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2 **Title 5. EDUCATION**

3 **Division 1. California Department of Education**

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

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

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

10
11 **§ 15494. Scope.**

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

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

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

20 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
21 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
22 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
23 6312.

24
25 **§ 15495. Definitions.**

26 In addition to those found in Education Code sections 2574, 42238.01, and
27 42238.02, the following definitions are provided:

28 (a) "Consult with pupils," as used in Education Code sections 52060, 52066, and
29 47606.5, means a process to enable pupils, including unduplicated pupils and other
30 numerically significant pupil subgroups, to review and comment on the development of
31 the LCAP. This process may include surveys of pupils, forums with pupils, pupil
32 advisory committees, or meetings with pupil government bodies or other groups
33 representing pupils.

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

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

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

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

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

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

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

1 (i) “State priority areas” means the priorities identified in Education Code sections
2 52060 and 52066. For charter schools, “state priority areas” means the priorities
3 identified in Education Code section 52060 that apply for the grade levels served or the
4 nature of the program operated by the charter school.

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

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

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

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

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

16
17 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
18 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
19 **Supplemental and Concentration Grants.**

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

31 (1) Estimate the amount of the LCFF target attributed to the supplemental and
32 concentration grants for the LEA calculated pursuant to Education Code sections
33 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

25 (3) A school district that has an enrollment of unduplicated pupils at a school that is
26 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP
27 is adopted or in the prior year may expend supplemental and concentration grant funds
28 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
29 all of the following:

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

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

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

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

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

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

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

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

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

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

31
32 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
33 **Proportionality.**

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

10 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
11 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
12 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
13 6312.

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21 8-22-14 [California Department of Education]

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

Introduction:

LEA: McKinleyville Union School District Contact: Michael Davies-Hughes, Superintendent, mdavies-hughes@nohum.k12.ca.us, 707-839-1549

LCAP Year: 2015-2016

Metrics and other information relative to high schools are not relevant to McKinleyville Union School District, an elementary K - 8 district, and are not included in the LCAP. These include:

Priority 4: Standard Achievement: Share of students that are college and career ready, Share of students that pass Advanced Placement exams with 3 or higher, Share of students determined prepared for college by the Early Assessment Program

Priority 5: Student Engagement: High school dropout rates, High school graduation rate

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and

local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Superintendent and Business Director met with various stakeholders of the District (including, but not limited to, parents, certificated and classified staffs, bargaining groups, and members of the Parent-Teachers Organization. These meetings took place in 2015 as follows: February 9, February 23, March 9, April 20, and May 11. During the first meeting the Superintendent provided the stakeholders with an overview of the LCAP and LCFF and provided resources where further information regarding the LCAP process could be found. Each subsequent meeting was considered a workgroup meeting where stakeholders worked in small groups. The work involved a review of the 2014-2015 LCAP and the District's Strategic Plan.</p> <p>Using these documents and guiding questions for the State's eight priority areas, the stakeholders created responses to the guiding questions and suggested additional actions that could support the areas of need. This input was recorded and shared through an online file-sharing portal with all representatives.</p> <p>Bargaining groups (McKinleyville Teachers Association and California School Employee Association Chapter #144) representatives attended the February 23, March 9, and April 20 meetings. The Superintendent met with the student leadership team at McKinleyville Middle School (6-8 grades) and the student council at Morris Elementary School (3-5 grades) on June 4, 2015 to solicit their input on the LCAP.</p> <p>The school site councils at Dow's, Morris, and McKinleyville Middle School developed school climate strategies as part of their Single Plans for Student Achievement. These climate strategies were considered as LCAP Goal #1 was under development for 2015-2016. Additionally, the Superintendent presented LCAP updates to the Board of Trustees on December 10, 2014, January 14, 2015, March 11, 2015, April 15, 2015, and May 13, 2015. The Board and public were given opportunities for input at these meetings.</p> <p>Email and automated message sent to all parents/guardians inviting them to the</p>	<p>During the workgroup meetings the participants developed their priorities within the context of the State's eight priority areas. Once this work was done, the group looked at the 2014-2015 goals as well as the outcomes from that year's actions and services to determine what changes could be made. The workgroup was supportive of the current goals being in place, but expressed a desire to see an enhancement of the actions and services to support each goal.</p> <p>Specifically, the following key areas were identified for inclusion in the 2015-2016 LCAP:</p> <p>Goal #1: Improving school climate and student safety through the implementation of a Positive Behavior and Intervention Support (PBIS) system District-wide, increasing the amount of support (from the current .5 FTE) for a Director of Student Services at McKinleyville Middle School, and improved connections with outside agencies - including social services.</p> <p>Goal #2: Improving transition activities for students from preschool to TK/K, 2nd grade students transitioning from Dow's Prairie to Morris, and 5th grade students transitioning from Morris to McKinleyville Middle School. Opportunities for all District staff to meet and discuss strategies to support students who struggle with transitions.</p> <p>Goal #3 Increasing professional development opportunities for teachers in regards to the Common Core State Standards (CCSS). Increase intervention opportunities at McKinleyville Middle School. Increase EL Teacher time. Maintain small class sizes in primary grades, and increase paraprofessional support across the K-2 grade-span.</p>

<p>LCAP public hearing on June 17, 2016. LCAP public hearing held during Regular Meeting of the MUSD Board of Trustees in June 17, 2015.</p> <p>MUSD Board of Trustees took action to adopt the 2015-2016 LCAP during a Special Meeting on June 24, 2015</p>	<p>As a result of this input, and in an effort to support students in the context of this input the actions and services for each goal were enhanced (see Section 2).</p> <p>Note: Input from stakeholders also included ensuring competitive compensation for staff. Supplemental funds will be used in 2015-2016 to increase the teacher work year by 2-days with a corresponding increase in compensation. These two extra work days will be used for professional development</p>
<p>Annual Update:</p> <p>Progress on the Goals within the LCAP were reported-out to the public during meetings of the McKinleyville Union School District Board of Trustees (agendized as “Strategic Planning Report.” The three goals in the LCAP were also identified as goals in the District’s Strategic Plan). Reports were provided on the following dates: November 12, 2014; January 14, 2015; April 15, 2015, and May 13, 2015. Principals reported on progress made towards goals at each of the three school sites. Public in attendance at those meetings were given the opportunity to comment on the progress reports.</p>	<p>Annual Update:</p> <p>Input from the stakeholders was used in the evaluation of the actual actions and services and outcomes related to the goals for the 2014 - 2015 school year. Stakeholders also offered input on any changes in actions, services and expenditures resulting from past progress. No changes in goals were recommended.</p> <p>Stakeholders continue to be concerned with school climate and student safety at all three school sites. As a result of stakeholder input and results from CHKS, student support services were increased at each school site for 2015-2016.</p> <p>Stakeholders also identified increased paraprofessional and intervention support as being very important in supporting students’ access to the common core state standards (CCSS).</p>

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

Instructions:

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

the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and

school climate)?

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

<p>GOAL:</p>	<p>Goal #1 Continue to design, develop, Implement, evaluate, and improve services that promote physical, emotional and mental health in a manner that considers the needs of all students.</p>		<p>Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>There exists a need in the District to provide students with appropriate supports in the areas of physical, emotional, and mental health. There is no district-wide school climate initiative/program in place. Indicators of existing need include the following: 16% of students in grade 7 and 21% of students in grade 5 report feeling unsafe at school some or all the time. Student suspensions for bullying behaviors have not significantly improved in the past 3 years. School counseling services are only available at one school site. Interagency mental health/counseling support for students and families is very limited.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</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> <p>Basic (1): Number (FTE) of staff members assigned to student support services. Parent Involvement (3): % of students and # of families referred to other agencies for mental health services Student Engagement (5): School attendance % at each grade and District-wide. School Climate (6): Improved school attendance School Climate (6): Use CHKS to determine key areas where student needs are great. School Climate (6): Lower student suspensions through PBIS and maintain current level of expulsions. Other Student Outcomes (8): Participation in the Child Nutrition Program offered at the school sites</p>		<p style="text-align: center;">Outcome</p> <p>1. 90% of the students targeted as having health problems through mandatory screenings and assessments (i.e. vision, hearing, and scoliosis, nutritional or other medical conditions) will receive the necessary follow up regarding medical or health services. 2.90% of students at each of the school sites shall have access to the services of a counselor, school psychologist, or psychological technician. 3. Increase each grade level and District wide student ADA by 1%. 3. Decrease by 5% students who report feeling unsafe at school using the California Healthy Kids Survey (CHKS). 4. Decrease by 10% the number of students who are chronically absent (missing 10% or more of school days during the year) 6. Decrease suspension rate by 10% from previous year. 5. Decrease suspension rate by 10% from previous year. 5. Maintain 0 expulsions. 6. Increase by 5% year-over-year, the number of students participating in the Child Nutrition Program 7. Through the implementation of Positive Behavioral Interventions and Supports (PBIS) at each school site, the number of suspensions District-wide shall decrease by 10% 8. Maintain Facilities to good or better standard on FIT</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for all staff in utilizing Positive Behavior Intervention Support (PBIS)	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$66,215 (MAA Funds) Objects 1000, 3000, and 5000
Provide three (3) hours of psychological technician service at all three school sites	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$28,401 (LCFF Supple.) Objects 2000 and 3000
Maintain Two (2) .5 FTE Directors of Student Services at Morris and Dow's Prairie School	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$87,947 (LCFF Supple) Objects 1000 and 3000.

<p>Increase FTE of a Director of Student Services at McKinleyville Middle School from a .5 to a 1.0</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$87,819 (LCFF Supple) Object 1000 and 3000.</p>
<p>Annually administer California Healthy Kids Survey (CHKS) for students in grades 5 and 7</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,340 (LCFF Base)</p>
<p>Track monthly attendance data at District Level and use AERIES student information system to track suspension and expulsion data</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1,375 (LCFF Base) Part of Admin. Asst. Object 2000 and 3000.</p>
<p>1.0 FTE Psychologist Intern</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$28,580 (Spec. Ed. Funds) Objects 1000 and 3000</p>
<p>1.0 FTE School Counselor</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$87,970 (LCFF Supple, Title I). Objects 1000 and 3000.</p>

<p>Maintain 1.0 FTE certificated teacher to instruct in alternative program for students struggling socially, emotionally and academically at the Middle School.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$81,664 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Maintain a 1.0 School Psychologist</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$70,830 (LCFF Supple and Spec. Ed. Funds). Objects 1000 and 3000.</p>
<p>Maintain a 0.60 Special Education Coordinator</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$53,666 (Spec. Educ Funds) Objects 1000 and 3000.</p>
<p>Maintain services of Indian Education through MOU with Northern Humboldt Union High School District.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000 (LCFF Base) Object 5000</p>
<p>Annual inspections will take place using FIT to maintain all sites and facilities safe and clean.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$964 (LCFF Base) Object 2000 & 3000) Performed by MTO Director</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p>	<p>Outcome</p>
	<p>Basic (1): Number (FTE) of staff members assigned to student support services. Parent Involvement (3): % of students and # of families referred to other agencies for mental health services Student Engagement (5): School attendance % at each grade and District-wide. School Climate (6): Improved school attendance School Climate (6): Use CHKS to determine key areas where student needs are great. School Climate (6): School Climate (6): Lower student suspensions through PBIS and maintain current level of expulsions. Other Student Outcomes (8): Participation in the Child Nutrition Program offered at the school sites</p>	<p>1. 100% of the students targeted as having health problems through mandatory screenings and assessments (i.e. vision, hearing, and scoliosis, nutritional or other medical conditions) will receive the necessary follow up regarding medical or health services. 2. 100% of students at each of the school sites shall have access to the services of a counselor, school psychologist, or psychological technician. 3. Increase each grade level and District wide student ADA by 1%. 3. Decrease by 5% students who report feeling unsafe at school using the California Healthy Kids Survey (CHKS). 4. Decrease by 10% the number of students who are chronically absent (missing 10% or more of school days during the year) 5. Decrease suspension rate by 10% from previous year. 5. Maintain 0 expulsions. 6. Increase by 5% year-over-year, the number of students participating in the Child Nutrition Program 7. Through the implementation of Positive Behavioral Interventions and Supports (PBIS) at each school site, the number of suspensions District-wide shall decrease by 10% 8. Maintain Facilities to good or better standard on FIT.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for all staff in utilizing Positive Behavior Intervention Support (PBIS). (Ongoing training/stipends).	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000 (LCFF Supple.) Objects 1000, 200, and 3000
Provide three (3) hours of psychological technician service at all three school sites	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$34,070 (LCFF Supple.) Objects 2000 and 3000

		__Other Subgroups:(Specify)_____	
Maintain Two (2) .5 FTE Directors of Student Services at Morris and Dow's Prairie School	School-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$90,062 (LCFF Supple) Objects 1000 and 3000.
Maintain 1.0 FTE Director of Students Services at McKinleyville Middle School.	School-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$92,019 (LCFF Supple) Object 1000 and 3000.
Annually administer California Healthy Kids Survey (CHKS) for students in grades 5 and 7	School-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,340 (LCFF Base)
Track monthly attendance data at District Level and use AERIES student information system to track suspension and expulsion data	District-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,375 (LCFF Base) Part of Admin. Asst. Object 2000 and 3000.

<p>1.0 FTE Psychologist Intern</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$29,108 (Spec. Ed. Funds) Objects 1000 and 3000</p>
<p>1.0 FTE School Counselor</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$89,907 (LCFF Supple, Title I).Objects 1000 and 3000.</p>
<p>Maintain 1.0 FTE certificated teacher to instruct in alternative program for students struggling socially, emotionally and academically at the Middle School (STARS).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$83,485 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Maintain a 1.0 School Psychologist</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$73,334 (LCFF Supple and Spec. Ed. Funds). Objects 1000 and 3000.</p>
<p>Maintain a 0.60 Special Education Coordinator</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$55,596 (Spec. Educ Funds) Objects 1000 and 3000.</p>

<p>Maintain services of Indian Education through MOU with Northern Humboldt Union High School District.</p>	<p>District-wide</p>	<p><u>X</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$3,000 (LCFF Base) Object 5000</p>
<p>Annual inspections will take place using FIT to maintain all sites and facilities safe and clean.</p>	<p>District-wide</p>	<p><u>X</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$989 (LCFF Base) Object 2000 & 3000) Performed by MTO Director</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p align="center">Metric</p> <p>Basic (1): Number (FTE) of staff members assigned to student support services. Parent Involvement (3): % of students and # of families referred to other agencies for mental health services Student Engagement (5): School attendance % at each grade and District-wide. School Climate (6): Improved school attendance School Climate (6): Use CHKS to determine key areas where student needs are great. School Climate (6): School Climate (6): Lower student suspensions through PBIS and maintain current level of expulsions. Other Student Outcomes (8): Participation in the Child Nutrition Program offered at the school sites</p>	<p align="center">Outcome</p> <ol style="list-style-type: none"> 1. 100% of the students targeted as having health problems through mandatory screenings and assessments (i.e. vision, hearing, and scoliosis, nutritional or other medical conditions) will receive the necessary follow up regarding medical or health services. 2. 100% of students at each of the school sites shall have access to the services of a counselor, school psychologist, or psychological technician. 3. Increase each grade level and District wide student ADA by 1%. 3. Decrease by 5% students who report feeling unsafe at school using the California Healthy Kids Survey (CHKS). 4. Decrease by 10% the number of students who are chronically absent (missing 10% or more of school days during the year) 6. Decrease suspension rate by 10% from previous year. 5. Decrease suspension rate by 10% from previous year. 5. Maintain 0 expulsions. 6. Increase by 5% year-over-year, the number of students participating in the Child Nutrition Program 7. Through the implementation of Positive Behavioral Interventions and Supports (PBIS) at each school site, the number of suspensions District-wide shall decrease by 10% 8. Maintain Facilities to good or better standard on FIT.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for all staff in utilizing Positive Behavior Intervention Support (PBIS). Ongoing training/stipends.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000 (LCFF Supple.) Objects 1000,2000 and 3000
Provide three (3) hours of psychological technician service at all three school sites	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,960 (LCFF Supple.) Objects 2000 and 3000
Maintain Two (2) .5 FTE Directors of Student Services at Morris and Dow's Prairie School	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$92,207 (LCFF Supple) Objects 1000 and 3000.

<p>Maintain 1.0 FTE Director of Students Services at McKinleyville Middle School.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$95,226 (LCFF Supple) Object 1000 and 3000.</p>
<p>Annually administer California Healthy Kids Survey (CHKS) for students in grades 5 and 7</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,340 (LCFF Base)</p>
<p>Track monthly attendance data at District Level and use AERIES student information system to track suspension and expulsion data</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,375 (LCFF Base) Part of Admin. Asst. Object 2000 and 3000.</p>
<p>1.0 FTE Psychologist Intern</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$29,505 (Spec. Ed. Funds) Objects 1000 and 3000</p>

<p>1.0 FTE School Counselor</p>	<p>School-wide</p>	<p><u>X</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$91,825 (LCFF Supple, Title I).Objects 1000 and 3000.</p>
<p>Maintain 1.0 FTE certificated teacher to instruct in alternative program for students struggling socially, emotionally and academically at the Middle School.</p>	<p>School-wide</p>	<p><u>X</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$84,734 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Maintain a 1.0 School Psychologist</p>	<p>District-wide</p>	<p><u>X</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$74,950 (LCFF Supple and Spec. Ed. Funds). Objects 1000 and 3000.</p>
<p>Maintain a 0.60 Special Education Coordinator</p>	<p>District-wide</p>	<p><u>X</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$56,409 (Spec. Educ Funds) Objects 1000 and 3000.</p>

<p>Maintain services of Indian Education through MOU with Northern Humboldt Union High School District.</p>	<p>District-wide</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"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000 (LCFF Base) Object 5000</p>
<p>Annual inspections will take place using FIT to maintain all sites and facilities safe and clean.</p>	<p>District-wide</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"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,004 (LCFF Base) Object 2000 & 3000) Performed by MTO Director</p>

<p>GOAL:</p>	<p><u>Goal #2</u></p> <p>Continue to design, develop, implement, evaluate, and Improve services that ensure smooth transitions within the district, respecting the goal of ensuring heterogeneous grouping of students and equitable classrooms at each grade level within and between each school site.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4_ 5_ 6__ 7 <input checked="" type="checkbox"/> 8__</p> <p>COE only: 9__ 10__</p> <p>Local (Specify): Balanced Classes</p>
<p>Identified Need:</p>	<p>K-5 Elementary schools were reconfigured in 2014-2015 to a K-2 site and a 3-5 site. New configuration requires ongoing monitoring and evaluation to ensure that students are successful within and between grade levels. All three District schools and the LEA as a whole are in Program Improvement (Dow's = Yr 3, McKinleyville Middle School = Yr 3, Morris Elementary = Yr 1)</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All Students including ELL, low performing, and Special Education subgroups</p>	
<p>LCAP Year 1: 2015-16</p>			

Expected Annual Measurable Outcomes:	Metric	Outcome	
	<p> Basic Services (1): Class size (# of students) in K-2 CCSS Implementation (3) and Course Access (7): All District students have comparable educational opportunities with highly qualified teachers (HQT) using approved instructional materials. (IM). Classes are monitored for effective instructional practices and support is provided through site administration. Additionally, coaching is provided at the middle school for additional support. Local: Demographic data on class balance at each grade level. Local: Data on % of Students and families involvement in transition activities will be monitored. </p> <p> Parent involvement will increase each year by 5% as a result of out reach activities. Prior year's data will be used as baseline. To monitor increase parental involvement records will be kept: </p> <ul style="list-style-type: none"> • Parent governance meetings: SSC, DLAC, DAC • LCAP meetings • Parent Surveys • Website Views • Parent / Teacher Conference • Back-to-School Night • Transitional Activities • School Family Events <p> 7. CELDT & TITLE III Reports 8. RFEP DATA as REPORTED in CALPADS 9. Teacher misassignment rate as indicated on SARC WMS Reports 10. The sufficiency of standards aligned Instructional Materials as evident in annual Board resolution 11. Middle School Dropout rate as reported on Dataquest </p>	<ol style="list-style-type: none"> 1. All students including students with disabilities will have access to State adopted instructional materials including access to ELA/ELD materials for English Language Learner. Additionally, as a baseline goal, 70% of parents with incoming kindergarten students will have successfully participated in Kindergarten "Round Up" activities. This goal will increase by 10% in subsequent years. 2. By the end of grade 8, 100% of students and 100% of their parents (at least one parent) will have met with a counselor or teacher to develop the students four-year and postgraduate plans. This goal is applicable to students with IEPs and their parents. 3. 100% of students enrolled in grade 5 will participate in elementary to middle school transition activities. 4. 100% of students enrolled in grade 8 will participate in middle school to high school transition activities. 5. 70% of parents of enrolled 5th grade students will participate in transition activities for families. This number is to increase by 5% each year as a result of parent outreach activities. 6. 100% of students moving from 5th to 6th grade and from 8th to 9th grade shall participate in transitional activities. 7. 70% of ELLs will progress at least one level on the CELDT each year. 8. Students being reclassified after 5 years in ELD will increase by 10% each year over baseline 9. Maintain 100% of teachers as Highly Qualified and appropriately assigned. 10. 100% of students including students with disabilities will have access to standard aligned Instructional materials. 11. Maintain 0% MSD rate 	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Maintain smaller class sizes in K-2.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$70,303 (LCFF Supple.) Objects 1000 and 3000.</p>
<p>Increase paraprofessional support in TK-2 by 8 hours/1.0 FTE per day. (Dow's Prairie).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$19,526 (LCFF Supple. and Fed. Rural Schools RS4126). Objects 2000 and 3000.</p>
<p>Increase paraprofessional support in 3-5 by 9.5 hours/1.19 FTE (Morris School).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$23,187 (Title I). Objects 2000 and 3000.</p>
<p>Maintain paraprofessional support in grades TK-5 (Dow's and Morris) (72 hours).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$188,192 (LCFF Supple, Title I, Parent Club). Objects 2000 and 3000.</p>
<p>Maintain 0.50 Intervention Lead Teacher in grades 3-5.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$42,396 (LCFF Supple). Objects 1000 and 3000.</p>

<p>Provide .2 FTE Language Immersion program coordinator to lead ongoing professional development and collaboration for staff in the program</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$17,898 (Rural Schools Funds RS 4126. Objects 1000 and 3000.</p>
<p>Provide .2 FTE Professional Development/SBAC Coordinator to oversee professional development activities for staff in the District and oversee SBAC testing</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$16,716 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Increase EL Teacher by one (1) hour per day (0.15 FTE)</p>	<p>District-wide</p>	<p><input type="checkbox"/>_ALL OR: __Low Income pupils <input checked="" type="checkbox"/>_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,301 (LCFF Supple.) Objects 1000 and 3000.</p>
<p>Maintain 0.38 FTE EL/CELDT Teacher</p>	<p>District-wide</p>	<p><input type="checkbox"/>_ALL OR: __Low Income pupils <input checked="" type="checkbox"/>_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$12,770 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Provide 2.75 hr math intervention teacher at 3-5 grade level</p>	<p>District-wide</p>	<p><input type="checkbox"/>_ALL OR: __Low Income pupils <input checked="" type="checkbox"/>_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$14,304 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Provide 2.5 hours/day for after-school tutoring at 6-8 grade level.</p>	<p>School-wide</p>	<p><input type="checkbox"/>_ALL OR: __Low Income pupils <input checked="" type="checkbox"/>_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$12,861 (Fed. Rural Schools RS 4126). Objects 1000 and 3000.</p>

<p>Outreach to parents through surveys and focus groups in order to gain insight on ways to increase parental involvement. Use this data as baseline for planning in subsequent years.</p>	<p>District-wide</p>	<p><u>X</u> ALL OR: ___ Low Income pupils <u>X</u> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$400 (LCFF Base). Object 4000 for materials and supplies for meetings)</p>
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LCAP Year 2: 2016-17

	<p align="center"><u>Metric</u></p>	<p align="center"><u>Outcome</u></p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Basic Services (1): Class size (# of students) in K-2 CCSS Implementation (3) and Course Access (7): All District students have comparable educational opportunities with highly qualified teachers (HQT) using approved instructional materials. (IM). Classes are monitored for effective instructional practices and support is provided through site administration. Additionally, coaching is provided at the middle school for additional support. Local: Demographic data on class balance at each grade level. Local: Data on % of Students and families involvement in transition activities will be monitored.</p> <p>Parent involvement will increase each year by 5% as a result of out reach activities. Prior year's data will be used as baseline. To monitor increase parental involvement records will be kept:</p> <ul style="list-style-type: none"> • Parent governance meetings: SSC, DLAC, DAC • LCAP meetings • Parent Surveys • Website Views • Parent / Teacher Conference • Back-to-School Night • Transitional Activities • School Family Events <p>7. CELDT & TITLE III Reports 8. RFEP DATA as REPORTED in CALPADS 9. Teacher misassignment rate as indicated on SARC WMS Reports 10. The sufficiency of standards aligned Instructional Materials as evident in annual Board resolution 11. Middle School Dropout rate as reported on Dataquest</p>	<p>1. All students including students with disabilities will have access to State adopted instructional materials including access to ELA/ELD materials for English Language Learner. Additionally, as a baseline goal, 70% of parents with incoming kindergarten students will have successfully participated in Kindergarten "Round Up" activities. This goal will increase by 10% in subsequent years.</p> <p>2. By the end of grade 8, 100% of students and 100% of their parents (at least one parent) will have met with a counselor or teacher to develop the students four-year and postgraduate plans. This goal is applicable to students with IEPs and their parents.</p> <p>3. 100% of students enrolled in grade 5 will participate in elementary to middle school transition activities.</p> <p>4. 100% of students enrolled in grade 8 will participate in middle school to high school transition activities.</p> <p>5. 70% of parents of enrolled 5th grade students will participate in transition activities for families. This number is to increase by 5% each year as a result of parent outreach activities.</p> <p>6. 100% of students moving from 5th to 6th grade and from 8th to 9th grade shall participate in transitional activities.</p> <p>7. 70% of ELLs will progress at least one level on the CELDT each year.</p> <p>8. Students being reclassified after 5 years in ELD will increase by 10% each year over baseline</p> <p>9. Maintain 100% of teachers as Highly Qualified and appropriately assigned.</p> <p>10. 100% of students including students with disabilities will have access to standard aligned Instructional materials.</p> <p>11. Maintain 0% MSD rate</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain smaller class sizes in K-2.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$71,775 (LCFF Supple.) Objects 1000 and 3000.
Increase paraprofessional support in TK-2 by 8 hours/1.0 FTE per day. (Dow's Prairie).	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,271 (LCFF Supple. and Fed. Rural Schools RS4126). Objects 2000 and 3000.
Increase paraprofessional support in 3-5 by 9.5 hours/1.19 FTE (Morris School).	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$24,294 (Title I). Objects 2000 and 3000.
Maintain paraprofessional support in grades TK-5 (Dow's and Morris) (72 hours).	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$195,073 (LCFF Supple, Title I, Parent Club). Objects 2000 and 3000.
Maintain 0.50 Intervention Lead Teacher in grades 3-5.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$43,217 (LCFF Supple). Objects 1000 and 3000.

<p>Provide .2 FTE Professional Development/SBAC Coordinator to oversee professional development activities for staff in the District and oversee SBAC testing</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17,289 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Increase EL Teacher by one (1) hour per day (0.15 FTE)</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,382 (LCFF Supple.) Objects 1000 and 3000.</p>
<p>Maintain 0.38 FTE EL/CELDT Teacher</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,965 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Provide 2.75 hr math intervention teacher at 3-5 grade level</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$14,522 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Provide 2.5 hours/day for after-school tutoring at 6-8 grade level</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$13,057 (Fed. Rural Schools RS 4126). Objects 1000 and 3000.</p>
<p>Outreach to parents through online surveys and focus groups in order to gain insight on ways to increase parental involvement. Use baseline data from initial start to monitor parent participation at school related to all activities.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$400 (LCFF Base). Object 4000 for materials and supplies for meetings)</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Metric		Outcome	
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
	<p>Basic Services (1): Class size (# of students) in K-2</p> <p>CCSS Implementation (3) and Course Access (7): All District students have comparable educational opportunities with highly qualified teachers (HQT) using approved instructional materials. (IM). Classes are monitored for effective instructional practices and support is provided through site administration. Additionally, coaching is provided at the middle school for additional support.</p> <p>Local: Demographic data on class balance at each grade level.</p> <p>Local: Data on % of Students and families involvement in transition activities will be monitored.</p> <p>Parent involvement will increase each year by 5% as a result of out reach activities. Prior year's data will be used as baseline. To monitor increase parental involvement records will be kept:</p> <ul style="list-style-type: none"> • Parent governance meetings: SSC, DLAC, DAC • LCAP meetings • Parent Surveys • Website Views • Parent / Teacher Conference • Back-to-School Night • Transitional Activities • School Family Events <p>7. CELDT & TITLE III Reports</p> <p>8. RFEP DATA as REPORTED in CALPADS</p> <p>9. Teacher misassignment rate as indicated on SARC WMS Reports</p> <p>10. The sufficiency of standards aligned Instructional Materials as evident in annual Board resolution</p> <p>11. Middle School Dropout rate as reported on Dataquest</p>		<p>1. All students including students with disabilities will have access to State adopted instructional materials including access to ELA/ELD materials for English Language Learner. Additionally, as a baseline goal, 70% of parents with incoming kindergarten students will have successfully participated in Kindergarten “Round Up” activities. This goal will increase by 10% in subsequent years.</p> <p>2. By the end of grade 8, 100% of students and 100% of their parents (at least one parent) will have met with a counselor or teacher to develop the students four-year and postgraduate plans. This goal is applicable to students with IEPs and their parents.</p> <p>3. 100% of students enrolled in grade 5 will participate in elementary to middle school transition activities.</p> <p>4. 100% of students enrolled in grade 8 will participate in middle school to high school transition activities.</p> <p>5. 70% of parents of enrolled 5th grade students will participate in transition activities for families. This number is to increase by 5% each year as a result of parent outreach activities.</p> <p>6. 100% of students moving from 5th to 6th grade and from 8th to 9th grade shall participate in transitional activities.</p> <p>7. 70% of ELLs will progress at least one level on the CELDT each year.</p> <p>8. Students being reclassified after 5 years in ELD will increase by 10% each year over baseline</p> <p>9. Maintain 100% of teachers as Highly Qualified and appropriately assigned.</p> <p>10. 100% of students including students with disabilities will have access to standard aligned Instructional materials.</p> <p>11. Maintain 0% MSD rate</p>	

<p>Maintain smaller class sizes in K-2.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$73,370 (LCFF Supple.) Objects 1000 and 3000.</p>
<p>Increase paraprofessional support in TK-2 by 8 hours/1.0 FTE per day. (Dow's Prairie).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$22,616 (LCFF Supple. and Fed. Rural Schools RS4126). Objects 2000 and 3000.</p>
<p>Increase paraprofessional support in 3-5 by 9.5 hours/1.19 FTE (Morris School).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,111 (Title I). Objects 2000 and 3000.</p>
<p>Maintain paraprofessional support in grades TK-5 (Dow's and Morris) (72 hours).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$198,132 (LCFF Supple, Title I, Parent Club). Objects 2000 and 3000.</p>
<p>Maintain 0.50 Intervention Lead Teacher in grades 3-5.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$44,855 (LCFF Supple). Objects 1000 and 3000.</p>

<p>Provide .2 FTE Professional Development/SBAC Coordinator to oversee professional development activities for staff in the District and oversee SBAC testing</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$19,159 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Increase EL Teacher by one (1) hour per day (0.15 FTE)</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,473 (LCFF Supple.) Objects 1000 and 3000.</p>
<p>Maintain 0.38 FTE EL/CELDT Teacher</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$13,183 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Provide 2.75 hr math intervention teacher at 3-5 grade level</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$14,766 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Provide 2.5 hours/day for after-school tutoring at 6-8 grade level</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$13,278 (Fed. Rural Schools RS 4126). Objects 1000 and 3000.</p>
<p>Outreach to parents through online surveys and focus groups in order to gain insight on ways to increase parental involvement. Use baseline data from initial start to monitor parent participation at school related to all activities.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$400 (LCFF Base). Object 4000 for materials and supplies for meetings)</p>

<p>GOAL:</p>	<p>Goal #3 Continue to design, develop, implement, evaluate, and improve the standards-based Reading/Language Arts and Math Programs with the goal of improving student achievement in both statewide and local assessments</p>		<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7_X 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>District-wide and at all three school sites individually students are not meeting AYP Requirements in English-Language Arts and Mathematics. Successful Common Core State Standards (CCSS) implementation requires increased professional development opportunities for staff, new curriculum and technology tools.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups:</p>	<p>All - including numerically significant subgroups (Socioeconomically disadvantaged students, students with disabilities, and white students)</p>
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation. CCSS Implementation (2): K-8 Common Core Reading/Language implementation, including assessment outcome CCSS Implementation (2): K-8 Math Common Core implementation, including assessment outcomes CCSS Implementation (2): Implementation of the K-8 Reading/Language Arts and ELD Standards of Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration Course Access (7): Implementation of the K-8 math Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration. Student Achievement (4): Student performance on Smarter Balanced Assessment Consortium (SBAC) tests will be used when made available. The first year of release will be used as baseline.</p>	<p style="text-align: center;">Outcome</p> <ol style="list-style-type: none"> 1. 100% of teachers will participate in the professional development opportunities provided during the “pre-service” and professional development days. 2. Maintain or increase the percent of students in grades 3-7 scoring advanced or proficient on the 2015 Smarter Balance (SBAC) Mathematics Assessments based on the level scored on the 2013 Mathematics CST. 3. Maintain the percent of grades 3-5 students scoring advanced or proficient on the 2015 Smarter Balance (SBAC) ELA Assessments at or above the level scored on the 2013 Reading ELA CST. 4. Maintain or increase the percent of Special Education, ELL, GATE, Socio-Economic Disadvantaged, and ethnic subgroups enrolled in grades 3-8 that score at the Proficient and Advanced levels on the 2015 SBAC in English-Language Arts. 5. In Grades 3-7, maintain or increase the percent of Special Education, Socio-Economic Disadvantaged, ELL, GATE, and ethnic subgroups scoring Proficient and Advanced on the 2015 SBAC Mathematics Assessment based on the 2013 Mathematics CST results. 6. In Grade 8, 70% of students will score at Proficient and Advanced on the 2015 Math Grade 8 SBAC Assessment. <p>Note: API Baseline will be set when available and used for improvement outcomes in future years.</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop hiring practices to attract and maintain highly qualified teachers	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,258,386 (LCFF Base, Supple., Spec. Educ.) Objects 1000 and 3000.
Increase professional development and collaboration opportunities for teachers by increasing # of non-instructional duty days by two (2)	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,640 (LCFF Supple) Objects 1000 and 3000.
Maintain 1.0 Reading Intervention teacher at K-2 site	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$90,835 (LCFF Supple). Objects 1000 and 3000.
Maintain library contract with HERC Center at Humboldt County Office of Education	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,275 (LCFF Supple). Object 5000
Increase paraprofessional classroom support at K-2 site by 8 hrs/day Same as Goal#2	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,526 (LCFF Supple. and Fed. Rural Schools RS4126). Objects 2000 and 3000.

			INCLUDED IN GOAL #2
Maintain 17.69 hrs/2.21 FTE of Library Technicians (includes all three school sites).	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$62,551 (LCFF Supple and Title I). Objects 2000 and 3000.
Maintain Computer Technology Specialist at all three school sites (3 hrs/wk at MMS, 8.5 hrs/wk at Morris and 8.5 hrs/wk at Dow's Prairie). Total of 0.50 FTE.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,333 (LCFF Supple. and SW Lottery). Objects 2000 and 3000.
Hire a 0.50 FTE Instructional Coach (MMS)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,359 (Cowell Grant/Local Grant) Objects 1000 and 3000.
Maintain a 0.30 FTE Education Technology Specialist	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,705 (Title I). Objects 1000 and 3000.

<p>In order to recruit, hire and maintain high-quality staff to serve all students, provide competitive salaries and benefits for all employees compared to districts with similar demographics.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>As established through collective bargaining process</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p align="center"><u>Metric</u></p>	<p align="center"><u>Outcome</u></p>	
	<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>

CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation.
CCSS Implementation (2): K-8 Common Core Reading/Language implementation, including assessment outcome
CCSS Implementation (2): K-8 Math Common Core implementation, including assessment outcomes
CCSS Implementation (2): Implementation of the K-8 Reading/Language Arts and ELD Standards of Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration
Course Access (7): Implementation of the K-8 math Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration.
Student Achievement (4): Student performance on Smarter Balanced Assessment Consortium (SBAC) tests will be used when made available. The first year of release will be used as baseline.

1. 100% of teachers will participate in the professional development opportunities provided during the “pre-service” days
 2. Maintain or increase the percent of students in grades 3-7 scoring advanced or proficient on the 2016 Smarter Balance (SBAC) Mathematics Assessments based on the level scored on the 2015 SBAC test.
 3. Maintain the percent of grades 3-5 students scoring advanced or proficient on the 2016 Smarter Balance (SBAC) ELA Assessments at or above the level scored on the 2015 Reading ELA SBAC test..
 4. Maintain or increase the percent of Special Education, ELL, GATE, Socio-Economic Disadvantaged, and ethnic subgroups enrolled in grades 3-8 that score at the Proficient and Advanced levels on the 2016 SBAC in English-Language Arts.
 5. In Grades 3-7, maintain or increase the percent of Special Education, Socio-Economic Disadvantaged, ELL, GATE, and ethnic subgroups scoring Proficient and Advanced on the 2016 SBAC Mathematics Assessment based on the 2015 Mathematics SBAC results.
 6. In Grade 8, 70% of students will score at Proficient and Advanced on the 2016 Math Grade 8 SBAC Assessment.
- Note: API Baseline will be set when available and used for improvement outcomes in future years.

<p>Develop hiring practices to attract and maintain highly qualified teachers</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,439,577 (LCFF Base, Supple., Spec. Educ.) Objects 1000 and 3000.</p>
<p>Increase professional development and collaboration opportunities for teachers by increasing # of non-instructional duty days by two (2)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$53,077 (LCFF Supple) Objects 1000 and 3000.</p>
<p>Maintain 1.0 Reading Intervention teacher at K-2 site</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$91,955 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Maintain library contract with HERC Center at Humboldt County Office of Education</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,275 (LCFF Supple). Object 5000</p>
<p>Increase paraprofessional classroom support at K-2 site by 8 hrs/day Same as Goal#2</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$21,271 (LCFF Supple. and Fed. Rural Schools RS4126). Objects 2000 and 3000.INCLUDE D IN GOAL #2</p>

<p>Maintain 17.69 hrs/2.21 FTE of Library Technicians (includes all three school sites).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$65,396 (LCFF Supple and Title I). Objects 2000 and 3000.</p>
<p>Maintain Computer Technology Specialist at all three school sites (3 hrs/wk at MMS, 8.5 hrs/wk at Morris and 8.5 hrs/wk at Dow’s Prairie). Total of 0.50 FTE.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$19,867 (LCFF Supple. and SW Lottery). Objects 2000 and 3000.</p>
<p>Hire a 0.50 FTE Instructional Coach (MMS)</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$38,342 (LCFF Supple) Objects 1000 and 3000.</p>
<p>Maintain a 0.30 FTE Education Technology Specialist</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,935 (Title I). Objects 1000 and 3000.</p>
<p>In order to recruit, hire and maintain high-quality staff to serve all students, provide competitive salaries and benefits for all employees compared to districts with similar demographics.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>As established through collective bargaining process</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p align="center"><u>Metric</u></p> <p>CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation. CCSS Implementation (2): K-8 Common Core Reading/Language implementation, including assessment outcome CCSS Implementation (2): K-8 Math Common Core implementation, including assessment outcomes CCSS Implementation (2): Implementation of the K-8 Reading/Language Arts and ELD Standards of Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration Course Access (7): Implementation of the K-8 math Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration. Student Achievement (4): Student performance on Smarter Balanced Assessment Consortium (SBAC) tests will be used when made available. The first year of release will be used as baseline.</p>	<p align="center"><u>Outcome</u></p> <p>1. 100% of teachers will participate in the professional development opportunities provided during the “pre-service” days 2. Maintain or increase the percent of students in grades 3-7 scoring advanced or proficient on the 2017 Smarter Balance (SBAC) Mathematics Assessments based on the level scored on the 2016 SBAC test. 3. Maintain the percent of grades 3-5 students scoring advanced or proficient on the 2017 Smarter Balance (SBAC) ELA Assessments at or above the level scored on the 2016 Reading ELA SBAC test.. 4. Maintain or increase the percent of Special Education, ELL, GATE, Socio-Economic Disadvantaged, and ethnic subgroups enrolled in grades 3-8 that score at the Proficient and Advanced levels on the 2017 SBAC in English-Language Arts. 5. In Grades 3-7, maintain or increase the percent of Special Education, Socio-Economic Disadvantaged, ELL, GATE, and ethnic subgroups scoring Proficient and Advanced on the 2017 SBAC Mathematics Assessment based on the 2016 Mathematics SBAC results. 6. In Grade 8, 70% of students will score at Proficient and Advanced on the 2017 Math Grade 8 SBAC Assessment. Note: API Baseline will be set when available and used for improvement outcomes in future years.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop hiring practices to attract and maintain highly qualified teachers	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,629,429 (LCFF Base, Supple., Spec. Educ.) Objects 1000 and 3000.

<p>Increase professional development and collaboration opportunities for teachers by increasing # of non-instructional duty days by two (2)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$55,066 (LCFF Supple) Objects 1000 and 3000.</p>
<p>Maintain 1.0 Reading Intervention teacher at K-2 site</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$93,039 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Maintain library contract with HERC Center at Humboldt County Office of Education</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,275 (LCFF Supple). Object 5000</p>
<p>Increase paraprofessional classroom support at K-2 site by 8 hrs/day Same as Goal#2</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$22,616 (LCFF Supple. and Fed. Rural Schools RS4126). Objects 2000 and 3000.INCLUDE D IN GOAL #2</p>

<p>Maintain 17.69 hrs/2.21 FTE of Library Technicians (includes all three school sites).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$66,363 (LCFF Supple and Title I). Objects 2000 and 3000.</p>
<p>Maintain Computer Technology Specialist at all three school sites (3 hrs/wk at MMS, 8.5 hrs/wk at Morris and 8.5 hrs/wk at Dow’s Prairie). Total of 0.50 FTE.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,357 (LCFF Supple. and SW Lottery). Objects 2000 and 3000.</p>
<p>Maintain a 0.50 Instructional Coach at Morris School</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$39,181 (LCFF Supple) Objects 1000 and 3000.</p>
<p>Hire a 0.50 FTE Instructional Coach at Dow’s Prairie School</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$39,181 (LCFF Supple) Objects 1000 and 3000.</p>

<p>Maintain a 0.30 FTE Education Technology Specialist</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$26,851 (Title I). Objects 1000 and 3000.</p>
<p>In order to recruit, hire and maintain high-quality staff to serve all students, provide competitive salaries and benefits for all employees compared to districts with similar demographics.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>As established through collective bargaining process</p>

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 Continue to design, develop, Implement, evaluate, and improve services that promote physical, emotional and mental health in a manner that considers the needs of all students.		Related State and/or Local Priorities: 1_X 2_ 3_X 4_ 5_X 6_X 7_ 8_X COE only: 9_ 10_ Local : Specify _____		
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Metric	Outcome	Actual Annual Measurable Outcomes:	CHKS Data for 2014-2015 unavailable as of LCAP public hearing and adoption. To be included once data becomes available. District attendance % for 2014-2015 = 93.92% District attendance % for 2013-2014 = 94.56% School attendance % Dow's 2014-2015 = 93.41%, Dow's 2013-2014 = 94.8% Morris 2014-2015 = 94.48% , Morris 2013-2014 = 95.5% MMS 2014-2015 = 93.93% , MMS 2013-2014 = 93.44% California Healthy Kids Survey (CHKS) for 2013-2014 in grades 5 and 7 indicated the need for more student support services to improve school climate and student safety. Directors of Student Services (DSS) provided at all three school sites. Ongoing collaboration with DHHS, SELPA – ERMHS, McK FRC to improve student and family de-centralized services Regional EBD program established for students in grades 5-8 Student support school staff (DSS, school counselor, psych, special ed coordinator)	
	Improved Student support services shall be tracked by the following: Basic Services: # of FTE allocated to student support services Student Engagement: Improved Districtwide attendance % at each grade Using results of the California Healthy Kids Survey (CHKS) identify specific needs related to the healthy kid indicators for the school population and provide programs and services aligned to those areas of need.	Decrease by 5% students' scores on specific target indicators from the California Healthy Kids Survey (CHKS). Increase school and District attendance percentages by 1% as compared to 2013-2014			

	<p>School Climate: Number of student suspensions</p> <p>Parental Involvement: % of students # of families referred to other agencies for mental health services</p>	<p>Decrease # of student suspensions District-wide by 5% as compared to 2013-2014</p> <p>Increase by 5% over 2013-2014, the number of students participating in the Child Nutrition Program</p>	<p>Second Step program at Dow's and Morris; "No Bully" program at MMS</p> <p>Successful grant for parent classes (Parent Project and Incredible Years)</p> <p>Student Suspension Data: Dow's 2014-2015 = 38 Dow's 2013-2014 = 45</p> <p>Morris 2014-2015 = 24 Morris 2013-2014 = 2</p> <p>MMS 2014-2015 = 116 MMS 2013-2014 = 123</p> <p>District 2014-2015 = 178 District 2013-2014 = 170</p> <p>Child Nutrition Data:</p> <table border="1" data-bbox="1276 867 1883 1393"> <thead> <tr> <th></th> <th>13/14</th> <th>14/15</th> </tr> </thead> <tbody> <tr> <td>Breakfast</td> <td>35,399</td> <td>36,588</td> </tr> <tr> <td>Lunch</td> <td>105,392</td> <td>105,389</td> </tr> <tr> <td>Total</td> <td>140,791</td> <td>141,977</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Pre K Breakfast</td> <td>3,116</td> <td>3,305</td> </tr> <tr> <td>Pre K Lunch</td> <td>3,313</td> <td>3,129</td> </tr> <tr> <td>Snack</td> <td>10,767</td> <td>10,004</td> </tr> <tr> <td>Total</td> <td>17,196</td> <td>16,438</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Grand Total</td> <td>157,987</td> <td>158,415</td> </tr> </tbody> </table>		13/14	14/15	Breakfast	35,399	36,588	Lunch	105,392	105,389	Total	140,791	141,977				Pre K Breakfast	3,116	3,305	Pre K Lunch	3,313	3,129	Snack	10,767	10,004	Total	17,196	16,438										Grand Total	157,987	158,415
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1a. School-wide at Dow's Prairie, Morris, and McKinleyville Middle School.</p> <p>The District will maintain a part-time Director of Student Services(DSS) at one elementary school (.5 FTE) and at the middle school (.5 FTE), and hire an additional Director of Student Services (0.50 FTE) at the remaining elementary site.</p> <p>Director of Student Services shall, under the guidance of the school principal, conduct activities and supports that maintain a safe and positive school climate. DSS will participate in professional development for bullying prevention, assist faculty in improving school climate</p>	<p>1a. Maintain 0.50 FTE DSS at Dow's Prairie School and a 0.5 FTE DSS at McKinleyville Middle School. Hire a 0.50 FTE DSS at Morris School</p> <p>Expenditures and Funding Source</p> <p>\$128,198 (LCFF Supplemental Grant)</p>	<p>1a. School-wide at Dow's Prairie, Morris, and McKinleyville Middle School.</p> <p>District continued part-time Director of Students Services (DSS) at Dow's Prairie Elementary and McKinleyville Middles School. An additional 0.50 FTE DSS was hired at Morris Elementary. The DSS staff worked under the direction of the principal to support students by working collaboratively with outside service providers and facilitating student study teams (SST).</p> <p>DSS positions continued to conduct activities that support and maintain a safe a positive school climate. DSS continued to participate in professional development for bullying prevention and assisted faculty in improving school climate.</p>	<p>1a. Expenditures and Funding Source:</p> <p>\$128,854 (LCFF Supplemental Grant) Objects 1000's and 3000's.</p>
<p>Scope of service:</p> <p>School-wide at Dow's Prairie, Morris, and McKinleyville Middle School.</p>		<p>Scope of service:</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"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</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"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a</p>	<p>Services, programs and new initiatives will be assessed each year and refined and adjustments made accordingly to improve services and to improve stated goals.</p>		

result of reviewing past progress and/or changes to goals?			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1b. School-wide at McKinleyville Middle School</p> <p>At McKinleyville Middle School maintain the services of a full-time (1.0 FTE) school counselor</p> <p>Middle School counselor will provide both academic guidance and socio-emotional support to students as well as regularly communicate with families about student progress</p>	<p>1b. Maintain a 1.0 FTE School Counselor</p> <p>Expenditures and Funding Source</p> <p>\$85,877 (LCFF Sup., Base Grant, and Title I)</p>	<p>1b. School-wide at McKinleyville Middle School.</p> <p>Services of a full-time Middle School Counselor continued to provide academic guidance and socio-emotional support to students as well as regularly communicate with families about student progress. (Data on number of students seen by counselor was not logged for 2014-2015, but will be done so for 2015-2016)</p>	<p>1b. Maintain a 1.0 FTE School Counselor</p> <p>Expenditures and Funding Source</p> <p>\$85,884 (LCFF Sup., Base Grant, and Title I). Object Codes 1000's and 3000's.</p>
<p>Scope of service:</p> <p>School-wide at McKinleyville Middle School.</p>		<p>Scope of service:</p> <p>School-wide at McKinleyville Middle School.</p>	
<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><u>X</u>ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No changes.</p>		

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>1c. School-wide at McKinleyville Middle School</p> <p>At McKinleyville Middle School offer an alternative program for students who experience academic and/or socio-emotional barriers to success in the regular education and special education classrooms. This program shall be known as "Students Taking Alternative Routes to Success (STARS)</p>		<p>1c. Maintain 1.0 FTE certificated staff to teach in STARS program</p> <p>Expenditures and Funding Source</p> <p>\$79,678 (LCFF Supp. Grant)</p>	<p>1c . School-wide at McKinleyville Middle School.</p> <p>District implemented the Students Taking Alternative Routes to Success (STARS) Program, which is an alternative program for students who experience academic and/or socio-emotional barriers to success in the regular education and special education classrooms. For the 2014-2015 school year the program saw nine (9) to eleven (11) students enrolled. Students were screened for admittance to the program based on several factors including academic, discipline, and social connectedness information. This was commonly done through the Student Success Team (SST) process.</p>
<p>Scope of service:</p> <p>School-wide at McKinleyville Middle School.</p>		<p>Scope of service:</p> <p>School-wide at McKinleyville Middle School.</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"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</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"/> Redesignated fluent English proficient</p> <p><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>No changes.</p>	
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
1d. LEA-wide For Students with Disabilities (not specific to Special Education): Offer services of a part-time (0.6 FTE) Special Education Coordinator, a full-time (1.0 FTE) School Psychologist, and a 1.0 FTE School Psychologist Intern		1d. Hire additional .4 FTE/maintain a 0.60 FTE School Psychologist (1.0 FTE Total). Maintain a 1.0 District School Psychologist Intern. Hire a 0.60 FTE Spec. Ed. Coordinator. Expenditures and Funding Source \$136,634 (LCFF Suppl. and Special Education)	1d . LEA-wide Hired an additional 0.40 FTE School Psychologist for a total of 1.0 FTE and continued with a 1.0 FTE School Psychologist Intern. Hired a 0.60 Special Education Coordinator. With the reconfiguration of the elementary sites there was a transition of students receiving special education services from one school to another. Coordinated services amongst the school site staff (RSP, SLP, and Special Circumstance Assistants) was achieved by having either a full-time school psychologist or full-time psychologist intern at each of the elementary sites. A District Special Education Coordinator provided oversight for all special education programs and services within the District and acted as the LEA administrative designee for all IEPs for District students in regional and residential programs.	1d. Hire additional .4 FTE/maintain a 0.60 FTE School Psychologist (1.0 FTE Total). Maintain a 1.0 District School Psychologist Intern. Hire a 0.60 FTE Spec. Ed. Coordinator. Expenditures and Funding Source \$144,962 (LCFF Suppl. and Special Education). Object Codes 1000's and 3000's.
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		No changes.		

and/or changes to goals?			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1e. LEA-wide For Native American Students: Maintain services of Indian Education Teacher Through MOU with Northern Humboldt High School District	1e. Maintain services of Indian Ed. Teacher through MOU with NHUHSD Expenditures and Funding Source \$3,000 (LCFF Base)	1d . LEA-wide Maintained services of Indian Education Teacher Through MOU with Northern Humboldt High School District Teacher worked with small groups of students at the K-5 level in a pull-out setting.	1e. Maintain services of Indian Ed. Teacher through MOU with NHUHSD Expenditures and Funding Source \$3,000 (LCFF Base) Object 5000's
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Services, programs and new initiatives will be assessed each year and refined and adjustments made accordingly to improve services and to improve stated goals.		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #2 Continue to design, develop, implement, evaluate, and improve services that ensure smooth transitions within the district, respecting the goal of ensuring heterogeneous grouping of students and equitable classrooms at each grade level within and between each school site.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All Students including ELL and low performing and Special Education students.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric <u>Access and Enrollment</u> Monthly report on % of students participating in intervention programs</p> <p>Pupil Achievement: Performance on Standardized Tests</p>	<p>Outcome Decrease by 5% the number of students identified "at risk" in reading and math at grades K-5 using a consistent District-wide assessment.</p> <p>Decrease the number of students receiving special education services by 2% over 2013-2014 levels</p> <p>As a result of school reconfiguration classes at the two elementary schools shall be heterogeneously balanced in regards to % of students requiring special services</p> <p>Maintain PI status at all three school sites by meeting all federal AYP requirements</p> <p>Increase students participation in District Intervention programs by 5% each year</p>	<p>Actual Annual Measurable Outcomes:</p> <p>DIBELS Data: K-5 Students considered "at risk"</p> <p>Goal met for 2014-2015 2014-2015 beginning = 26% end= 20% Decrease = 6% 2013-2014 beginning = 22% end= 20% Decrease = 2%</p> <p>% of students receiving special education services (including speech and language) in 2013-2014 = 18.2%</p> <p>% of students receiving special education services in 2014-2015 (including speech and language) = 19%</p> <p>Dow's Students with Disabilities (excluding speech and language only): 35 (8.3%)*</p> <p>Morris Students with Disabilities (excluding speech and language only): 73 (19.4%)*</p> <p>PI status unchanged for 2014-2015 due to suspension of statewide AYP tracking in 2013-2014.</p> <p>Math baseline data established for 2014-2015 school year - comparable data available in 2015-2016</p>
<p style="text-align: center;">LCAP Year: 2014-15</p>			

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
2a. LEA-wide Configure schools in a manner that best serves the needs of all students and provides heterogeneous equity in classes at both elementary school sites. Reconfigure elementary school sites from two K-5 configurations to a K-2 and a 3-5 configuration		2a. Maintain 1.0 FTE K-2 teacher to balance classes. Expenditures and Funding Source \$69,484 (LCFF Supple.)	2a. Maintain 1.0 FTE K-2 teacher to balance classes. Expenditures and Funding Source \$69,484 (LCFF Supple.) Object code 1000's and 3000's.
Scope of service:	School-wide	Scope of service:	School-wide
X_ALL		XALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Services, programs and new initiatives will be assessed each year and refined and adjustments made accordingly to improve services and to improve stated goals.	

Original GOAL from prior	Goal #3 Continue to design, develop, implement, evaluate, and improve the standards-based Reading/Language Arts and Math Programs with the goal of improving student achievement in both	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7_X 8__ COE only: 9__ 10__
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year LCAP:	statewide and local assessments	Local: Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: ALL - including numerically significant subgroups (Socioeconomically disadvantaged students, students with disabilities, and white students)
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Expected Annual Measurable Outcomes:	Metric Pupil Achievement: Improved student performance on Smarter Balanced Assessment Consortium (SBAC) tests. Pupil Outcomes:	Outcome Maintain the percentage of students grades 3-8 students scoring advanced or proficient on the 2015 Smarter Balance (SBAC) ELA Assessments as compared to level scored on the 2013 Reading ELA CST	Actual Annual Measurable Outcomes:	2015 SBAC Data unavailable for 2015-2016 LCAP Annual Update. To be inserted when data becomes available. Goal met for 2014-2015 2014-2015 beginning = 26% end= 20% Decrease = 6% 2013-2014 beginning = 22% end= 20% Decrease = 2% Math baseline data established for 2014-2015 school year - comparable data available in 2015-2016 API Data unavailable for 2015-2016 LCAP Annual Update. To be inserted when data becomes available.
	Pupil Outcomes: Annually improve student performance on benchmark assessments e.g. DIBELS and	Decrease by 5% each year the number of students identified "at risk" in reading and math at grades K-2 using a consistent District-wide assessment In grades 3-8, 90% of the numerically significant API subpopulations will attain comparable growth to the total population		

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3a. School-wide at Dow's Prairie, Morris, and McKinleyville Middle School Classroom teachers will ensure implementation of	3a. Maintain Highly Qualified Classroom Teachers at all	3a. School-wide at Dow's Prairie, Morris, and McKinleyville Middle School 100% of classroom teachers at each of the three school	3a. Maintained Highly Qualified Classroom Teachers at all

standards-based Reading/Language Arts and Math Programs		three school sites Expenditures and Funding Source \$3,920,171 (LCFF Base, NCLB, & EPA)	sites were deemed to meet Highly Qualified (HQT) status. Classroom teachers continued to ensure implementation of standards-based Reading/Language Arts and Math Programs	three school sites Expenditures and Funding Source \$4,014,157 (LCFF Base, NCLB, & EPA). Object Codes 1000's and 3000's.	
Scope of service:	School-wide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No Changes.			
Planned Actions/Services		Actual Actions/Services			
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
3b. School-wide at Dow's Prairie School Provide Tier II Intervention Services in reading	3b. Maintain 1.0 FTE Reading Intervention Teacher in K-2 Expenditures and Funding Source	3b. School-wide at Dow's Prairie School A 1.0 FTE Reading Intervention teacher was maintained at Dow's Prairie School. This teacher worked primarily with 1 st grade students in Providing Tier II Intervention Services in reading.		3b. Maintained 1.0 FTE Reading Intervention Teacher in K-2 Expenditures and Funding Source	

		\$88,949 (LCFF Suppl.)			\$87,873 (LCFF Suppl.) Object Codes 1000s and 3000s
Scope of service:	School-wide		Scope of service:	School-wide	
<u>X</u> _ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated 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?		No Changes.			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3c. Provide Tier II Intervention Services in Math/Reading School-wide at Morris School (Teacher, Library Tech, and paraprofessionals) School-wide at Dow's Prairie (Library Tech and paraprofessionals) 0.3 FTE School-wide at Middle School (Library Tech)	3c. Provide .5 FTE Intervention teacher in grades 3-5 for reading/math support Expenditures and Funding Source	3c. A .5 FTE (4-hr) Intervention Teacher was hired at Morris Elementary School. This teacher Provided Tier II Intervention Services in Math/Reading to small groups of students using a pull-out program	3c. Provided .5 FTE Intervention teacher in grades 3-5 for reading/math support Expenditures and Funding Source \$41,153 (LCFF Supple.)

		<p>\$34,715 (LCFF Supple.)</p> <hr/> <p>To assist students in improving literacy skills, maintain a Library Technician position at all three school sites \$54,992 (LCFF Supple. and Title I)</p> <p>In order to assist struggling students, maintain 72 hours of paraprofessional support in K-2 and 3-5 classrooms</p> <p>Expenditures and Funding Source</p> <p>\$183,478 (Title I and LCFF Supple.)</p>	<p>School-wide at Morris School (Teacher, Library Tech, and paraprofessionals, and hourly intervention teacher (site/district funded))</p> <p>School-wide at Dow's Prairie (Library Tech and paraprofessionals)</p> <p>School-wide at Middle School (Library Tech)</p> <p>In order to assist struggling students, maintained paraprofessional support in K-2 and 3-5 classrooms</p> <p>To assist students in improving literacy skills, maintained a Library Technician position at all three school sites</p>	<p>Object 1000's and 3000's</p> <hr/> <p>Expenditures and Funding Source</p> <p>\$24,715 (LCFF Supple. and Title I) Object 1000's and 3000's</p> <hr/> <p>\$57,877 (LCFF Supple. and Title I). Objects 2000's and 3000's.</p> <hr/> <p>Expenditures and Funding Source</p> <p>\$193,148 (Title I and LCFF Supple.). Object 2000's and 3000's.</p>	
Scope of service:	School-wide		Scope of service:	School-wide	
<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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No Changes.		
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3d. LEA-wide Fully-implement the Common Core State Standards in English-Language Arts and Math in grades 2-8 by providing professional development opportunities for both certificated and classified staff	3d. Provide teaching staff with stipends and/or release-time to attend professional development activities related to common core state standards implementation – This should include 5 days of paid professional development time at the beginning of the 2014-2015 school year Expenditures and Funding Source	3d. District staff continued to participate in professional development in order to implement the Common Core State Standards in English-Language Arts and Math in grades 2-8. Five days at the beginning of the school year were utilized for this purpose. Provided teaching staff with stipends and/or release-time to attend professional development activities related to common core state standards implementation – This include 5 days of paid professional development time at the beginning of the 2014-2015 school year.	3d. Provided teaching staff with stipends and/or release-time to attend professional development activities related to common core state standards implementation – This should include 5 days of paid professional development time at the beginning of the 2014-2015 school year

		\$121,219 (All Funding Sources; part of regular contracted salary).		Expenditures and Funding Source \$148,576 (All Funding Sources for 5 days of PD/part of contracted salary). Stipends/Conf. for PD using CCCS Funds).
Scope of service:	District-wide		Scope of service:	District-wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated 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?		No Changes.		
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
3e. LEA-wide Ensure that technology needs within the District are supported with adequate personnel	3e. Maintain Technology Assistant to assist Technology Director with	3e. District used technology assistant to support technology needs within the District. Dow's Prairie and Morris School also added midyear an additional five hours each of technology assistant at each school site using school-wide lottery funds (10 hours addl. total).	3e. Maintained Technology Assistant to assist Technology Director with	

		<p>integration of technology in K-8 classrooms</p> <p>Expenditures and Funding Source</p> <p>\$9,202 (LCFF Supple)</p>	<p>The District also hired a 0.30 FTE Education Technology Specialist to provide professional development/training for implementing technology to correspond to Common Core State Standards.</p>	<p>integration of technology in K-8 classrooms and added 10 add hours/week.</p> <p>Expenditures and Funding Source</p> <p>\$15,723 (LCFF Supple and SW Lottery)</p> <hr/> <p>Hired a 0.30 FTE Education Technology Specialists.</p> <p>Expenditures and Funding Source:</p> <p>\$16,479 (Title I). Object 1000's and 3000's.</p>
Scope of service:	District-wide		Scope of service:	District-wide
<u>X</u> _ALL			<u>X</u> _ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
What changes in actions, services, and		No Changes.		

expenditures will be made as a result of reviewing past progress and/or changes to goals?				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
3f. LEA-wide For English learners (EL) and re-designated fluent English proficient pupils: Provide EL Teacher and CELDT Coordinator for Concentrated services		3f. Maintain 0.18 FTE EL/CELDT Coordinator/Teacher Expenditures and Funding Source \$5,945 (LCFF Supple)	3f. District used a 0.18 FTE EL/CELDT Coordinator/Teacher to support English Learners (EL) and re-designated fluent English proficient pupils. Additional hours of support were provided in addition to the 0.18 FTE in order to meet the needs of students.	3f. Maintain 0.18 FTE EL/CELDT Coordinator/Teacher and provided additional hours of EL/CELDT support to students. Expenditures and Funding Source \$7,354.72 (LCFF Supple)
Scope of service:	District-wide		Scope of service:	District-wide
_ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated 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?		Continue to review EL support to students in order to ensure sufficient hours are provided to meet the needs of English Learners.		

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

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

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

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

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

Supplemental grant funds in 2015-2016 will total \$733,069. McKinleyville Union School District is expending these funds in to improve academic performance among all students, with particular emphasis on low income, foster youth and English learners. The services LISTED BELOW are offered on a school-wide basis (all school sites are above 40% unduplicated). Offering this service school-wide is the most effective use of the Supplemental Grant because it will provide the support and enhance pupil achievement to our low income, foster youth, and EL students that are struggling to meet grade level standards, as well as benefit other low performing students.

The following services listed below are funded through the revenue generated by the Supplemental Grant:

- Maintain a 0.50 FTE Director of Student Services at Dow’s Prairie Elementary (School-wide)
- Maintain a 0.50 FTE Director of Student Services at Morris School (School-wide)
- Maintain a 0.50 FTE Director of Student Services at McKinleyville Middle School (School-wide)
- Hire/Increase 0.50 FTE Director of Student Services at McKinleyville Middle School (School-wide)
- Maintain a 1.0 FTE Reading Intervention Teacher at Dow’s Prairie Elementary School (School-wide)

Maintain a 1.0 FTE STARS Program Teacher at McKinleyville Middle School (School-wide)

Maintain Library Technicians at all three sites (Dow's Prairie, Morris, and McKinleyville Middle (School-wide)

Maintain Teacher Assistant at Morris School (grades 3-5) (School-wide)

Maintain K-2 Teacher (1.0 FTE) for smaller class sizes at Dow's Prairie Elementary (School-wide)

Maintain Library Technicians at all three school sites (School-wide)

Maintain School Counselor at McKinleyville Middle School (School-wide)

Maintain a 0.50 FTE Intervention Teacher at Morris School in grades 3-5 (School-wide)

Maintain 1.0 FTE STARS Program Teacher at the Middle School (School-wide)

Hire four (4) hours/0.50 FTE of Paraprofessionals at Dow's Prairie School (School-wide)

Hire 0.42 FTE/2.75 hrs of Intervention Teacher at Morris School (School-wide)

The following services are offered on a District-wide basis (District is below 55% unduplicated threshold). This service is offered district-wide in order to benefit targeted students across all three school sites. Using Supplemental LCFF Funds for this type of service district-wide is the most effective approach to increase pupil achievement, physical, emotional, and social needs of our students at all three school sites, provide oversight of intervention programs, and to create a positive school climate for students.

Maintain ELL/CELDT Teacher (District-wide)

Maintain Computer Lab Specialist/Technicians (District-wide)

Maintain Library Contract with the HERC (District-wide)

Hire 9 hours of School Psychological Technicians (3 hours at each site) (District-wide)

Provide two (2) days of professional development to certificated staff (School-wide)

Hire a 0.20 FTE Professional Development/SBAC District Coordinator (District-wide)

Hire an additional one (1) hour of English Language Learner Teacher (District-wide)

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.

9.71	%
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For 2015-16

The McKinleyville Union School District Local Control Accountability Plan (LCAP) streamlines services to support learning for all students, with particular attention to English learners, low-income students and foster youth. The plan’s underlying theory of action is that the staff continuously will improve its capacity to serve students through strategic professional learning, additional time and individualized instruction based on student achievement data. Services for students within the subgroups will be increased or improved by about 9.71%, compared to all students. Expenditures specified for targeted subgroups (AS SHOWN ABOVE IN 3A) meet or exceed the 9.71% Minimum Proportionality threshold.

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).

8-22-14 [California Department of Education]