

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

Introduction:

The Fortuna Union High School District (FUHSD) is an integral part of a community that is both united and greatly varied in its physical and demographic features. FUHSD encompasses a 2,500 square mile range from the northern tip of the south jetty of Humboldt Bay, east along Highway 36 to the mountainous ridges, which divide the Van Duzen and Mad River watersheds near Ruth Lake, and south along the Avenue of the Giants to the town of Redcrest. Approximately sixty-five percent (65%) of the District's students live over a mile from our school sites.

The makeup of communities within our district varies widely in age, income, education level and rate of growth. The city of Fortuna and its surrounding areas have seen an increase of many new housing and commercial developments. According to the U.S. Census Bureau, the population of Fortuna has decreased 0.8% from 2010 - 2012. The development of one retail mall has completed and a commercial zone is currently under construction. The city of Rio Dell has been using funds from a Community Development Block Grant to fund the Gateway Improvement Project, a major project for its northern gateway, and continues to implement a downtown revitalization program as well.

The Forest Products industry continues to be plagued with uncertainties. The restrictions placed on logging have also reduced numerous other timber related jobs. The unemployment rate in the city of Fortuna was 7.5% in December 2013, according to homefacts.com. The Employment Development Department projects that these rates may increase as jobs shift from timber and agriculture to those in retail, health services and hospitality. The number of students receiving assistance is high: 46% receive free and reduced priced meals.

The City of Fortuna boasts two school districts: FUHSD and Fortuna Elementary School District (FESD). FESD is comprised of two (2) K – 4 schools, two (2) 5 – 8 schools and a charter school. Redwood Preparatory Charter is a K – 8 charter school. In addition, FUHSD has six other K – 8 feeder school districts. They are Bridgeville School District (located thirty miles to the east), Cuddeback Union School District (ten miles to the southeast), Hydesville School District (six and a half miles to the southeast), Loleta Union School District (seven miles to the north), Rio Dell School District (located eight miles to the south) and Scotia Union School District (located ten miles to the south).

The Fortuna Union High School District is comprised of three high schools serving students in the ninth through twelfth grades. Fortuna High School is a traditional comprehensive high school. East High School is a continuation school. Academy of the Redwoods is an early college high school located on the College of the Redwoods campus.

In developing and analyzing the Fortuna Union High School District (FUHSD) Local Control Accountability Plan (LCAP) it is important to include all district stakeholders. This is accomplished through our district advisory committee. All unduplicated count student groups are included (low income pupils, English learners, foster youth, re designated fluent English proficient, and students with low achievement scores). As a 9-12 district we did not use the middle school dropout rate because it was non-applicable. The Annual Performance Index accountability measurement system will not be applicable for 2015-16. When a new state accountability system is operational and approved our LCAP will be updated to include improvement targets based on baseline performance results.

LEA: Fortuna Union High School District **Contact** Glen Senestraro, Superintendent, gsestraro@fuhdsdistrict.org, **LCAP Year: 2015-2016**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funding 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, goals, and actions should demonstrate that 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 school site, 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 graduation 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, the community, and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

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

Involvement Process	Impact on LCAP
<p>Monday, December 3, 2014 This year our district created a district advisory committee comprised of district stakeholders. The stakeholders included: CTA representatives, CSEA representative, district administrators, parents from all three school sites, students from the schools, special education teachers, English Language parents and students, Bilingual aide, and the technology department. The committee met on Monday, December 3rd to review the background on the Local Control Funding Formula and the Local Control Accountability Plan. We reviewed our unduplicated counts from 2014-2015. We reviewed our 2014-15 goals and which data we would be reviewing to compare whether we've met our goals or not. We reviewed the services that we are currently providing with our supplemental grant. Lastly, we spoke about which stakeholders have been excluded or didn't show up to this initial meeting and whom we need to be inviting to the table.</p> <hr/> <p>Monday, January 26, 2015 13 members of our district advisory committee met and reviewed the following; district unduplicated counts, 14-15 LCAP goals, 15-16 LCAP goals, upcoming district financial obligations such as: PERS/STRS contribution, transportation needs, deferred maintenance and the retiree benefit reserve fund. We reviewed the services that we are currently providing with the supplemental funds.</p> <hr/> <p>Monday, April 13, 2015 The district administrative team along with our business manager reviewed the 413 responses that were collected through the online LCAP survey. We spent time discussing how to make parents feel more valued, increase medical services to students' district-wide and how to continue to have a strong school climate.</p>	<p>Monday, December 3, 2015 This meeting was the first meeting where stakeholders were not hearing about the funding for the LCAP for the first time. They understood how the unduplicated counts were collected and the value of having families complete the FRMP applications. It was discussed that we needed a district-wide media campaign to address the importance of completing the FRMP. All stakeholders agreed that the goals that were established last year needed to be reviewed at our next meeting. We also brainstormed a list of whom we could invite to the table.</p> <hr/> <p>Monday, January 26, 2015 After reviewing the current 2014-2015 goals and updating our 2015-2016 goals, the advisory committee advised administration to combine 14-15 goals to streamline goals for the 15-16 school year. The district advisory committee prioritized gathering input from stakeholders via the LCAP survey.</p> <hr/> <p>Monday, April 13, 2015 The district administrative team will review the 14-15 supplemental services that they are currently receiving and advise the advisory committee on which services should remain and which areas need to be increased. We are specifically looking at increasing student support services at East high school. We all identified that we need a streamlined/updated electronic way to communicate with parents that is not an alert now system. We want to use alert now for emergency situations. We are further investigating which Humboldt County</p>

Wednesday, May 20, 2015

The district advisory committee convened its last 2014-15 stakeholder meeting on Wednesday, May 20, 2015. On Friday, May 15, 2015 the advisory committee was sent a draft LCAP to review prior to our Wednesday meeting. As the committee reviewed the 2015-16 goals the teachers bargaining unit representative wanted to recommend that goal 1 reflect, “recruiting and maintaining highly qualified teaching staff.” Stakeholders also expressed interest in being able to financially support Advanced placement testing, SAT, ACT, and PSAT assessments.

Tuesday, June 9, 2015

The Fortuna Board of Trustees held their monthly board meeting and held a public hearing and discussion to review the annual update and the 2015-16 LCAP plan. The plan coordinator discussed the design and intentions of the plan. How the stakeholder engagement process was enhanced in 2014-15. The LCAP survey results and design were discussed. The resounding goals and take-ways that were a product of the engagement and plan update. We reviewed our decrease in the number of goals but acknowledged how our updated goals included features from the 12 previous goals.

high schools have a nurse on site, what their job duties are, and how we can get the mobile medical vans back onto our campus.

Wednesday, May 20, 2015

Stakeholders reviewed the draft LCAP prior to the advisory meeting and came with a list of clarifying questions. We reviewed our 4 goals and related actions and services for 2015-16. We discussed convening the advisory committee earlier in 2015-16 and how the new district Director of Educational Services would be able to provide a timeline of meetings and important data collection dates for the committee and all stakeholders. We spent time discussing what information we should present to the school board in June. This will be the first time the board of trustees will be reviewing the LCAP for the 2015-16 school years.

Tuesday, June 9, 2015

The board of trustees would like to see a copy of the LCAP survey and requested a presentation on the California Healthy kids survey (CHKS). There was discussion about how the LCAP survey content differed from the CHKS questions and data. They also inquired about board representation on the advisory committee. They requested that they receive monthly updates on the LCAP engagement and implementation process. A trustee noted that CAHSEE pass rates needed to specify that this is a 10th grade target goal. The business manager shared how the plan included more budget expenditures than in previous years and that the LCAP is a living document along with the budget.

Annual Update:

Prior to our first district advisory committee meeting, our administrative team reviewed the 2014-15 school year goals and relevant metrics. After review, we determined what items we would address with our advisory committee. Our administrative team reviewed evidence to determine whether the actions and services that we identified in 2014-15 addressed the needs and goals of our student outcomes. We identified actions and services that could be expanded or combined in the 2015-16 school year. All actions and services were reviewed through the district advisory committee. The administrative team recommended that we combine several of our 12 goals from 2014-15 into broader goals for the 2015-16 and following years. With broader goals we will be able to provide focused attention toward the needs identified in our pupil outcomes. These goals were presented to the advisory committee along with related actions and services. It was determined through the involvement process that in 2015-16 the district needed a clear timeline with reporting deadlines and expectations. For example, the LCAP is a yearlong process with review of multiple metrics and stakeholder engagement and discussion. The district determined that a timeline along with staff responsibilities would ensure fidelity of implementation.

Annual Update:

Through the engagement process the district advisory committee understood and emphasized the value of collecting accurate data of our unduplicated student counts. There was a resounding sense of collective responsibility and accountability of all stakeholders to inform, collect, and report accurate student data. Stakeholder representatives were aware of the value of their input and whom they needed to gather input from. The advisory committee reviewed the 2014-15 LCAP stakeholder survey and discussed how to improve survey participation. The stakeholder survey saw an exponential increase in participation due to advertising at each school site. The advisory committee identified ways to reach more stakeholders in 2015-16 and this led to a dialogue regarding communication with parents and students electronically. Each school site has varied ways of communicating and the advisory committee recommended ways to streamline district communication. It was clear that the committee is committed to increasing health services for students. They directed administration to connect with other local area high schools to determine how a school nurse may meet the needs of students. They were also concerned with how to request mobile medical services through the county. The advisory committee was instrumental in reviewing the 2014-15 goals, actions and services along with advising administration on the 2015-16 goals, actions and services. The district administration team reviewed all 2015-16 goals to ensure that they're connected to all eight state priorities. All metric/evidence measurements were correlated to the state priorities and identified in goals one through four.

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, school site-level advisory groups as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 specific 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 charter wide.

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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL:</p>	<p>Goal #1 FUHSD will continue to have highly qualified teachers in all subject areas with county competitive salaries. Teachers will be provided with ongoing professional development support in order to implement the Common Core State Standards and the CAASPP assessment system. Students in our school district, including ELs and SWD, will have sufficient access to standards-aligned instructional materials. We will continue to maintain a safe environment for all students and staff through facilities and transportation.</p>	<p>Related State and/or Local Priorities: 1X 2X 3_ 4_ 5_6_7_8_ COE Only: 9_10_ Local: Specify_____</p>
<p>Identified Need:</p>	<p>To have all FUHSD teachers qualified in all subject areas, competitive salaries, maintaining safe facilities and reliable transportation services for students and staff. Teachers will continue to need professional development opportunities to effectively implement the Common Core State Standards and the CAASPP testing.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;"><u>Metric</u></p> <ol style="list-style-type: none"> 1. Measured by annual CALPADS report 2. Williams Act reports and SARC: Textbook inventories and purchase records 3. Measure by HCOE Salary Comparisons 4. Facility Inspection Tools 5. Professional development attendance at each school site 6. 11th Grade participation in CAASSP assessment 7. Textbook alignment to CCSS tables 8. Highly qualified paraprofessional data 9. CCSS and ELD Professional development-topics, participation numbers, expenses. 10. CCSS funding fiscal report. 	<p style="text-align: center;"><u>Outcome</u></p> <ol style="list-style-type: none"> 1. All staff will be highly qualified as reported by CALPADS and will be reflected in the Student Accountability report card (SARC) 2. All students, including ELs, will have access to their own textbooks. 3. Each year the Humboldt County Office of Education produces a countywide salary comparison. District administration will use this to guide evaluation of the above goal. 4. District facilities will be reported in “Good” condition according to the Facility Inspection tool (FIT). 5. According to district details professional development will be offered at all three school sites.

		<ol style="list-style-type: none"> 6. The district will have 95% participation in the CAASPP assessment. 7. All Common Core Instructional materials will be aligned to the Common Core State Standard tables for ELA, ELD and Math and NGSS for Science. 8. All district paraprofessionals will be highly qualified as deemed by the County office paraprofessional exam. 9. All district staff will have to complete a professional development authorization form that identifies which LCAP goal the activities will focus on. Staff will also have to identify how they will share the information with the rest of the district employees. 10. We will continue to track CCSS funding through the fiscal report.
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<ol style="list-style-type: none"> 1. In order to have a highly qualified teaching staff to deliver effective CCSS aligned instruction we need to continue to offer on-going professional development and competitive compensation. 2. We will continue to monitor infrastructure to determine areas of need in relation to our Facility Inspection Tool. 3. We will also place monies into our transportation account to ensure that we are able to run a safe transportation fleet. 	<p>LEA-Wide</p>	<p><u>X</u> ALL ----- ----- ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re designated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Title</u></p>	<p>(LEA Wide) 48.35 FTE Certificated Staff - Classroom/Resource Teachers - \$4,080,000 (Base Grant, Supplemental Grant, Education Protection Account, Title I, Special Education, 000*,1400,3010,3310,6500/1100,1104/3000s) .4 FTE - Mentor Teacher, \$38,400 (Title I, Title II, 1134/3000s)</p>

<p>4. We will continue to support teachers' ongoing professional development in implementing the Common Core State Standards and the CAASPP testing.</p> <p>5. We will also provide monies to purchase Common Core aligned materials.</p>	<p><u>1 funds will be targeted at students with low achievement scores.</u></p>	<p>8 FTE - Certificated Pupil Services, \$650,000 (Base Grant, Supplemental Grant, TPP, Special Education, 000*, 3410, 6500/3100s/1200s/3000s)</p> <p>.4 FTE - Certificated Co-curricular - \$37,000 (Base Grant 0006,0008/1135/4100,4200/3000s)</p> <p>Professional Development, \$15,000 (Title I, Title II, Supplemental grant, 5200s)</p> <p>Textbooks/Materials, \$50,000 (Lottery, 6300/4000s)</p> <p>Materials and Supplies, \$5,000 (Supplemental Grant)</p> <p>4 FTE Maintenance Staff - \$258,500 (Base Grant/Routine Maintenance 8150)</p> <p>3 FTE Custodial Staff - \$180,000 (Base Grant, 0000/8260/2214,3000s)</p> <p>Transportation, \$30,000 (Base Grant 0000/7619/Bus Replacement Fund 0040/0055/8919)</p>
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LCAP Year 2: 2016-17		
	<u>Metric</u>	<u>Outcome</u>
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Measured by annual CALPADS report 2. Williams Act reports and SARC: Textbook inventories and purchase records 3. Measure by HCOE Salary Comparisons 4. Facility Inspection Tools 5. Professional development attendance at each school site 6. 11th Grade participation in CAASSP assessment 7. Textbook alignment to CCSS tables 8. Highly qualified paraprofessional data 9. CCSS and ELD Professional development-topics, participation numbers, expenses. 10. CCSS funding fiscal report. 	<ol style="list-style-type: none"> 1. All staff will be highly qualified as reported by CALPADS and will be reflected in the Student Accountability report card (SARC) 2. All students, including ELs, will have access to their own textbooks. 3. Each year the Humboldt County Office of Education produces a countywide salary comparison. District administration will use this to guide evaluation of the above goal. 4. District facilities will be reported in "Good" condition according to the Facility Inspection tool (FIT). 5. According to district details professional development will be offered at all three school sites. 6. The district will have 95% participation in the CASSPP assessment. 7. All Common Core Instructional materials will be aligned to the Common Core State Standard tables for ELA, ELD and Math and NGSS for Science. 8. All district paraprofessionals will be highly qualified as deemed by the County office paraprofessional exam. 9. All district staff will have to complete a professional development authorization form that identifies which LCAP goal the activities will focus on. Staff will also have to identify

		<p>how they will share the information with the rest of the district employees. 10. We will continue to track CCSS funding through the fiscal report.</p>
<p>1. In order to have a highly qualified teaching staff to deliver effective CCSS aligned instruction we need to continue to offer on-going professional development and competitive compensation.</p> <p>2. We will continue to monitor infrastructure to determine areas of need in relation to our Facility Inspection Tool.</p> <p>3. We will also place monies into our transportation account to ensure that we are able to run a safe transportation fleet.</p> <p>4. We will continue to support teachers' ongoing professional development in implementing the Common Core State Standards and the CAASPP testing.</p> <p>5. We will also provide monies to purchase Common Core aligned materials.</p>	<p>LEA-Wide</p>	<p><u>X</u> ALL ----- ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re designated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Title 1 funds will be targeted at students with low achievement scores.</u></p> <p>(LEA Wide) 49.15 FTE Certificated Staff - Classroom/Resource Teachers - \$4,265,800 (Base Grant, Supplemental Grant, Education Protection Account, Title I, Special Education, 000*,1400,3010,3310,6500/1100,1104/3000s)</p> <p>.4 FTE - Mentor Teacher, \$38,900 (Title I, Title II, 1134/3000s)</p> <p>8 FTE - Certificated Pupil Services, \$686,000 (Base Grant, Supplemental Grant, TPP, Special Education, 000*, 3410, 6500/3100s/1200s/3000s)</p> <p>.4 FTE - Certificated Co-curricular - \$38,900 (Base Grant 0006,0008/1135/4100,4200/3000s)</p>

			<p>Professional Development, \$15,000 (Title I, Title II, Supplemental grant 5200s)</p> <p>Textbooks/Materials, \$50,000 (Lottery 6300/4000s)</p> <p>Materials and Supplies, \$6,000 (Supplemental Grant)</p> <p>4 FTE Maintenance Staff - \$265,300 (Base Grant/Routine Maintenance 8150)</p> <p>3 FTE Custodial Staff - \$186,000 (Base Grant, 0000/8260/2214,3000s)</p> <p>Transportation, \$30,000 (Base Grant 0000/7619/Bus Replacement Fund 0040/0055/8919)</p>
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LCAP Year 3: 2017-18		
<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Measured by annual CALPADS report 2. Williams Act reports and SARC: Textbook inventories and purchase records 3. Measure by HCOE Salary Comparisons 4. Facility Inspection Tools 5. Professional development attendance at each school site 6. 11th Grade participation in CAASSP assessment 7. Textbook alignment to CCSS tables 8. Highly qualified paraprofessional data 9. CCSS and ELD Professional development-topics, participation numbers, expenses. 10. CCSS funding fiscal report. 	<p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. All staff will be highly qualified as reported by CALPADS and will be reflected in the Student Accountability report card (SARC) 2. All students, including ELs, will have access to their own textbooks. 3. Each year the Humboldt County Office of Education produces a countywide salary comparison. District administration will use this to guide evaluation of the above goal. 4. District facilities will be reported in "Good" condition according to the Facility Inspection tool (FIT). 5. According to district details professional development will be offered at all three school sites. 6. The district will have 95% participation in the CASSPP assessment. 7. All Common Core Instructional materials will be aligned to the Common Core State Standard tables for ELA, ELD and Math and NGSS for Science. 8. All district paraprofessionals will be highly qualified as deemed by the County office paraprofessional exam. 9. All district staff will have to complete a

		<p>professional development authorization form that identifies which LCAP goal the activities will focus on. Staff will also have to identify how they will share the information with the rest of the district employees.</p> <p>10. We will continue to track CCSS funding through the fiscal report.</p>	
<p>1. In order to have a highly qualified teaching staff to deliver effective CCSS aligned instruction we need to continue to offer on-going professional development and competitive compensation.</p> <p>2. We will continue to monitor infrastructure to determine areas of need in relation to our Facility Inspection Tool.</p> <p>3. We will also place monies into our transportation account to ensure that we are able to run a safe transportation fleet.</p> <p>4. We will continue to support teachers' ongoing professional development in implementing the Common Core State Standards and the CAASPP testing.</p> <p>5. We will also provide monies to purchase Common Core aligned materials.</p>	<p>LEA-Wide</p>	<p><u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __ Re designated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Title 1 funds will be targeted at students with low achievement scores.</u></p>	<p>(LEA Wide) 49.15 FTE Certificated Staff - Classroom/Resource Teachers - \$4,367,000 (Base Grant, Supplemental Grant, Education Protection Account, Title I, Special Education, 000*,1400,3010,3310,6500/1100,1104/3000s)</p> <p>.4 FTE - Mentor Teacher, \$39,500 (Title I, Title II, 1134/3000s)</p> <p>9 FTE - Certificated Pupil Services, \$788,000 (Base Grant, Supplemental Grant, TPP, Special Education, 000*, 3410, 6500/3100s/1200s/3000s)</p>

			<p>.4 FTE - Certificated Co-curricular - \$38,900 (Base Grant 0006,0008/1135/4100,4200/3000s)</p> <p>Professional Development, \$15,000 (Title I, Title II, Supplemental grant 5200s)</p> <p>Textbooks/Materials, \$50,000 (Lottery 6300/4000s)</p> <p>Materials and Supplies, \$8,000 (Supplemental Grant)</p> <p>4 FTE Maintenance Staff - \$273,400 (Base Grant/Routine Maintenance 8150)</p> <p>3 FTE Custodial Staff - \$191,000 (Base Grant, 0000/8260/2214,3000s)</p> <p>Transportation, \$30,000 (Base Grant 0000/7619/Bus Replacement Fund 0040/0055/8919)</p>
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<p>GOAL:</p>	<p>Goal #2 Improve and Increase parent engagement, including parents of EL and SWD.</p>	<p>Related State and/or Local Priorities: 1_ 2_ 3X 4_ 5_ 6_ 7_ 8_ COE Only: 9_ 10_ Local: Specify _____</p>
<p>Identified Need:</p>	<p>To increase parent engagement, involvement and communication. Currently each school site communicates and engages parents but we have not collected or quantified the qualitative data.</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-Wide</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;">Metric</p> <ol style="list-style-type: none"> 1. Site Council Agendas/Minutes 2. DELAC Agendas/Minutes 3. District Advisory Agendas/Minutes 4. Booster Club participants/projects 5. Parent Focus Group data 	<p style="text-align: center;">Outcome</p> <ol style="list-style-type: none"> 1. Hold three to four site council meetings at Fortuna high school to review Single Plan for Student Achievement and engage stakeholders. Site council agenda and minutes will serve as data. 2. Collect District English Language Advisory Council (DELAC) agendas and meeting minutes to create a baseline of parent engagement data. We want to increase the number of parents from East high school and Academy of the Redwoods who attend the DELAC meetings. 3. We want to hold 7 District Advisory Committee (DAC) meetings in 2015-16. We want to increase the number of stakeholder representatives. We will use meeting agendas, minutes and sign-in sheets to document increased engagement. 4. We want to meet with FHS booster club and create a list of participants and collect meeting minutes and agendas. This will create a baseline for parent engagement through extracurricular activities.

		<p>5. Each school site will hold a minimum of two parent focus groups to increase parent engagement, including parents of SWD. Meeting agendas, minutes, and sign in sheets will serve as data sets.</p>
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<p>1. Site principals will increase parent involvement in site council meetings, English Language Advisory meetings, and document parent booster club involvement and hold biannual parent focus groups for feedback regarding increasing parent engagement.</p> <p>2. The bilingual aide should increase parent engagement because parents will have a direct contact at the school that will be able to communicate their student’s progress in their home language. Parents will begin to have a point person for follow-up conversations and meetings.</p> <p>3. The Student Support Counselor will be responsible for home visits for students who are truant or who need additional support. They will also provide parent workshops on relevant topics that will increase parent’s connectedness to their student’s academic success.</p> <p>4. The principal is responsible for sending the following information to the district LCAP coordinator: Sign-in sheets from ELAC, Parent Booster Club meetings, parent focus groups, and any and all feedback regarding increasing parent engagement.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> Academy of the Redwoods, East High School and Fortuna High School</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesigned fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>FHS Principal, \$120,000 (Base Grant, 0000/1303/3000S)</p> <p>Academy of the Redwoods Principal, \$112,000 (Base Grant, 0004/1305/3000s)</p> <p>East High Principal/Director of Ed Services, \$116,000 (Base Grant, 0000/1306/3000s)</p> <p>Bilingual Aide, \$46,000 (Supplemental Grant)</p> <p>LEA-Wide Student Support Counselor, \$79,800 (Supplemental Grant)</p> <p>East High Student Support Counselor, \$79,800 (Supplemental Grant)</p> <p>Workshop materials/refreshments, \$1500 (Supplemental Grant, 4390s)</p>
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5. Parent feedback whether formal or informal will be submitted via a Google Form in order to track and document parent engagement.			Transportation to Meetings for Students and Parents, \$2,400 (Supplemental Grant, 5801)
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LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	<ol style="list-style-type: none"> 1. Site Council Agendas/Minutes 2. DELAC Agendas/Minutes 3. District Advisory Agendas/Minutes 4. Booster Club participants/projects 5. Parent Focus Group data 	<ol style="list-style-type: none"> 1. Hold three to four site council meetings at Fortuna high school to review Single Plan for Student Achievement and engage stakeholders. Site council agenda and minutes will serve as data. 2. Collect District English Language Advisory Council (DELAC) agendas and meeting minutes to create a baseline of parent engagement data. We want to increase the number of parents from East high school and Academy of the Redwoods who attend the DELAC meetings. 3. We want to hold 7 District Advisory Committee (DAC) meetings in 2015-16. We want to increase the number of stakeholder representatives. We will use meeting agendas, minutes and sign-in sheets to document increased engagement. 4. We want to meet with FHS booster club and create a list of participants and collect meeting minutes and agendas. This will create a baseline for parent engagement through extracurricular activities. 5. Each school site will hold a minimum of two parent focus groups to increase parent engagement, including parents of SWD. Meeting agendas, minutes, and sign in sheets will serve as data sets. 	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1. Site principals will increase parent involvement in site council meetings, English Language Advisory meetings, and document parent booster club involvement and hold biannual parent focus groups for feedback regarding increasing parent engagement.</p> <p>2. The bilingual aide should increase parent engagement because parents will have a direct contact at the school that will be able to communicate their student’s progress in their home language. Parents will begin to have a point person for follow-up conversations and meetings.</p> <p>3. The Student Support Counselor will be responsible for home visits for students who are truant or who need additional support. They will also provide parent workshops on relevant topics that will increase parent’s connectedness to their student’s academic success.</p> <p>4. The principal is responsible for sending the following information to the district LCAP coordinator: Sign-in sheets from ELAC, Parent Booster Club meetings, parent focus groups, and any and all feedback regarding increasing parent engagement.</p> <p>5. Parent feedback whether formal or informal will be submitted via a Google Form in order to track and document parent engagement.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> Academy of the Redwoods, East High School and Fortuna High School ----- ----- ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>FHS Principal, \$125,000 (Base Grant, 0000/1303/3000S)</p> <p>Academy of the Redwoods Principal, \$115,000 (Base Grant, 0004/1305/3000s)</p> <p>East High Principal/Director of Ed Services, \$118,000 (Base Grant, 0000/1306/3000s)</p> <p>Bilingual Aide, \$47,850 (Supplemental Grant)</p> <p>LEA-Wide Student Support Counselor, \$82,700 (Supplemental Grant)</p> <p>East High Student Support Counselor, \$82,700 (Supplemental Grant)</p> <p>Workshop materials/refreshments, \$1500 (Supplemental Grant, 4390s)</p> <p>Transportation to Meetings for Students and Parents, \$2,400 (Supplemental Grant, 5801)</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;"><u>Metric</u></p> <ol style="list-style-type: none"> 1. Site Council Agendas/Minutes 2. DELAC Agendas/Minutes 3. District Advisory Agendas/Minutes 4. Booster Club participants/projects 5. Parent Focus Group data 	<p style="text-align: center;"><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Hold three to four site council meetings at Fortuna high school to review Single Plan for Student Achievement and engage stakeholders. Site council agenda and minutes will serve as data. 2. Collect District English Language Advisory Council (DELAC) agendas and meeting minutes to create a baseline of parent engagement data. We want to increase the number of parents from East high school and Academy of the Redwoods who attend the DELAC meetings. 3. We want to hold 7 District Advisory Committee (DAC) meetings in 2015-16. We want to increase the number of stakeholder representatives. We will use meeting agendas, minutes and sign-in sheets to document increased engagement. 4. We want to meet with FHS booster club and create a list of participants and collect meeting minutes and agendas. This will create a baseline for parent engagement through extracurricular activities. 5. Each school site will hold a minimum of two parent focus groups to increase parent engagement, including parents of SWD. Meeting agendas, minutes, and sign in sheets will serve as data sets.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 1. Site principals will increase parent involvement in site council meetings, English Language Advisory meetings, and document parent booster club involvement and hold biannual parent focus groups for feedback regarding increasing parent engagement. 2. The bilingual aide should increase parent 	<p>LEA-Wide</p>	<p><u>X</u> Academy of the Redwoods, East High School, Fortuna High School</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p>	<p>FHS Principal, \$127,200 (Base Grant, 0000/1303/3000S)</p> <p>Academy of the Redwoods Principal, \$118,000 (Base Grant, 0004/1305/3000s)</p>

<p>engagement because parents will have a direct contact at the school that will be able to communicate their student’s progress in their home language. Parents will begin to have a point person for follow-up conversations and meetings.</p> <p>3. The Student Support Counselor will be responsible for home visits for students who are truant or who need additional support. They will also provide parent workshops on relevant topics that will increase parent’s connectedness to their student’s academic success.</p> <p>4. The principal is responsible for sending the following information to the district LCAP coordinator: Sign-in sheets from ELAC, Parent Booster Club meetings, parent focus groups, and any and all feedback regarding increasing parent engagement.</p> <p>5. Parent feedback whether formal or informal will be submitted via a Google Form in order to track and document parent engagement.</p>	<p>__Foster Youth __ Re designated fluent English proficient __Other Subgroups:(Specify)_____</p> <p>_____</p>	<p>East High Principal/Director of Ed Services, \$121,000 (Base Grant, 0000/1306/3000s)</p> <p>Bilingual Aide, \$48,700 (Supplemental Grant)</p> <p>LEA-Wide Student Support Counselor, \$85,700 (Supplemental Grant)</p> <p>East High Student Support Counselor, \$85,700 (Supplemental Grant)</p> <p>Workshop materials/refreshments, \$1500 (Supplemental Grant, 4390s)</p> <p>Transportation to Meetings for Students and Parents, \$2,400 (Supplemental Grant, 5801)</p>
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<p>Goal #3 Monitor and improve student achievement, students course access to the following: Core Content classes, visual and performing arts, Career Technical Education, Drivers Education, Foreign Language, and technology access.</p>		<p>Related State and/or Local Priorities: 1_ 2_ 3_ 4 X 5_ 6_ 7 X 8 X COE Only: 9_ 10_ Local: Specify _____</p>
<p>Identified Need:</p>	<p>To increase student achievement in the FUHSD district. We need to increase 10th grade ELA CAHSEE rates from 58% to 60%. We need to increase 10th grade CAHSEE Mathematics from 66% to 68% district wide. We want to increase student participation rates in CTE courses from 575 district-wide to 600-student district-wide. We need to increase enrollment in Advanced Placement courses from 82% to 84%. We need to increase our student to device access from 1:2.5 to 1:2.25. We need to increase participation in the California Health Kids Survey. We also need to document student participation in SAT and ACT participation.</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-Wide</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;">Metric</p> <ol style="list-style-type: none"> 1. Review district wide Student Accountability Report Cards <ol style="list-style-type: none"> 1.1 California High School Exit Exam (CAHSEE) data. 1.2 EL and SWD A-G Completion rates 1.3 EL and SWD CTE course participation/passage rates 1.4 EL and SWD Advanced Placement Courses Offered and what percentages of enrolled students are enrolled in an AP course. 2. EL and SWD College units earned 3. Technology access-student to device 4. EL and SWD EAP data 5. EL and SWD Master Schedules <ol style="list-style-type: none"> 5.1 Sample unduplicated student schedules 5.2 Visual and Performing Arts courses 	<p style="text-align: center;">Outcome</p> <ol style="list-style-type: none"> 1. Review Student Accountability Report Card for the following data points: <ol style="list-style-type: none"> 1.1 California High School Exit Exam (CAHSEE) increase 10th grade English Language Arts passage rates to 60% and Mathematics passage rates to 68% district-wide. 1.2 Increase A-G completion rates. This baseline data will be available district-wide as of June 13th. 1.3 CTE course participation/passage rates to 600 students participating in 2015-16. 1.4 We anticipate that 82% of students at Fortuna High School will be enrolled in Advanced Placement courses. 50% will pass with a 3 or higher. 2. Review 2014-15 college units earned at Academy of the Redwoods and increase by 5%. AR students earned 1,458.5 college units in the 2014-15 academic

	<ul style="list-style-type: none"> 6. California Healthy kids survey 7. EL and SWD SAT/ACT participation rates 8. EL and SWD CELDT 9. EL and SWD RFEP rates 	<p>school year. In 2013-14 AR students earned 1,215.5 college units. In 2014-15 AR students increased college units completed by 19.99%.</p> <ul style="list-style-type: none"> 3. In 2014-15 we didn't increase our student to device access. We spent our funds replacing existing devices. We anticipate increasing our student to device ratio from 1:2.5 to 1:2.25 4. We will not have EAP data until mid July. This year being our first year receiving CASSPP data we will evaluate our EAP results and create a baseline. 5. Master Scheduling reviewing at each school site to reviewing the following and create baseline data for review by the district advisory committee. <ul style="list-style-type: none"> 5.1 We will sample unduplicated student schedules to see whether the actions and services we've implemented to reduce class sizes and improve course access are being effective. 5.2 We will also be looking at the master schedule to see which students are having access to Visual Performing arts and numerous other course offerings. 6. In 2014-15 we contracted with WestEd to give the California Healthy kids survey to students in grades 9-12, staff and parents. We received our data for staff and students and the report only has students broken down into grades 9th and 11th. We are in communication with WestEd to gather corrected reports. Our 2015-16 goal is to have 90% of staff complete the survey. We will also focus on increase completion rates for grades 9-12th. 7. We will be collecting baseline SAT and ACT participation rates in 2015-16 and we want 30% of 11th graders to participate and 50% of 12th graders.
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		<p>9. Rate of ELs making progress on ELD of one performance level or more a year will increase to 50 %</p> <p>10. Rate of Els being reclassified as RFEP will increase to 50%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Beginning in 2015-16 the district will fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support.</p> <p>2. This year we have hired a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication.</p> <p>3. Our district has prioritized continued support of a section of English language development, a section of Spanish for native speakers, a section of English ¾ for improved English development and two additional</p>	<p>LEA-Wide</p>	<p><u>X</u>ALL ----- ----- OR: __Low Income pupils <u>X</u>English Learners __Foster Youth <u>X</u>Re designated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>(LEA-Wide) Student Support Counselor, \$79,800 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL/CELD/ELAC) \$30,000 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$79,800 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$36,000 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofessional support staff \$23,000 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$37,000 (Supplemental Grant)</p>

<p>sections of lower-level math to improve students skills and increase access to higher level math courses.</p> <p>4. We continue to support two full-time bilingual aides.</p> <p>5. In order to increase student achievement in college units earned and CTE participation rates we are supporting an Academic Advisor who will advise students on proper course enrollment and placement.</p>			<p>(FHS) Bilingual Aide \$46,000 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher-1 section of English, \$17,000 (Supplemental Grant)</p> <p>(Academy) .4 Academic counselor, \$33,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$29,800 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher - 2 Sections, \$29,800 (Supplemental Grant)</p>
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LCAP Year 2: 2016-17		
	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Review district wide Student Accountability Report Cards <ol style="list-style-type: none"> 1.1 California High School Exit Exam (CAHSEE) data. 1.2 A-G Completion rates 1.3 CTE course participation/passage rates 1.4 Advanced Placement Courses Offered and what percentages of enrolled students are enrolled in an AP course. 2. College units earned 3. Technology access-student to device 4. EAP data 5. Master Schedules <ol style="list-style-type: none"> 5.1 Sample unduplicated student schedules 5.2 Visual and Performing Arts courses 6. California Healthy kids survey 7. SAT/ACT participation rates 8. EL and SWD CELDT 9. EL and SWD RFEP rates 	<ol style="list-style-type: none"> 1. Review Student Accountability Report Card for the following data points: <ol style="list-style-type: none"> 1.1 California High School Exit Exam (CAHSEE) increase 10th grade English Language Arts passage rates to 63% and Mathematics passage rates to 70% district-wide. 1.2 Increase A-G completion rates by 3% annually. This data will be available district-wide as of June 13th. 1.3 CTE course participation/passage rates to 615 students participating in 2016-17. 1.4 We anticipate that 84% of students at Fortuna High School will be enrolled in Advanced Placement courses. 52% will pass with a 3 or higher. 2. Review 2015-16 college units earned at Academy of the Redwoods and increase by 5%. AR students earned 1,458.5 college units in the 2014-15 academic school year. In 2013-14 AR students earned 1,215.5 college units. In 2014-15 AR students increased college units completed by 19.99%. 3. Increase our student to device access from 1:2.5 to 1:2 4. The 2015-16 CAASPP and EAP data will serve as a baseline and we will improve student proficiency by 5% 5. Master Scheduling reviewing at each school site to reviewing the following and create baseline data for review by the district advisory committee. <ol style="list-style-type: none"> 5.1 We will sample unduplicated student schedules to see whether the actions and services we've implemented to reduce class sizes and improve course

		<p>access are being effective.</p> <p>5.2 We will also be looking at the master schedule to see which students are having access to Visual Performing arts and numerous other course offerings.</p> <p>6. Our goal is to have 92% of staff complete the survey. We will also focus on increase completion rates for grades 9-12th.</p> <p>7. Our goal is to have 32% of all 11th graders and 52% of all 12th graders participate in the SAT and ACT assessments.</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Beginning in 2015-16 the district will fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support.</p> <p>2. This year we have hired a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication.</p> <p>3. Our district has prioritized continued support of a section of English language development, a section of Spanish for native speakers, a section of</p>	<p>LEA-Wide</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups(Specify) _____ _____</p>	<p>(LEA-Wide) Student Support Counselor, \$82,700 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL CELDT/ELAC) \$31,500 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$82,700 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$37,300 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofessional support staff \$24,200 (Supplemental Grant)</p>

<p>English ¼ for improved English development and two additional sections of lower-level math to improve students skills and increase access to higher level math courses.</p> <p>4. We continue to support two full-time bilingual aides.</p> <p>5. In order to increase student achievement in college units earned and CTE participation rates we are supporting an Academic Advisor who will advise students on proper course enrollment and placement.</p>			<p>(LEA-Wide) Bilingual Aide \$39,300 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$47,850 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher-1 section of English, \$17,500 (Supplemental Grant)</p> <p>(Academy) .4 Academic counselor, \$34,400 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$30,900 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher - 2 Sections, \$30,900 (Supplemental Grant)</p>
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LCAP Year 3: 2017-18		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	1. Review district wide Student Accountability Report Cards	1. Review Student Accountability Report Card for the following data points:

	<ul style="list-style-type: none"> 1.1 California High School Exit Exam (CAHSEE) data. 1.2 A-G Completion rates 1.3 CTE course participation/passage rates 1.4 Advanced Placement Courses Offered and what percentages of enrolled students are enrolled in an AP course. 2. College units earned 3. Technology access-student to device 4. EAP data 5. Master Schedules <ul style="list-style-type: none"> 5.1 Sample unduplicated student schedules 5.2 Visual and Performing Arts courses 6. California Healthy kids survey 7. SAT/ACT participation rates 8. EL and SWD CELDT 9. EL and SWD RFEP rates 	<ul style="list-style-type: none"> 1.1 California High School Exit Exam (CAHSEE) increase 10th grade English Language Arts passage rates to 65% and Mathematics passage rates to 72% district-wide. 1.2 Increase A-G completion rates by 3% annually. This data will be available district-wide as of June 13th. 1.3 CTE course participation/passage rates to 645 students participating in 2017-18. 1.4 We anticipate that 85% of students at Fortuna High School will be enrolled in Advanced Placement courses. 53% will pass with a 3 or higher. 2. Review 2016-17 college units earned at Academy of the Redwoods and increase by 5%. 3. Increase our student to device access from 1:2 to 1:1.75 4. The 2015-16 CAASPP and EAP data will serve as a baseline and we will improve student proficiency by 5% annually. 5. Master Scheduling reviewing at each school site to reviewing the following and create baseline data for review by the district advisory committee. <ul style="list-style-type: none"> 5.1 We will sample unduplicated student schedules to see whether the actions and services we've implemented to reduce class sizes and improve course access are being effective. 5.2 We will also be looking at the master schedule to see which students are having access to Visual Performing arts and numerous other course offerings. 6. Our goal is to have 94% of staff complete the survey. We will also focus on increase completion rates for grades 9-12th. 7. Our goal is to have 34% of all 11th graders and 54% of all 12th graders participate in the SAT and ACT assessments. 	
Actions/Services	Scope of	Pupils to be served within identified	Budgeted

	Service	scope of service	Expenditures
<p>1. Beginning in 2015-16 the district will fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support.</p> <p>2. This year we have hired a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication.</p> <p>3. Our district has prioritized continued support of a section of English language development, a section of Spanish for native speakers, a section of English ¾ for improved English development and two additional sections of lower-level math to improve students skills and increase access to higher level math courses.</p> <p>4. We continue to support two full-time bilingual aides.</p> <p>5. In order to increase student achievement in college units earned and CTE participation rates we</p>	<p>LEA-Wide</p>	<p><u>X</u>ALL ----- ----- OR: __Low Income pupils <u>X</u>English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>(LEA-Wide) Student Support Counselor, \$85,700 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL/CELD/ELAC) \$33,000 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$85,700 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$37,830 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofessional support staff \$24,500 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$41,200 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$48,700 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher- 1 section of English, \$17,800 (Supplemental Grant)</p>

<p>are supporting an Academic Advisor who will advise students on proper course enrollment and placement.</p>			<p>(Academy) .4 Academic counselor, \$35,500 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$32,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher - 2 Sections, \$32,000 (Supplemental Grant)</p>
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Goal #4 Evaluate and increase student engagement and school climate.		Related State and/or Local Priorities: 1_ 2_3_ 4_ 5X 6X 7_8_ COE Only: 9_10_ Local: Specify _____	
Identified Need:	To increase and evaluate student engagement and school climate. The district's attendance rate is approximately 90%. This is much lower than anticipated. We are evaluating the percentage of students who are chronically truant. The California Department of Education defines any student who is unexcused for 10% or more during the school year as chronically absent. We are collecting data at this time.		
Goal Applies to:	Schools:	LEA-Wide	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Metric		Outcome
	<ol style="list-style-type: none"> 1. Review district wide Student Accountability Report Cards <ol style="list-style-type: none"> 1.1 Dropout and Graduation rate 1.2 Suspension and Expulsion rates 2. Attendance Rates <ol style="list-style-type: none"> 2.1 Truancy data and/or SARB data 2.2 Chronic absenteeism rate 3. California Healthy kids survey 4. Student Extracurricular participation rates. 5. Inter-district transfer request 6. Local parent/student/staff surveys 		<ol style="list-style-type: none"> 1. Review Student Accountability Report Card for the following data points: <ol style="list-style-type: none"> 1.1 Graduation rates will increase to 95% Our dropout rate will decrease to 5% 1.2 Suspension will decrease to 11% Our expulsion rate will decrease to .5% 2. The district attendance rates need to increase to 93% <ol style="list-style-type: none"> 2.1 In 2014-15 the district evaluated it's tracking through it's student information system and determined that one specific academic program was not being reported correctly. This negatively influenced our internal calculation of our district attendance rate. 2015-16 should see dramatic improvements to at least 93% and .2 % increased annually. 2.2. Monitor and decrease chronic absenteeism throughout the year through by 2% annually. 3. In 2014-15 we contracted with WestEd to give the

		<p>California Healthy kids survey to students in grades 9-12, staff and parents. We received our data for staff and students and the report only has students broken down into grades 9th and 11th. We are in communication with WestEd to gather corrected reports. Our 2015-16 goal is to have 90% of staff complete the survey. We will also focus on increase completion rates for grades 9-12th.</p> <p>4. In 2014-15 we didn't collect information on student participation of extracurricular activities. In 2015-16 we will create baseline date for each school site. We will work closely with the student activities coordinator at Fortuna High School to document student participation. We will also work with Academy of the Redwoods and East high school to track data on student extra-curricular participation rates.</p> <p>5. In previous years we haven't reviewed district-wide data on students requesting an inter-district transfer out of the district. We will review this data and compare it with the number of students who are enrolled on an inter-district transfer from another district of residency.</p> <p>6. We will continue to review and refine our LCAP community survey. We specifically want to see an increase in the number of community members completing the survey by 5% annually. We also want use a survey tool that allows us to customize reports based upon how a specific person answered. Our outcome will be to have more stakeholders completing the survey and the advisory committee being able to interpret data for a longer period of time.</p>		
	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>	

<ol style="list-style-type: none"> 1. See Goal 3 action 1. 2. Annually conduct the California Healthy kids survey for students and parents. This survey provides stakeholders with information related to student engagement and school climate. 3. See Goal 3 action 2. 4. See Goal 3 action 3. 5. See Goal 3 action 4. 6. Our district is playing an integral role in our regions Student Attendance Review Board that connects families and schools for students who struggle with school attendance. 7. We will also use existing services to collect data on how many students participate in extracurricular activities to gauge student engagement. 8. Our district has prioritized collecting students and parents input through the use of our local LCAP survey. This survey will continue to impact which actions and services we continue to fund each year. 	<p>LEA-Wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils X_English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>(LEA-Wide) Student Support Counselor, \$79,800 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL/CELDT/ELAC) \$30,000 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$79,800 (Supplemental Grant)</p> <p>(FHS) Dean of Students, \$78,800 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$36,000 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofessional support staff \$23,000 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$37,000 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$46,000 (Supplemental Grant)</p>
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			<p>(Academy) Certificated Teacher-1 section of English, \$17,000 (Supplemental Grant)</p> <p>(Academy) .4 Academic counselor, \$33,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$29,800 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher - 2 Sections, \$29,800 (Supplemental Grant)</p>
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LCAP Year 2: 2016-17

	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Review district wide Student Accountability Report Cards <ol style="list-style-type: none"> 1.1 Dropout and Graduation rate 1.2 Suspension and Expulsion rates 2. Attendance Rates <ol style="list-style-type: none"> 2.1 Truancy data and/or SARB data 2.2 Chronic absenteeism rate 3. California Healthy kids survey 4. Student Extracurricular participation rates. 5. Inter-district transfer request 6. Local parent/student/staff surveys 	<ol style="list-style-type: none"> 1. Review Student Accountability Report Card for the following data points: <ol style="list-style-type: none"> 1.1 Graduation rates will increase to 96% Our dropout rate will decrease to 4% 1.2 Suspension will decrease to 10% Our expulsion rate will decrease to .45% 2. The district attendance rates will increase to 95% <ol style="list-style-type: none"> 2.2. Monitor and decrease chronic absenteeism throughout the year through by 2% annually. 3. Administer the California Healthy kids survey to students in grades 9-12, staff and parents. Our goal is to have 92% of staff complete the survey. 4. Collect information on the EL and SWD student

		<p>participation of extracurricular activities.</p> <p>5. Review district-wide data on students requesting an inter-district transfer out of the district. We will review this data and compare it with the number of students who are enrolled on an inter-district transfer from another district of residency.</p> <p>6. We will continue to review and refine our LCAP community survey. We specifically want to see an increase in the number of community members completing the survey by 5% annually. We also want use a survey tool that allows us to customize reports based upon how a specific person answered. Our outcome will be to have more stakeholders completing the survey and the advisory committee being able to interpret data for a longer period of time.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 1. See Goal 3 action 1. 2. Annually conduct the California Healthy kids survey for students and parents. This survey provides stakeholders with information related to student engagement and school climate. 3. See Goal 3 action 2. 4. See Goal 3 action 3. 5. See Goal 3 action 4. 	<p>LEA-Wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups(Specify)_____</p> <p>_____</p>	<p>(LEA-Wide) Student Support Counselor, \$82,700 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL CELDT/ELAC) \$31,500 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$82,700 (Supplemental Grant)</p> <p>(FHS) Dean of Students, \$81,800 (Supplemental Grant)</p>

<p>6. Our district is playing an integral role in our regions Student Attendance Review Board that connects families and schools for students who struggle with school attendance.</p> <p>7. We will also use existing services to collect data on how many students participate in extracurricular activities to gauge student engagement.</p> <p>8. Our district has prioritized collecting students and parents input through the use of our local LCAP survey. This survey will continue to impact which actions and services we continue to fund each year.</p>			<p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$37,300 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofessional support staff \$24,200 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$39,300 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$47,850 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher-1 section of English, \$17,500 (Supplemental Grant)</p> <p>(Academy) .4 Academic counselor, \$34,400 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$30,900 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher - 2 Sections, \$30,900 (Supplemental Grant)</p>
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LCAP Year 3: 2017-18

	<u>Metric</u>	<u>Outcome</u>
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Review district wide Student Accountability Report Cards <ol style="list-style-type: none"> 1.1 Dropout and Graduation rate 1.2 Suspension and Expulsion rates 2. Attendance Rates <ol style="list-style-type: none"> 2.1 Truancy data and/or SARB data 2.2 Chronic absenteeism rate 3. California Healthy kids survey 4. Student Extracurricular participation rates. 5. Inter-district transfer request 6. Local parent/student/staff surveys 	<ol style="list-style-type: none"> 1. Review Student Accountability Report Card for the following data points: <ol style="list-style-type: none"> 1.1 Graduation rates will increase to 97% Our dropout rate will decrease to 3% 1.2 Suspension will decrease to 9.5% Our expulsion rate will decrease to .4% 2. The district attendance rates will increase to 96% <ol style="list-style-type: none"> 2.2. Monitor and decrease chronic absenteeism throughout the year through by 2% annually. 3. Administer the California Healthy kids survey to students in grades 9-12, staff and parents. Our goal is to have 94% of staff complete the survey. 4. Collect information on the EL and SWD student participation of extracurricular activities. 5. Review district-wide data on students requesting an inter-district transfer out of the district. We will review this data and compare it with the number of students who are enrolled on an inter-district transfer from another district of residency. 6. We will continue to review and refine our LCAP community survey. We specifically want to see an increase in the number of community members completing the survey by 5% annually. We also want use a survey tool that allows us to customize reports based upon how a specific person answered. Our outcome will be to have more stakeholders completing the survey and the advisory committee being able to interpret data for a longer period of time.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 1. See Goal 3 action 1. 2. Annually conduct the California Healthy kids survey for students and parents. This survey provides stakeholders with information related to student engagement and school climate. 3. See Goal 3 action 2. 4. See Goal 3 action 3. 5. See Goal 3 action 4. 6. Our district is playing an integral role in our regions Student Attendance Review Board that connects families and schools for students who struggle with school attendance. 7. We will also use existing services to collect data on how many students participate in extracurricular activities to gauge student engagement. 8. Our district has prioritized collecting students and parents input through the use of our local LCAP survey. This survey will continue to impact which actions and 	LEA-Wide	<p><input checked="" type="checkbox"/> ALL ----- -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>(LEA-Wide) Student Support Counselor, \$85,700 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL/CELD/ELAC) \$33,000 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$85,700 (Supplemental Grant)</p> <p>(FHS) Dean of Students, \$84,800 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$37,830 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofessional support staff \$24,500 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$41,200 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$48,700 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher-1 section of English, \$17,800</p>

<p>services we continue to fund each year.</p>			<p>(Supplemental Grant)</p> <p>(Academy) .4 Academic counselor, \$35,500 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$32,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher - 2 Sections, \$32,000 (Supplemental Grant)</p>
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Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Goal #1 FUHSD will continue to have highly qualified teachers in all subject areas.			Related State and/or Local Priorities: 1X 2_3_4_5_6_7_8_ COE Only: 9_10_ Local: Specify_____
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric Measured by annual CALPADs report.	Outcome 100%	Actual Annual Measurable Outcomes:	100%
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide professional development activities for all staff that address students with disabilities and working with diverse populations		(LEA-Wide) Opt-in professional development day focusing on CCSS and SBAC teaching strategies.	We provided off-site professional development activities for all staff regarding issues of CCSS implementation and working with diverse populations. Each school site determined which professional development activities they would have staff participate in. Activities ranged from additional time for staff to collaborate on curriculum development to	(LEA-Wide) Opt-in professional development day focusing on CCSS and SBAC teaching strategies. \$11,120

	<p>\$4,000 Funding Source: Common Core Implementation grant/Title 1</p>	<p>off-site workshops and conferences. It is our district's opinion that administrative support for staff professional development led to a positive school climate. Teachers spent a considerable amount of time collaborating district wide on common core mathematics implementation.</p>	<p>Funding Source: Common Core Implementation grant/Title 1</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><u>X</u> ALL</p>		<p><u>X</u> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated 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"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? We have made dramatic changes our original goal #1. The actions, services, and expenditures outlined in goal #1 in 2015-16 were designed to be more comprehensive than 2014-15 goal #1. In our first LCAP in 14-15 we had 12 goals that were very focused on LEA-Wide achievements and goals. After stakeholder input we have streamlined multiple goals. For example one of our goals was focused on improving CAHSEE pass rates. This goal now fits more succinctly in our LEA goal # 3 to improve student achievement. Goal 1 is the following; FUHSD will continue to have highly qualified teacher in all subject areas with county competitive salaries. Teachers will be provided with ongoing professional development support in order to implement the Common Core State Standards and the CAASPP testing. We will continue to maintain a safe environment for all students and staff through clean facilities and reliable transportation. Actions and services will be LEA-Wide for all students. In order to have a highly qualified teaching staff we need to continue to offer on-going professional development and competitive compensation. We will continue to monitor infrastructure to determine areas of need in relation to our Facility Inspection Tool. We will also place monies into our transportation account to ensure that we are able to run a safe transportation fleet. We will continue to support teacher's ongoing professional development in implementing the Common Core State Standards and CAASPP testing. We will be documenting the following in our expenditure report: all certificated teacher salaries and their funding sources. We will be expending monies toward student transportation with our supplemental funds. We will also need to set-aside funds for Common Core State Standards instructional materials. We have also increased custodial services at all school sites to 10 months versus the 7 months we had in 2014-2015.</p>			

Original GOAL from prior year LCAP:	Goal #2 Currently the district’s average daily attendance rate is 96%. Our goal is to increase our average daily attendance rate to 97%.	Related State and/or Local Priorities: 1_2_3_4_5X6_7_8_ COE Only: 9_10_ Local: Specify_____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Metric Review monthly attendance summary.	Outcome 97%	Actual Annual Measurable Outcomes:	The district average daily attendance is 92.66 %. This data is from August 13, 2014 through May 14, 2015.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
We did not having any planned actions/services stated in 2014-15.	NA	District administration monitored attendance with the school site attendance secretary. We made personal contact with students who were struggling with regular attendance. Each school site identified students who needed additional mentorship and staff members reached out to the students and their families to provide additional support.	NA

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?
 This goal was created during the 2013-14 school year to serve as a baseline for future data collection. Upon further review of this goal in the 2014-15 LCAP there is no actions and services connected to this goal. This goal has been incorporated into goal #4 Increasing student engagement and school climate for increased pupil outcomes. These are the following actions and services that will support increasing our average daily attendance rates Our district will continue to prioritize improving student engagement and school climate. Research has shown that when students feel safe and connected to one or more adults at school they will be more engaged which leads to improved attendance, class participation, and graduation rates. Beginning this year the district will fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the

Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support. The student support counselors also ensure that the district is able to annually conduct the California Healthy kids survey for students and parents. This survey provides stakeholders with information related to student engagement and school climate. This year we have hired a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase pupil engagement by increasing home-to-school communication. Our district has prioritized continued support of a section of English language development, a section of Spanish for native speakers, a section of English ¾ for improved English development and two additional sections of lower-level math to improve students skills and increase access to higher level math courses. We have continued to support two full-time bilingual aides. Our district is playing an integral role in our regions Student Attendance Review Board which connects families and schools for students who struggle with school attendance. We will also use existing services to collect data on how many students participate in extracurricular activities to gauge student engagement. Our district has prioritized collecting students and parents input through the use of our local LCAP survey. This survey will continue to impact which actions and services we continue to fund each year.

Original GOAL from prior year LCAP:	Goal #3 Currently our district suspension rate is 13.3% and we would like to decrease this each year.			Related State and/or Local Priorities: 1_ 2_3_ 4_ 5_ 6_ 7X 8_ COE Only: 9_10_ Local: Specify_____		
Goal Applies to:		Schools:	All			
		Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<u>Metric</u> Review yearly CALPADs data.	<u>Outcome</u> 13.0%	Actual Annual Measurable Outcomes:	12.8%		
LCAP Year: 2014-15						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures	
District suspension rates will decrease each year.		(LEA-Wide) Certificated Counselor-Bilingual Preferred, Coordinate health service, Invite motivational guest speakers to all sites, lead small groups for anger management	By funding an additional student support counseling position we created additional support services for students who are struggling with social/emotional pressures as well as recovery after making a poor choice. The counselor works closely with the assistant principal at FHS, principal designee at East high school, and Academic advisor at AR. Teachers referred students through an online referral process but many referrals were sent by sending a student with a class pass. This led to the counselor having to be creative in how she tracked student data. The counselor led small groups at the Continuation high school to foster positive relationships with students prior to suspend able offenses. Our district will		(LEA-Wide) Certificated Counselor-Bilingual Preferred, Coordinate health service, Invite motivational guest speakers to all sites, lead small groups for anger management and social	

	<p>and social issues. Coordinate the following parenting workshops: College Awareness, and high school transportation. Collaborate with parents regarding transportation to special events, raise awareness of FAFSA completion. \$75,000</p> <p>Funding Source: Supplemental</p>	<p>continue to prioritize improving student engagement and school climate. Research has shown that when students feel safe and connected to one or more adults at school they will be more engaged which leads to improved attendance, class participation, and graduation rates. Beginning this year the district will fund a full-time Student Support Counselor at our continuation high school. In 2015-16 we will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support. The student support counselors also ensure that the district is able to annually conduct the California Healthy kids survey for students and parents. This survey provides stakeholders with information related to student engagement and school climate, which correlates to decreasing student suspensions.</p>	<p>issues. Coordinate the following parenting workshops: College Awareness, and high school transportation. Collaborate with parents regarding transportation to special events, raise awareness of FAFSA completion. \$74,200</p> <p>Funding Source: Supplemental</p>
<p>Scope of service: LEA-wide</p>	<p>Scope of service: LEA-wide</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</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		

__ Foster Youth __ Re designated fluent English proficient __ Other Subgroups:(Specify)_____	__ Foster Youth __ Re designated fluent English proficient __ Other Subgroups:(Specify)_____
-------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

This specific goal has now been included as a metrics to evaluate our expected student outcomes on 2015-16 goal # 4 Increasing student engagement and school climate. Here are the services that we will provide to decrease our student suspension rate. Our district will continue to prioritize improving student engagement and school climate. Research has shown that when students feel safe and connected to one or more adults at school they will be more engaged which leads to improved attendance, class participation, and graduation rates. See Annual Update narrative for a result in changes to goals, actions and services.

Original GOAL from prior year LCAP:	Goal #4 Currently the district has a graduation rate of 91.58% and our goal is to increase this to 92% graduation rate			Related State and/or Local Priorities: 1_2_3_4_5_6X 7_ 8_ COE Only 9_10_ Local: Specify
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric Review School Transcripts	Outcome 92%	Actual Annual Measurable Outcomes:	Available after June 12th.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual	

			Expenditures
<p>Increase the number of students who are meeting district requirements for graduation.</p>	<p>(FHS) Certificated Teacher- 2 Sections of Math. \$28,000</p> <p>(East) Certificated Teacher- 1 Section, \$14,000</p> <p>(East High) Classified, 2 paraprofessiona l support staff \$22,000</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$34,000</p> <p>(LEA-Wide) Bilingual Aide</p>	<p>By funding an additional student support counseling position we created additional support services for students who are struggling with social/emotional pressures as well as recovery after making a poor choice. The counselor works closely with the assistant principal at FHS, principal designee at East high school, and Academic advisor at AR. Teachers referred students through an online referral process but many referrals were set by sending a class pass. This led to the counselor having to be creative in how she tracked student data. The counselor led small groups at the Continuation high school to foster positive relationships with students prior to suspend able offenses. Our district will continue to prioritize improving student engagement and school climate. Research has shown that when students feel safe and connected to one or more adults at school they will be more engaged which leads to improved attendance, class participation, and graduation rates. Beginning this year the district will fund a full-time Student Support Counselor at our continuation high school. In 2015-16 we will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have</p>	<p>(FHS) Certificated Teacher- 2 Sections of Math. \$26,920</p> <p>(East) Certificated Teacher- 1 Section, \$7,200</p> <p>(East High) Classified, 2 paraprofessional support staff \$23,415</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$34,490</p> <p>(LEA-Wide) Bilingual Aide \$15,460</p> <p>(FHS) Bilingual Aide \$45,000</p> <p>Funding Source:</p>

	<p>\$41,000</p> <p>(FHS) Bilingual Aide \$41,000</p> <p>Funding Source: Supplemental</p>	<p>access to a qualified professional who can support students and families who need additional resources and support. The student support counselors also ensure that the district is able to annually conduct the California Healthy kids survey for students and parents. This survey provides stakeholders with information related to student engagement and school climate, which correlates to increasing district graduation rates.</p>	<p>Supplemental</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</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"/> Re designated 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 type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> <p>This specific goal has now been included as a metrics to evaluate our expected student outcomes on 2015-16 goal # 4 Increasing student engagement and school climate. Here are the services that we will provide to decrease our student suspension rate. Our district will continue to prioritize improving student engagement and school climate. Research has shown that when students feel safe and connected to one or more adults at school they will be more engaged which leads to improved attendance, class participation, and graduation rates. See Annual Update narrative for a result in changes to goals, actions and services.</p>			

Original GOAL from prior year LCAP:	Goal #5 CAHSEE pass rates in English Language Arts will improve from 58%		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:		Schools:	All		
		Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<u>Metric</u> Review CAHSEE pass rates after each testing module.	<u>Outcome</u> 60%	Actual Annual Measurable Outcomes:	Our district CAHSEE pass rates for ELA is 51.99% this data is from February 2014 through March 2015.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
CAHSEE pass rates in ELA will improve from 58%.		(East) Certificated Teacher- 1 Section, \$14,000 (FHS) Certificated Teacher- 1 Section of ELD	Our district prioritized increasing student achievement and evidence has shown that increasing direct student services will improve pupil outcomes. In 2014-15 we provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling position is vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support		(East) Certificated Teacher- 1 Section, \$7,200 (FHS) Certificated Teacher- 1 Section of ELD English and 1

	<p>English and 1 Section of Spanish Native Speaker, \$34,000</p> <p>(East High) Classified, 2 paraprofession al support staff \$22,000</p> <p>(LEA-Wide) Bilingual Aide \$41,000</p> <p>(FHS) Bilingual Aide \$41,000</p> <p>Funding Source: Supplemental</p> <p>(AR) Certificated Teacher- 1 Section of English, \$14,000</p> <p>Funding</p>	<p>students and families who need additional resources and support. We were unable to hire a bilingual counselor who could provide academic and specialized student support services. There was a limited applicant pool. We were however able to hire a Social Work intern for part of the academic school year. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication. We supported of a section of English language development, a section of Spanish for native speakers, two additional sections of lower-level math to improve student’s skills and increase access to higher-level math courses. We supported two full-time bilingual aides.</p>	<p>Section of Spanish Native Speaker, \$34,490</p> <p>(East High) Classified, 2 paraprofession al support staff \$23,415</p> <p>(LEA-Wide) Bilingual Aide \$15,460</p> <p>(FHS) Bilingual Aide \$45,000</p> <p>Funding Source: Supplemental</p> <p>(AR) Certificated Teacher- 1 Section of English, \$16,120</p> <p>Funding Source: Base</p>
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	Source: Base Grant		Grant
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups:(Specify)_____	
<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>We have made dramatic changes our original goal #5. The actions, services, and expenditures outlined in goal #3 in 2015-16 are designed to be more comprehensive than 2014-15 goal #5. In our first LCAP in 14-15 we had 12 goals that were very focused on LEA-Wide achievements and goals. After stakeholder input we have streamlined multiple goals. For example one of our goals was focused on improving CAHSEE passrates. This goal now fits more succinctly in our LEA goal # 3 to improve student achievement.</p>			

Original GOAL from prior year LCAP:	Goal #6 CAHSEE pass rates in Mathematics will improve from 66%	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Metric Review CAHSEE pass rates after each testing module.	Outcome 68%	Actual Annual Measurable Outcomes:	Our district CAHSEE pass rates for Mathematics is 79% this data is from February 2014 through March 2015.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
CAHSEE pass rates in Mathematics will improve from 66%	(FHS) Certificated Teacher- 2 Sections of Math. \$28,000 (East) Certificated Teacher- 1 Section, \$14,000 (East High) Classified, 2 paraprofessional support staff \$22,000 (LEA-Wide) Bilingual Aide \$41,000	Our district prioritized increasing student achievement and evidence has shown that increasing direct student services will improve pupil outcomes. In 2014-15 we provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling position is vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support. We were unable to hire a bilingual counselor who could provide academic and	(FHS) Certificated Teacher- 2 Sections of Math. \$26,920 (East) Certificated Teacher- 1 Section, \$7,200 (East High) Classified, 2 paraprofessional support staff \$23,415 (LEA-Wide) Bilingual Aide \$15,460 (FHS) Bilingual Aide \$45,000 Funding Source: Supplemental

	<p>(FHS) Bilingual Aide \$41,000</p> <p>Funding Source: Supplemental</p>	<p>specialized student support services. There was a limited applicant pool. We were however able to hire a Social Work intern for part of the academic school year. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication. We supported of a section of English language development, a section of Spanish for native speakers, two additional sections of lower-level math to improve student’s skills and increase access to higher-level math courses. We supported two full-time bilingual aides.</p>	
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p>X_ALL</p>		<p><u>X</u>_ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated 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 type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Original GOAL from prior year LCAP:	Goal #7 To improve the perception of school safety through data collection of the California Healthy kids survey the following grades will complete the survey.			Related State and/or Local Priorities: 1_2_3_4_5_6X 7_ 8_ COE Only 9_10_ Local: Specify
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<u>Metric</u> Review completion data.	<u>Outcome</u> 9th- 70% 11th-55% NT- 40 % * NT includes continuation, and other alternative schools.	Actual Annual Measurable Outcomes:	Our district student support counselor facilitated online administration of the Core and Learning supports module to district staff. We had 45 out of 54 respondents. Students in the district completed the Core, Drug Free communities and custom questions module. We had 82% of 9th grade students respond, 70% of 11th grade students and 51% of non-traditional students respond.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
We did not having any planned actions/services stated in 2014-15.	NA	We expanded our original vision of administering the California Healthy kids to solely 9th and 11th graders and administered the online survey to students, teachers and parents who identified as 9th and 11th grade. The student support counselor was essential in ensuring that the district completed this survey. The survey results for our LEA were	(LEA-Wide) Certificated Student Support Counselor- \$74,200 Funding Source:	

		made available to district administration on May 14, 2015 and will be shared with the district advisory committee at our first meeting in 2015-16.		Supplemental Grant
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated 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"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We expanded our original vision of administering the California Healthy kids to solely 9th and 10th graders and administered the online survey to students, teachers and parents who identified as 9th-12th grade. The student support counselor was essential in ensuring that the district completed this survey. The survey results for our LEA were made available to district administration on May 14, 2015 and will be shared with the district advisory committee at our first meeting in 2015-16. The California Healthy kids survey data is now included as a measurement towards pupil outcomes for 2015-16 in goal #4.

Original GOAL from prior	Goal #8 Create a safe learning environment for all students.			Related State and/or Local Priorities:
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric Review district safety inspection each year	Outcome Good	Actual Annual Measurable Outcomes:	Increased maintenance and custodial services in 14-15 versus 15-16.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increase maintenance and custodial services to all school sites.	No budgeted expense for 2014-15	Increased custodial/maintenance district wide. Added .5 custodian/.5 maintenance. Funding Source: Base Grant	(LEA-Wide) .5 Custodian/.5 Maintenance, \$35,250 Funding Source: Base Grant	
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups:(Specify)_____		

<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>During the 2014-15 school year it was determined that we needed to increase maintenance and custodial services prior to 2015-16. We hired full-time services midway into the school year and have since incorporated this goal into 2015-16 goal #1. We have sustainable funding for this service.</p>
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Original GOAL from prior year LCAP:	Goal #9 Measure student learning of the CCSS standards.	Related State and/or Local Priorities: 1_2_3_4X5_6_7X8_COE Only 9_10_ Local: Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	<p style="text-align: center;">Metric</p> <p>Review district benchmark assessments and CAASPP results.</p>	<p style="text-align: center;">Outcome</p> <p>Use the district CCSS implementation survey to create a baseline for staff implementation of CCSS standards.</p>
		<p style="text-align: center;">Actual Annual Measurable Outcomes:</p> <p>Participation rates will be available in August 2015.</p>
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
All 11th grade students will	(East High) Classified, 2	As of May 14, 2015 we have completed (East High) Classified, 2

<p>participate in the Smarter Balanced Assessment Consortium.</p>	<p>paraprofessional support staff \$22,000</p> <p>(LEA-Wide) Bilingual Aide \$41,000</p> <p>(FHS) Bilingual Aide \$41,000</p> <p>Funding Source: Supplemental</p> <p>(LEA-Wide) Opt-in professional development day focusing on CCSS and SBAC teaching strategies. \$4,000</p> <p>Funding Source: Common Core Implementation grant/Title I</p>	<p>CAASPP assessment testing at Academy of the Redwoods. We begin assessment testing at Fortuna High School and East High school May 18, 2015.</p>	<p>paraprofessional support staff \$23,415</p> <p>(LEA-Wide) Bilingual Aide \$15,460</p> <p>(FHS) Bilingual Aide \$45,000</p> <p>Funding Source: Supplemental</p> <p>(LEA-Wide) Opt-in professional development day focusing on CCSS and SBAC teaching strategies. \$11,120</p> <p>Funding Source: Common Core Implementation grant/Title I</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>—</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Pupil outcomes related to implementation of the Common Core state standards will be best measured by the CAASPP assessment. Our district is in the middle of completing the assessment and we don't expect baseline data until August 2015. The district CCSS implementation survey was determined to be subjective and not an accurate metric to gauge CCSS implementation. Goal #12 has now been integrated into 2015-16 Goal #1. FUHSD will continue to have highly qualified teachers in all subject areas with county competitive salaries. Teachers will be provided with ongoing professional development support in order to implement the Common Core State Standards and the CAASPP assessment system. Students in our school district will have sufficient access to standards-aligned instructional materials. We will continue to maintain a safe environment for all students and staff through facilities and transportation. Actions and services will include In order having a highly qualified teaching staff we need to continue to offer on-going professional development and competitive compensation. We will continue to monitor infrastructure to determine areas of need in relation to our Facility Inspection Tool. We will also place monies into our transportation account to ensure that we are able to run a safe transportation fleet. We will continue to support teacher's ongoing professional development in implementing the Common Core State Standards and the CAASPP testing. We will also provide monies to purchase Common Core aligned materials

Original GOAL from prior year LCAP:	Goal #10 To improve students and staff's access to technology.			Related State and/or Local Priorities: 1_2_3_4_5_6_7_8X COE Only 9_10_ Local: Specify
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<u>Metric</u> Review district student to computer ratio.	<u>Outcome</u> 2.5:1	Actual Annual Measurable Outcomes:	2.5:1
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Annual
We did not having any planned actions/services stated in 2014-15.		NA	In the past year we have installed a fully manageable and robust wireless network. This wireless deployment allows for upwards of 1,500 users to be on the internet at once, with any mobile device. We have also added a computer lab with 35 Macintosh computers with 24" screens for our digital video class. In addition to the computers, we upgraded the LCD projector and screen size for display purposes etc.. Another way we improved the use of technology was to centralize all data with a new server and allowed for it to be a redundant	Network upgrades/wireless deployment, \$92,880 Funding Source: Common Core Implementation/Mandated Cost reimbursement/Base Grant Computer purchases, \$80,625 Funding Source: Local Grants/Base Grant

			source for storage for our staff and students. Lastly, we have decreased our response time for technology support by creating an efficient ticketing system and building computer images to replace corrupted ones. Which allows for increased and reliable access to technology campus wide. Academy of the Redwoods continues to implement a 1:1 program.	
Scope of service:	Fortuna High School and East High School		Scope of service:	Fortuna High School and East High School
<u>X</u> ALL			<u>X</u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated 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"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups(Specify) _____ _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		In the past year we have installed a fully manageable and robust wireless network. This wireless deployment allows for upwards of 1,500 users to be on the internet at once, with any mobile device. We have also added a computer lab with 35 Macintosh computers with 24" screens for our digital video class. In addition to the computers, we upgraded the LCD projector and screen size for display purposes etc.. Another way we improved the use of technology was to centralize all data with a new server and allowed for it to be a redundant source for storage for our staff and students. Lastly, we have decreased our response time for technology support by creating an efficient ticketing system and building computer images to replace corrupted ones. Which		

allows for increased and reliable access to technology campus wide. Academy of the Redwoods continues to implement a 1:1 program.

Original GOAL from prior year LCAP:	Goal #11 Increase the number of students who are college and career ready			Related State and/or Local Priorities: 1_2_3_4X5_6_7_8_ COE Only 9_10_ Local: Specify
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric Advanced Placement pass rates, college credits completed, and UC/CSU eligibility.	Outcome Advanced Placement-50% College Credits 40 units UC/CSU Eligibility 25%	Actual Annual Measurable Outcomes:	Advanced Placement-50% 95 students took 185 exams. College Credits 40 units, will update June, 2015 UC/CSU Eligibility 37.5% This data is from our 2014 Student Accountability Report Card.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
<u>Fortuna High School</u> Currently district students have a 46.6% pass rate on the Advanced Placement Exams and we would like to improve this pass rate to a 50% overall pass rate. <u>Academy of the Redwoods</u> Currently on average students at AR earn 40 college units upon completion of high school graduation. We would like to increase the college unit completions. <u>LEA-Wide</u>	Budgeted Expenditures		<u>Fortuna High School</u> Fortuna high school offered Advanced Placement exams we will not have the assessment results until July. We will review this data as it becomes available. We offered an additional section of Advanced placement Spanish at Fortuna High School to provide access for more students to enroll in an	Estimated Actual Annual Expenditures

Currently, 22% of students who graduated from the district have completed the courses required for UC/CSU admission. We need to increase the number of students eligible to apply to UC/CSU to 25%.

Currently 67% of district students submit a completed FAFSA allowing them access to post-secondary financial aid. We need to increase the number of students submitting a completed FAFSA to 70% of all graduating seniors.

Advanced Placement course. This class has been a great benefit to our Native Spanish speakers and has provided them with the opportunity for Advanced Placement credit.

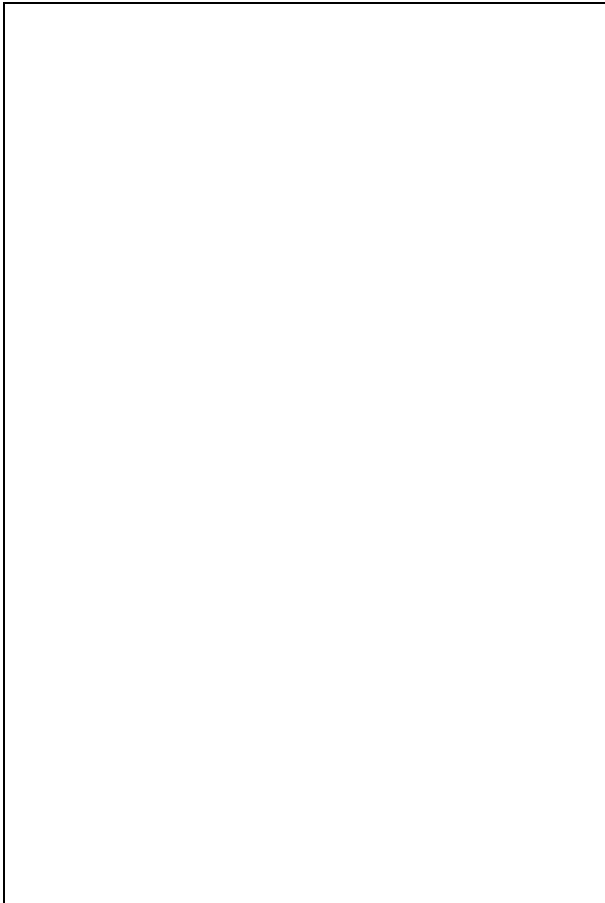
Academy of the Redwoods

Currently on average students at AR earn 40 college

units upon completion of high school graduation. We would like to increase the college unit comp by allocating a larger amount of the base grant that Academy of the Redwoods receives to concurrent enrollment fees we will provide access for more students to enroll in college level courses. We also offered summer scholarships to cover tuition for students that is funded out of our site budget in 2015-16

LEA-Wide

Currently, 22% of students who graduated from the district have completed the courses required for UC/CSU admission. We need to increase the number of students eligible to apply to UC/CSU to 25%. Graduation for our district is not until June 12th and we are currently compiling the data on which to measure this outcome. We funded a new section of Spanish at Academy of the Redwoods to provide students with prior knowledge and skills before entering college level Spanish. This section was not successful in preparing students for college level Spanish. We had low enrollment in the class and our summer school Spanish course prepared students to enter Spanish 1A and Spanish 1B. We have also continued our funding of English $\frac{3}{4}$ to provide students with an opportunity to complete the requirements necessary for



high school and UC/CSU eligibility. We have changed the job title of “Certificated Counselor” to Student Support Counselor. This position provides support for our students and teachers in the district. The position will increase the number of students who are A-G eligible by providing student and parent workshops in the areas of college preparedness. We also funded a .6 bilingual counseling position to improve access for our students and families whose native language is Spanish. Unfortunately, we were unable to fill this position until mid-year.

(FHS) Certificated Teacher- Advanced Placement Spanish, \$17,000

(AR) Concurrent Enrollment Fees \$25,000

(AR) 1 Section of English, \$14,000

(AR) .6 Academic Advisor. \$45,000

Funding Source: Base Grant

(AR) Certificated Teacher- 1 Section of Spanish, \$14,000

(LEA-Wide) Certificated Counselor – Bilingual Preferred, Coordinate health service, Invite motivational guest speakers to all sites, lead small groups for anger management and social issues. Coordinate the following parenting workshop: College Awareness, and high school transportation. Collaborate with parents regarding transportation to special events, raise awareness of FAFSA completion. \$75,000

(LEA-Wide) .6 Bilingual counselor (EL/CELD/ELAC) \$50,000

(LEA-Wide) Bilingual Aide \$41,000

(FHS) Bilingual Aide \$41,000

Funding Source: Supplemental

(FHS) Certificated Teacher- Advanced Placement Spanish, \$17,000

(AR) Concurrent Enrollment Fees \$41,046 79

(AR) 1 Section of English, \$16,350

(AR) .6 Academic Advisor. \$45,000

Funding Source: Base Grant

(AR) Certificated Teacher- 1 Section of Spanish, \$16,520

(LEA-Wide) Certificated Counselor – Bilingual Preferred, Coordinate health service, Invite motivational guest speakers to all sites, lead small groups for anger management and social issues. Coordinate the following parenting workshop: College Awareness, and high school transportation. Collaborate with parents regarding transportation to special events, raise awareness of FAFSA completion. \$74,200

(LEA-Wide) .6 Bilingual counselor (EL/CELD/ELAC) \$16,840

(LEA-Wide) Bilingual Aide \$15,460

(FHS) Bilingual Aide \$45,000

Funding Source: Supplemental 9

Scope of service:	LEA-Wide
<u>X</u> _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups:(Specify)_____	

Scope of service:	LEA-Wide
<u>X</u> _ALL	
OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups:(Specify)_____	

Original GOAL from prior year LCAP:	Goal #12 Improve parent communication in decision-making. Review school event sign-in sheets and parent survey			Related State and/or Local Priorities: 1_2_3X 4_5_6_7_8_ COE Only 9_10_ Local: Specify
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric Document how many newsletters were sent out from the district.	Outcome Create baseline data	Actual Annual Measurable Outcomes:	No baseline data was collected due to district staffing constraints.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<u>Fortuna High School</u> Currently we are holding English Language Advisory Committee meetings quarterly and we would like to increase the number of parents who attend and who participate in school events. <u>LEA-Wide</u> Currently we are holding English Language Advisory Committee meetings quarterly and we would like to increase the number of parents who attend and who participate in school events.		Postage and Office Supplies \$1000 Funding Source: Base Grant (LEA-Wide) Certificated Counselor – Bilingual Preferred, Coordinate	The district did not have the staff to create a monthly newsletter and to promote a parent involvement district-wide.	Postage and Office Supplies \$0 Funding Source: Base Grant (LEA-Wide) Certificated Counselor – Bilingual Preferred, Coordinate

<p>health service, Invite motivational guest speakers to all sites, lead small groups for anger management and social issues. Coordinate the following parenting workshop: College Awareness, and high school transportation. Collaborate with parents regarding transportation to special events, raise awareness of FAFSA completion. \$75,000</p> <p>(LEA-Wide) .6 Bilingual</p>		<p>health service, Invite motivational guest speakers to all sites, lead small groups for anger management and social issues. Coordinate the following parenting workshop: College Awareness, and high school transportation . Collaborate with parents regarding transportation to special events, raise awareness of FAFSA completion. \$74,200</p> <p>(LEA-Wide) .6</p>
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	<p>counselor (EL/CELD/ELAC) \$50,000</p> <p>(LEA-Wide) Bilingual Aide \$41,000</p> <p>(FHS) Bilingual Aide \$41,000</p> <p>Funding Source: Supplemental</p>		<p>Bilingual counselor (EL/CELD/ELAC) \$16,840</p> <p>(LEA-Wide) Bilingual Aide \$15,460</p> <p>(FHS) Bilingual Aide \$45,000</p> <p>Funding Source: Supplemental</p>
Scope of service:	LEA-wide	Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The district was unable to meet goal #12 through its action and services. This continues to be a priority for the district and Beginning August of 2015 the district has hired a Director of Educational Services who will oversee the long-term implementation and effectiveness of the LCAP plan. This will ensure that the district is able to collect data in a timely manner and monitor the actions and services that are outlined in our plan. One of the items

listed in the positions job description is the marketing and communication for the district. We have now created a solution to our staffing constraint

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 district wide, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide 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>\$579,692</u>
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For 2015-16

The 2015-16 Supplemental and Concentration grant funds will be used to provide additional services and support to our low income, foster youth and English learner pupils in the following ways. We added 2 sections of math at Fortuna high school that will decrease class sizes for unduplicated students, adding one section of English Language development to the course list offerings will provide more options for unduplicated students to have access to a course that will assist in language development, and create access to a broader course of study. We’ve also added a section of English at Academy of the Redwoods to decrease class sizes for unduplicated students in the Junior and Senior years to prepare them for college level English. We have expanded direct student services by funding a full-time student support counselor at our continuation high school and our main campus. Currently, we have two full-time bilingual aides to assist students and their families where English is their second language. We will also have a full-time bilingual academic counselor to assist students in their academic planning. The bilingual counselor will also provide vital support for our English Language Advisory committee to communicate the needs of students. The paraprofessional support at our continuation high school will assist students one-on-one with academic needs. Our district will continue to prioritize improving student engagement and school climate. Research has shown that when students feel safe and connected to one or more adults at school they will be more engaged which leads to improved attendance, class participation and graduation rates.

- 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.

6.88	%
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For 2015-16

6.88%. Upon review of the documents listed in section C and collaboration with stakeholders, the district leadership team increased services for unduplicated students in our district with the following services: adding 2 sections of math at Fortuna high school that will decrease class sizes for unduplicated students, adding one section of English Language development to the course list offerings will provide more options for unduplicated students to have access to a course that will assist in language development, and create access to a broader course of study. We've also added a section of English at Academy of the Redwoods to decrease class sizes for unduplicated students in the Junior and Senior years to prepare them for college level English. At East high school we are funding paraprofessional support along with a full-time student support counselor. The paraprofessional support provides one-on-one support for unduplicated students to increase graduation rates. We are also maintaining our full-time LEA-Wide student support counselor. The student support counseling positions provide a critical bridge for families and school personnel. They will also coordinate health service resources, invite relevant motivational speakers, lead small groups for students dealing with stress, anger, and social issues. We have hired a full-time bilingual academic counselor who will assist with the California English Language Development assessment, and special education for students. At Fortuna high school we will have a full-time bilingual aide

and another bilingual aide for the district.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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