

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

Introduction:

LEA: Southern Humboldt Joint Unified

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LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>At the October 2014 Board Meeting, the Board of Trustees reviewed the LCAP Timeline which outlined the activities surrounding the creation of this plan. Dates were set for three LCAP Townhall Meetings.</p> <p><u>Opportunities for input:</u></p> <p><u>Parent/Community/Staff:</u> We held three townhall meetings around the district focusing on data from the different school sites. We promoted these meetings by sending a letter to all the parents/guardians in the district explaining the new system and requesting input, postings on our Facebook pages with reminders, radio shows, news paper articles and utilization of the district phone all-call system 24 hours before each meeting.</p> <p>On October 16, 2014, we met at Redway Elementary School to discuss Redway Elementary and Whitethorn Elementary. No one attended the meeting. On October 23, 2014, we met at Miranda Junior High to discuss Agnes J. Johnson Elementary, Miranda Junior High and South Fork High School. Attendance was limited. On December 2, 2014, we met at Casterlin Elementary to discuss Casterlin Elementary and South Fork High School.</p> <p><u>Parent Advisory Committee:</u> In the letter that was sent out to all homes in the district and at each of the Townhall meetings we asked for volunteers for the Parent Advisory Committee. We also made phone calls requesting participation of those parents who would represent specific groups within the community. We held one meeting on April 15th providing the members of the committee with all the data and a draft of the LCAP and receiving input. No one attended.</p> <p><u>Staff:</u> Two meetings were scheduled at two different sites to allow for the staff to have input on the LCAP. The first one was held at Redway Elementary School on February 25th. The second was held at Miranda Junior High on March 25th. The Redway meeting actually turned into SHTA meeting as the only staff present represented the bargaining unit and SHTA Leadership requested that this be the official consultation meeting.</p> <p><u>Bargaining Units:</u> As mentioned above, SHTA consultation was held on February</p>	<p>As in the 2014-2015, stakeholders meetings indicated that class size and grade level configurations were top priority for most stakeholders. One major concern for the small elementary schools was the multiple grade levels in one classroom. This situation is particularly problematic for Casterlin. However, our largest elementary classroom is at Agnes J. Johnson with 30 students and 3 grade levels. Our eighth grade class at Miranda Junior High is over 60 students. Being staffed with only two sections, this led to classes of over 30. This was of concern.</p> <p>The need for increased technology support was discussed at the Miranda LCAP Townhall Meeting.</p> <p>There is great interest by all stakeholders for a formal Response to Intervention at all levels. With the addition of the Director of Student Services position in 14-15, we are ready to tackle this goal in the coming years.</p> <p>Student discussion focused around the length of lunch times, the need for AP classes, more foreign languages and more electives. Students were also concerned about gym space availability for sports teams given the opening of Miranda Junior High. Students were also concerned about teacher turnover.</p> <p>There are no foster youth in the district.</p>

<p>25th. CSEA consultation was held on March 18th.</p> <p><u>Students:</u> On February 26, 2015, the Board of Trustees met with students grade 7-12 at a Board Meeting. The superintendent had previously met with the ASB representatives and shared information about the 8 State Priorities and shared the LCAP from 2014-2015. The ASB representatives met with all students grade 7-12, explained the 8 State Priorities and LCAP. Students came to the meeting with pre-written questions and suggestions focused on the 8 priorities.</p> <p>A draft of the LCAP was provided to the board at both the May board meeting for review.</p>	
<p>Annual Update:</p> <p>At the above referenced meetings, discussion was also held about progress towards meeting our LCAP Goals for the 2014-2015 year. Updated data that was available was presented and discussed.</p>	<p>Annual Update:</p> <p>Input from stakeholder groups indicated an overall approval of the progress made. Stakeholders were pleased with class sizes at most sites, the additional staff hired and opening of Miranda Junior High.</p> <p>It was noted that the formal training for custodians has not taken place. Furthermore, it was noted that more attention needed to be paid to RTI and GATE programs in the coming year.</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 school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the 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 All students will have a safe, clean learning environment</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4 <u>X</u> 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>Current district attendance rate is 95% as evidenced by P2 Attendance Report Currently, 33% of 7th graders score high on the school connectedness scale on the 2012 CHKS. High School Dropout Rates 2011-12 rate 6% High School Graduation Rates 2011-12 rate 84.31% We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	
<p>Goal Applies to:</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>Suspension data as reported in Schoolwise</p> <p>Expulsion data as reported in Schoolwise</p> <p>Attendance rates as reported in Schoolwise</p> <p>Connected reported by 7th graders as reported in the CHKS, connectedness scale on the 2012 CHKS.</p> <p>Facilities in good repair as documented in the Williams Inspection tool</p> <p>Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for all parents including EI and SWD parents.</p> <p>Chronic Absenteeism as reported Schoolwise</p> <p>Middle School Dropout Rate</p>	<p style="text-align: center;">Outcome</p> <p>Suspension rates will decrease an additional .05</p> <p>Maintain 0% or decrease by .05</p> <p>Current attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance.</p> <p>Not applicable in this year as CHKS will not be administered.</p> <p>All areas will receive a rating of fair or better. Areas rated fair will be reviewed and considered for repair</p> <p>Set baseline for participation rate. Baseline will be used to set improvement targets for 2016-2017.</p> <p>Decrease by 2%</p> <p>N/A</p>

<p>Continue to support MJH Booster Club to increase part involvement to assist the students at MJH to be active and successful at school</p> <p>Increase Technology Coordinator position to full time to better support growing technology infrastructure.</p> <p>Contract with College Consultant to provide additional knowledge and support for all students.</p>	<p>MJH</p> <p>All</p>		<p>\$12,736 RS 0000 LCFF</p>
<p>Continue to support PPS counselor, Increased Certificated staff, custodial staff increased, supporting of the FRC, supporting of the playgroups, attendance clerks, after school tutoring, technology technician, tracking CAHSSE results</p> <p>Director of Student Services position hired in 14/15 will continue to support the development of RTI.</p>	<p>LEA-wide</p>	<p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u>X</u> Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$102,976 RS 0000 LCFF: + \$46,872 RS 0000 + \$45,676 RS 9020 + \$9,785 RS 4126 + \$59,330 RS 0000 = \$264,639 Salary & Benefits</p> <p>\$50,128 RS 0000 LCFF Salary & Benefits</p>
<p>Continue to seek aides for additional support for EL population</p>	<p>ALL</p>	<p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u>X</u> English Learners</p> <p><u> </u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u>Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$41,657 RS 0001 EL aides salary & benefits</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Suspension data as reported in Schoolwise</p> <p>Expulsion data as reported in Schoolwise</p> <p>Attendance rates as reported in Schoolwise</p> <p>Connected reported by 7th graders as reported in the CHKS, connectedness</p>	<p>Suspension rates will decrease an additional .05</p> <p>Maintain 0% or decrease by .05</p> <p>Current attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance.</p> <p>Rate will increase to 45%</p>

	<p>scale on the 2012 CHKS.</p> <p>Facilities in good repair as documented in the Williams Inspection tool</p> <p>Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for all parents including EI and SWD parents.</p> <p>Chronic Absenteeism as reported Schoolwise</p> <p>Middle School Dropout Rate SHUSD does not currently operate a middle school First junior high dropout rate will be available 2017-2018</p> <p>High School Dropout Rates as documented in Schoolwise 2011-12 rate 6%</p> <p>High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31%</p> <p>Records of student completion rates on all courses required for admittance to UC or CSU systems as evidenced by high school master schedule</p> <p>Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise</p> <p>Results on President Fitness Test</p>	<p>All areas will receive a rating of fair or better. Areas rated fair will be reviewed and considered for repair.</p> <p>Increase percent of parents participating and making decisions over 2015-16 baseline.</p> <p>Decrease by additional 1%</p> <p>N/A</p> <p>Decrease by .05%</p> <p>Make continual progress to increase rate to 95%</p> <p>Maintain class offerings. Increase number of student completion rates over 2015-16 baseline.</p> <p>8 students enrolled</p> <p>Maintain</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>-Custodial hours have been increased for the 14-15 school year based on a comparison to CASBO recommendations and will continue in the 15-16 year.</p>	<p>All</p>	<p><u>X</u> ALL ----- -----</p>	<p>\$265,959- RS 0000 LCFF - custodial salaries and benefits</p>
<p>-Professional development for custodians held</p>		<p>OR: __Low Income pupils __English Learners</p>	
<p>Continue to support PPS credentialed counselor at MJH and SFHS - to increase services to the SED/El population to determine what college services are available for them as well as early detection for needed academic intervention</p>	<p>MJH and SFHS</p>	<p>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$95,624 RS 0001 LCFF Salaries & Benefits</p>
<p>-Provide additional Professional Development for PBIS</p>			<p>\$4,500 RS 3010 Professional Development paid for from Title 1.</p>
<p>Maintain increased certificated and classified staff to support MJH as separate campus- continue to monitor the need for staffing</p>	<p>MJH</p>		<p>\$58,746 RS 0000 LCFF (VP) \$61,418, RS 3010 Salaries & Benefits</p>
<p>Continue to support MJH Booster Club to increase part involvement to assist the students at MJH to be active and successful at school</p>	<p>MJH</p>		
<p>Increase Technology Coordinator position to full time to better support growing technology infrastructure.</p>	<p>All</p>		<p>\$12,767, RS 0000 LCFF</p>
<p>Contract with College Consultant to provide additional knowledge and support for all students.</p>	<p>SFHS</p>		

<p>Continue to support PPS counselor, Increased Certificated staff, custodial staff increased, supporting of the FRC, supporting of the playgroups, attendance clerks, after school tutoring, technology technician, tracking CAHSSE results</p> <p>Director of Student Services position hired in 14/15 will continue to support the development of RTI.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$ \$102,976 RS 0000 LCFF: + \$46,872 RS 0000 + \$45,676 RS 9020 + \$9,785 RS 4126 + \$59,330 RS 0000 = \$264,639 Salary & Benefits</p> <p>\$50,128 RS 0000 LCFF Salary & Benefits</p>
<p>Continue to seek aides for additional support for EL population</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$129,790 RS 0001 EL aides salary & benefits</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p>	<p><u>Outcome</u></p>
	<p>Suspension data as reported in Schoolwise</p> <p>Expulsion data as reported in Schoolwise</p> <p>Attendance rates as reported in Schoolwise</p> <p>Connected reported by 7th graders as reported in the CHKS, connectedness scale on the 2012 CHKS.</p> <p>Facilities in good repair as documented in the Williams Inspection tool</p> <p>Records of number of parents involved and participating in parent</p>	<p>Suspension rates will decrease an additional .05</p> <p>Maintain 0% or decrease by .05</p> <p>Current attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance.</p> <p>Rate will increase to 45%</p> <p>All areas will receive a rating of fair or better. Areas rated fair will be reviewed and considered for repair.</p> <p>Increase percent of parents participating and making decisions over</p>

<p>-Provide additional Professional Development for PBIS</p> <p>Maintain increased certificated and classified staff to support MJH as separate campus- continue to monitor the need for staffing</p> <p>Continue to support MJH Booster Club to increase part involvement to assist the students at MJH to be active and successful at school</p> <p>Increase Technology Coordinator position to full time to better support growing technology infrastructure.</p> <p>Contract with College Consultant to provide additional knowledge and support for all students.</p>	<p>MJH</p> <p>MJH</p> <p>All</p> <p>SFHS</p>		<p>\$58,746 RS 0000 LCFF (VP) \$61,418, RS 3010 Salaries & Benefits</p> <p>\$12,767 RS 0000 LCFF</p>
<p>Continue to support PPS counselor, Increased Certificated staff, custodial staff increased, supporting of the FRC, supporting of the playgroups, attendance clerks, after school tutoring, technology technician, tracking CAHSSE results</p> <p>Director of Student Services position hired in 14/15 will continue to support the development of RTI.</p>	<p>All</p> <p>All</p>	<p><u> </u>ALL ----- ----- OR: <u> </u>X Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify) _____ -</p>	<p>\$ \$102,976 RS 0000 LCFF: + \$46,872 RS 0000 + \$45,676 RS 9020 + \$9,785 RS 4126 + \$59,330 RS 0000 = \$264,639 Salary & Benefits</p> <p>\$50,128 RS 0000 LCFF Salary & Benefits</p>

Continue to seek aides for additional support for EL population	ALL	<input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$129,790 RS 0001 EL aides salary & benefits
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GOAL:	<u>Goal #2</u> Support academic achievement for all students	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	Class size average for the district will be below 25. High School Dropout Rates as documented in Schoolwise 2011-12 rate 6% High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31% We currently offer all courses required for admittance to UC or CSU system as evidenced by high school master schedule Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	Measure of student achievement using API	Set baseline
	Measure student achievement by SBAC	Increase the number of students scoring proficient or equivalent by 3%
	Measure student achievement by local measures	Set baseline for Math benchmarks
	Rate of Teacher mis-assignment	There will be no mis-assignment of teachers

	<p>Annual Board Resolution of Sufficiency of Instructional Materials and SARC</p> <p>Implementation of CCSS</p> <p>Annual reports to board as part of the LCAP review process.</p> <p>Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for all parents including EI and SWD parents.</p> <p>Chronic Absenteeism as reported Schoolwise</p> <p>Middle School Dropout Rate SHUSD does not currently operate a middle school First junior high dropout rate will be available 2017-2018</p> <p>High School Dropout Rates as documented in Schoolwise 2011-12 rate 6%</p> <p>High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31%</p> <p>Records of student completion rates on all courses required for admittance to UC or CSU systems as evidenced by high school master schedule</p> <p>Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise</p>	<p>All students, including EL, will have access to Standards Aligned Instructional Materials. Common Core Instructional Materials will be provided to all. English Language Learners will have access to ELA/ELD Instructional Materials. Common Core ELA Instructional Materials will be reviewed.</p> <p>95% of teachers participate in professional development within the district. 35% of teachers will participate in professional development outside</p> <p>Preponderance of expected outcomes will be attained.</p> <p>Set baseline for participation rate. Baseline will be used to set improvement targets for 2016-2017.</p> <p>Decrease by 2%</p> <p>N/A</p> <p>Reduce by .05%%</p> <p>Make continual progress to increase to rate of 95%</p> <p>Maintain class offerings and set baseline completion rate. Baseline will be used to set improvement targets for 2016-2017.</p> <p>5 students enrolled</p>
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	<p>AP Results</p> <p>EAP Results</p> <p>Results on President Fitness Test</p> <p>CELDT and Title III reports on EL Student progress</p> <p>CALPADS records of student being Reclassified Fluent English Proficient (RFEP)</p> <p>Percentage of Students with Disabilities enrolled in CTE programs</p> <p>Percentage of Students with Disabilities enrolled in Visual and Performing Arts Program</p> <p>Percentage of all students enrolled in CTC programs</p> <p>Percentage of all students enrolled in Visual and Performing Arts Program.</p>	<p>Set baseline rate of those students passing the AP test with a score of 3 or higher. Use the baseline to set improvement targets for 2016-2017.</p> <p>Set baseline for percentage of student scoring “prepared” on EAP based on SBAC results. Use baseline to set improvement targets for 2016-2017.</p> <p>Increase 7th grade results by additional 5%</p> <p>Set baseline for percentage of students increasing one level or more a year on CELDT. Use baseline to set improvement targets for 2016-2017.</p> <p>Set baseline for percentage of students being RFEP after 5 years. Use baseline to set improvement targets for 2016-2017.</p> <p>Set baseline for percentage of SWD enrolled in programs. Use baseline to set level to maintain in 2016-2017.</p> <p>Set baseline for percentage of SWD enrolled in program. Use baseline to set level to maintain in 2016-2017.</p> <p>Set baseline for percentage of all students enrolled in programs. Use baseline to set level to maintain in 2016-2017.</p> <p>Set baseline for percentage of all students enrolled in program. Use baseline to set level to maintain in 2016-2017.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Maintain Highly Qualified certificated staffing to ensure low class sizes and appropriate grade level configurations.	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)_____	\$2,317,630 RS 0000 LCFF + RS 4035 ITQ + RS 1100 Lottery + RS 1400 EPA – Salaries & Benefits
Implement online AP courses and support staff training for SFH based AP courses	SFHS		\$1,000 RS 0000 LCFF Possible fee for student participation
Offer Integrated 1 Math for 8 th graders	MJH		
Continue to support the Director of Student Services position to provide leadership in the following areas: -Review process for Gate program and begin process to create program -Create RTI team for district to determine intervention needs for each site	All		RS 0000 -\$52,245 LCAP Salary & Benefits \$9,050 RS 4035 ITQ, PD for staff to utilize while doing RTI
Provide training opportunities for staff for the new K-6 math curriculum. Agree to formative benchmark assessments for district.	Elementary Schools		Elementary math adoption RS 6300 lottery \$14,120
Continue to implement CCSS with teacher lead team Provide Professional Development in areas of Common Core, Classroom Management and Technology.	All		\$5,500 RS 3010 Title 1 Professional Development cost paid from Title 1
Maintain the level of aides in classrooms to assist certificated staff	Elementary Schools		\$112,775 - RS 3010 Title 1 Salaries & Benefits

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Measure of student achievement using API</p> <p>Measure student achievement by SBAC</p> <p>Measure student achievement by local measures</p> <p>Rate of Teacher mis-assignment</p> <p>Annual Board Resolution of Sufficiency of Instructional Materials and SARC</p> <p>Implementation of CCSS</p> <p>Annual reports to board as part of the LCAP review process.</p> <p>Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for</p>	<p>Increase baseline by 5 points</p> <p>Increase the number of students scoring proficient or equivalent by 3%</p> <p>Set baseline for math benchmark.</p> <p>There will be no mis-assignment of teachers.</p> <p>All students, including EL, will have access to Standards Aligned Instructional Materials. Common Core Instructional Materials will be provided to all. English Language Learners will have access to ELA/ELD Instructional Materials. Common Core ELA Instructional Materials will be reviewed.</p> <p>95% of teachers participate in professional development within the district. 40% of teachers will participate in professional development outside the district.</p> <p>Preponderance of expected outcomes will be attained.</p> <p>Increase percent of parents participating and making decisions over 2015-16 baseline.</p>

	<p>all parents including EI and SWD parents.</p> <p>Chronic Absenteeism as reported Schoolwise</p> <p>Middle School Dropout Rate SHUSD does not currently operate a middle school First junior high dropout rate will be available 2017-2018</p> <p>High School Dropout Rates as documented in Schoolwise 2011-12 rate 6%</p> <p>High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31%</p> <p>Records of student completion rates on all courses required for admittance to UC or CSU systems as evidenced by high school master schedule</p> <p>Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise</p> <p>AP Results</p> <p>EAP Results</p> <p>Results on President Fitness Test</p> <p>CELDT and Title III reports on EL Student progress</p>	<p>Decrease by additional 1%</p> <p>N/A</p> <p>Decrease .05%</p> <p>Make continual progress to increase rate to 95%</p> <p>Maintain class offerings. Increase number of student completion rates over 2015-16 baseline.</p> <p>8 students enrolled</p> <p>Increase percent of students showing progress over 2015-2016 baseline.</p> <p>Increase percent of students showing progress over 2015-2016 baseline.</p> <p>Maintain</p> <p>Increase percent of students showing progress over 2015-2016 baseline.</p>
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	CALPADS records of student being Reclassified Fluent English Proficient (RFEP)	Increase percent of students showing progress over 2015-2016 baseline.
	Percentage of Students with Disabilities enrolled in CTE programs	Increase percent of students showing progress over 2015-2016 baseline.
	Percentage of Students with Disabilities enrolled in Visual and Performing Arts Program	Increase percent of students showing progress over 2015-2016 baseline.
	Percentage of all students enrolled in CTC programs	Increase percent of students showing progress over 2015-2016 baseline.
	Percentage of all students enrolled in Visual and Performing Arts Program.	Increase percent of students showing progress over 2015-2016 baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Highly Qualified certificated staffing to ensure low class sizes and appropriate grade level configurations.	All	<input checked="" type="checkbox"/> ALL ----- -----	\$ 2,683,896 RS 0000 LCFF + RS 4035 ITQ + RS 1100 Lottery + RS 1400 EPA – Salaries & Benefits
Implement online AP courses and support staff training for SFH based AP courses	SFHS	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)_____	\$1,000 RS 0000 LCFF Possible fee for student participation
Offer Integrated 1 Math for 8 th graders	MJH		
Continue to support the Director of Student Services position to provide leadership in the following areas: -Review process for Gate program and begin process to create program	All		RS 0000 LCFF - \$52,245 LCAP Salary & Benefits
-Create RTI team for district to determine intervention needs for each site	All		\$9,050 RS 4035 ITQ, PD for staff to utilize while doing RTI

Provide training opportunities for staff for the new K-6 math curriculum. Agree to formative benchmark assessments for district.	Elementary Schools		Math adoption K-12 RS 3010 \$4,300 Title 1
Continue to implement CCSS with teacher lead team Provide Professional Development in areas of Common Core, Classroom Management and Technology.	All		\$8,500 RS 3010 Title 1 Professional Development cost paid from Title 1
Maintain the level of aides in classrooms to assist certificated staff	Elementary Schools		\$65,577 RS 0000 LCFF + \$111,764 RS 3010 + \$111,262 RS 0001 LCFF Salary & Benefits

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Measure of student achievement using API</p> <p>Measure student achievement by SBAC</p> <p>Measure student achievement by local measures</p> <p>Rate of Teacher mis-assignment</p> <p>Annual Board Resolution of Sufficiency of Instructional Materials and SARC</p> <p>Implementation of CCSS</p>	<p>Increase baseline by 5 points</p> <p>Increase the number of students scoring proficient or equivalent by 3%</p> <p>Increase number of students achieving grade level by 5% as measured by math benchmark. Set benchmark for ELA based on adopted curriculum</p> <p>There will be no mis-assignment of teachers.</p> <p>All students, including EL, will have access to Standards Aligned Instructional Materials. Common Core Instructional Materials will be provided to all. English Language Learners will have access to ELA/ELD Instructional Materials. Common Core ELA Instructional Materials will be reviewed.</p> <p>95% of teachers participate in professional development within the district. 40% of teachers will participate in professional development outside the district.</p>

	<p>Annual reports to board as part of the LCAP review process.</p> <p>Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for all parents including EI and SWD parents.</p> <p>Chronic Absenteeism as reported Schoolwise</p> <p>Middle School Dropout Rate SHUSD does not currently operate a middle school First junior high dropout rate will be available 2017-2018</p> <p>High School Dropout Rates as documented in Schoolwise 2011-12 rate 6%</p> <p>High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31%</p> <p>Records of student completion rates on all courses required for admittance to UC or CSU systems as evidenced by high school master schedule</p> <p>Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise</p> <p>AP Results</p> <p>EAP Results</p>	<p>Preponderance of expected outcomes will be attained.</p> <p>Increase percent of parents participating and making decisions over 2016-17.</p> <p>Decrease by additional 1%</p> <p>N/A</p> <p>Decrease .05%</p> <p>Make continual progress to increase rate to 95%</p> <p>Maintain class offerings. Increase number of student completion rates over 2016-17.</p> <p>8 students enrolled</p> <p>Increase percent of students showing progress over 2016-2017.</p> <p>Increase percent of students showing progress over 2016-2017.</p>
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	<p>Results on President Fitness Test</p> <p>CELDT and Title III reports on EL Student progress</p> <p>CALPADS records of student being Reclassified Fluent English Proficient (RFEP)</p> <p>Percentage of Students with Disabilities enrolled in CTE programs</p> <p>Percentage of Students with Disabilities enrolled in Visual and Performing Arts Program</p> <p>Percentage of all students enrolled in CTC programs</p> <p>Percentage of all students enrolled in Visual and Performing Arts Program.</p>	<p>Maintain</p> <p>Increase percent of students showing progress over 2016-2017.</p> <p>Increase percent of students showing progress over 2016-17.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Maintain Highly Qualified certificated staffing to ensure low class sizes and appropriate grade level configurations.	All	<u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 2,784,500 RS 0000 LCFF + RS 4035 ITQ + RS 1100 Lottery + RS 1400 EPA + RS 3010 Title 1 – Salaries & Benefits
Implement online AP courses and support staff training for SFH based AP courses	SFHS		\$1,000 RS 0000 LCFF Possible fee for student participation
Offer Integrated 1 Math for 8 th graders	MJH		
Continue to support the Director of Student Services position to provide leadership in the following areas: -Review process for Gate program and begin process to create program	All		RS 0000 -\$52,245 LCAP Salary & Benefits
-Create RTI team for district to determine intervention needs for each site	All		\$9,050 RS 4035 ITQ, PD for staff to utilize while doing RTI
Provide training opportunities for staff for the new K-6 math curriculum. Agree to formative benchmark assessments for district.	Elementary Schools		Elementary math adoption RS 3010 Title 1 \$8,500
Continue to implement CCSS with teacher lead team Provide Professional Development in areas of Common Core, Classroom Management and Technology.	All		\$5,500 RS 3010 Title 1 Professional Development cost paid from Title 1
Maintain the level of aides in classrooms to assist certificated staff	Elementary Schools		\$65,577 RS 0000 LCFF + \$111,764 RS 3010 + \$111,262 RS 0001 LCFF Salary & Benefits

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Goal #1 All students will have a safe, clean learning environment		Related State and/or Local Priorities: 1 <u>X</u> 2 <u> </u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u> </u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____			
	Goal Applies to:	Schools: All Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	METRIC Suspension data as reported in Schoolwise	Outcome Suspension rates will decrease .05 from the 12-13 rates.	Actual Annual Measurable Outcomes:	Site	2012-2013	2013-2014
	Expulsion data as reported in Schoolwise	Set Benchmark		District	.25	.08
	Attendance rates as reported in Schoolwise	Current attendance rates for each school will increase 1% from the previous year.		Agnes J. Johnson	.18	.04
				Casterlin	.18	.00
				Redway	.18	.10
				South Fork	.36	.24
				Whitethorn	.12	.02
				Site	2012-2013	2013-2014
				District	.005	.001
				Agnes J. Johnson	.000	.000
				Casterlin	.000	.000
				Redway	.000	.000
				South Fork	.008	.004
				Whitethorn	.000	.000
				Site	2012-2013	2013-2014
				District	93.08	91.91
				Agnes J. Johnson	91.61	92.51
				Casterlin	91.44	89.37
				Redway	94.14	92.18
				South Fork	93.07	92.14
				Whitethorn	90.71	88.87

	<p>Connected reported by 7th graders as reported in the CHKS connectedness scale on the 2012 CHKS.</p> <p>Facilities in good repair as documented in the Williams Inspection tool</p>	<p>Rate will increase to 40%</p> <p>All areas will receive a rating of fair or better. Areas rated fair will be reviewed and considered for repair</p>		<p>This information is not available this year.</p> <p><u>Agnes J. Johnson: 3 out of 8 Fair or better.</u> Good: Cleanliness and Safety Fair: Systems Poor: Interior, Electrical, Restrooms/Fountains, Structural, and External</p> <p><u>Casterlin: 5 out of 8 Fair or better.</u> Good: Cleanliness and External Fair: Electrical, Restrooms/Fountains, and Structural Poor: Systems, Interior, and Safety</p> <p><u>Redway: 8 out of 8 Fair or Better.</u> Good: Systems, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External Fair: Interior</p> <p><u>Miranda Junior High: 8 out of 8 Fair or better.</u> Good: Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External</p> <p><u>South Fork: 4 out of 8 Fair or better.</u> Fair: Cleanliness, Electrical, Structural, and External Poor: Systems, Interior, Restrooms/Fountains, and Safety</p> <p><u>Whitethorn: 6 out of 8 Fair or better.</u> Good: Systems, Cleanliness, Electrical, Safety, and External Fair: Structural Poor: Interior and Restrooms/Fountains</p>
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	<p>Parent participation in parent organization</p> <p>Chronic Absenteeism as reported Schoolwise</p> <p>Middle School Dropout Rate SHUSD does not currently operate a middle school First junior high dropout rate will be available 2017-2018</p> <p>High School Dropout Rates as documented in Schoolwise 2011-12 rate 6%</p> <p>High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31%</p> <p>We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule</p>	<p>Establish baseline</p> <p>Establish baseline</p> <p>N/A</p> <p>Reduce to 5.5%</p> <p>Increase to 88%</p> <p>Maintain class offerings</p>		<p>The District has parent Boosters, PTA and School Groups at each site. Parents also volunteer in the classrooms and participate in the Parent Advisory Committee.</p> <table border="1" data-bbox="1276 349 2007 573"> <thead> <tr> <th>Site</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>.23</td> <td>.28</td> </tr> <tr> <td>Agnes J. Johnson</td> <td>.32</td> <td>.27</td> </tr> <tr> <td>Casterlin</td> <td>.39</td> <td>.26</td> </tr> <tr> <td>Redway</td> <td>.13</td> <td>.23</td> </tr> <tr> <td>South Fork</td> <td>.24</td> <td>.33</td> </tr> <tr> <td>Whitethorn</td> <td>.33</td> <td>.33</td> </tr> </tbody> </table> <p>Data will be available in the 2017-2018 year</p> <p>High School Dropout rates rose from 6% in the 2011-2012 school year to 6.5% in the 2012-2013 school year.</p> <p>High School Graduation rates rose from 84.31% in the 2011-2012 school year to 87.1% in the 2012-2013 school year.</p> <p>The District has maintained class offerings.</p>	Site	2012-2013	2013-2014	District	.23	.28	Agnes J. Johnson	.32	.27	Casterlin	.39	.26	Redway	.13	.23	South Fork	.24	.33	Whitethorn	.33	.33
Site	2012-2013	2013-2014																							
District	.23	.28																							
Agnes J. Johnson	.32	.27																							
Casterlin	.39	.26																							
Redway	.13	.23																							
South Fork	.24	.33																							
Whitethorn	.33	.33																							

	Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise	No measurable results as we are in a development year		The District is working on offering Advanced Placement courses in the 2015-2016 school year.			
	Results on President Fitness Test	Increase 7 th grade results by 5%		Percentage of students meeting the 6 areas of requirement:			
				Year	4 of 6	5 of 6	6 of 6
				2012-2013	No data	No data	No data
				2013-2014	17.6%	21.6%	33.3%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>-Custodial hours have been increased for the 14-15 school year based on a comparison to CASBO recommendations.</p> <p>-Professional development for custodians held</p> <p>-Increased custodial hours to insure cleaner campuses and facility issues fixed sooner.</p>	<p>\$159,056 RS 0000 LCFF - custodial salaries and benefits</p>	<p>-Based on information from the California School Business Officials organization, custodial time was increased as follows for the 14-15; increase four hours a day for MJH, increase 1 hour a day for Agnes J. Johnson, increase 1 hour a day for Casterlin.</p> <p>-Professional Development was not held.</p>	<p>\$159,111 RS 0000 LCFF Custodial Salaries & Benefits</p>
<p>Hire PPS credentialed counselor</p> <p>- to increase services to the SED/El population to determine what college services are available for them as well as early detection for needed academic intervention</p> <p>-Provide Professional Development for PBIS and Capturing Kids Hearts</p>	<p>\$96,023 RS 0001 LCFF</p> <p>\$24,081 RS 3010 Professional Development paid for from Title 1.</p>	<p>-A PPS credentialed counselor was hired for MJH and SFHS.</p> <p>-Rent and utilities provided for the Family Resource Center</p>	<p>\$90,466 RS 0001 Salaries & Benefits & mileage</p>
<p>Increase certificated and classified staff to support MJH as separate campus</p> <p>Reopening of Miranda Junior High so the middle school students in the district have a place to call their own.</p>	<p>\$75,152 LCFF-</p>	<p>-After school tutoring provided for 2nd graders for reading intervention.</p> <p>-office space and classroom space provided for the 0-5 Playgroups</p>	<p>\$9,000</p> <p>\$9,785 RS 4126 RLIP</p>
<p>Support beginning of MJH Booster Club to increase part</p>		<p>-Technology Coordinator position supported</p> <p>-Attendance Clerks made phone calls to parents regarding attendance and made referrals to the School Attendance Review</p>	<p>\$47,105 RS 0000 LCFF Salaries & Benefits</p> <p>\$69,370 RS 0000 LCFF Salaries &</p>

<p>involvement to assist the students at MJH to be active and successful at school</p>	<p>No Cost</p>	<p>Board</p> <ul style="list-style-type: none"> -Contracted with College Consultant to provide additional support in the college application process. -PBIS training was attended by 18 staff members in June of 2014. -Four staff members from SFHS attended Capturing Kids hearts in June of 2014. -Miranda Junior High was opened in August 2014 with over 100 students housing the 7th and 8th graders. Certificated positions were increased by <u>1.20 FTE</u> -MJH Boosters Club was started with a very active group of parents raising funds for MJH enrichment. 	<p>Benefits</p> <p>\$2,250 RS 3010 Title 1 \$2,000 RS 3010 Title 1</p>
<p>Scope of service:</p>	<p>All</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>For low income pupils: PPS counselor, Increased Certificated staff, custodial staff increased, supporting of the FRC, supporting of the playgroups, attendance clerks, after school tutoring, technology technician, tracking CAHSSE results</p>		<p>\$483,257 RS 0000 LCFF: Salary & Benefits</p>	

		<p>Playgroups</p> <ul style="list-style-type: none"> -Technology Coordinator position supported -Attendance Clerks made phone calls to parents regarding attendance and made referrals to the School Attendance Review Board -Contracted with College Consultant to provide additional support in the college application process. 	<p>support costs \$47,105 RS 0000 LCFF Salaries & Benefits</p> <p>\$69,370 RS 0000 LCFF Salaries & Benefits</p>
<p>Scope of service:</p> <p>LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" 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>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" 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>For English learners: Additional staff coordinator to directly support services & provide outreach to EL students & family. Aide time for EL population</p>	<p>\$43,483 RS 0001 EL aides salary & benefits</p>	<p>EL aide positions have been posted at SFHS/MJH, and Agnes J. Johnson with no applicants.</p> <p>EL aide time has been increased at Casterlin.</p> <p>Director of Student Services position was created and hired to provide administrative support to the EL program district wide.</p> <ul style="list-style-type: none"> -Custodial time was increased as follows for the 14-15; increase four hours a day for MJH, increase 1 hour a day for Agnes J. Johnson, increase 1 hour a day for Casterlin. -Professional Development was not held. -A PPS credentialed counselor was hired for MJH and SFHS. -Rent and utilities provided for the Family Resource Center 	<p>\$19,443 RS 0001 Salaries & Benefits</p> <p>\$58,746 RS 0000 LCFF Salaries & Benefits</p> <p>\$159,111 RS 0000 LCFF Custodial Salaries & Benefits</p> <p>\$90,466 RS 0001 Salaries & Benefits & mileage</p>

		<p>-After school tutoring provided for 2nd graders for reading intervention.</p> <p>-office space and classroom space provided for the 0-5 Playgroups</p> <p>-Technology Coordinator position supported</p> <p>-Attendance Clerks made phone calls to parents regarding attendance and made referrals to the School Attendance Review Board</p> <p>-Contracted with College Consultant to provide additional support in the college application process.</p>	<p>\$9,000 Salaries & Benefits \$9,785 RS 4126 RLIP</p> <p>\$47,105 RS 0000 LCFF Salaries & Benefits</p> <p>\$69,370 RS 0000 LCFF Salaries & Benefits</p>
<p>Scope of service: ALL</p> <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>For foster youth: There are no foster youth currently in district.</p>		<p>There are no foster youth currently in the district.</p>	
<p>Scope of service: ALL</p> <p><input type="checkbox"/> ALL</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
For re-designated fluent English proficient pupils: Additional staff coordinator to directly support services & provide outreach to EL students & family. Aide time for EL population	Included above	See above	
Scope of service: <input type="checkbox"/> ALL	ALL	Scope of service: <input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to try to fill EL Aide positions. Quarterly professional development meetings for custodians have been scheduled for next year. We will continue to revise the metrics and create baseline data.		

Original GOAL from prior year LCAP:	Goal #2 Support academic achievement for all students	Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

	<u>Metric</u>	<u>Outcome</u>		
Expected Annual Measurable Outcomes:	Measure of student achievement using API	N/A	Actual Annual Measurable Outcomes:	N/A
	Measure student achievement by SBAC	Set Baseline		No data until SBAC is completed in the Spring of 2015
	Measure student achievement by local measures	Determine what local measures will be tracked for each grade span in Math		Not completed due to lack of curriculum K-6 and new staff members 7-12.
	Rate of Teacher mis-assignment	There will be no mis-assignment of teachers.		No Teachers were mis-assigned.
	Student access to standards-aligned instructional materials	TK-6 Pilot CCSS aligned math instructional materials and adopt curriculum for all Tk-6 schools. 7-12 implement board adopted CCSS aligned math instructional materials as evidenced by Annual Board Resolution on Sufficiency of Instructional Material		On April 30, 2015, the Board of Trustees took action to adopt EnVision Math Curriculum for grades K-6. Grades 7-12 implemented CPM Math Curriculum.
	Implementation of CCSS	95% of teachers participate in professional development within the district. 30% of teachers will participate in professional development outside the district.		100% of teachers participated in professional Development within the district. District sponsored PD included: PBIS, Kim Sutton Math, EnVision, and Wednesdays (standards review and collaboration) 68% of staff attended professional development outside the district: SHIFT, Capturing Kids Hearts, Daily Five Café, Common Core Math

<p>Annual reports to board as part of the LCAP review process.</p>	<p>Maintain district class sizes average at 25 or below.</p>		<table border="1"> <thead> <tr> <th>Site Levels</th> <th>2013-2014</th> <th>2014-2015</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>18.82</td> <td>13.80</td> </tr> <tr> <td>Elementary</td> <td>21.04</td> <td>19.26</td> </tr> <tr> <td>Junior High</td> <td>n/a</td> <td>7.76</td> </tr> <tr> <td>High School</td> <td>15.80</td> <td>17.81</td> </tr> </tbody> </table>	Site Levels	2013-2014	2014-2015	District	18.82	13.80	Elementary	21.04	19.26	Junior High	n/a	7.76	High School	15.80	17.81						
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<p>Parent participation in parent organization</p>	<p>Establish baseline</p>		<p>No action taken</p>																					
<p>Chronic Absenteeism as reported Schoolwise</p>	<p>Establish baseline</p>		<table border="1"> <thead> <tr> <th>Site</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>.23</td> <td>.28</td> </tr> <tr> <td>Agnes J. Johnson</td> <td>.32</td> <td>.27</td> </tr> <tr> <td>Casterlin</td> <td>.39</td> <td>.26</td> </tr> <tr> <td>Redway</td> <td>.13</td> <td>.23</td> </tr> <tr> <td>South Fork</td> <td>.24</td> <td>.33</td> </tr> <tr> <td>Whitethorn</td> <td>.33</td> <td>.33</td> </tr> </tbody> </table>	Site	2012-2013	2013-2014	District	.23	.28	Agnes J. Johnson	.32	.27	Casterlin	.39	.26	Redway	.13	.23	South Fork	.24	.33	Whitethorn	.33	.33
Site	2012-2013	2013-2014																						
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South Fork	.24	.33																						
Whitethorn	.33	.33																						
<p>Middle School Dropout Rate SHUSD does not currently operate a middle school First junior high dropout rate will be available 2017-2018</p>	<p>N/A</p>		<p>N/A</p>																					
<p>High School Dropout Rates as documented in Schoolwise 2011-12 rate 6%</p>	<p>Reduce 5.5%</p>		<p>2012-2013 Dropout Rate increased to 6.5%</p>																					
<p>High School Graduation Rates</p>	<p>Increase to 88%</p>		<p>12-13 High School Graduation rate increased to 87%</p>																					

	<p>as documented in Schoolwise 2011-12 rate 84.31%</p> <p>We currently offer all courses required for admittance to UC or CSU systems as evidenced by high school master schedule</p> <p>Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise</p> <p>Results on President Fitness Test</p> <p>Maintain the level of aides in classrooms to assist certificated</p>	<p>Maintain class offerings</p> <p>No measurable results as we are in a development year</p> <p>Increase 7th grade results by 5%</p>		<p>We continue to offer all courses required for admission to UC or CSU systems</p> <p>We will be offering AP online courses in the fall of 2015.</p> <p>Percentage of students meeting the 6 areas of requirement:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>4 of 6</th> <th>5 of 6</th> <th>6 of 6</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>No data</td> <td>No data</td> <td>No data</td> </tr> <tr> <td>2013-2014</td> <td>17.6%</td> <td>21.6%</td> <td>33.3%</td> </tr> </tbody> </table> <p>Level of classroom aides increased due to class sizes at one site.</p>	Year	4 of 6	5 of 6	6 of 6	2012-2013	No data	No data	No data	2013-2014	17.6%	21.6%	33.3%
Year	4 of 6	5 of 6	6 of 6													
2012-2013	No data	No data	No data													
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain Highly Qualified certificated staffing to ensure low class sizes	\$2,725,770 RS 0000 LCFF + RS 4035 ITQ + RS 1100 Lottery – Salaries & benefits \$500 RS 0000 LCFF	As evidenced in our metrics, class sizes were lower this year. Also, we staffed appropriately from the beginning of the year without having to hire mid-year disrupting student learning.	\$2,761,654 RS 0000 LCFF + RS 4035 ITQ + RS 1400 EPA + RS 3010 Title 1

Work with neighboring district to determine feasibility of using distance learning to offer AP and Honor classes	Possible fee for student participation	-We were unable to implement this.	\$0
Hire additional staff to support EL population, RTI implementation and GATE program	RS 0001 LCAP - \$65,000 Salary & Benefits	-A Director of Student Services position was hired to oversee these programs. Little progress was made.	\$49,824 RS 0000 LCFF
Create RTI team for district to determine intervention needs for each site	\$1,733 RS 4035 ITQ, PD for staff to utilize while doing RTI	-This action was not completed. Reading Intervention after school classes were taught at three of the four elementary schools.	\$6,200 RS 4035 ITQ
Purchase CCSS aligned math curriculum for TK-12	Math adoption HS & JR High CCSS \$50,000, RS 6300 36,000 lottery	-CPM Curriculum was purchased for the 7-12 grade levels. Elementary staff piloted two math curriculums for our K-6 schools. EnVision was selected in March and has been ordered for use in the Fall of 2015.	\$159,978 RS 7405 + RS 6300 + RS 1400 + RS 1100 + RS 0000
Implement CCSS	\$55,085 RS 7405-Technology; Pro Development \$25,880 RS 7405 CCSS	-Early release Wednesdays were organized by a group of teachers receiving a stipend for addition duty. Much of the elementary level work centered around creating essential standards for the K-6 levels and the adoption process of the new math curriculum.	\$14,419 RS 0000 LCFF + RS 3010 + RS 4035 + RS 1100
Provide Professional Development	Professional Development cost paid from Title 1 and Common Core Implementation funding	-District funds supported attendance by staff at PBIS training, Capturing Kids Hearts training, Kim Sutton Math, Gone Google, Common Core Institute, Mobile Learning Collaborative, Christy Lane's Dare to Dance.	\$21,952 RS 7405 CCI + \$2,385 RS 3010
Maintain the level of aides in classrooms to assist certificated staff	\$109,507 - RS 0001 LCFF	-Classroom aide staffing was increased at one of the Elementary Schools to assist the staff due to larger class sizes.	\$57,546 RS 0000 LCFF + \$129,823

				RS 3010 + \$140,462 RS 0001 LCFF	
Scope of service:	All		Scope of service:		
<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)_____		
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will revisit our goal around RTI implementation and a GATE program. More training on PBIS has been requested and will be provided. We are moving in a different direction for the AP courses. Online AP courses will be offered and staff will seek training. We will continue to revise the metrics and create baseline data.			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>523,259</u>
<p><u>For 2015-16</u></p> <p>Goal 1: SHUSD’s increase for 2014-15 is 461,824 in Supplemental & Concentration grants money: The District has actually increased expenditures to \$539,992, to close the target funding of \$523,259.</p> <p>15-16 YEAR</p> <ol style="list-style-type: none"> 1. PPS Counselor 1FTE MJH/SFHS \$95,624. Oversee PBIS, Capturing Kids Hearts which will decrease bullying on campus and create a more positive school climate resulting in fewer absences, decreased dropout rates, higher academic achievement. This position will also provide earlier detection for students needing academic intervention. 2. EL Coordinator .25 FTE \$26,122. Coordinate services for English Learners and RFEP and outreach to families for additional support. 3. RTI Coordinator .25FTE \$26,122. Work with staff to create comprehensive district wide RTI program to provide formalized academic intervention for SED/EL populations. 4. VP .60 FTE \$52,661, provide additional support at Miranda Campus. This position will provide additional support for In School Suspension. Assist with attendance phone calls; assist with campus supervision which is needed. 5. Attendance Clerk Classified \$47,483. Monitor attendance, outreach to families, and prepare documentation for SARB. 6. Technology Technician 1 FTE \$65,306. Ensure technology at all sites is functions for student and staff use, support staff in SBAC testing. 7. Certificated Teacher (AJJ) 1 FTE \$61,751. Reduce teacher student ratio. 8. Certificated Teacher (Casterlin) .5 FTE \$37,967 reduce number of grade levels per classroom. 	

9. EL Aides 1FTE **\$41,657** provide direct service to EL/RFEP population.
10. Aides for classrooms to help LI students **\$83,078**
11. Lib Clerk Classified **\$2,221** provides support and assistance during the SBAC testing

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.

9.09	%
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For 2015-16

Southern Humboldt will provide services costing \$539,992 for LI and EL students. The support services which were identified as most effective to serve needs of LI and EL students are detailed above in 3a. These services will improve outcomes for the unduplicated count groups by more than 9.09%, and the dollar amount of the costs to provide them exceeds the Minimum Proportionality Percentage equivalent of 9.09%

NTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: [ec]ions 2574, 2575, 42238>01, 42238.0", 42238.03, 42238.0, 47605, 4760u.5, 47606.5,`48926, 52052, 52060-52077, and 6<001, Education Code; 20 U.S.C. Section &312.

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]