropout rates (non-completers/no records picked up) by 5%
- 3.2b** 2% increase in McKinney Vento students' graduation rates
- 3.3 & 3.3a** Decrease in suspensions/ expulsions by 2%
- 3.4** Maintain 80/80 rating on SET at each PBIS site and transition to Tiered Fidelity Inventory (TFI) from School Climate Grant
- 3.4a** Comply with SWPRD report
- 3.5** Establish baseline; Maintain or increase the types of activities, decision making opportunities, and educational opportunities offered to families including parents of SWD
- 3.6** Maintain or increase community agency and business, and IHE partnering
- 3.6a** Maintain or increase the number of county-wide student events, service learning and community participation activities at each site

	<p><b>3.6a</b> Participation records in county-wide student events, Service Learning &amp; Community Service activities</p> <p><b>3.7</b> California Physical Fitness Test (PFT)</p> <p><b>3.7a</b> California Healthy Kids Survey (CHKS) data</p>	<p><b>3.7</b> 5% increase in PFT passing rate of at least five components in grades 5, 7, and 9</p> <p><b>3.7a</b> 5% increase in positive CHKS responses for safety and well-being</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Sub Goal 3.1.1:</u> Provide transportation to students outside the “district non-transportation zone” and others who are chronically absent</p>	LEA Wide	<p><u>X</u> ALL</p>	<p><b>3.1.1</b> \$365,500 FD 01 RS 0001</p>
<p><u>Sub Goal 3.1.2:</u> Target services to decrease absenteeism and ensure attendance by implementing systems to improve school culture and safety.</p>	LEA Wide	<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p><b>3.1.2</b> Included in 3.4.9 \$58,950 FD 01 RS 0000</p>
<p><u>Sub Goal 3.1.3:</u> Identify and monitor chronically absent students to conduct outreach and intervention</p>	LEA Wide		<p><b>3.1.3</b> \$39,500 FD 01 RS 0001</p>
<p><u>Sub Goal 3.2.1:</u> Identify, intervene and monitor students at-risk of not promoting from middle school to high school or graduating from high school by putting PBIS and Restorative Practice guided interventions in place to address student needs at all behavioral levels</p>	EHS Zoe Barnum Winship Zane		<p><b>3.2.1</b> Included in 2.2.1 \$30,000 FD 01 RS 0001</p>

<p><u>Sub Goal 3.2.2:</u> Provide credit recovery options and intervention opportunities for students at-risk of not graduating or promoting See 2.4.3</p>	<p>EHS Zoe Barnum Winship Zane</p>		<p><b>3.2.2</b> \$10,000 FD RS LCFF</p>
<p><u>Sub Goal 3.2.3:</u> Reinstate summer school programs for at-risk students</p>	<p>EHS Zoe Barnum</p>		<p><b>3.2.3</b> \$30,000 FD 01 RS 0001</p>
<p><u>Sub Goal 3.3.1:</u> Investigate and provide data on appropriate staffing ratio of supervision to furnish a high level of safety during school and at school events, and promoting active supervision of students in common areas as outlined in the SWPRD report.</p>	<p>LEA Wide</p>		<p><b>3.3.1</b> \$289,628 Monitors/CS FD 01 LCFF</p>
<p><u>Sub Goal 3.3.2:</u> Identify and implement programs and strategies to support school engagement by providing culturally responsive teaching training to all staff</p>	<p>LEA Wide</p>		<p><b>3.3.2</b> \$2,500 LINK, MS \$62,900 GRIP FD 01 LCFF \$215,000 Athletics FD 01 LCFF</p>
<p><u>Sub Goal 3.3.3:</u> Develop clear definitions of behavioral violations, develop and implement common criteria for and alternatives to Suspensions, as recommended in the SWPRD report.</p>	<p>LEA Wide</p>		<p>Included in 2.5.3 arts <b>3.3.3</b> Included in 3.4.9</p>
<p><u>Sub Goal 3.4.1:</u> Provide programs and services to support positive student decision making by utilizing curricular or instructional programs centered on social skills, such as Second Step and Common Sense Media, training and adult response protocols, as recommended in the</p>	<p>LEA Wide</p>		<p><b>3.4.1</b> \$30,000 RJ FD 01 RS 0001 Included in 3.4.10</p>

<p>SWPRD report.</p>			<p>BCBA</p>
<p><u>Sub Goal 3.4.2</u> Increase student access to social/emotional supports and services by training all staff, students, and families in behavior expectations and policy. Train staff in the referral process for accessing community services.</p>	<p>LEA Wide</p>		<p><b>3.4.2</b> Included in 3.4.5 \$50,000 FD 01 RS 5630 McK Vento \$76,723 FD 01 RS 9012</p>
<p><u>Sub Goal 3.4.4</u> Maintain current levels of counseling services at the High Schools</p>	<p>EHS Zoe Barnum</p>		<p><b>3.4.4</b> Included in 2.2.1</p>
<p><u>Sub Goal 3.4.5</u> Provide funding for a full time student services coordinator at each elementary site, not as a part of ASES</p>	<p>Elementary</p>		<p><b>3.4.5</b> \$147,000 FD 01RS 0001/2307 \$54,200 FD 01 RS 0000</p>
<p><u>Sub Goal 3.4.6</u> Create a task force to investigate grant funding for elementary counseling services</p>	<p>LEA Wide</p>		<p><b>3.4.6</b> \$0</p>
<p><u>Sub Goal 3.4.7</u> Create a task force to investigate funding for base level support of School Counselors at Middle (1FTE School Counselor) plus a Student Services Coordinator based on a student enrollment formula</p>	<p>LEA Wide</p>		<p><b>3.4.7</b> \$0</p>
<p><u>Sub Goal 3.4.8</u> Teachers and Administrators Investigate additional support by hiring social work/psych interns, as is in the McKinleyville elementary model</p>	<p>LEA Wide</p>		<p><b>3.4.8</b> \$0</p>
<p><u>Sub Goal 3.4.9:</u></p>	<p>LEA Wide</p>		<p><b>3.4.8</b> \$0</p>

Provide full implementation of Positive Behavior and Intervention Support (PBIS) and Restorative Practices as recommended in the SWPRD report.

Sub Goal 3.4.10:

Maintain a Board Certified Behavior Analyst (BCBA) to support positive classroom intervention strategies

LEA Wide

**3.4.9**  
\$715,041  
FD 01 RS 5818  
School Climate grant

Sub Goal 3.4.11:

Develop teacher, staff and administration cultural competence; resiliency building and poverty awareness; and use of culturally and linguistically relevant practices and strategies by providing a comprehensive and ongoing set of activities and curriculum offerings focused on cultural responsiveness, as recommended in the SWPRD report.

LEA Wide

**3.4.10**  
\$80,300  
FD 01 RS LCFF

**3.4.11**  
Included in 3.4.10

Sub Goal 3.5.1:

Provide positive communication with parents and families by hiring a 0.5 Director of Public Affairs and updating the ECS website, encouraging newsletters and other forms of social media.

LEA Wide

**3.5.1**  
\$77,960  
FD 01 RS 0000/2305

Sub Goal 3.5.2:

Increase use of Power School (PS) and Auto Dialer as a method of communication

LEA Wide

Sub Goal 3.5.4:

Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with

LEA Wide

3.5.2  
\$23,000  
FD 01 LCFF



students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations.

Sub Goal 3.5.5:

Enhance district and site websites to provide up-to-date and relevant information and develop a social media profile (See 3.5.1), include Arts and School Climate grant and Coaches site for staff, students, families, and the community to access.

LEA Wide

**3.5.4**

Included in 3.4.10 & 2.3.5

**3.5.5**

Included in 3.5.4, 2.5.3

Sub Goal 3.6.1:

Expand the number and nature of community partnerships

LEA Wide

**3.6.1**

\$30,000 CR sections  
FD 01 LCFF

Sub Goal 3.6.2:

Increase participation opportunities in county-wide events, such as Science Fair, History Day, service learning/community service projects, FFA, and Arts Exhibitions.

LEA Wide

**3.6.2**

Included in 2.5.3

Sub Goal 3.7.1:

Develop a Physical Education Master Plan for aligning curriculum with state frameworks and for improving the athletic programs, with an emphasis on grades 6-12

LEA Wide

**3.7.1**

\$0

Sub Goal 3.7.2:

Fully implement the district wellness policy

LEA Wide

Sub Goal 3.7.3:

Provide program services and equipment to ensure the health and safety of students and staff

LEA Wide

**3.7.2**

\$154,000 Supper  
FD 13

			<p><b>3.7.3</b> Included in 3.1.2 \$26,500 Health Aides \$140,000/Nurses Medi-Cal FD 01 RS 5640 \$2,500 PD \$3,000 CPI FD 01 RS 0000</p>
<p><u>Sub Goal 3.2.3:</u> Reinstate summer school programs for at-risk students</p>	EHS Zoe Barnum	<p><u>__</u>ALL</p>	<p><b>3.2.3</b> \$30,000 FD 01 RS 0001</p>
<p><u>Sub Goal 3.4.3:</u> Maintain communication, services, and supports with advocates and other entities providing care and support to foster youth as identified in the Interagency Education Guide (2009) and McKinney Vento eligible students.</p>	LEA Wide	<p>OR: <u>_x</u> Low Income pupils <u>_x</u> English Learners <u>_x</u> Foster Youth <u>_x</u> Redesignated fluent English proficient <u>_x</u> Other Subgroups:(Specify) <u>homeless</u></p>	<p><b>3.4.3</b> Included in 3.4.2</p>
<p><u>Sub Goal 3.5.3:</u> Expand translation and interpretation services to accommodate English Learner parents and families</p>	LEA Wide	<p>OR: <u>__</u>Low Income pupils <u>x__</u>English Learners <u>__</u>Foster Youth <u>x__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups:(Specify)<u>__</u></p>	<p><b>3.5.3</b> \$500 FD 01 RS 6500</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metric</b> <b>3.1</b> Average Daily Attendance (ADA) rates</p>	<p><b>Outcome</b> <b>3.1</b> 1% increase in ADA</p>
	<p><b>3.1a</b> Attention 2 Attendance data</p>	<p><b>3.1a</b> 5% decrease in the chronic absenteeism rate</p>
	<p><b>3.2</b> Graduation and Promotion Rates</p>	<p><b>3.2</b> Increase graduation/ promotion rates of students enrolled in 4<sup>th</sup></p>

	<p><b>3.2a</b> Middle and Highs' Dropout rates</p> <p><b>3.2b</b> Graduation Rate of McKinney Vento students</p> <p><b>3.3</b> Suspension and Expulsion rates, CALPADS</p> <p><b>3.3a</b> School-wide Information System (SWIS) data</p> <p><b>3.4</b> PBIS Implementation and Evaluation Tools</p> <p><b>3.4a</b> School Wide Positive and Restorative Discipline (SWPRD)</p> <p><b>3.5</b> Participation Opportunities utilizing "CA State PTA, LCFF and LCAP: Your Voice Matters" survey, as well as provide sign in sheets to participants family nights</p> <p><b>3.6</b> Community Partnerships including concurrent enrollment data</p> <p><b>3.6a</b> Participation records in county-wide student events, Service Learning &amp; Community Service activities</p>	<p>quarter by 2%</p> <p><b>3.2a</b> Decrease in dropout rates (non-completers/no records picked up) by 5%</p> <p><b>3.2b</b> ___% increase in McKinney Vento students' graduation rates</p> <p><b>3.3 &amp; 3.3a</b> Decrease in suspensions/ expulsions by 2%</p> <p><b>3.4</b> Maintain 80/80 rating on SET at each PBIS site and transition to Tiered Fidelity Inventory (TFI) from School Climate Grant</p> <p><b>3.4a</b> Comply with SWPRD report</p> <p><b>3.5</b> Establish baseline; Maintain or increase the types of activities, decision making opportunities, and educational opportunities offered to families including parents of SWD</p> <p><b>3.6</b> Maintain or increase community agency and business, and IHE partnering</p> <p><b>3.6a</b> Maintain or increase the number of county-wide student events, service learning and community participation activities at each site</p> <p><b>3.7</b> 5% increase in PFT passing rate of at least five components in grades 5, 7, and 9</p> <p><b>3.7a</b> 5% increase in positive CHKS responses for safety and well-being</p>
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3.7 California Physical Fitness Test (PFT)			
3.7a California Healthy Kids Survey (CHKS) data			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Sub Goal 3.1.1:</u> Provide transportation to students outside the “district non-transportation zone” and others who are chronically absent	LEA Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	<b>3.1.1</b> \$365,500 FD 01 RS 0001
<u>Sub Goal 3.1.2:</u> Target services to decrease absenteeism and ensure attendance by implementing systems to improve school culture and safety.	LEA Wide		<b>3.1.2</b> Included in 3.4.9 \$58,950 FD 01 RS 0000
<u>Sub Goal 3.1.3:</u> Identify and monitor chronically absent students to conduct outreach and intervention	LEA Wide		<b>3.1.3</b> \$39,500 FD 01 RS 0001
<u>Sub Goal 3.2.1:</u> Identify, intervene and monitor students at-risk of not promoting from middle school to high school or graduating from high school by putting PBIS and Restorative Practice guided interventions in place to address student needs at all behavioral levels	EHS Zoe Barnum Winship Zane		<b>3.2.1</b> Included in 2.2.1 \$30,000 FD 01 RS 0001
<u>Sub Goal 3.2.2:</u> Provide credit recovery options and intervention opportunities for students at-risk of not graduating or promoting See 2.4.3	EHS Zoe Barnum Winship Zane		<b>3.2.2</b> \$10,000 FD RS LCFF
<u>Sub Goal 3.2.3:</u> Reinstate summer school programs for at-risk	EHS Zoe Barnum		<b>3.2.3</b>

<p>students</p>			<p>\$30,000 FD 01 RS 0001</p>
<p><u>Sub Goal 3.3.1:</u> Investigate and provide data on appropriate staffing ratio of supervision to furnish a high level of safety during school and at school events, and promoting active supervision of students in common areas as outlined in the SWPRD report.</p>	<p>LEA Wide</p>		<p><b>3.3.1</b> \$289,628 Monitors/CS FD 01 LCFF</p>
<p><u>Sub Goal 3.3.2:</u> Identify and implement programs and strategies to support school engagement by providing culturally responsive teaching training to all staff</p>	<p>LEA Wide</p>		<p><b>3.3.2</b> \$2,500 LINK, MS \$62,900 GRIP FD 01 LCFF \$215,000 Athletics FD 01 LCFF Included in 2.5.3 arts</p>
<p><u>Sub Goal 3.3.3:</u> Develop clear definitions of behavioral violations, develop and implement common criteria for and alternatives to Suspensions, as recommended in the SWPRD report.</p>	<p>LEA Wide</p>		<p><b>3.3.3</b> Included in 3.4.9</p>
<p><u>Sub Goal 3.4.1:</u> Provide programs and services to support positive student decision making by utilizing curricular or instructional programs centered on social skills, such as Second Step and Common Sense Media, training and adult response protocols, as recommended in the SWPRD report.</p>	<p>LEA Wide</p>		<p><b>3.4.1</b> \$30,000 RJ FD 01 RS 0001 Included in 3.4.10 BCBA</p>
<p><u>Sub Goal 3.4.2:</u> Increase student access to social/emotional supports and services by training all staff, students, and families in behavior expectations and policy. Train staff in the</p>	<p>LEA Wide</p>		<p><b>3.4.2</b></p>

referral process for accessing community services.

Sub Goal 3.4.4

Maintain current levels of counseling services at the High Schools

EHS  
Zoe Barnum

Included in 3.4.5  
\$50,000  
FD 01 RS 5630  
McK Vento  
\$76,723  
FD 01 RS 9012

**3.4.4**

Included in 2.2.1

Sub Goal 3.4.5

Provide funding for a full time student services coordinator at each elementary site, not as a part of ASES

Elementary

**3.4.5**

\$147,000  
FD 01RS  
0001/2307  
\$54,200  
FD 01 RS 0000

Sub Goal 3.4.6

Create a task force to investigate grant funding for elementary counseling services

LEA Wide

**3.4.6**

**\$0**

Sub Goal 3.4.7

Create a task force to investigate funding for base level support of School Counselors at Middle (1FTE School Counselor) plus a Student Services Coordinator based on a student enrollment formula

LEA Wide

**3.4.7**

\$36,000  
FD 01 RS 0000/1205

Sub Goal 3.4.8

Teachers and Administrators Investigate additional support by hiring social work/psych interns, as is in the McKinleyville elementary model

LEA Wide

**3.4.8**

**\$0**

Sub Goal 3.4.9:

Provide full implementation of Positive Behavior and Intervention Support (PBIS) and Restorative Practices as recommended in the SWPRD report.

LEA Wide

**3.4.9**

\$715,041

<p><u>Sub Goal 3.4.10:</u> Maintain a Board Certified Behavior Analyst (BCBA) to support positive classroom intervention strategies</p>	<p>LEA Wide</p>		<p>FD 01 RS 5818 School Climate grant</p>
<p><u>Sub Goal 3.4.11:</u> Develop teacher, staff and administration cultural competence; resiliency building and poverty awareness; and use of culturally and linguistically relevant practices and strategies by providing a comprehensive and ongoing set of activities and curriculum offerings focused on cultural responsiveness, as recommended in the SWPRD report.</p>	<p>LEA Wide</p>		<p><b>3.4.10</b> \$80,300 FD 01 RS LCFF</p> <p><b>3.4.11</b> Included in 3.4.10</p>
<p><u>Sub Goal 3.5.1:</u> Provide positive communication with parents and families by hiring a 0.5 Director of Public Affairs and updating the ECS website, encouraging newsletters and other forms of social media.</p>	<p>LEA Wide</p>		<p><b>3.5.1</b> \$77,960 FD 01 RS 0000/2305</p>
<p><u>Sub Goal 3.5.2:</u> Increase use of Power School (PS) and Auto Dialer as a method of communication</p>	<p>LEA Wide</p>		
<p><u>Sub Goal 3.5.4:</u> Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations.</p>	<p>LEA Wide</p>		<p>3.5.2 \$23,000 FD 01 LCFF</p>
<p><u>Sub Goal 3.5.5:</u></p>			<p><b>3.5.4</b> Included in 3.4.10 &amp; 2.3.5</p>

<p>Enhance district and site websites to provide up-to-date and relevant information and develop a social media profile (See 3.5.1), include Arts and School Climate grant and Coaches site for staff, students, families, and the community to access.</p>	<p>LEA Wide</p>		
<p><u>Sub Goal 3.6.1:</u> Expand the number and nature of community partnerships</p>	<p>LEA Wide</p>		<p><b>3.5.5</b> Included in 3.5.4, 2.5.3</p>
<p><b><u>Sub Goal 3.6.2:</u></b> Increase participation opportunities in county-wide events, such as Science Fair, History Day, service learning/community service projects, FFA, and Arts Exhibitions.</p>	<p>LEA Wide</p>		<p><b>3.6.1</b> \$30,000 CR sections FD 01 LCFF</p>
<p><u>Sub Goal 3.7.1:</u> Develop a Physical Education Master Plan for aligning curriculum with state frameworks and for improving the athletic programs, with an emphasis on grades 6-12</p>	<p>LEA Wide</p>		<p><b>3.6.2</b> Included in 2.5.3</p>
<p><u>Sub Goal 3.7.2:</u> Fully implement the district wellness policy</p>	<p>LEA Wide</p>		<p><b>3.7.1</b> \$0</p>
<p><u>Sub Goal 3.7.3:</u> Provide program services and equipment to ensure the health and safety of students and staff</p>	<p>LEA Wide</p>		<p><b>3.7.2</b> \$154,000 Supper FD 13</p> <p><b>3.7.3</b> Included in 3.1.2 \$26,500 Health Aides</p>



			\$205,600/Nurses Medi-Cal FD 01 RS 0001/ 1207 \$2,500 PD \$3,000 CPI FD 01 RS 0000
<p><u>Sub Goal 3.2.3:</u> Reinstate summer school programs for at-risk students</p> <p><u>Sub Goal 3.4.3:</u> Maintain communication, services, and supports with advocates and other entities providing care and support to foster youth as identified in the Interagency Education Guide (2009) and McKinney Vento eligible students.</p> <p><u>Sub Goal 3.5.3:</u> Expand translation and interpretation services to accommodate English Learner parents and families</p>	<p>EHS Zoe Barnum</p> <p>LEA Wide</p> <p>LEA Wide</p>	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> x Low Income pupils <u>  </u> x English Learners  <u>  </u> x Foster Youth <u>  </u> x Redesignated fluent English proficient <u>  </u> x Other Subgroups:                  (Specify) <u>  </u> homeless</p> <p><u>  </u> Low Income pupils <u>  </u> x English Learners  <u>  </u> Foster Youth <u>  </u> x Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____</p>	<p><b>3.2.3</b> \$30,000 FD 01 RS 0001</p> <p><b>3.4.3</b> Included in 3.4.2 above</p> <p><b>3.5.3</b> \$500 FD 01 RS 6500</p>

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

### **Annual Update**

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

**Guiding Questions:**

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

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

<p>Original GOAL from prior year LCAP:</p>	<p><b>Goal 1: Eureka City Schools will promote students success by ensuring all students receive high quality curriculum and instruction in clean, modern schools.</b>  <b>Focus Goal 1.1:</b> Ensure student achievement through implementation of state academic content and performance standards  <b>Focus Goal 1.2:</b> Ensure students are taught by teachers appropriately credentialed for their assignment, and certified as required  <b>Focus Goal 1.3</b>Ensure all students have access to CCSS aligned instructional materials, including English Learners  <b>Focus Goal 1.4:</b>Increase the delivery of high quality instruction through ongoing professional development, CCSS professional development, and the implementation of the District Instructional Norms (DINs)  <b>Focus Goal 1.5:</b> Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology</p>	<p>Related State and/or Local Priorities:  1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__  COE only: 9__ 10__</p> <p>Local: Specify <u>ECS Strategic Plan Goals: 1, 2, 3, 6, 7, 8, 9, 10, 11, 14, 15, 18</u></p>
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Goal Applies to: Schools: All  
Applicable Pupil Subgroups: All, Secondary, Elementary, EL, Low Income, Foster Youth

Expected Annual Measurable Outcomes:	Metric	Outcome	Actual Annual Measurable Outcomes:	
	<p><b>1.1</b> California Assessment of Student Performance and Progress (CAASPP) data</p>	<p><b>1.1</b> Increase student engagement in learning the Common Core State Standards (CCSS) in core content areas</p>		<p><b>1.1</b> – CAASPP testing will be in the Spring, 2015. Results from the testing will determine what growth targets will be set once results are provided.</p>
	<p><b>1.1a</b> Academic Performance Index (API)</p>	<p><b>1.1a</b> Establish growth targets for API, including numerically significant populations</p>		<p><b>1.1a</b> – API growth targets are no longer going to be used. This goal is no longer applicable.</p>
	<p><b>1.2</b> CALPADs Credential Report</p>	<p><b>1.2</b> Implement existing review process to ensure proper credentialing, certification and assignment, within one year</p>		<p><b>1.2</b> CALPADs Credential Report indicates that all ECS teachers are appropriately placed based on credential</p>
	<p><b>1.3</b> Curriculum/ materials inventory</p>	<p><b>1.3</b> 20% increase of materials aligned to CCSS</p>		<p><b>1.3</b> - Middle School teachers have used math materials as a “partial pilot”. Program referred to Curriculum Committee in June. Materials can be purchased for the start of the 2015-16 year, provided Board approval in June.</p>

	<p><b>1.4</b> District Instructional Norms (DIN) data</p> <p><b>1.4a</b> Professional Development accounting</p> <p><b>1.5</b> Facility Inspection Report (ECS) of clean and safe facilities</p>	<p><b>1.4</b> Advance high quality instruction through continuous training to support implementation of the DINs</p> <p><b>1.4a</b> 60% ELA and Math teachers trained in CCSS</p> <p><b>1.5</b> Increase of the rating for each site on the Facility Inspection Report Review and assess status towards goal of 4.0 or lower student to computer ratio</p>		<p><b>1.4</b> - Instructional Coaches are continuing to work with teachers, as groups as well as individuals, in the implementation of the DINs. Survey results indicate teachers appreciate these visits as well.</p> <p><b>1.4a</b> - CCSS training has continued throughout the 2014-15 year* (see 1.1.1, 1.4.1 &amp; 1.4.2 below)</p> <p><b>1.5</b> - Ratings have been “good” except for the EHS pool roof which has been marked “deficient”. ECS applied for hardship funding from the state. ECS has reached the 4:1 computer ratio.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><b>Sub Goal 1.1.1:</b> Provide professional development to support the implementation of CCSS, including technology</p> <p><b>Sub Goal 1.1.2:</b> Support student instruction by providing access to essential materials and supplies</p>	<p><b>1.1.1</b> See 1.3.1, 1.4.1., 1.4.2</p> <p><b>1.1.2</b> \$450,000 supplies \$25,000 maint \$115,000 sup/maint Funding Source: FD 01 LCFF FD 01 LCFF FD 01 RS 3010/3150 T-I</p>	<p><b>1.1.1</b> -Teachers had the opportunity to participate in trainings offered on-site as well as through HCOE and other organizations. PD was offered by Instructional Coaches throughout the year. Elementary grade level collaboration CCSS Math in the Spring, conducted by coaches</p> <p><b>1.1.2</b> – textbook expenditures for 2014-15 = \$134,835.25 This has been for the purchase of supplies, consumable textbooks at the elementary sites and for other operating purposes</p> <p><b>1.1.2</b> –This has been for the purchase of texts at all levels: elementary, middle, and high school and includes books for ELA, math, science, social studies, and foreign languages</p>	<p><b>1.1.1</b> See 1.3.1, 1.4.1., 1.4.2</p> <p><b>1.1.2</b> \$208,553 supplies FD 01 LCFF \$35,953 maint FD 01 LCFF \$188,498 sup/maint FD 01 RS 3010/3150 T-I</p>

<p><b>Sub Goal 1.1.3:</b> Maintain class size reduction (TK-3); Schedule no combination classes</p>	<p><b>1.1.3</b> \$515,000 Funding Source: FD 01 RS 0001</p>	<p><b>1.1.3</b> - Class size reduction (TK-3) maintained No combination classes in ECS.</p>	<p><b>1.1.3</b> \$515,000 FD 01 RS 0001</p>
<p><b>Sub Goal 1.1.4:</b> Develop a district assessment program for evaluating formative and summative student data</p>	<p><b>1.1.4</b> See 1.4.2 \$23,000 SchoolNet Funding Source: FD 01 LCFF</p>	<p><b>1.1.4</b> – ECS is working with SchoolNet and other vendors to see which program(s) would be the most feasible to implement for evaluating formative and summative assessments. Considering STAR 360 as alternative.</p>	<p><b>1.1.4</b> See 1.4.2 \$23,000 SchoolNet FD 01 LCFF</p>
<p><b>Sub Goal 1.1.5:</b> Provide curricular and instructional support to special education students</p>	<p><b>1.1.5</b> \$550,000 Staffing \$1,175,000 Staffing \$2,225,000 Staffing \$15,000 M&amp;S \$1,500,000 Chgback FD 01 RS 3310 FD 01 RS 6500 FD 01 LCFF FD 01 RS 6500 FD 01 LCFF</p>	<p><b>1.1.5</b> – Maintained staffing levels of Special Education teachers  Curriculum Committee &amp; School Board approved the selection of two textbooks which align to the CCSS to be used as texts for SPED students: one for math and one for reading.</p>	<p><b>1.1.5</b> \$528,962 Staffing FD 01 RS 3310 \$1,175,000 Staffing FD 01 RS 6500 \$2,263,216 Staffing FD 01 LCFF \$16,088 M&amp;S FD 01 RS 6500 \$1,664,358 Chargeback FD 01 RS 3310</p>
<p><b>Sub Goal 1.2.1:</b> Ensure teachers have the appropriate credential for their assignment, and required certification</p>	<p><b>1.2.1</b> \$5,000 BTSA \$11,350,000 tchrs Funding Source: FD 01 LCFF FD 01 LCFF</p>	<p><b>1.2.1</b> – ECS Currently has 29 teachers participating in the BTSA program</p>	<p><b>1.2.1</b> \$34,800 BTSA FD 01 9012 \$11,431,527 teachers FD 01 LCFF</p>
<p><b>Sub Goal 1.3.1:</b> Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement material</p>	<p><b>1.3.1</b> Expenditures: \$170,000 Inst. mtrls</p>	<p><b>1.3.1</b> – EL curriculum- <u>Inside</u>; EL Coordinators met for a full day to review site ELD programs, the new ELA/ELD Framework, and materials needed to continue to provide quality services to our</p>	<p><b>1.3.1</b> \$103,579 Inst. mtrls FD 01 RS 7405</p>

	<p>\$10,000 \$145,000 Funding Source: FD 01 RS 7405 FD 01 RS 0001 FS 01 RS 6300</p>	<p>students</p>	<p>\$10,000 FD 01 RS 0001 \$96,249 FS 01 RS 6300</p>
<p><b>Sub Goal 1.4.1:</b> Provide professional development in the implementation of the District Instructional Norms (DINs)</p>	<p><b>1.4.1</b> \$15,000 Funding Source: FD 01 RS 0000</p>	<p><b>1.4.1</b> – Instructional coaches worked with teachers at sites (in groups and as individuals) doing workshops and 1:1 coaching. From August-May, 2015 focus on engagement, clear objectives, feedback, writing, note taking, and inquiry. Coaches had 1,621 teacher contacts by April 2015.</p>	<p><b>1.4.1</b> \$15,000 FD 01 LCFF</p>
<p><b>Sub Goal 1.4.2:</b> Support teachers and staff with the transition to Common Core instruction; research-based strategies; and technology-based learning</p>	<p><b>1.4.2</b> \$62,000 PD \$12,000 \$5,000 PD Funding Source: FD 01 RS 7405 CCSS FD 01 RS 4035 ITQ FD 01 RS 3010/3150 T-I</p>	<p><b>1.4.2</b> – CCSS PD workshops were held in the district, at the county, and at other venues to help teachers with CCSS instruction, DINs, and Technology use. By April there were 1,159 teacher contacts and 242 quick, unscheduled contacts. District # = \$16,250 HCOE # = \$2,500 Other # = \$4,000</p>	<p><b>1.4.2</b> \$1,800 PD FD 01 RS 7405 CCSS \$12,000 FD 01 RS 4035 ITQ \$5,000 PD FD 01 RS 3010/3150</p>
<p><b>Sub Goal 1.5.1:</b> Maintain facilities and grounds in good repair and replace equipment as needed</p>	<p><b>1.5.1</b> \$1,400,000 \$175,000 Funding Source: FD 01 LCFF FD 01 RS 1100</p>	<p><b>1.5.1</b> – maintenance / groundskeeping staffing has been increased; equipment has been replaced as necessary</p>	<p><b>1.5.1</b> \$1,499,529 FD 01 LCFF \$161,611 FD 01 RS 1100</p>
<p><b>Sub Goal 1.5.2:</b> Increase technology infrastructure, bandwidth and wireless access points to provide additional access to technology</p>	<p><b>1.5.2</b> \$166,000 IT Ops \$395,000 IT Staffing Funding Source: FD 01 LCFF FD 01 LCFF</p>	<p><b>1.5.2</b> – Technicians have installed 20 access points With changes to the federal e-rate subsidy program as well as K12 HSN grant support, we have accepted multiple contracts for improved bandwidth and are in the process of upgrading all site locations to 1Gbps for both wide area networking as well as upgrading our current shared 90Mbps internet connection to dual 1Gbps internet connections. We</p>	<p><b>1.5.2</b> \$166,000 IT Ops FD 01 LCFF \$421,141 IT Staffing FD 01 LCFF</p>

<p><b>Sub Goal 1.5.3:</b> Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP</p>	<p><b>1.5.3</b> \$50,000 \$35,000 \$30,000 Equip \$60,000 tech support FD 01 RS 3150 T-I FD 01 RS 0001 FD 01 RS 0001 FD 01 RS 7405 CCSS</p>	<p>have managed our limited network resources through traffic prioritization and local policies to maintain equitable and reliable internet and local network resources for all students. We continue to use cloud based technologies such as Google Apps for Education, Renaissance Place, and many others to improve student access to technology and online resources.</p> <p><b>1.5.3</b> -Added 77 desktop PC's, 19 PC laptops, 37 Chromebooks, and 126 Android tablets. Approximately 100 additional PC's are planned for summer installation through a combination of Common Core, General Fund, Microsoft Voucher and Title 1 funds. Sites continue to invest in Chromebooks as the standard platform for CAASPP testing. The current student to computer ratio is roughly 4:1. Testing has been successful, even with the current limitations on bandwidth and WiFi access.</p>	<p><b>1.5.3</b> \$2,871 FD 01 RS 3150 T-I \$0 Computers FD 01 RS 0001 \$5,618 Equipment FD 01 RS 0001 \$62,480 tech support FD 01 RS 7405 CCSS</p>
<p>Scope of service: Elementary</p> <p>__ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p>__ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>Sub Goal 1.2.1:</b> Ensure teachers have the appropriate credential for their assignment, and required certification</p> <p><b>Sub Goal 1.3.1:</b> Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials</p>	<p><b>1.2.1</b> Expenditures: \$5,000 Funding Source: FD 01 RS 0000</p> <p><b>1.3.1</b> \$ Expenditures: \$170,000 Inst. mtrls \$10,000 \$145,000 Funding Source:</p>	<p><b>1.2.1</b> – All ECS teachers have the appropriate credential for their assignment for the 2014-15 year</p> <p><b>1.3.1</b> – EL curriculum- <u>Inside</u>; EL Coordinators met for a full day to review the program and look at materials needed to continue to provide quality services to our students.</p>	<p><b>1.2.1</b> \$34,800 BTSA FD 01 9012 \$11,431,527 teachers FD 01 LCFF</p> <p><b>1.3.1</b> \$103,579 Inst. mtrls FD 01 RS 7405 \$10,000 FD 01 RS 0001 \$96,249 FS 01 RS 6300</p>

<p><b>Sub Goal 1.5.3:</b> Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP</p>	<p>FD 01 RS 7405 FD 01 RS 0001 FS 01 RS 6300</p> <p><b>1.5.3</b> \$50,000 \$35,000 \$30,000 Equip \$60,000 tech support Funding Source: FD 01 RS 3150 T-I FD 01 RS 0001 FD 01 RS 0001 FD 01 RS 7405 CCSS</p>	<p><b>1.5.3</b> – Since July 1, 2014, ECS has added 77 desktop PC’s, 19 PC laptops, 37 Chromebooks, and 126 Android tablets. Approximately 100 additional PC’s are planned for summer installation through a combination of Common Core, General Fund, Microsoft Voucher and Title 1 funds. Sites continue to invest in Chromebooks as the standard platform for CAASPP testing. The current student to computer ratio is roughly 4:1, with a planned ratio of 3:1 for 2015-16. Testing has been successful, even with the current limitations on bandwidth and WiFi access.</p>	<p><b>1.5.3</b> \$2,871 FD 01 RS 3150 T-I \$0 Computers FD 01 RS 0001 \$5,618 Equipment FD 01 RS 0001 \$62,480 tech support FD 01 RS 7405 CCSS</p>
<p>Scope of service:</p>	<p>LEA-Wide</p>	<p>Scope of service:</p>	
<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>Sub Goal 1.4.1:</b> Provide professional development in the implementation of the District Instructional Norms (DINs)</p> <p><b>Sub Goal 1.4.2:</b> Support teachers and staff with the transition to Common Core instruction; research-based strategies; and technology-based learning</p>	<p><b>1.4.1</b> \$15,000 Funding Source: FD 01 RS 0000</p> <p><b>1.4.2</b> 62,000 PD \$12,000 \$5,000 PD</p>	<p><b>1.4.1 – 1.4.1</b> – Instructional coaches worked with teachers at sites (in groups and as individuals) doing workshops and 1:1 coaching. From August-May, 2015 focus on engagement, clear objectives, feedback, writing, note taking, and inquiry. Coaches had 1,621 teacher contacts by April 2015.</p> <p><b>1.4.2</b> – CCSS PD workshops were held in the district, at the county, and at other venues to help teachers with CCSS instruction, DINs, and Technology use. By April there were 1,159 teacher contacts and 242 quick, unscheduled contacts.</p>	<p><b>1.4.1</b> \$15,000 FD 01 LCFF</p> <p><b>1.4.2</b> \$1,800 PD FD 01 RS 7405 CCSS \$12,000 FD 01 RS 4035 ITQ</p>



	Funding Source: FD 01 RS 7405 CCSS FD 01 RS 4035 ITQ FD 01 RS 3010/3150 T-I	District # = \$16,250 HCOE # = \$2,500 Other # = \$4,000	\$5,000 PD FD 01 RS 3010/3150 T-I
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p><b>1.1</b> API will no longer be used as a metric                  Staffing continues to be a major concern; it is difficult finding teachers and instructional staff to fill vacant positions, especially special education positions. PD is difficult to provide when subs aren't available. Continue to provide high quality PD, raise substitute teacher pay, and consider non-contract hours to access PD (stipends?).</p> <p><b>1.2</b> BTSA program costs have increased this year. Competitive salaries for CSEA and ETA added to reflect the Strategic Plan. When positions are posted, there is consistently a small pool of applicants, and the positions remain unfilled. ECS classified and certificated salaries average in the middle ranges when compared to other Hum Co districts.</p> <p><b>1.3</b> Adopt and purchase CCSS aligned math materials, and possibly intervention/ELD materials</p> <p><b>1.4</b> Would like to see PD for leadership/administrators regarding what classroom teaching and learning will look like when implementing CCSS instruction. Arts Integration coaches should be included in future PDs to increase engagement and higher order thinking.</p> <p><b>1.5</b> Significant WiFi improvements are pending e-rate funding commitments and will completely overhaul the network infrastructure. Next year's bandwidth improvements and continued investments in the replacement of aging computers and the addition of inexpensive Chromebooks continue to increase student access to technology. Android tablets are increasing in popularity, especially for grades T/K through 2, where touchscreens are preferred and some applications such as the KST screening tool (provided by HCOE) are used to assess students. Planned ratio of 3:1.</p>
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Original GOAL from prior	<p><b>Goal 2: Eureka City Schools will increase academic achievement and college and career readiness with supports and interventions in place to eliminate barriers to student success.</b></p> <p><b>Focus Goal 2.1:</b> Increase the achievement of English Learners</p>	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__
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year LCAP:	<p><b>Focus Goal 2.2:</b> Increase the number of students who graduate college and career ready</p> <p><b>Focus Goal 2.3:</b> Increase opportunities for early access to instruction in preschool through third grade</p> <p><b>Focus Goal 2.4:</b> Ensure all students needing support have access to three-tiered <b>Academic Response to Instruction and Intervention</b> (RTI2) fully implemented, well-articulated, and consistent year to year with a focus on language arts and math</p> <p><b>Focus Goal 2.5:</b> Increase student participation in enrichment opportunities and advanced coursework, with an emphasis on under-represented students</p>	<p>Local: Specify <u>ECS Strategic Plan Goals: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21</u></p>
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All, English Learners, Secondary, Elementary, EL, Low Income, Foster Youth, RFEP
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Expected Annual Measurable Outcomes:	Metric	Outcome	Actual Annual Measurable Outcomes:
	<b>2.1</b> Annual Measurable Achievement Objectives (AMAO)	<b>2.1 2.1a 2.1b</b> <u>AMAO 1:</u> 2% of EL students will increase one level of English proficiency	<b>2.1 2.1a 2.1b</b> – Baseline data for 2013-14 year: AMAO 1: 55.2% met target (234/424 students). State target was 59.0%
	<b>2.1a</b> CAASPP data	<b>2.1 2.1a 2.1b</b> <u>AMAO 2:</u> 2% of EL students who have received 5 or more years of English instruction will attain English proficiency	<b>2.1 2.1a 2.1b</b> – Data is not yet available to discuss for 2014-15; results will be posted by May, 2015. Baseline data for 2013-14: AMAO 2: 18.7% met target (61/326 students. State target was 22.8%
	<b>2.1b</b> Reclassification rate	<b>2.1 2.1a 2.1b</b> <u>AMAO 3:</u> Establish baseline proficiency scores using the CAASPP	<b>2.1 2.1a 2.1b</b> – this baseline will be established after the CAASPP results are published
	<b>2.2</b> College and Career Readiness data	<b>2.2</b> Establish college and career readiness criteria	<b>2.2</b> – on-going discussions at the high school level; Early Assessment Program (EAP) data: ELA - 153 out of 269 current seniors took the EAP last year - 57%; 54 scored Ready for CSU - 35%; 25 scored Ready for CSU Conditional - 16%; Math - 107 out of

	<p><b>2.2a</b> our Year Plan data Early Assessment Program (EAP) data</p> <p><b>2.2b</b> A-G data</p> <p><b>2.2c</b> California High School Exit Exam (CAHSEE) data</p> <p><b>2.2d</b> Bi-Literacy Seal Graduate data</p>	<p>for graduation, to include EAP success rate</p> <p><b>2.2a</b> 100% of grade 8 and all foster youth students will have a four year and postgraduate plans</p> <p><b>2.2b</b> <b>Increase A-G Course Completion by:</b> EL: +3% SED: +3% Latino: +3% Amer. Indian: +3%</p> <p><b>2.2c</b> <b>Increase CAHSEE Proficient or Advanced rate by:</b> EL: +3% SED: +3% FY: +1% Latino: +3% Amer. Indian: +3%</p> <p><b>2.2d</b> 0.07% increase in Bi-Literacy Seal graduates</p> <p><b>2.2e</b> Establish Baseline of CTE</p>	<p>269 current seniors took the Math test last year - 40%; 21 scored Ready for CSU - 20%; 61 scored Ready for CSU Conditional - 57%;</p> <p><b>2.2a</b> – on-going discussions at the middle school level and through the work with the Marshall Family Resource Center; EHS counselors work with all 9th grade students at EHS during the fall semester in their English classes to develop their 5 year plans - 4 years of high school and postsecondary goals - on the KuderNavigator. These plans are printed and sent home to parents with the registration materials for the upcoming year - specifically this year for 2015-16. These plans are revisited and updated every year - 10th, 11th, and 12th grades - and are printed and sent home to the parents with the respective grade's registration materials for the upcoming year.</p> <p><b>2.2b</b> –138 seniors out of a total of 269 - 51% - are on track to complete A-G requirements depending on grades of C- or better in the A-G courses students are currently enrolled in at the end of this spring semester.</p> <p><b>2.2c</b> – Baseline for 2013-14: ELA = 54% scored above proficient Math = 67% scored above proficient Overall passage rate for ELA = 77% (235/305) Overall passage rate for Math = 87% (249/287) EL = % unknown Latino = ELA = 68% (38/56); Math = 81% (42/52) Amer. Indian = ELA 67% (8/12); Math = 46% (6/13) Data has not been released yet for 2014-15</p> <p><b>2.2d</b> – For the 2013-14 year, 13 students were awarded the Bi-Literacy Seal. For the 2014-15 year, 30 students were awarded the Bi-Literacy Seal.</p> <p><b>2.2e</b> – work in progress; EHS currently does not have certification</p>
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	<p><b>2.2e</b> Career Technical Education (CTE) data</p> <p><b>2.3</b> Instructional Minutes data</p> <p><b>2.3a</b> Pre-School Enrollment</p> <p><b>2.4</b> Response to Instruction and Intervention (RTI2) data</p> <p><b>2.5</b> Advanced Placement (AP) data</p>	<p>program completers earning a certification</p> <p><b>2.3</b> Planning year to investigate options for increase of instructional minutes at the primary grades</p> <p><b>2.3a</b> Maintain enrollment at Winzler Preschool; Open a preschool at Lafayette</p> <p><b>2.4</b> Establish baseline data at all sites by conducting assessment for full implementation of three-tiered RTI2 model in language arts and in math</p> <p><b>2.5 Increase students enrolled in AP courses and pass exam with 3+ score:</b>          All: +3%          EL: +3%          SED: +3%          Latino: +3%          Amer. Indian: +3%</p> <p><b>2.5a</b>          Increase the percent of students identified and participating in GATE/honors programs:          All:+5%          EL: +5%          SED: +5%          Latino: +5%</p>		<p>for its CTE programs</p> <p><b>2.3</b> – on-going discussion of how to increase instructional minutes at the elementary level</p> <p><b>2.3a</b> – preschool enrollment at Winzler is holding steady at 40 students as of January, 2015; Preschool classroom has been opened at Lafayette, beginning in August, 2014</p> <p><b>2.4</b> – on-going assessment. Two meetings have been held to discuss Rtl as of January, 2015. Meeting to discuss the Rtl State Assessment Tool is scheduled for February, 2015. It is the intent to establish a program this year that can be implemented district-wide for 2015-16</p> <p><b>2.5</b> – no data available until the end of the 2014-15 year and the results have been sent to the site</p> <p><b>2.5a</b> - no data available until the beginning of the 2015-16 year when the testing results from 2014-15 are reviewed</p>
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Amer. Indian: +5%

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><b>Sub Goal 2.1.1:</b> Provide professional development to support instruction of English Learners</p>	<p><b>2.1.1</b> \$7,000 PD \$10,000 PD \$5,000 PD Funding Source: FD 01 RS 0001 FD 01 RS 4035 ITQ FD 01 RS 3010/3150 T-1</p>	<p><b>2.1.1</b> – April 6- EL Collaboration day; 6 out of 7 EL Coordinators, 3 coaches, and 2 principals attended. CM training of facilitators: EL Achieve Symposium on 3/11/15; 5 coaches attended training in Bay Area. Gold Ribbon Award based on extensive use of CM at EHS</p>	<p><b>2.1.1</b> \$0 PD FD 01 RS 0001 \$0 PD FD 01 RS 4035 ITQ \$26,000 PD FD 01 RS 3010/3150 T-1</p>
<p><b>Sub Goal 2.1.2:</b> Provide increased instructional support for English Learners</p>	<p><b>2.1.2</b> \$130,000 IntTchr &amp; techs \$65,000 .7 IT FTE Funding Source: FD 01 RS 0001 FD 01 RS 3150 T-I</p>	<p><b>2.1.2</b> -Additional staffing: 2 Intervention teachers/TOSAs (.6FTE each) hired to work with EL students at four elementary sites. Individual sites used site based funds to hire additional EL/Intervention teachers based on needs (WA hired 2 additional Lit Techs; GR &amp; LAF added on additional Lit Tech to work with EL students; AB hired 0.6 ELD teacher and tech and 0.6 Intervention Teacher; Laf hired 0.6 Intervention/ELD teacher); Zane offered 2 ELD sections for CELDT Level 1&amp;2 students and purchased Rosetta Stone. ZB’s staff attended workshops to strengthen instructional practice, including refining CM strategies</p>	<p><b>2.1.2</b> \$103,803 TOSA FD 01 RS 0001/1105/900 \$45,617 (0.6 IT FTE) FD 01 RS 3150/1105 T-I \$50,530 techs FD 01 RS 0001/2104</p>
<p><b>Sub Goal 2.1.3:</b> Provide supplemental programs and services for English Learners</p>	<p><b>2.1.3</b> \$45,000 Funding Source: FD 01 RS 0001</p>	<p><b>2.1.3</b> – 133 students signed up to receive services, 114 students participated (SES)</p>	<p><b>2.1.3</b> \$80,184 FD 01 RS 3010/ 5800</p>
<p><b>Sub Goal 2.2.1:</b> Increase academic and career counseling services for at-risk</p>	<p><b>2.2.1</b> \$445,000</p>	<p><b>2.2.1</b> – Student Services Coordinator/Counselor full-time at</p>	<p><b>2.2.1</b></p>

<p>students to ensure access and enrollment in all required areas of study</p>	<p>See 3.4.2 (below) Funding Source: FD 01 LCFF Scndry Cnsl FD 01 RS 5812 Elem</p>	<p>Winship Middle School; continuation of the elementary counselors all 3 sites for final year of grant; Student Services Coordinator full-time at Washington</p>	<p>\$175,877 Included in 3.4.2 FD 01 LCFF Scndry Cnsl \$288,490 FD 01 RS 5812 Elem Cnsl</p>
<p><b>Sub Goal 2.2.2:</b> Increase Career Technical Education and Regional Occupational Program (ROP) offerings and enrollment</p>	<p><b>2.2.2</b> \$15,000 Funding Source: FD 01 RS 0001</p>	<p><b>2.2.2</b> – on-going process;</p>	<p><b>2.2.2</b> \$15,000 FD 01 RS 0001 salaries</p>
<p><b>Sub Goal 2.2.3:</b> Increase post-secondary education planning</p>	<p><b>2.2.3</b> Expenditures: See 2.2.1 Funding Source: See 2.2.2</p>	<p><b>2.2.3</b> - FAFSA completion: 172 out of 269 seniors submitted a FAFSA (64%) and 157 completed (58%) 146 out of 277 seniors submitted a FAFSA (53%) and 134 (48%) completed for 2013-2014</p>	<p><b>2.2.3</b> Included in 2.2.1</p>
<p><b>Sub Goal 2.2.4:</b> Increase access to college prep courses, AP courses and college course</p>	<p><b>2.2.4</b> \$60,000 4 sections Funding Source: FD 01 RS 0001</p>	<p><b>2.2.4</b> – 14 AP sections at EHS 51% of seniors are scheduled to graduate with A-G requirements met</p>	<p><b>2.2.4</b> \$60,000 4 sections FD 01 RS 0000/1100 teacher salaries</p>
<p><b>Sub Goal 2.2.5:</b> Increase the number of students who pass the California High School Exit Exam at the proficient level</p>	<p><b>2.2.5</b> See 2.1.2, 2.2.1 \$500 PD Funding Source: FD 01 LCFF</p>	<p><b>2.2.5</b> – Baseline for 2013-14: ELA = 54% scored above proficient Math = 67% scored above proficient Overall passage rate for ELA = 77% (235/305) Overall passage rate for Math = 87% (249/287)</p>	<p><b>2.2.5</b> Included in 2.1.1</p>
<p><b>Sub Goal 2.2.6:</b> Promote Bi-Literacy graduation opportunity</p>	<p><b>2.2.6</b> Expenditures: See 2.2.1, 3.5.4 Funding Source:</p>	<p><b>2.2.6</b> – 30 students received the Seal of Bi-Literacy</p>	<p><b>2.2.6</b> Included in 2.2.1</p>
	<p><b>2.3.1</b></p>		

<p><b>Sub Goal 2.3.1:</b> Increase instructional minutes in TK-3 to provide additional instructional time</p>	<p>Action/Service: No Action Expenditures:</p>	<p><b>2.3.1</b> – on-going discussions as to how to accomplish this as it involves contract negotiations</p>	<p><b>2.3.1</b> \$0 No Action</p>
<p><b>Sub Goal 2.3.2:</b> Open a preschool program at an additional campus to provide access for more students and families</p>	<p><b>2.3.2</b> \$10,000 \$52,000 Funding Source: LCFF FD 12 Child Development</p>	<p><b>2.3.2</b> – Lafayette Preschool classroom opened</p>	<p><b>2.3.2</b> \$0 LCFF \$52,000 FD 12Child Develop.</p>
<p><b>Sub Goal 2.4.1:</b> Provide instructional coaches to support CCSS implementation</p>	<p><b>2.4.1</b> \$95,000 \$125,000 IC \$58,000 Funding Source: FD 01 RS 0001 FD 01 RS 3010/3150 T-I FD 01 RS4201 &amp; 03 T-III</p>	<p><b>2.4.1</b> – 2.2 FTE Instructional Coaches hired. Coaches made over 1,800 teacher contacts (multiple contacts with the same teacher are included in this number) by April through PD trainings, site trainings, and individual requests for assistance.</p>	<p><b>2.4.1</b> \$171,711 FD 01 RS 0001/1105 \$102,440 IC FD 01 RS 3010/3150/1105 \$30,000 FD 01 RS 4201 &amp; 03</p>
<p><b>Sub Goal 2.4.2:</b> Increase student access to independent reading and math practice</p>	<p><b>2.4.2</b> \$77,000 \$70,000 Lib Techs \$55,000 AR/AM Funding Source: FD 01 RS 0000 FD 01 RS 0001 FD 01 RS 3010 T-I</p>	<p><b>2.4.2</b> – AR/AM is continuing Four (4) new Library Techs have been hired</p>	<p><b>2.4.2</b> \$61,429 FD 01 RS 0000/1202 \$48,723 Lib Techs FD 01 RS 0001/2216 \$56,194 AR/AM FD 01 RS 3010/4310</p>
<p><b>Sub Goal 2.4.3:</b> Develop and implement districtwide, three-tiered RTI2 model</p>	<p><b>2.4.3</b> \$42,000 techs \$38,000 Int teachers \$34,000 support staff</p>	<p><b>2.4.3</b> – Plan written for elementary. The RtI2 Self-Assessment has been used to help sites identify the issues at their individual sites.</p>	<p><b>2.4.3</b> Included in 2.1.2 \$98,538 techs FD 01 RS 0001/2104</p>

<p><b>Sub Goal 2.4.4:</b> Increase access to the After School Education and Safety (ASES) program or other after school program</p> <p><b>Sub Goal 2.5.1:</b> Expand student access to enrichment opportunities and advanced study, including visual and performing arts (VAPA), and AVID</p>		<p>\$50,000 Int Tchr \$140,000 SES Funding Source: FD 01 RS 0001 FD 01 RS 0001 FD 01 RS 0001 FD 01 RS 3150 FD 01 RS 3010/3150 T-I</p> <p><b>2.4.4</b> \$600,000 Funding Source: FD 01 RS 6010 ASES</p> <p><b>2.5.1</b> \$30,000 \$15,000 PD Funding Source: FD 01 RS 0001 FD 01 RS 4045 T-II</p>	<p><b>2.4.4</b> – ASES Grant Award is \$600,000. Additional students had the option to attend on a “fee-based” basis. 11 students participated in this program.</p> <p><b>2.5.1</b> -AVID Cornell Notes training to all EHS staff on 8/20/14; AVID Collaboration in Del Norte on 9/26/14; AVID Demonstration school visit 11/12-13/14 (AVID Dir., teachers and Winship principal); AVID Summer Institute (June 17-19, 2015) for 22 teachers and administrators from EHS, Winship &amp; Zane; AVID site fees for EHS</p>	<p><b>2.4.4</b> \$599,850 FD 01 RS 6010 ASES</p> <p><b>2.5.1</b> \$28,802 FD 01 RS 0001/mgmt 1503 \$1,403 PD FD 01 RS 4035/5210 \$2,419 FD 01 RS 3010/1142</p>	
Scope of service:	LEA-wide, Elementary, Secondary		Scope of service:	LEA-wide, Elementary, Secondary	
<u>X</u> ALL			<u>X</u> ALL		
OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
<p><b>Sub Goal 2.1.1:</b> Provide professional development to support instruction of English Learners</p>		<p><b>2.1.1</b> \$7,000 PD \$10,000 PD \$5,000 PD Funding Source:</p>	<p><b>2.1.1</b> – April 6- EL Collaboration day; 6 out of 7 EL Coordinators, 3 coaches, and 2 principals attended. CM training of facilitators: EL Achieve Symposium on 3/11/15; 5 coaches attended training. Gold Ribbon Award based on extensive use of CM at EHS</p>	<p><b>2.1.1</b> \$0 PD FD 01 RS 0001 \$0 PD FD 01 RS 4035 ITQ</p>	



<p><b>Sub Goal 2.1.2:</b> Provide increased instructional support for English Learners</p> <p><b>Sub Goal 2.1.3:</b> Provide supplemental programs and services for English Learners</p>	<p>FD 01 RS 0001 FD 01 RS 4035 ITQ FD 01 RS 3010/3150 T-1</p> <p><b>2.1.2</b> \$130,000 Int Tchrs &amp; techs \$65,000 .7 IT FTE FD 01 RS 0001 FD 01 RS 3150 T-I</p> <p><b>2.1.3</b> \$45,000 Funding Source: FD 01 RS 0001</p>	<p><b>2.1.2</b> -Additional staffing: 2 Intervention teachers/TOSAs (.6FTE each) hired to work with EL students at four elementary sites. Individual sites used site based funds to hire additional EL/Intervention teachers based on needs (WA hired 2 additional Lit Techs; GR &amp; LAF added on additional Lit Tech to work with EL students; AB hired 0.6 ELD teacher and tech and 0.6 Intervention Teacher; Laf hired 0.6 Intervention/ELD teacher); Zane offered 2 ELD sections for CELDT Level 1&amp;2 students and purchased Rosetta Stone. ZB's staff attended workshops to strengthen instructional practice, including refining CM strategies</p> <p><b>2.1.3</b> - Materials purchased for EL students have totaled over \$14,000 for 2014-15.</p>	<p>\$26,000 PD FD 01 RS 3010/3150 T-1</p> <p><b>2.1.2</b> \$103,803 TOSA FD 01 RS 0001/1105/900 \$45,617 (0.6 IT FTE) FD 01 RS 3150/1105 T-I \$50,530 techs FD 01 RS 0001/2104</p> <p><b>2.1.3</b> \$16,572 FD 01 RS 4201/4203/4310 \$2,662 FD 01 RS 0001/4310</p>	
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>		
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" 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>OR: <input type="checkbox"/> Low Income pupils <input checked="" 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><b>Sub Goal 2.2.1:</b> Increase academic and career counseling services for at-risk students to ensure access and enrollment in all required areas of study</p>	<p><b>2.2.1</b> \$175,000 \$270,000 \$370,000 Funding Source: FD 01 RS 0001</p>	<p><b>2.2.1</b> Additional staff has been hired at Winship Middle School and Washington Elementary School to work with at-risk students; Student Services Coordinator was hired full-time and the counselor at Winship was also given a full-time position</p>	<p><b>2.2.1</b> \$175,877 Included in 3.4.2 FD 01 LCFF Scndry Cnsl \$288,490 FD 01 RS 5812</p>	

<p><b>Sub Goal 2.2.3:</b> Increase post-secondary education planning activities and awareness</p> <p><b>Sub Goal 2.4.1:</b> Provide instructional coaches to support CCSS implementation</p> <p><b>Sub Goal 2.4.2:</b> Increase student access to independent reading and math practice</p>	<p>Scndry Cnsl FD 01 RS 0000 Scndry Cnsl FD 01 RS 5812 Elem Cnsl</p> <p><b>2.2.3</b> Expenditures: See 2.2.1 above Funding Source: See 2.2.2 above</p> <p><b>2.4.1</b> \$95,000 \$125,000 IC \$58,000 FD 01 RS 0001 FD 01 RS 3010/3150 T-I FD 01 RS4201 &amp; 03 T-III</p> <p><b>2.4.2</b> \$77,000 \$70,000 Lib Techs \$55,000 AR/AM Funding Source: FD 01 RS 0000 FD 01 RS 0001 FD 01 RS 3010 T-I</p>	<p><b>2.2.3</b> – Counseling ratio maintained at EHS to ensure post-secondary activities monitoring</p> <p><b>2.2.3</b> - FAFSA completion: 172 out of 269 seniors submitted a FAFSA (64%) and 157 completed (58%) 146 out of 277 seniors submitted a FAFSA (53%) and 134 (48%) completed for 2013-2014 100% AVID seniors completed FAFSA</p> <p><b>2.4.1</b> – 2.2 FTE Instructional Coaches hired. Coaches made over 1,800 teacher contacts (multiple contacts with the same teacher are included in this number) by April through PD trainings, site trainings, and individual requests for assistance.</p> <p><b>2.4.2</b> – AM/AR contracts were renewed 4 new Library Techs have been hired for 2014-15</p>	<p>Elem Cnsl</p> <p><b>2.2.3</b> Included in 2.2.1</p> <p><b>2.4.1</b> \$171,711 FD 01 RS 0001/1105 \$102,440 IC FD 01 RS 3010/3150/1105 \$30,000 FD 01 RS 4201 &amp; 03</p> <p><b>2.4.2</b> \$61,429 FD 01 RS 0000/1202 \$48,723 Lib Techs FD 01 RS 0001/2216 \$56,194 AR/AM FD 01 RS 3010/4310</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>

__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Sub Goal 2.2.2:</b> Increase Career Technical Education and Regional Occupational Program (ROP) offerings and enrollment		<b>2.2.2</b> \$15,000 Funding Source: FD 01 RS 0001	<b>2.2.2</b> – on-going process; ROP programs will no longer be offered due to the state pulling funding. Currently ECS does not have any CTE certification programs		<b>2.2.2</b> \$15,000 FD 01 RS 0001 salaries
Scope of service:	Secondary		Scope of service:	Secondary	
__ALL 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)_____			__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)_____		
<b>Sub Goal 2.2.4:</b> Increase access to college prep courses, AP courses and college courses		<b>2.2.4</b> \$60,000 4 sections Funding Source: FD 01 RS 0001	<b>2.2.4</b> – 14 AP sections at EHS 51% of seniors are scheduled to graduate with A-G requirements met 88% of AVID students are taking AP courses		<b>2.2.4</b> \$60,000 4 sections FD 01 RS 0000/1100 teacher salaries
<b>Sub Goal 2.4.3:</b> Develop and implement districtwide, three-tiered RTI2 model		<b>2.4.3</b> \$42,000 techs \$38,000 Int teachers \$34,000 support staff \$50,000 Int Tchrs \$140,000 SES Funding Source: FD 01 RS 0001 FD 01 RS 0001 FD 01 RS 0001 FD 01 RS 3150	<b>2.4.3</b> –Plan written for elementary. The RtI2 Self-Assessment has been used to help sites identify the issues at their individual sites.		<b>2.4.3</b> Included in 2.1.2 \$98,538 techs FD 01 RS 0001/2104

<b>Sub Goal 2.5.1:</b> Expand student access to enrichment opportunities and advanced study, including visual and performing arts (VAPA)		FD 01 RS 3010/3150 T-I  <b>2.5.1</b> \$30,000 \$15,000 PD Funding Source: FD 01 RS 0001 FD 01 RS 4045 T-II	<b>2.5.1</b> -AVID Cornell Notes training to all EHS staff on 8/20/14; AVID Collaboration in Del Norte on 9/26/14; AVID Demonstration school visit 11/12-13/14 (AVID Dir., teachers and Winship principal); AVID Summer Institute (June 17-19, 2015) for 22 teachers and administrators from EHS, Winship & Zane; AVID site fees for EHS	<b>2.5.1</b> \$28,802 FD 01 RS 0001/mgmt 1503 \$1,403 PD FD 01 RS 4035/5210 \$2,419 FD 01 RS 3010/1142
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>Sub Goal 2.4.4:</b> Increase access to the After School Education and Safety (ASES) program or other after school program		<b>2.4.4</b> \$600,000 Funding Source: FD 01 RS 6010 ASES	<b>2.4.4</b> - ASES Grant Award is \$600,000. Additional students had the option to attend on a "fee-based" basis. 11 students participated in this program.	<b>2.4.4</b> \$599,850 FD 01 RS 6010 ASES
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		2.1Teacher requests CM at the elementary level 2.2 ROP programs will not be in place due to the lack of funding by the state 2.3 There was no movement in this area, due to a lack of a committee to investigate. 2.4Funding more sections at the secondary and adding intervention teachers/coaches. Implement the District RTI2 plan. 2.5Add Freshman Seminar and AVID sections at EHS. Implement AVID at Winship Middle School.		

Original GOAL from prior	<b>Goal 3: Eureka City Schools will provide a safe, supportive, and culturally responsive learning environment that promotes physical, social and emotional well-being; and where students, families and community are valued, connected, and engaged in our schools.</b>	Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__
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year LCAP:	<p><b>Focus Goal 3.1</b> Increase student attendance</p> <p><b>Focus Goal 3.2:</b> Increase promotion and graduation rates for at-risk students</p> <p><b>Focus Goal 3.3:</b> Decrease suspension and expulsion rates for all subgroups to mirror the general population</p> <p><b>Focus Goal 3.4:</b> Ensure all students needing support have access to three-tiered <b>Behavioral Response to Intervention</b> (RTI) fully implemented, well-articulated and consistent year to year</p> <p><b>Focus Goal 3.5:</b> Increase the number and types of opportunities for parents to meaningfully engage in the education of their students, as well as the degree of participation</p> <p><b>Focus Goal 3.6:</b> Increase partnerships with community agencies, businesses and institutions of higher education (IHE)</p> <p><b>Focus Goal 3.7:</b> Increase the level of student wellness, well-being and physical</p>	<p>Local: Specify <u>ECS Strategic Plan Goals: 1, 2, 3, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20</u></p>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All, Secondary, Elementary, English Learners, Low Income, Foster Youth, RFEP
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Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	Actual Annual Measurable Outcomes:
	<b>3.1</b> Average Daily Attendance (ADA) rates	<b>3.1</b> 1% increase in ADA per site	<b>3.1</b> – CBEDS to P2: 2013-14 was 93.96% ADA 2014-15 was 94.26% ADA
	<b>3.1a</b> Attention 2 Attendance data	<b>3.1a</b> 5% decrease in the chronic absenteeism rate	95.37% Attendance for AVID, 93.95% for EHS
	<b>3.2</b> Graduation and Promotion Rates	<b>3.2</b> Increase graduation/ promotion rates Middle School: 2% High School: 2%	<b>3.1a</b> – 2013-14 baseline is 19.3%; 2014-15 data not yet available; sites are doing a variety of activities related to A2A: sites are holding conferences with parents/students that are chronically absent; counselor contacts parents of students chronically absent; teachers are notified; Grant has completed 95% of conferences; Washington has completed 87% of conferences.
	<b>3.2a</b> Dropout rates	<b>3.2a</b> Decrease in drop-out rates: Middle School: 5% High School: 5%	<b>3.2</b> – Of the 269 seniors, 253 (94%) are on track to graduate depending on final grades. The 6% not on track to graduate are students who are foreign exchange students or are students getting certification through the Resource/Special Day Programs
	<b>3.3</b> Suspension and Expulsion rates	<b>3.3 &amp; 3.3a</b> Decrease in suspensions/ expulsions by: All: -2% Black: -2%	<b>3.2a</b> – 2013-14 Baseline Data: MS = too few to report EHS = .9% ZB = 15.7%
			<b>3.3</b> –CALPADS Suspension Data:

	<p><b>3.3a</b> School-wide Information System (SWIS) data</p> <p><b>3.4</b> RTI Matrix Tool</p> <p><b>3.5</b> Participation Surveys <b>3.5a</b> Attendance rates at programs and events</p> <p><b>3.6</b> Community Partnerships artifacts</p> <p><b>3.6a</b> Volunteerism data</p> <p><b>3.7</b> California Physical Fitness Test (PFT)</p>	<p>SED: -2% Latino: -2% Amer. Indian: -2%</p> <p><b>3.4</b> Establish baseline data of supports and interventions at each site by completing matrix measuring implementation and articulation</p> <p><b>3.5</b> Establish baseline at each site and District of participation as well as the types of activities, decision making opportunities, and educational opportunities offered to families</p> <p><b>3.6</b> Establish baseline at each site and District of community agency, business, and IHE partnering</p> <p><b>3.6a</b> Establish baseline at each site of the number of students participating in service learning and community participation activities</p> <p><b>3.7</b> 5% increase in PFT passing rate of at least five</p>		<table border="1"> <thead> <tr> <th data-bbox="1266 196 1430 240">Ethnicity</th> <th data-bbox="1430 196 1539 240">2012-13</th> <th data-bbox="1539 196 1648 240">2013-14</th> <th data-bbox="1648 196 1766 240">2014-15</th> <th data-bbox="1766 196 2018 240">+/- 2012-14</th> </tr> </thead> <tbody> <tr> <td data-bbox="1266 240 1430 310">Hispanic or Latino of Any Race</td> <td data-bbox="1430 240 1539 310">14.0</td> <td data-bbox="1539 240 1648 310">13.0</td> <td data-bbox="1648 240 1766 310"></td> <td data-bbox="1766 240 2018 310">-1%</td> </tr> <tr> <td data-bbox="1266 310 1430 394">American Indian or Alaska Native, Not Hispanic</td> <td data-bbox="1430 310 1539 394">9.6</td> <td data-bbox="1539 310 1648 394">7.4</td> <td data-bbox="1648 310 1766 394"></td> <td data-bbox="1766 310 2018 394">-2.2%</td> </tr> <tr> <td data-bbox="1266 394 1430 464">Asian, Not Hispanic</td> <td data-bbox="1430 394 1539 464">2.0</td> <td data-bbox="1539 394 1648 464">0.85</td> <td data-bbox="1648 394 1766 464"></td> <td data-bbox="1766 394 2018 464">-1.15%</td> </tr> <tr> <td data-bbox="1266 464 1430 534">Pacific Islander, Not Hispanic</td> <td data-bbox="1430 464 1539 534">0.2</td> <td data-bbox="1539 464 1648 534">0.57</td> <td data-bbox="1648 464 1766 534"></td> <td data-bbox="1766 464 2018 534">+0.37%</td> </tr> <tr> <td data-bbox="1266 534 1430 604">African American, Not Hispanic</td> <td data-bbox="1430 534 1539 604">6.5</td> <td data-bbox="1539 534 1648 604">4.1</td> <td data-bbox="1648 534 1766 604"></td> <td data-bbox="1766 534 2018 604">-0.24%</td> </tr> <tr> <td data-bbox="1266 604 1430 673">White, Not Hispanic</td> <td data-bbox="1430 604 1539 673">57.8</td> <td data-bbox="1539 604 1648 673">63.0</td> <td data-bbox="1648 604 1766 673"></td> <td data-bbox="1766 604 2018 673">+5.2%</td> </tr> <tr> <td data-bbox="1266 673 1430 743">Two or More Races, Not Hispanic</td> <td data-bbox="1430 673 1539 743">7.7</td> <td data-bbox="1539 673 1648 743">9.6</td> <td data-bbox="1648 673 1766 743"></td> <td data-bbox="1766 673 2018 743">+1.9%</td> </tr> <tr> <td data-bbox="1266 743 1430 813">None Reported</td> <td data-bbox="1430 743 1539 813">0.7</td> <td data-bbox="1539 743 1648 813">0.86</td> <td data-bbox="1648 743 1766 813"></td> <td data-bbox="1766 743 2018 813">+0.16%</td> </tr> </tbody> </table> <p>SED Suspensions/Expulsions Not Reported</p> <p>1 Caucasian student was expelled in 2013-14</p> <p><b>3.4</b> – on-going process currently happening at elementary level: High Quality Instruction: 56%; High Expectations: 30%; Assessments: 21%; Problem Solving Systems Approach: 13%; Research-Based Interventions: 28%; PBIS: 44%; Fidelity of Program Implementation: 27%; Staff Development &amp; Collaboration: 29%; Family Involvement: 13%; SLD Determination: 48% RTI2 Plan draft written</p> <p><b>3.5</b> – on-going process: see 3.5a below <b>3.5a</b> – on-going process Activities for 2014-15 have included: Back to School Nights, PTA Family Fun Nights, monthly newsletters home, ice cream socials, lunch on the lawn,</p>	Ethnicity	2012-13	2013-14	2014-15	+/- 2012-14	Hispanic or Latino of Any Race	14.0	13.0		-1%	American Indian or Alaska Native, Not Hispanic	9.6	7.4		-2.2%	Asian, Not Hispanic	2.0	0.85		-1.15%	Pacific Islander, Not Hispanic	0.2	0.57		+0.37%	African American, Not Hispanic	6.5	4.1		-0.24%	White, Not Hispanic	57.8	63.0		+5.2%	Two or More Races, Not Hispanic	7.7	9.6		+1.9%	None Reported	0.7	0.86		+0.16%
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None Reported	0.7	0.86		+0.16%																																													

components in grades 5, 7, and 9

**3.7a** School Health Index (SHI)

**3.7a** Establish SHI baseline of districtwide wellness practices and programs

**3.7a** 5% increase participation in Child Nutrition Program

**3.7c** California Healthy Kids Survey (CHKS) data

**3.7c** Determine baseline for positive responses to selected California Healthy Kids Survey

etc. PTA & SSC events are included in this data. Each site has maintained records for attendance at these events which will be the baseline for comparison.

**3.6** – on-going process; partnerships have been created with Decade of Difference, Subway shops, Winco, Redwood Coast Music Festival, Redwood Coast Community Action Agency, Grocery Outlet, Food for People, Sequoia Zoo, USCG, Redwood Acres, etc. Each site maintains their affiliations/partnership lists; this information is reported in the Strategic Plan updates to the board as well.

**3.6a** – on-going process; each site is maintaining lists of parents and others that volunteer at each site.

**3.7** – Baseline 2013-14:

(hz = healthy zone; ni = needs improvement; hr = health risk)

	5 <sup>th</sup> - hz%	5 <sup>th</sup> - ni%	5 <sup>th</sup> - hr%	7 <sup>th</sup> - hz%	7 <sup>th</sup> - ni%	7 <sup>th</sup> - hr%	9 <sup>th</sup> - hz%	9 <sup>th</sup> - ni%	9 <sup>th</sup> - hr%
AC	29.6	64.2	6.2	68.6	18.4	13.0	40.3	37.3	22.4
BC	52.3	19.8	27.9	54.1	26.3	19.6	58.4	22.1	19.5
AS	52.3	47.7	NA	93.7	6.3	NA	84.8	15.2	NA
TE	77.4	22.6	NA	97.6	2.4	NA	95.0	5.0	NA
UBF	43.6	56.4	NA	76.1	23.9	NA	64.4	35.6	NA
F	50.2	49.8	NA	90.6	9.4	NA	89.1	10.9	NA

AC=aerobic capacity; BC=body composition; AS=abdominal strength; TE=trunk extension; UBF=upper body flexibility; F=flexibility

2014-15 testing results are not yet available

**3.7.a**

Baseline data established lacks integrity. Not all sites completed the full assessment so ECS was not able to establish baseline.

Participation in the Child Nutrition programs has increased in

		questions for safety and well-being		<p>2014/2015 over 2013/14</p> <ol style="list-style-type: none"> <li>1. School Breakfast Program Increased 5.52 % <ul style="list-style-type: none"> <li>• Period Aug. 2013-March 2014 138,860 served</li> <li>• Period Aug 2014-March 2015 147,125 served</li> </ul> </li> <li>2. National School Lunch Program Increased .09 % <ul style="list-style-type: none"> <li>• Period Aug. 2013-March 2014 242,947 Served</li> <li>• Period Aug. 2013-March 2015 245,156 Served</li> </ul> </li> <li>3. Supper Program Increased 25% <ul style="list-style-type: none"> <li>• Period Aug. 2013-March 2014 ( supper started in Dec.) 15,616 served</li> <li>• Period Aug. 2014-March 2015 62,815 served (EHS Coming on in April 2014)</li> </ul> </li> </ol> <p>The overall increase in meal participation in Child Nutrition Programs was 12.73 %.</p> <p><b>3.7c</b> – on-going process. Baseline reports were delayed by State</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<b>Sub Goal 3.1.1:</b> Provide transportation to students outside the district non-transportation zone and others who are chronically absent	<b>3.1.1</b> \$255,000 Funding Source: FD 01 RS 0001	<b>3.1.1</b> – The non-transportation zones were reduced at the beginning of 2014-15, and the district provided transportation to all students residing outside of the non-transport area	<b>3.1.1</b> \$255,000 FD 01 RS 0000/8980



<p><b>Sub Goal 3.1.2:</b> Target services to decrease absenteeism and ensure attendance</p>	<p><b>3.1.2</b> \$32,000 SSC \$50,000 Health aides \$90,000 Attend clerks \$290,000 Attend clerks Funding Source: FD 01 RS 0001 FD 01 RS 0000 FD 01 RS 0004 FD 01 RS 0000</p>	<p><b>3.1.2 – on-going process</b> Health Aides have been hired Attendance clerks hired A2A program is in place at all sites and is being implemented as best as it can be at each site given the resources</p>	<p><b>3.1.2</b> \$28,060 SSC FD 01 RS 0001/2307 \$36,935 Health aides FD 01 RS 0000/0001/2217 \$60,553 Attend clerks FD 01 RS 0004/2400 \$317,959 Attenclerks FD 01 RS 0000/2400</p>
<p><b>Sub Goal 3.1.3:</b> Identify and monitor chronically absent students to conduct outreach and intervention</p>	<p><b>3.1.3</b> \$20,000 Funding Source: FD 01 RS 0001</p>	<p><b>3.1.3 – on-going process;</b> A2A site reports have been provided to sites so they can monitor students; conferences are held with Parents &amp; students of chronically absent students</p>	<p><b>3.1.3</b> \$0 FD 01 RS 0001</p>
<p><b>Sub Goal 3.2.1:</b> Identify, intervene and monitor students at-risk of not promoting from middle school to high school or graduating from high school</p>	<p><b>3.2.1</b> Expenditures: See Goal 2.2.1 above Title VII Funding Source: See Goal 2.2.1 \$30,000</p>	<p><b>3.2.1 – on-going process;</b> counselors continue to monitor student progress throughout the year; individual site decisions as to how to best work with these students; the number of students that do not promote to the high school has decreased over the last 3 years at Zane. There is not enough data yet to show for Winship. ZB uses the team approach to work with students and is able to provide more flexibility in scheduling than other sites</p>	<p><b>3.2.1</b> Included in 2.2.1 \$43,590 FD 01 RS 4510/2105/3xxx</p>
<p><b>Sub Goal 3.2.2:</b> Provide credit recovery options and intervention opportunities for students at-risk of not graduating or not promoting</p>	<p><b>3.2.2</b> \$2,500 Funding Source: FD 01 RS 0000</p>	<p><b>3.2.2 – classes will be offered beginning 2<sup>nd</sup> semester @ EHS for students that have failed</b></p>	<p><b>3.2.2</b> \$0</p>
<p><b>Sub Goal 3.2.3:</b> Reinstate summer school programs for students at-risk of promotion or graduation</p>	<p><b>3.2.3</b> Expenditures: \$15,000 Funding Source: FD 01 RS 0001</p>	<p><b>3.2.3 – summer school will be held during the 2014-15 year; this will include a Dual-Enrollment option in cooperation with College of the Redwoods</b></p>	<p><b>3.2.3</b> \$28,613 FD 01 RS 0001/FN 1160</p>

<p><b>Sub Goal 3.3.1:</b> Ensure a staffing ratio of supervision to provide a high level of safety during school and at school events</p>	<p><b>3.3.1</b> \$490,000 Monitors/CS Funding Source: FD 01 LCFF</p>	<p><b>3.3.1</b> – additional hours have been provided to monitors; the ensured minimum is a 75:1 ratio for supervision at the elementary and middle school sites</p>	<p><b>3.3.1</b> \$236,313 Monitors/CS FD 01 RS 0000/2901</p>
<p><b>Sub Goal 3.3.2:</b> Identify and implement programs and strategies to support school engagement</p>	<p><b>3.3.2</b> \$2,500 LINK, MS \$42,000 AD's See 3.4.1 GRIP \$215,000 Athletics Funding Source: FD 01 LCFF FD 01 LCFF See 3.4.1 FD 01 LCFF</p>	<p><b>3.3.2</b> – on-going process; each site has numerous programs, activities / clubs that meet during the school day and after school which offer a variety of offerings to students to help support student engagement. Competitive athletic sports are sponsored at the middle and high school sites.</p>	<p><b>3.3.2</b> \$2,500 LINK, MS FD 01 RS 0000/4310 \$45,176 AD's FD 01 RS 0000/1132 \$190,912 Athletics FD 01 RS 0000/GL1300 \$67,000 GRIP FD 01 RS 0000/1100/mgmt. 2350</p>
<p><b>Sub Goal 3.4.1:</b> Increase programs and services to support positive student decision making</p>	<p><b>3.4.1</b> \$10,000 RC \$30,000 RJ Funding Source: FD 01 RS 0001 FD 01 RS 0001 FD 01 RS 0000</p>	<p><b>3.4.1</b> – Trainings/Workshops: <b>Rachel's Challenge:</b> Sept 16, 17, 18, 2014 <b>Restorative Justice:</b> Dec 2,3, 2014; Feb 3,4, 2015; April 20, 21, 2015; and June 2,3, 2015</p>	<p><b>3.4.1</b> \$9,568 RC FD 01 RS 0001/5800 \$0 RJ Included in 3.4.4</p>
<p><b>Sub Goal 3.4.2:</b> Increase student access to social/emotional supports and services</p>	<p><b>3.4.2</b> \$370,000 Elem cnslrs \$135,000 FRC See 2.4.4 and 3.1.3 SSC Funding Source: FD 01 RS 5812 FD 01 RS 5630 McK-V FD 01 RS 3010 T-I, FD 01 RS 9012</p>	<p><b>3.4.2</b> – Elementary Counselors at three elementary sites are employed for the 2014-15 year. A new coordinator was hired for the Marshall Family Resource Center</p>	<p><b>3.4.2</b> \$288,490 Elem cnslrs FD 01 RS 5812/1205 \$137,951 FRC FD 01 RS 5630/ 3010/9012 Included in 2.4.4</p>

<p><b><u>Sub Goal 3.4.3:</u></b> Establish a communication plan for working with advocates and other entities providing care, support and services to foster youth</p> <p><b><u>Sub Goal 3.4.4:</u></b> Provide full implementation of Positive Behavior and Intervention Support (PBIS)</p> <p><b><u>Sub Goal 3.4.5:</u></b> Hire a Board Certified Behavior Analyst (BCBA) to support positive classroom intervention strategies in classrooms, with focus on supporting special education students</p> <p><b><u>Sub Goal 3.4.6:</u></b> Develop teacher, staff and administration cultural competence; resiliency building and poverty awareness; and use of culturally and linguistically relevant practices and strategies</p> <p><b><u>Sub Goal 3.5.1:</u></b> Increase positive communication with parents and families</p> <p><b><u>Sub Goal 3.5.2:</u></b> Increase use of Power School (PS) as a method of communication</p> <p><b><u>Sub Goal 3.5.3:</u></b> Expand translation and interpretation services to accommodate</p>	<p>Local Grants</p> <p><b>3.4.3</b> Expenditures: See 3.4.2 above Funding Source:</p> <p><b>3.4.4</b> \$90,000 Funding Source:</p> <p><b>3.4.5</b> Expenditures: N/A Funding Source:</p> <p><b>3.4.6</b> \$10,000 Funding Source: FD 01 RS 0001</p> <p><b>3.5.1</b> \$10,000 Funding Source: FD 01 RS 0001</p> <p><b>3.5.2</b> \$38,000 PS \$82,000 Staff \$10,000 PD Funding Source: FD 01 RS 0001</p> <p><b>3.5.3</b></p>	<p><b>3.4.3</b>— on-going process: meetings on 5/8/15 &amp; 6/5/15 to establish plan</p> <p><b>3.4.4</b> - PBIS contract with Jeff Sprague; School Climate Grant of \$3.5m awarded in September, 2014; all elementary &amp; middle school sites are in various stages of implementation of PBIS; EHS has received training in Restorative Justice.</p> <p><b>3.4.5</b> - .6 FTE has been hired effective 11/2014</p> <p><b>3.4.6</b> – on-going process provided through trainings during Leadership Team Meetings; RJ overview provided to Executive Council in May, 2015; Sherman Garnett and Rita Alfred</p> <p><b>3.5.1</b> – on-going process; PowerSchool improvements &amp; site training provided; New Auto-Dialer System &amp; training; Link to A2A for absence reporting</p> <p><b>3.5.2</b> – on-going process; training has been provided to sites in using Power School to enhance communications home</p> <p><b>3.5.3</b> - on-going process. This district has used DocTracking to translate the majority of documents (LEA Plan, LCAP, SPSAs, etc.).</p>	<p><b>3.4.3</b> Included in 3.4.2</p> <p><b>3.4.4</b> \$90,000 FD 01 RS 5818</p> <p><b>3.4.5</b> \$66,980 FD 01 RS 0001/2305</p> <p><b>3.4.6</b> \$2,000 FD 01 RS 3010 \$20,560 FD 01 RS 0000/mgmt. 0025</p> <p><b>3.5.1</b> \$38,000 PS FD 01 RS 0000/5800</p> <p><b>3.5.2</b> Included in 3.5.1 \$74,477 Staff FD 01 RS 0000/2408 \$2,000 PD FD 01 RS 0000</p> <p><b>3.5.3</b></p>
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<p>English Learner parents and families</p> <p><b>Sub Goal 3.5.4:</b> Build family engagement and participation</p> <p><b>Sub Goal 3.5.5:</b> Enhance district and site websites to provide up-to-date and relevant information and develop a social media profile</p> <p><b>Sub Goal 3.6.1:</b> Expand the number and nature of community partnerships</p> <p><b>Sub Goal 3.7.1:</b> Develop a Physical Education Master Plan for aligning curriculum with state frameworks and for improving the athletic programs, with an emphasis on grades 7-12</p> <p><b>Sub Goal 3.7.2:</b> Fully implement the district wellness policy</p>	<p>\$5,000 Funding Source: FD 01 RS 0001</p> <p><b>3.5.4</b> \$2,000 \$10,000 Funding Source: FD 01 RS 0001 FD 01 RS 3010/3150 T-I</p> <p><b>3.5.5</b> See 3.5.4 \$8,500 IT Funding Source: FD 01 RS 0001</p> <p><b>3.6.1</b> Expenditures: No Action Funding Source:</p> <p><b>3.7.1</b> \$2,500 Funding Source: FD 01 LCFF</p> <p><b>3.7.2</b> \$2,500 \$120,000 Supper cost Funding Source: FD 01 RS 0000</p>	<p>Expenses to date (May, 2015) are \$5484 from Gen Ed Budget and \$566 from Title 1.</p> <p><b>3.5.4</b> – on-going process Activities for 2014-15 have included: Back to School Nights, PTA Family Fun Nights, monthly newsletters home, ice cream socials, lunch on the lawn, etc. PTA &amp; SSC events are included in this data. Each site has maintained records for attendance at these events which will be the baseline for comparison.</p> <p><b>3.5.5</b> – included in 3.5.4</p> <p><b>3.6</b> – on-going process; partnerships have been created with Decade of Difference, Subway shops, Winco, Redwood Coast Music Festival, Redwood Coast Community Action Agency, Grocery Outlet, Food for People, Sequoia Zoo, USCG, Redwood Acres, etc. Each site maintains their affiliations/partnership lists; this information is reported in the Strategic Plan updates to the board as well.</p> <p><b>3.7.1</b> - on-going process; this will expand in 2015-16</p> <p><b>3.7.2</b> - on-going process Supper program is at all elementary and middle school sites. Eureka High School is also participating in this program. All meals align with federal guidelines</p>	<p>\$5,705 FD 01 RS 0000/5800</p> <p><b>3.5.4</b> \$1,314 FD 01 RS 0001 \$5,186 FD 01 RS 3150</p> <p><b>3.5.5</b> Included in 3.5.4</p> <p><b>3.6.1</b> \$0</p> <p><b>3.7.1</b> \$0</p> <p><b>3.7.2</b> \$108,000 Supper cost FD 13</p>
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<p><b>Sub Goal 3.7.3:</b> Provide program services and equipment to ensure the safety of Students and staff</p>	<p>FD 13</p> <p><b>3.7.3</b> See 3.1.2 above/Health Aides \$140,000/Nurses \$47,000/Medi-Cal \$2,500/PD \$3,000/CPI Funding Source: FD 01 RS 0000 FD 01 RD 5640 FD 01 RS 0000 FD 01 RS 0000</p>	<p><b>3.7.3</b> - on-going process – no data to report; all site safety plans have been updated; it is difficult to find credentialed school nurses so ECS has hired additional health techs</p>	<p><b>3.7.3</b> Included in 3.1.2 \$82,685 Nurses FD 01 RS 0000 \$13,347 Medi-Cal FD 01 RS 5640 \$2,500 PD FD 01 RS 5640 \$3,000 CPI FD 01 RS 0000</p>
<p>Scope of service:</p>	<p>LEA-Wide, Secondary</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>Sub Goal 3.1.1:</b> Provide transportation to students outside the district non-transportation zone and others who are chronically absent</p> <p><b>Sub Goal 3.1.2:</b> Target services to decrease absenteeism and ensure attendance</p>	<p><b>3.1.1</b> \$255,000 Funding Source: FD 01 RS 0001</p> <p><b>3.1.2</b> \$32,000 SSC \$50,000 Health aides \$90,000 Attend clerks \$290,000 Attend clerks Funding Source: FD 01 RS 0001</p>	<p><b>3.1.1</b> – The non-transportation zones were reduced at the beginning of 2014-15, and the district provided transportation to all students residing outside of the non-transport area</p> <p><b>3.1.2</b> - on-going process Health Aides hired Attendance clerks hired</p>	<p><b>3.1.1</b> \$255,000 FD 01 RS 0000/8980</p> <p><b>3.1.2</b> \$28,060 SSC FD 01 RS 0001/2307 \$36,935 Health aides FD 01 RS 0000/0001/2217 \$60,553 Attend clerks</p>

<p><b>Sub Goal 3.1.3:</b> Identify and monitor chronically absent students to conduct outreach and intervention</p> <p><b>Sub Goal 3.2.1:</b> Identify, intervene and monitor students at-risk of not promoting from middle school to high school or graduating from high school</p> <p><b>Sub Goal 3.4.1:</b> Increase programs and services to support positive student decision making</p> <p><b>Sub Goal 3.4.2:</b> Increase student access to social/emotional supports and services</p>	<p>FD 01 RS 0000 FD 01 RS 0004 FD 01 RS 0000</p> <p><b>3.1.3</b> \$20,000 Funding Source: FD 01 RS 0001</p> <p><b>3.2.1</b> Expenditures: See Goal 2.2.1 above Title VII Funding Source: See Goal 2.2.1 \$30,000</p> <p><b>3.4.1</b> \$10,000 RC \$30,000 RJ \$70,000 GRIP Funding Source: FD 01 RS 0001 FD 01 RS 0001 FD 01 RS 0000</p> <p><b>3.4.2</b> \$370,000 Elem cnslrs \$135,000 FRC See 2.4.4 and 3.1.3 SSC Funding Source: FD 01 RS 5812</p>	<p><b>3.1.3</b> – on-going process; A2A site reports have been provided to sites so they can monitor students; conferences are held with Parents &amp; students of chronically absent students</p> <p><b>3.2.1</b> – on-going process; counselors continue to monitor student progress throughout the year; individual site decisions as to how to best work with these students; the number of students that do not promote to the high school has decreased over the last 3 years at Zane. There is not enough data yet to show for Winship. ZB uses the team approach to work with students and is able to provide more flexibility in scheduling than other sites</p> <p><b>3.4.1</b> – Trainings/Workshops: <b>Rachel’s Challenge:</b> Sept 16, 17, 18, 2014 <b>Restorative Justice:</b> Dec 2,3, 2014; Feb 3,4, 2015; April 20, 21, 2015; and June 2,3, 2015</p> <p><b>3.4.2</b> – Elementary Counselors at three elementary schools; student services coordinator hired at Washington Elementary School; Coordinator for the Marshall Family Resource Center hired August, 2014</p>	<p>FD 01 RS 0004/2400 \$317,959 Attenclerks FD 01 RS 0000/2400</p> <p><b>3.1.3</b> \$0 FD 01 RS 0001</p> <p><b>3.2.1</b> Included in 2.2.1 \$43,590 FD 01 RS 4510/2105/3xxx</p> <p><b>3.4.1</b> \$9,568 RC FD 01 RS 0001/5800 \$0 RJ Included in 3.4.4</p> <p><b>3.4.2</b> \$288,490 Elem cnslrs FD 01 RS 5812/1205 \$137,951 FRC FD 01 RS 5630/ 3010/9012 Included in 2.4.4</p>
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		FD 01 RS 5630 McK Vento, FD 01 RS 3010 T-I, FD 01 RS 9012 Local Grants		
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL			__ALL	
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)_____			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)_____	
<b>Sub Goal 3.2.2:</b> Provide credit recovery options and intervention opportunities for students at-risk of not graduating or not promoting		<b>3.2.2</b> \$2,500 Funding Source: FD 01 RS 0000	<b>3.2.2</b> – classes will be offered beginning 2 <sup>nd</sup> semester @ EHS for students that have failed	<b>3.2.2</b> \$0
<b>Sub Goal 3.2.3:</b> Reinstate summer school programs for students at-risk of promotion or graduation		<b>3.2.3</b> \$15,000 Funding Source: FD 01 RS 0001	<b>3.2.3</b> – summer school will be held during the 2014-15 year; this will include a Dual-Enrollment option in cooperation with College of the Redwoods	<b>3.2.3</b> \$28,613 FD 01 RS 0001/FN 1160
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL			__ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Sub Goal 3.4.3:</b> Establish a communication plan for working with advocates and other entities providing care, support and services to foster youth		<b>3.4.3</b> Expenditures: See 3.4.2 above Funding Source:	<b>3.4.3</b> – on-going process: meetings on 5/8/15 & 6/5/15 to establish plan		<b>3.4.3</b> Included in 3.4.2
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: <input checked="" 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 checked="" 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)_____		
<b>Sub Goal 3.4.4:</b> Provide full implementation of Positive Behavior and Intervention Support (PBIS)		<b>3.4.4</b> \$90,000 Funding Source: FD 01 RS 3010/3150 T-I	<b>3.4.4</b> - PBIS contract with Jeff Sprague; School Climate Grant of \$3.5m awarded in September, 2014; all elementary & middle school sites are in various stages of implementation of PBIS; EHS has received training in Restorative Justice.		<b>3.4.4</b> \$90,000 FD 01 RS 5818
Scope of	Elementary Winship		Scope of	Elementary Winship	



service: Zane Low Income			service: Zane Low Income		
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
<b>Sub Goal 3.4.6:</b> Develop teacher, staff and administration cultural competence; resiliency building and poverty awareness; and use of culturally and linguistically relevant practices and strategies		<b>3.4.6</b> \$10,000 Funding Source: FD 01 RS 0001	<b>3.4.6</b> – on-going process provided through trainings during Leadership Team Meetings; RJ overview provided to Executive Council in May, 2015		<b>3.4.6</b> \$2,000 FD 01 RS 3010 \$20,560 FD 01 RS 0000/mgmt. 0025
<b>Sub Goal 3.5.1:</b> Increase positive communication with parents and families		<b>3.5.1</b> \$10,000 Funding Source: FD 01 RS 0001	<b>3.5.1</b> – on-going process; PowerSchool improvements & site training provided; New Auto-Dialer System & training; Link to A2A for absence reporting		<b>3.5.1</b> \$38,000 PS FD 01 RS 0000/5800
Scope of service: LEA-wide			Scope of service: LEA-wide		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" 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 checked="" 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)_____		
<b>Sub Goal 3.5.3:</b> Expand translation and interpretation services to accommodate English Learner parents and families		\$5,000 Funding Source: FD 01 RS 0001	<b>3.5.3</b> - on-going process. This district has used DocTracking to translate the majority of documents (LEA Plan, LCAP, SPSAs, etc.). Expenses to date (May, 2015) are \$5484 from Gen Ed Budget and \$566 from Title 1.		<b>3.5.3</b> \$5,705 FD 01 RS 0000/5800

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<b>Sub Goal 3.5.4:</b> Build family engagement and participation	<b>3.5.4</b> \$2,000 \$10,000 Funding Source: FD 01 RS 0001 FD 01 RS 3010/3150 T-I	<b>3.5a</b> – on-going process Activities for 2014-15 have included: Back to School Nights, PTA Family Fun Nights, monthly newsletters home, ice cream socials, lunch on the lawn, etc. PTA & SSC events are included in this data. Each site has maintained records for attendance at these events which will be the baseline for comparison.		<b>3.5.4</b> \$1,314 FD 01 RS 0001 \$5,186 FD 01 RS 3150	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<b>Sub Goal 3.7.2:</b> Fully implement the district wellness policy	\$2,500 \$120,000 Supper cost Funding Source: FD 01 RS 0000 FD 13	<b>3.7.2</b> - on-going process Supper program is at all elementary and middle school sites. Eureka High School is also participating in this program. All meals align with federal guidelines		<b>3.7.2</b> \$108,000 Supper cost FD 13	

<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>3.1 Efforts need to be made to improve school culture and safety            3.2 PBIS and Restorative Practices need to be fully implemented with fidelity, School Climate grant will assist            3.3 Professional Development needs to be funded to provide culturally responsive teaching            3.4 Investigate funding elementary and middle school counselors, student service coordinators, and teacher training            3.5 Hire a Director of Public Affairs (0.5 FTE) to improve communication with families and encourage grant funded programs to develop websites            3.6 Encourage concurrent and dual enrollment in College of the Redwoods.            3.7 Continue as planned</p>
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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:	\$ <u>                    \$3,354,902                    </u>
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**For 2015-16**

Eureka City Schools is projected to receive \$3,354,902 in Supplemental and Concentration Local Control Funding Formula Funds for 2015/16. This amount is projected to increase to \$3,541,934 in 2016/17 and \$3,813,796 in 2017/18. These funds are calculated based on the Unduplicated number of students identified as low income, English learners, and foster youth.

In reviewing the needs of students in Eureka City Schools, it was determined that we would develop a district-wide focus in specific areas. ECS has approximately 65% of the unduplicated student subgroup counts. With this significant percentage the District will target all students when implementing goals, district wide, as well as attending to site-specific needs based on student population. The supplemental and concentration dollars (\$3,354,902 for 2015-16) will be used to support services which are designed to be of the greatest benefit to our unduplicated students. Students in the primary grades will be enrolled in classes with a lower teacher to student ratio and will not be enrolled in combination grade classes. Students outside the district non-transportation zone will be offered transportation services. Students throughout the District will participate in a fully implemented Response to Instruction and Intervention (RTI2), Positive Behavioral Intervention and Support (PBIS), Secondary Constructing Meaning (CM), Common Core State Standards (CCSS), College and Career readiness programs, and After School Education and Safety (ASES). Inclusion of music and the arts will enrich the educational opportunities afforded these students. In addition, there will be a focus on increased attendance, Advanced Placement and A-G enrollment, CAHSEE passage rates, FAFSA completion, parent involvement, and graduation /promotion rates in the identified sub-groups, with an expected increase for all students as well as decreased dropout rates, and lower suspension and expulsion rates. Additionally, there will be training for social-emotional well-being, and training for certificated and classified staff in resiliency and issues of students living in poverty that will meet the needs of all students, but is especially targeted for Foster Youth and Low Socio-Economic students. Training in Constructing Meaning, while beneficial for all students, is specifically geared to meeting the needs of English Learners, especially those whose CELDT scores range in the 3-4s. In order to expand access for Low Socio Economic, English Learners, and Foster Youth to appropriate, high quality, and engaging print resources, both narrative and expository, as well as technology to support the CCSS, ECS has employed a district librarian. In addition, ECS is committed to upgrading technology hardware and bandwidth, as well as personnel support for wider implementation and student use.

- 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.

12.28	%
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**For 2015-16**

The proportionality for 2015/16= 12.28% which equals \$3,354,902. Given that ECS has approximately 65% of unduplicated subgroup students it is determined that the progress of all students, including low income, foster youth, and EL students will be met with the implementation of **all** of the above mentioned actions in 3C. The increased revenue will be used according to the plan outlined above with specific emphasis on class-size reduction, transportation, RTI2, PBIS, CCSS, and training, which has been shown to increase student achievement in all subgroups. Additionally, with the hiring of 4.2 FTE instructional coaches/intervention teachers (TOSAs), who will work with the current district instructional coach, students will receive improved first instruction as well as targeted academic and behavioral support. These actions will help ensure that the low-income, EL, and foster youth students will receive high-quality instruction and make academic growth.

**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).

01-13-15 [California Department of Education]