

**Introduction:**

**LEA:** Ferndale Unified  
**Contact:** Jack Lakin, Supt - Principal, jlakin@ferndalek12.org, (707)786-5900  
**LCAP Year:** 2016-17

***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

**09/09/15, 10/14/15 and 03/09/16 LCAP discussions were held at the school board meetings.**

**The District received updates on the implementation of services and actions described in the 2015-2016 LCAP.**

**The District also reviewed the most recent data available and reflecting the matrix to be used for each of the State Priorities as required by California Ed. Code.**

**03/14/16, 04/18/16 and 5/26/16**

**A committee of stakeholders, including parents, classified staff, certificated staff and bargaining unit reps, met to review the implementation of actions and services from the 2015-2016 LCAP. Certificated staff members and parents representing Special Education students and EL students attended each meeting. Additionally the District Counselor was in attendance supporting not only all students but both Foster and Homeless students as well. Certificated staff at these meetings included the teachers assigned to both the FES and FHS student government groups. They each provided input from the student leadership teams. Current matrix data was reviewed and additional services/actions recommended in support the District LCAP goals.**

**Throughout the 2015-2016 school year monthly committee meetings were held for FES ELAC, AVID, Technology and CAASPP. These groups reviewed the progress in each designated area and made recommendations for the 2016-2017 school year.**

**06/22/16 LCAP stakeholder meeting was held with parents, staff and community members in attendance.**

**6/28/16 A public hearing was held to review the draft LCAP and any necessary revisions.**

**6/29/16 The LCAP was adopted at the Regular Scheduled Board Meeting.**

To support the transition from ROP (Regional Occupational Programs) to CTE (Career Technical Education) the District will;

- 1) Expand the number of CTE course offerings to include Advanced Ag. Mechanics, Floral Design, Ag. Soil Chemistry and Ag. Business.
- 2) Use funds from the CTE grant to remodel the Welding Shop area.
- 3) Increase internship opportunities through the Career Pathways Grant, CTE Grant and TPP program.

With the CDE approval of ENG/LA curriculum, the District will be purchasing new curriculum for the K-6 grade classrooms.

The increase of bandwidth to both school sites provides the District with an opportunity to increase technology in the classroom for both learning and instruction.

To support students in becoming career and college ready the District will:

- 1) Transition the 9th grade Computer and Financial Literacy classes into a Student Success and Technology class.
- 2) All 12th graders will have to pass a year long course in Financial Management as part of the high school graduation requirements.
- 3) An Ag Business course will be offered as a 3rd year math option.

The District will seek additional technology support to provide time for the District Technology Coordinator to implement a K-12 Common Sense Media Curriculum.

<p><b>Annual Update:</b></p> <p><b>09/09/15, 10/14/15 and 03/09/16 LCAP discussions were held at the school board meetings.</b></p> <p><b>The District received updates on the implementation of services and actions described in the 2015-2016 LCAP.</b></p> <p><b>The District also reviewed the most recent data available and reflecting the matrix to be used for each of the State Priorities as required by California Ed. Code.</b></p> <p><b>03/14/16, 04/18/16 and 5/26/16</b></p> <p><b>A committee of stakeholders, including parents, classified staff, certificated staff and bargaining unit reps, met to review the implementation of actions and services from the 2015-2016 LCAP. Certificated staff members and parents representing Special Education students and EL students attended each meeting. Additionally the District Counselor was in attendance supporting not only all students but both Foster and Homeless students as well. Certificated staff at these meetings included the teachers assigned to both the FES and FHS student government groups. They each provided input from the student leadership teams. Current matrix data was reviewed and additional services/actions recommended in support the District LCAP goals.</b></p> <p><b>06/22/15 LCAP stakeholder meeting was held with parents, staff and community members in attendance.</b></p> <p><b>6/28/15 A public hearing was held to review the draft LCAP and any necessary revisions.</b></p> <p><b>6/29/15 The LCAP was adopted at the Regular Scheduled Board Meeting.</b></p>	<p><b>Annual Update:</b></p> <p>To increase student participation and completion of A-G courses the District will pay for 10th Graders to take the PSAT test.</p> <p>To increase student participation and completion in CTE pathways, the District used funds from the Careers Pathways Grant to remodel the foods room as a Commercial Kitchen in support of the Farm to table and AG Production classes. students were given the opportunity to design, prepare and serve high school lunches as well as a salad bar for the elementary school.</p> <p>While the District continues to move through the process of placing a facilities bond on the ballot, additional funds will be budgeted for both short term and long term repairs.</p> <p>To increase local Professional Development opportunities, the District will be coordinating with other Eel River Valley districts and HCOE to offer PD in the areas of Special Education, ELA, Math, and Technology.</p> <p>An 11th/12th grade English course will be added to the Master Schedule to improve students reading and writing skills and meet the high school graduation requirements.</p> <p>The Intervention position at the elementary school will be increased from 0.5 FTE to 1.0 FTE for the 2016-2017 school year.</p> <p>The District will increase Counseling services by .20 FTE to provide additional support at the elementary school.</p> <p>As a tool for addressing Chronic Absenteeism the District will access SARB services through the Eel River Valley Student Attendance Review Board.</p>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

identify the need(s).

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

<b>GOAL:</b>	<b>Goal #1</b> The District will provide a broad course of study that includes all subject areas applicable to TK-12 Grade students including access to: A-G Courses, AP Classes, Career Tech opportunities and AVID.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X7 _8 Local: N/A
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<b>Identified Need:</b>	<p>2015-2016 AP Course Enrollment: 24% of total 11th and 12th graders.</p> <p>2015 EAP Participation: 95.7% of the enrolled 11th graders participated in ELA and MATH.</p> <p>2015 EAP Readiness Results: 7% "Ready" for ELA and 5% "Ready" for MATH.</p> <p>2015 Successful Completion of UC/CSU A-G Courses: 47% of the 12th graders successfully met the UC/CSU requirements.</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	District Wide	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>Student enrollment in AP Courses</p> <p>Student participation in EAP ELA and Math Examinations.</p> <p>EAP Readiness results for ELA and Math</p> <p>4-Year Cohort Successful Completion of UC/CSU A-G Course requirements.</p> <p>4-Year Cohort Successful Completion of at least 1 Career Technical Education (CTE) Pathway</p> <p>Master Schedule.</p> <p><b><u>Outcome</u></b></p> <p>The percentage of students enrolled in AP Courses will increase from 25% to 29%. .</p> <p>Maintain 90% or higher rate of participation on EAP ELA and Math Examinations.</p> <p>The percentage of students identified as "Ready" in the EAP ELA and Math Examinations will increase from 7% to 12% in ELA and 5% to 10% in Math.</p> <p>Maintain 40% or higher rate of students successfully completing UC/CSU A-G Courses.</p> <p>Establish a baseline for the percentage of students successfully completing at least 1 Career Technical Education (CTE) Pathway.</p> <p>Maintain a master schedule of elective opportunities that allow all students, including students with disabilities, to meet high school graduation and college entrance requirements, such as music, art, industrial technology, foreign language.</p>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>

<p>.68 FTE - Additional CTE Courses (4)</p> <p>Advanced Ag. Mechanics</p> <p>AG. Business</p> <p>AG Soil Chemistry</p> <p>Floral Design</p>	<p>Ferndale High School</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$41,092 LCFF - Teacher Salaries - Agriculture including Statutory Benefits</p>
<p>1 Class Period of AVID (.17 FTE)</p>	<p>Ferndale High School</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$17,244 - LCFF Subagreement for services with HCOE</p>
<p>AVID Summer Institute</p> <p>AVID Membership Fee.</p>	<p>District Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,625 - LCFF Registration OB 5207</p> <p>\$10,934 - LCFF Membership OB 5300</p>
<p>.60 FTE Music Teacher</p>	<p>District Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$38,184 - LCFF Teacher Salaries</p>

.50 FTE PE Teacher	Ferndale Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$36,993 LCFF Teacher Salaries
4 AP Classes (AP Calculus – AP English – AP US History – AP Environmental Science)	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$50,000 - LCFF Teacher Salaries
The District will pay for all 10th grade students to take the PSAT test.	Ferndale High School Grades: 10th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$600 LCFF Tests
<b>LCAP Year 2</b>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>Student participation in AP Examinations</p> <p>Student participation in EAP ELA and Math Examinations.</p> <p>EAP Readiness results for ELA and Math</p> <p>4-Year Cohort Successful Completion of UC/CSU A-G Course requirements.</p> <p>4-Year Cohort Successful Completion of at least 1 Career Technical Education (CTE) Pathway</p> <p>Master Schedule.</p> <p><b><u>Outcome</u></b></p> <p>Increase the percent of students who took at least 1 AP Exam by of 5% of students.</p> <p>Maintain 80% or higher rate of participation on EAP ELA and Math Examinations.</p> <p>The percentage of students identified as "Ready" in the EAP ELA and Math Examinations will increase from 7% to 12% in ELA and 5% to 10% in Math.</p> <p>Maintain 35% or higher rate of students successfully completing UC/CSU A-G Courses.</p> <p>Establish a baseline for the percentage of students successfully completing at least 1 Career Technical Education (CTE) Pathway.</p> <p>Maintain a master schedule of elective opportunities that allow all students, including students with disabilities, to meet high school graduation and college entrance requirements, such as music, art, industrial technology, foreign language.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

1 Class Period of AVID (.17 FTE)	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$17,244 - LCFF Subagreement for services with HCOE
AVID Summer Institute . AVID Membership Fee.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3,625 - LCFF Registration OB 5207  \$10,934 - LCFF Membership OB 5300
.60 FTE Music Teacher	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$38,184 - LCFF Teacher Salaries
.50 FTE PE Teacher	Ferndale Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$36,993 LCFF Teacher Salaries

Specific CTE Classes	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$41,092 LCFF - Teacher Salaries - Ariculture including Statutory Benefity
The District will pay for all high school students to take the PSAT test.	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$600 LCFF Tests
4 AP Classes (AP Calculus – AP English – AP US History – AP Environmental Science)	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$50,000 - LCFF Teacher Salaries
<b>LCAP Year 3</b>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>Student participation in AP Examinations</p> <p>Student participation in EAP ELA and Math Examinations.</p> <p>EAP Readiness results for ELA and Math</p> <p>4-Year Cohort Successful Completion of UC/CSU A-G Course requirements.</p> <p>4-Year Cohort Successful Completion of at least 1 Career Technical Education (CTE) Pathway</p> <p>Master Schedule.</p> <p><b><u>Outcome</u></b></p> <p>Increase the percent of students who took at least 1 AP Exam by of 5% of students.</p> <p>Maintain 80% or higher rate of participation on EAP ELA and Math Examinations.</p> <p>The percentage of students identified as "Ready" in the EAP ELA and Math Examinations will increase from 7% to 12% in ELA and 5% to 10% in Math.</p> <p>Maintain 35% or higher rate of students successfully completing UC/CSU A-G Courses.</p> <p>Establish a baseline for the percentage of students successfully completing at least 1 Career Technical Education (CTE) Pathway.</p> <p>Maintain a master schedule of elective opportunities that allow all students, including students with disabilities, to meet high school graduation and college entrance requirements, such as music, art, industrial technology, foreign language.</p>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>

1 Class Period of AVID (.17 FTE)	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$17,244 - LCFF Subagreement for services with HCOE
AVID Summer Institute . AVID Membership Fee.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3,625 - LCFF Registration OB 5207  \$10,934 - LCFF Membership OB 5300
Specific CTE Classes	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$41,092 LCFF - Teacher Salaries - Ariculture including Statutory Benefity
.50 FTE PE Teacher	Ferndale Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$36,993 LCFF Teacher Salaries

The District will pay for all high school students to take the PSAT test.	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$600 LCFF Tests
4 AP Classes (AP Calculus – AP English – AP US History – AP Environmental Science)	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$50,000 - LCFF Teacher Salaries
.60 FTE Music Teacher	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$38,184 - LCFF Teacher Salaries

<p><b>GOAL:</b></p>	<p><b>Goal #2</b></p> <p>The District will provide the basic “core” program for all students including: appropriately credentialed teachers, standards (CCSS) aligned Instructional materials, school facilities in good repair, and learning/teaching support to facilitate Professional Development and access to current technology</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local: N/A</p>
<p><b>Identified Need:</b></p>	<p>Identified Need:</p> <p>2015 FIT inspection identified a "Fair" rating for the high school facilities and a "Good" rating for the elementary school facilities.</p> <p>2014-2015 CAASPP Results: ELA - 35% of the District students either met or exceeded the ELA Standards and 24% of the District students either or exceeded the Math Standards.</p>	
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b> District Wide</p> <p><b>Grades:</b> All</p>	<p><b>Applicable Pupil Subgroups:</b> All</p>
<p style="text-align: center;"><b>LCAP Year 1</b></p>		

<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metric</u></b></p> <p>Williams Report - Fully Credentialed Teachers.</p> <p>Williams Report - Student Access to Standards-Aligned Instructional. Mats.</p> <p>Classroom observations, teacher evaluations and review of grade level and content area lesson plans.</p> <p>Williams Report - School facilities are maintained in Good Repair</p> <p>CAASPP Results - District Wide.</p> <p><b><u>Outcome</u></b></p> <p>Maintain 100% Fully Credentialed Teachers.</p> <p>Maintain 100% Student Access - 0 Complaints.</p> <p>Maintain Implementation of Math and ELA CCSS for all students and ELD for EL.</p> <p>Maintain the FIT Rating of at least "Good" or higher</p> <p>Increase District wide CAASPP results for students meeting or exceeding ELA Standards from 35% to 37% and meeting or exceeding Math Standards from 24% to 26%.</p>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>

<p>Core Teachers to provide instruction alined to state standards and 21st century learning</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,066,501 - LCFF Teacher Salaries including Statutory Benefits  \$ 837,965 - EPA Teacher Salaries including Statutory Benefits</p>
<p>Repairs to Facilities as identified as needed on annual FIT and as needed for safety.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$75,000 - Ongoing and Major Maintenance / Building Repairs</p>
<p>6 Staff Development Days - will focus on rigor in the classroom using AVID strategies, developing the use of Google Docs and Google Classroom at all grade levels, Essential Math training from Kim Sutton and the use new English/Language Arts materials (Wonders, National Geographic and Springboard.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$33,522 - LCFF Including Statutory Benefits  \$26,339 - EPA Including Statutory Benefits</p>

<p>Substitute Teachers will be provided upon teacher request to support the BTSA Program, Professional Development opportunities during the school year and classroom visitations.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Substitutes</p>
<p>K- 8 English/Language Arts textbooks; K-2 Reading Wonders Program, Grades 3-6 National Geographic Learning, and Grades 7-8 Wonders Integrated Literacy Programs.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$85,791 - LCFF/Lottery/Instructional Materials - Textbooks</p>
<p>Professional Development - Staff will be attending be attending the 2016 SHIFT Symposium at HCOE, Summer AVID Institute, Iteach Seminar and the Literacy at the Center Workshop sponsored by the Redwood Writing Project.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3625 LCFF - Registration  \$1560 Educator Effectiveness - Registration  \$13,496 Title II - Travel &amp; Conferences  \$40,783 Educator Effectiveness - Travel &amp; Conferences</p>

<p>Increase the Technology available for instruction and student learning at all grade levels with the purchase of a combination of Laptops, Computers, Chromebooks and Ipads, Chrome Carts, and software programs; Accelerated Reader, Raz Kids and ALEKS Math.</p>	<p>District Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$75,000 LCFF &amp; Supplemental/Concentration - Computers  \$23,000 LCFF - Other Technology  \$15,771 LCFF - Software</p>
<p>Provide financial support for the Beginning Teacher Support &amp; Assessment Program (BTSA), stipends for participating teachers, mentor teachers and administration, and release time for collaboration and observation.</p>	<p>District Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$9100 - LCFF Teacher Salary, Other Pay</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>Williams Report - Fully Credentialed Teachers.</p> <p>Williams Report - Student Access to Standards-Aligned Int. Mats.</p> <p>Classroom observations, teacher evaluations and review of grade level and content area lesson plans.</p> <p>Williams Report - School facilities are maintained in Good Repair.</p> <p>CAASPP Results - District Wide.</p> <p><b><u>Outcome</u></b></p> <p>Maintain 100% Fully Credentialed Teachers.</p> <p>Maintain 100% Student Access - 0 Complaints.</p> <p>Maintain implementation of Math and ELA CCSS for all students and ELD for EL.</p> <p>Maintain the FIT Rating to at least "Good" or higher.</p> <p>Increase in CAASPP scores by 2% (District Wide).</p>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>
<p>Provide financial support for the Beginning Teacher Support &amp; Assessment Program (BTSA), stipends for participating teachers, mentor teachers and administration, and release time for collaboration and observation.</p>	<p>District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$9100 - LCFF Teacher Salary, Other Pay</p>

Repairs to Facilities as identified as needed on annual FIT and as needed for safety.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$75,000 - Ongoing and Major Maintenance / Building Repairs
Substitute Teachers will be provided upon teacher request to support the BTSA Program, Professional Development opportunities during the school year and classroom visitations.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 LCFF Substitutes
K- 8 English/Language Arts textbooks; K-2 Reading Wonders Program, Grades 3-6 National Geographic Learning, and Grades 7-8 Wonders Integrated Literacy Programs.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$85,791 - LCFF/Lottery/Instructional Materials - Textbooks

<p>Increase the Technology available for instruction and student learning at all grade levels with the purchase of a combination of Laptops, Computers, Chromebooks and Ipads, Chrome Carts, and software programs; Accelerated Reader, Raz Kids and ALEKS Math.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$75,000 LCFF &amp; Supplemental/C concentration - Computers  \$23,000 LCFF - Other Technology  \$15,771 LCFF - Software</p>
<p>Core Teachers to provide instruction aligned to state standards and 21st century learning</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,066,501 - LCFF Teacher Salaries including Statutory Benefits  \$ 837,965 - EPA Teacher Salaries including Statutory Benefits</p>

<p>6 Staff Development Days - will focus on rigor in the classroom using AVID strategies, developing the use of Google Docs and Google Classroom at all grade levels, Essential Math training from Kim Sutton and the use new English/Language Arts materials (Wonders, National Geographic and Springboard.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$33,522 - LCFF Including Statutory Benefits  \$26,339 - EPA Including Statutory Benefits</p>
<p>Professional Development - Staff will be attending be attending the 2016 SHIFT Symposium at HCOE, Summer AVID Institute, Iteach Seminar and the Literacy at the Center Workshop sponsored by the Redwood Writing Project.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3625 LCFF - Registration  \$13,496 Title II - Travel &amp; Conferences</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>Williams Report - Fully Credentialed Teachers.</p> <p>Williams Report - Student Access to Standards-Aligned Int. Mats.</p> <p>Classroom observations, teacher evaluations and review of grade level and content area lesson plans.</p> <p>Williams Report - School facilities are maintained in Good Repair</p> <p>CAASPP Results - District Wide.</p> <p><b><u>Outcome</u></b></p> <p>Maintain 100% Fully Credentialed Teachers.</p> <p>Maintain 100% Student Access - 0 Complaints.</p> <p>Maintain Implementation of Math and ELA CCSS for all students and ELD for EL.</p> <p>Maintain the FIT Rating to at least "Good" or higher</p> <p>Increase in CAASPP scores by 2% (District Wide).</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide financial support for the Beginning Teacher Support &amp; Assessment Program (BTSA), stipends for participating teachers, mentor teachers and administration, and release time for collaboration and observation.</p>	<p>District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$9100 - LCFF Teacher Salary, Other Pay</p>

Repairs to Facilities as identified as needed on annual FIT and as needed for safety.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$75,000 - Ongoing and Major Maintenance / Building Repairs
Substitute Teachers will be provided upon teacher request to support the BTSA Program, Professional Development opportunities during the school year and classroom visitations.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 LCFF Substitutes
Increase the Technology available for instruction and student learning at all grade levels with the purchase of a combination of Laptops, Computers, Chromebooks and Ipads, Chrome Carts, and software programs; Accelerated Reader, Raz Kids and ALEKS Math.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$75,000 LCFF & Supplemental/Concentration - Computers  \$23,000 LCFF - Other Technology  \$15,771 LCFF - Software

<p>K- 8 English/Language Arts textbooks; K-2 Reading Wonders Program, Grades 3-6 National Geographic Learning, and Grades 7-8 Wonders Integrated Literacy Programs.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$85,791 - LCFF/Lottery/Instructional Materials - Textbooks</p>
<p>Core Teachers to provide instruction alined to state standards and 21st century learning</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,066,501 - LCFF Teacher Salaries including Statutory Benefits  \$ 837,965 - EPA Teacher Salaries including Statutory Benefits</p>
<p>6 Staff Development Days - will focus on rigor in the classroom using AVID strategies, developing the use of Google Docs and Google Classroom at all grade levels, Essential Math training from Kim Sutton and the use new English/Language Arts materials (Wonders, National Geographic and Springboard.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$33,522 - LCFF Including Statutory Benefits  \$26,339 - EPA Including Statutory Benefits</p>

<p>Professional Development - Staff will be attending be attending the 2016 SHIFT Symposium at HCOE, Summer AVID Institute, Iteach Seminar and the Literacy at the Center Workshop sponsored by the Redwood Writing Project.</p>	<p>District Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$3625 LCFF - Registration \$13,496 Title II - Travel &amp; Conferences</p>
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<b>GOAL:</b>	<p><b>Goal #3</b></p> <p>The District will increase achievement for all students, including the acquisition of English for English learners.</p>	<p>Related State and/or Local Priorities:          _1 _2 _3 X 4 _5 _6 _7 X 8 Local:          N/A</p>
<b>Identified Need:</b>	<p>2014-2015 CAASPP Results: ELA - 35% of the District students either met or exceeded the ELA Standards and 24% of the District students either or exceeded the Math Standards.</p> <p>2015 API Score: CDE is developing new indicators for API scores</p> <p>2014 Students Successfully Completing UC/CSU A-G Course Requirements- 47%.</p> <p>2015-2016 Participation Rate for Enrollment in AP Classes: 24%.</p>	
<b>Goal Applies to:</b>	<p><b>Schools:</b> District Wide</p> <p>Grades: All</p>	<b>Applicable Pupil Subgroups:</b> All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<p><b>Metric</b></p> <p>CAASPP Results - District Wide.</p> <p>Academic Performance Index (API) - District Wide.</p> <p>Percentage of Students Successfully Completing UC/CSU A-G Course Requirements.</p> <p>Percentage of Students Successfully Completing at least 1 Career Technical Education (CTE) Pathway.</p> <p>Percentage of EL Students making progress towards English Proficiency.</p> <p>Percentage of EL Students who were Reclassified.</p> <p>Percentage of Students enrolled in AP Courses.</p> <p>Percentage of Students who participated in EAP ELA and Math Examinations.</p>	

Percentage of Students qualifying for California Scholastic Federation (CIF).  
 CAHSEE Completion Rates.  
**Outcome**  
 Increase District wide CAASPP results for students meeting or exceeding ELA Standards from 35% to 37% and meeting or exceeding Math Standards from 24% to 26%.  
 CDE is currently developing new indicators to determine District API Scores.  
 Maintain 40% or higher rate of students successfully completing UC/CSU A-G Courses.  
 Establish the baseline percentage of students successfully completing at least 1 CTE Program Pathway.  
 The percentage of students enrolled in AP Courses will increase from 25% to 29%.  
 Maintain a 40% or higher rate for EL students progressing towards English Proficiency.  
 Maintain a 10% or higher rate for EL students who are Reclassified.  
 Maintain a 90% or higher rate of students who participated in EAP ELA and and Math Examinations.  
 Maintain a 20% or higher rate of students qualifying for CSF.  
 The CAHSEE Test is currently Suspended.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional 4th-6th Grade level Teacher to reduce class size similar to all other grade levels at the elementary school.	Ferndale Elementary Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$52,936 LCFF Teacher Salaries plus Statutory Benefits

<p>The Reading Intervention Teacher Position will be increased from .50 FTE to 1.0 FTE. The additional time will be used to provide support for struggling young readers in grades K-3 and targeted academic reading support for students in grades 4 - 6. Based on the level of need support may also be provided in Mathematics.</p>	<p>Ferndale Elementary Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$90,740 EPA Teacher Salaries plus Statutory Benefits</p>
<p>After School Intervention/Enrichment to provide extended learning opportunities and additional support aligned to classroom instruction</p>	<p>Ferndale Elementary Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$16,000 LCFF - Teacher Other Pay</p>
<p>The 1.0 FTE EL Teacher will provide both pull out and in class ELD instruction, assess EL performance, monitor progress and determine reclassification status of all EL students within the District.</p>	<p>Ferndale Elementary Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,431 Supplemental/Concentration - Teacher Salaries plus Statutory Benefits</p>
<p>2 - .495 FTE Instructional Aides in grades K-8 to provide additional support to EL students in the areas of ELA and math.</p>	<p>Ferndale Elementary Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$17,557 Supplemental/Concentration - Classified Salary plus Statutory Benefits</p>

NWEA Testing to assess student progress at benchmark points throughout the year	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$4388 RS Supplemental/C oncentration - testing
.2 FTE Counseling Support to meet with all students reinforcing academic achievement and with all high school students and parents to monitor their 4 year plan and post secondary goals.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$17,342 LCFF - Guidance & Welfare
1 Period Math Intervention (.17 FTE) will provide additional instructional time and support for students struggling to meet the high school graduation requirements in Mathematics.	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$13,223 Supplemental/ Concentration - Teacher Salaries plus Statutory Benefits
An AG Business course will be offered at the high school as a potential 3rd year math class. (.17FTE)	Ferndale High School Grades: 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,273 LCFF - Teacher Salary - Agriculture including Statutory Benefits

<p>One course of English 12 will be offered at the high school to provide reading and writing support to 11th and 12th grade students with an IEP, a 504 plan or struggling with college prep English courses. (.17 FTE)</p>	<p>Ferndale High School Grades: 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,600 Rural Education - Special Ed Teacher Salary plus Statutory Benefits</p>
<p>Financial Management will be included as a graduation requirement for all Seniors. This class will provide an exposure and understanding of the many aspects of personal finances as they prepare to become successful productive young adults.</p>	<p>Ferndale HS Grades: 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$30852 (.34 FTE) Supplemental/Concentration plus Statutory Benefits</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metric</b></p> <ul style="list-style-type: none"> <li>CAASPP Results - District Wide.</li> <li>Academic Performance Index (API) - District Wide.</li> <li>Percentage of Students Successfully Completing UC/CSU A-G Course Requirements.</li> <li>Percentage of Students Successfully Completing at least 1 Career Technical Education (CTE) Pathway.</li> <li>Percentage of EL Students making progress towards English Proficiency.</li> <li>Percentage of EL Students who were Reclassified.</li> <li>Percentage of Students who have passed an Advanced Placement (AP) Test with a score of 3 or Higher.</li> <li>Percentage of Students who scored Conditionally Ready or Ready on the EAP ELA and Math Examinations.</li> <li>Percentage of Students qualifying for California Scholastic Federation (CIF).</li> <li>CAHSEE Completion Rates.</li> </ul>
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**Outcome**

- Increase in CAASPP scores by 2% (District Wide).
- Increase District API Scores by 5%.
- Increase the percentage of Students Successfully Completing UC/CSU A-G Requirements by 5%.
- Establish the baseline percentage of students successfully completing at least 1 CTE Program Pathway.
- Maintain a 40% or higher rate for EL students progressing towards English Proficiency.
- Maintain a 10% or higher rate for EL students who are Reclassified.
- Increase the percentage of students who have passed an AP Test with a score of 3 or higher by 5%.
- Maintain a 40% or higher rate of students who place as Conditionally Ready or Ready on EAP ELA and and Math Examinations.
- Maintain a rate of 20% or higher for students qualifying of CSF membership.
- Maintain a CAHSEE Completion Rate of 85% or Higher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional 4th-6th Grade level Teacher to reduce class size similar to all other grade levels at the elementary school.	Ferndale Elementary Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$52,936 LCFF Teacher Salaries plus Statutory Benefits

After School Intervention/Enrichment to provide extended learning opportunities and additional support aligned to classroom instruction.	Ferndale Elementary Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$16,000 LCFF - Teacher Other Pay
An AG Business course will be offered at the high school as a potential 3rd year math class. (.17FTE)	Ferndale High School Grades: 11th, 12th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$10,273 LCFF - Teacher Salary - Agriculture including Statutory Benefits
.2 FTE Counseling Support to meet with all students reinforcing academic achievement and with all high school students and parents to monitor their 4 year plan and post secondary goals.	District Wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$17,342 LCFF - Guidance & Welfare
The 1.0 FTE EL Teacher will provide both pull out and in class ELD instruction, assess EL performance, monitor progress and determine reclassification status of all EL students within the District.	Ferndale Elementary Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$60,431 Supplemental/Concentration - Teacher Salaries plus Statutory Benefits

<p>One course of English 12 will be offered at the high school to provide reading and writing support to 11th and 12th grade students with an IEP, a 504 plan or struggling with college prep English courses. (.17 FTE)</p>	<p>Ferndale High School Grades: 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,600 Rural Education - Special Ed Teacher Salary plus Statutory Benefits</p>
<p>Financial Management will be included as a graduation requirement for all Seniors. This class will provide an exposure and understanding of the many aspects of personal finances as they prepare to become successful productive young adults.</p>	<p>Ferndale HS Grades: 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$30852 (.34 FTE) Supplemental/Concentration plus Statutory Benefits</p>
<p>2 - .495 FTE Instructional Aides in grades K-8 to provide additional support to EL students in the areas of ELA and math.</p>	<p>Ferndale Elementary Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$17,557 Supplemental/Concentration - Classified Salary plus Statutory Benefits</p>
<p>1 Period Math Intervention (.17 FTE) will provide additional instructional time and support for students struggling to meet the high school graduation requirements in Mathematics.</p>	<p>Ferndale High School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,233 Supplemental/Concentration - Teacher Salaries plus Statutory Benefits</p>

<p>NWEA Testing to assess student progress at benchmark points throughout the year</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4388 RS Supplemental/Concentration - testing</p>
<p>The Reading Intervention Teacher Position will be increased from .50 FTE to 1.0 FTE. The additional time will be used to provide support for struggling young readers in grades K-3 and targeted academic reading support for students in grades 4 - 6. Based on the level of need support may also be provided in Mathematics.</p>	<p>Ferndale Elementary Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$90,740 EPA Teacher Salaries plus Statutory Benefits</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metric</b></p> <p>CAASPP Results - District Wide.</p> <p>Academic Performance Index (API) - District Wide.</p> <p>Percentage of Students Successfully Completing UC/CSU A-G Course Requirements.</p> <p>Percentage of Students Successfully Completing at least 1 Career Technical Education (CTE) Pathway.</p> <p>Percentage of EL Students making progress towards English Proficiency.</p> <p>Percentage of EL Students who were Reclassified.</p> <p>Percentage of Students who have passed an Advanced Placement (AP) Test with a score of 3 or Higher.</p> <p>Percentage of Students who scored Conditionally Ready or Ready on the EAP ELA and Math Examinations.</p> <p>Percentage of Students qualifying for California Scholastic Federation (CIF).</p> <p>CAHSEE Completion Rates.</p>
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**Outcome**

- Increase in CAASPP scores by 2% (District Wide).
- Increase District API Scores by 5%.
- Increase the percentage of Students Successfully Completing UC/CSU A-G Requirements by 5%.
- Establish the baseline percentage of students successfully completing at least 1 CTE Program Pathway.
- Maintain a 40% or higher rate for EL students progressing towards English Proficiency.
- Maintain a 10% or higher rate for EL students who are Reclassified.
- Increase the percentage of students who have passed an AP Test with a score of 3 or higher by 5%.
- Maintain a 40% or higher rate of students who place as Conditionally Ready or Ready on EAP ELA and and Math Examinations.
- Maintain a rate of 20% or higher for students qualifying of CSF membership.
- Maintain a CAHSEE Completion Rate of 85% or Higher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional 4th-6th Grade level Teacher to reduce class size similar to all other grade levels at the elementary school.	Ferndale Elementary Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$52,936 LCFF Teacher Salaries plus Statutory Benefits

After School Intervention/Enrichment to provide extended learning opportunities and additional support aligned to classroom instruction.	Ferndale Elementary Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$16,000 LCFF - Teacher Other Pay
An AG Business course will be offered at the high school as a potential 3rd year math class. (.17FTE)	Ferndale High School Grades: 11th, 12th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$10,273 LCFF - Teacher Salary - Agriculture including Statutory Benefits
.2 FTE Counseling Support to meet with all students reinforcing academic achievement and with all high school students and parents to monitor their 4 year plan and post secondary goals.	District Wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$17,342 LCFF - Guidance & Welfare
The 1.0 FTE EL Teacher will provide both pull out and in class ELD instruction, assess EL performance, monitor progress and determine reclassification status of all EL students within the District.	Ferndale Elementary Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$60,431 Supplemental/Concentration - Teacher Salaries plus Statutory Benefits

<p>One course of English 12 will be offered at the high school to provide reading and writing support to 11th and 12th grade students with an IEP, a 504 plan or struggling with college prep English courses. (.17 FTE)</p>	<p>Ferndale High School Grades: 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,600 Rural Education - Special Ed Teacher Salary plus Statutory Benefits</p>
<p>Financial Management will be included as a graduation requirement for all Seniors. This class will provide an exposure and understanding of the many aspects of personal finances as they prepare to become successful productive young adults.</p>	<p>Ferndale HS Grades: 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$30852 (.34 FTE) Supplemental/Concentration plus Statutory Benefits</p>
<p>2 - .495 FTE Instructional Aides in grades K-8 to provide additional support to EL students in the areas of ELA and math.</p>	<p>Ferndale Elementary Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$17,557 Supplemental/Concentration - Classified Salary plus Statutory Benefits</p>
<p>1 Period Math Intervention (.17 FTE) will provide additional instructional time and support for students struggling to meet the high school graduation requirements in Mathematics.</p>	<p>Ferndale High School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,233 Supplemental/Concentration - Teacher Salaries plus Statutory Benefits</p>

<p>NWEA Testing to assess student progress at benchmark points throughout the year</p>	<p>District Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$4388 RS Supplemental/C oncentration - testing</p>
<p>The Reading Intervention Teacher Position will be increased from .50 FTE to 1.0 FTE. The additional time will be used to provide support for struggling young readers in grades K-3 and targeted academic reading support for students in grades 4 - 6. Based on the level of need support may also be provided in Mathematics.</p>	<p>Ferndale Elementary Grades: All</p>	<p><input type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$90,740 EPA Teacher Salaries plus Statutory Benefits</p>

<b>GOAL:</b>	<p><b>Goal #4</b></p> <p>The District will improve student engagement by maintaining a positive learning environment, encouraging parent participation and providing a safe school climate.</p>	<p>Related State and/or Local Priorities:          _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:          N/A</p>
<b>Identified Need:</b>	<p>In 2014 the District had a 9.3% Chronic Absenteeism Rate</p>	
<b>Goal Applies to:</b>	<p><b>Schools:</b>          District Wide          Grades: All</p>	
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<p><b>Metric</b></p> <ul style="list-style-type: none"> <li>District Attendance Rates.</li> <li>Chronic Absenteeism Rates.</li> <li>High School Dropout Rates.</li> <li>Middle School Dropout Rates.</li> <li>High School Graduation Rates.</li> <li>Pupil Suspension Rates.</li> <li>Pupil Expulsion Rates.</li> <li>California Healthy Kids Survey.</li> <li>Parent Volunteer Rate.</li> <li>Parent Attendance at Student Conferences.</li> <li>Parents from all significant subgroups participation in LCAP review committee meetings.</li> <li>Attendance at community events.</li> </ul>	

**Outcome**

Maintain a District Attendance Rate of 94% or higher.

Reduce the District's Chronic Absenteeism Rate from 10.7% to 9.7%.

Maintain a high school dropout rate of less than 5%.

Maintain a middle school dropout rate of 0%.

Maintain a high school graduation rate of 95% or higher.

Maintain a Pupil Suspension rate of 5% or less.

Maintain a Pupil Expulsion rate of 0%.

Improve Healthy Habits and School Climate as determined by the California Healthy Kids Survey by 2%.

Increase the number of parent volunteers for the District from 52 to 60.

Increase parent attendance at Parent/Teacher Conferences from 58% to 60%.

The District will continue to maintain the participation of parents from each subgroup in LCAP Meetings and other related decision making committees. To support this outcome the District will maintain the monthly ELAC meetings at the elementary school and also the inclusion of EL/Sped Ed staff and parents at all District LCAP Committee meetings. Additionally the District Counselor will attend the District LCAP meetings as the Homeless liaison.

Attendance at community events will increase from 3844 to 4000.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
As a key part of communication to stakeholders the District and School Websites will be maintained to provide accurate and current school/student related information.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 LCFF - Computer Lab Tech
An annual fee will be paid to the California School Board Association for their GAMUT services. This provides the District with recommended Board Policys/Administrative Regulations to stay current with changes in State law and Ed. Code, as well as providing an electronic version of the District Policys/ARs available to all stakeholders.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7136 LCFF - Dues & Membership
Advertising/Promotion will be utilized by the District to celebrate and bring attention to the many successes and positive experiences of both students and staff.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$12,363 LCFF - Advertisement

.6 FTE Counselor to provide emotional and behavioral support to all students.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$52,027 LCFF - Guidance & Welfare including Statutory Benefits
.20 FTE of Administration time is used to support and provide guidance to both students and staff concerning students' emotional and behavioral concerns.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$27,641 LCFF - Principal including Statutory Benefits
Food Service will provide an opportunity for all students with healthy food choices for both breakfast and lunch during all school days.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$34,010 Child Nutrition - Food Service Personnel
Home to School Transportation will be available for all students living outside the Ferndale City limits and within the Ferndale USD boundaries.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$121,026 Pupil Transportation - Driver

.20 FTE Administrative time is dedicated to monitoring attendance and maintaining a positive learning environment.	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$13,670 LCFF - Clerical Technician including Statutory Benefits
The District provides Coaching Stipends and Transportation to and from athletic events as part of a comprehensive extra/co curricular program.	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$33,094 Lottery - Coaches & Advisors/Other Cert Salary
The District provides .17 FTE certificated position in support of the FFA program. This time is used to provide guidance to students with their individual projects, instruct the Leadership class and prepare students for competitions.	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$13,429 LCFF Teacher Salaries including Statutory Benefits-Agriculture
.2 FTE Attendance Clerk - The attendance clerk at Ferndale Elementary School monitors student attendance and daily notifies parents when students are absent.	Ferndale Elementary School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,450 LCFF - Secretary including Statutory Benefits

<p>The District provides stipends to Coaches and an Athletic Director at the Elementary School as part of a comprehensive extra/co curricular program.</p>	<p>Ferndale Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$14,848 Lottery - Coaches &amp; Advisors/Other Cert Salary</p>
<p>Additional technology support will provide time for the District Technology Coordinator to implement the K-12 Common Sense Media Curriculum.</p>	<p>District. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$11,170 LCFF - Contracted Services</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b> District Attendance Rates. Chronic Absenteeism Rates. High School Dropout Rates. Middle School Dropout Rates. High School Graduation Rates. Pupil Suspension Rates. Pupil Expulsion Rates. California Healthy Kids Survey. Parent Volunteer Rate. Parent Attendance at Student Conferences.</p>
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Parents from all significant subgroups participation in LCAP review committee meetings.

**Outcome**

Maintain a District Attendance Rate of 94% or higher.

Reduce the District's Chronic Absenteeism Rate from 10.7% to 9.7%.

Maintain a high school dropout rate of less than 5%.

Maintain a middle school dropout rate of 0%.

Maintain a high school graduation rate of 95% or higher.

Maintain a Pupil Suspension rate of 5% or less.

Maintain a Pupil Expulsion rate of 0%.

Improve Healthy Habits and School Climate as determined by the California Healthy Kids Survey by 2%.

Increase the number of parent volunteers for the District from 52 to 60.

Increase parent attendance at Parent/Teacher Conferences from 58% to 60%.

The District will continue to maintain the participation of parents from each subgroup in LCAP Meetings and other related decision making committees. To support this outcome the District will maintain the monthly ELAC meetings at the elementary school and also the inclusion of EL/Sped Ed staff and parents at all District LCAP Committee meetings. Additionally the District Counselor will attend the District LCAP meetings as the Homeless liaison.

Attendance at community events will increase from 3844 to 4000.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
.20 FTE Administrative time is dedicated to monitoring attendance and maintaining a positive learning environment.	Ferndale High School  Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$13,670 LCFF - Clerical Technician including Statutory Benefits
.2 FTE Attendance Clerk - The attendance clerk at Ferndale Elementary School monitors student attendance and daily notifies parents when students are absent.	Ferndale Elementary  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,450 LCFF - Secretary including Statutory Benefits
.20 FTE of Administration time is used to support and provide guidance to both students and staff concerning students' emotional and behavioral concerns.	District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$27,641 LCFF - Principal including Statutory Benefits

Additional technology support will provide time for the District Technology Coordinator to implement the K-12 Common Sense Media Curriculum.	District. Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,170 LCFF - Contracted Services
.6 FTE Counselor to provide emotional and behavioral support to all students.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$52,027 LCFF - Guidance & Welfare including Statutory Benefits
Advertising/Promotion will be utilized by the District to celebrate and bring attention to the many successes and positive experiences of both students and staff.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$12,363 LCFF - Advertisement
Coaches	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$33,094 Lottery - Coaches & Advisors/Other Cert Salary

<p>The District provides stipends to Coaches and an Athletic Director at the Elementary School as part of a comprehensive extra/co curricular program.</p>	<p>Ferndale Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$14,848 Lottery - Coaches &amp; Advisors/Other Cert Salary</p>
<p>An annual fee will be paid to the California School Board Association for their GAMUT services. This provides the District with recommended Board Polycys/Administrative Regulations to stay current with changes in State law and Ed. Code, as well as providing an electronic version of the District Polycys/ARs available to all stakeholders.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7136 LCFF - Dues &amp; Membership</p>
<p>The District provides .17 FTE certificated position in support of the FFA program. This time is used to provide guidance to students with their individual projects, instruct the Leadership class and prepare students for competitions.</p>	<p>Ferndale High School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,429 LCFF Teacher Salaries including Statutory Benefits-Agriculture</p>
<p>Food Service will provide an opportunity for all students with healthy food choices for both breakfast and lunch during all school days.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$34,010 Child Nutrition - Food Service Personnel</p>

<p>Home to School Transportation will be available for all students living outside the Ferndale City limits and within the Ferndale USD boundaries.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$121,026 Pupil Transportation - Driver</p>
<p>As a key part of communication to stakeholders the District and School Websites will be maintained to provide accurate and current school/student related information.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF - Computer Lab Tech</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metric</b></p> <ul style="list-style-type: none"> <li>District Attendance Rates.</li> <li>Chronic Absenteeism Rates.</li> <li>High School Dropout Rates.</li> <li>Middle School Dropout Rates.</li> <li>High School Graduation Rates.</li> <li>Pupil Suspension Rates.</li> <li>Pupil Expulsion Rates.</li> <li>California Healthy Kids Survey.</li> <li>Parent Volunteer Rate.</li> <li>Parent Attendance at Student Conferences.</li> </ul>
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Parents from all significant subgroups participation in LCAP review committee meetings.

**Outcome**

Maintain a District Attendance Rate of 94% or higher.

Reduce the District's Chronic Absenteeism Rate from 10.7% to 9.7%.

Maintain a high school dropout rate of less than 5%.

Maintain a middle school dropout rate of 0%.

Maintain a high school graduation rate of 95% or higher.

Maintain a Pupil Suspension rate of 5% or less.

Maintain a Pupil Expulsion rate of 0%.

Improve Healthy Habits and School Climate as determined by the California Healthy Kids Survey by 2%.

Increase the number of parent volunteers for the District from 52 to 60.

Increase parent attendance at Parent/Teacher Conferences from 58% to 60%.

The District will continue to maintain the participation of parents from each subgroup in LCAP Meetings and other related decision making committees. To support this outcome the District will maintain the monthly ELAC meetings at the elementary school and also the inclusion of EL/Sped Ed staff and parents at all District LCAP Committee meetings. Additionally the District Counselor will attend the District LCAP meetings as the Homeless liaison.

Attendance at community events will increase from 3844 to 4000.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.20 FTE Administrative time is dedicated to monitoring attendance and maintaining a positive learning environment.	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$13,670 LCFF - Clerical Technician including Statutory Benefits
.2 FTE Attendance Clerk - The attendance clerk at Ferndale Elementary School monitors student attendance and daily notifies parents when students are absent.	Ferndale Elementary Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,450 LCFF - Secretary including Statutory Benefits
.20 FTE of Administration time is used to support and provide guidance to both students and staff concerning students' emotional and behavioral concerns.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$27,641 LCFF - Principal including Statutory Benefits
Additional technology support will provide time for the District Technology Coordinator to implement the K-12 Common Sense Media Curriculum.	District. Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,170 LCFF - Contracted Services

.6 FTE Counselor to provide emotional and behavioral support to all students.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$52,027 LCFF - Guidance & Welfare including Statutory Benefits
Advertising/Promotion will be utilized by the District to celebrate and bring attention to the many successes and positive experiences of both students and staff.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$12,363 LCFF - Advertisement
The District provides Coaching Stipends and Transportation to and from athletic events as part of a comprehensive extra/co curricular program.	Ferndale High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$33,094 Lottery - Coaches & Advisors/Other Cert Salary
The District provides stipends to Coaches and an Athletic Director at the Elementary School as part of a comprehensive extra/co curricular program.	Ferndale Elementary Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$14,848 Lottery - Coaches & Advisors/Other Cert Salary

<p>An annual fee will be paid to the California School Board Association for their GAMUT services. This provides the District with recommended Board Policys/Administrative Regulations to stay current with changes in State law and Ed. Code, as well as providing an electronic version of the District Policys/ARs available to all stakeholders.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7136 LCFF - Dues &amp; Membership</p>
<p>The District provides .17 FTE certificated position in support of the FFA program. This time is used to provide guidance to students with their individual projects, instruct the Leadership class and prepare students for competitions.</p>	<p>Ferndale High School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,429 LCFF Teacher Salaries including Statutory Benefits-Agriculture</p>
<p>Food Service will provide an opportunity for all students with healthy food choices for both breakfast and lunch during all school days.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$34,010 Child Nutrition - Food Service Personnel</p>
<p>Home to School Transportation will be available for all students living outside the Ferndale City limits and within the Ferndale USD boundaries.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$121,026 Pupil Transportation - Driver</p>

<p>As a key part of communication to stakeholders the District and School Websites will be maintained to provide accurate and current school/student related information.</p>	<p>District Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$5,000 LCFF - Computer Lab Tech</p>
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## Annual Update

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

### Guiding Questions:

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

<b>Original Goal from prior year LCAP:</b>	<b>Goal #1</b> The District will provide a broad course of study that includes all subject areas applicable to TK-12 Grade students including access to: A-G Courses, AP Classes, Career Tech opportunities and AVID.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	District Wide  Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p><b><u>Metric</u></b></p> <p>Enrollment in AP Courses.</p> <p>Participation in EAP ELA and Math Examinations.</p> <p>Successful Completion of UC/CSU A-G Course requirements.</p> <p>Master schedule.</p> <p><b><u>Outcome</u></b></p> <p>Increase of 5% of students enrolled in AP Courses.</p> <p>Maintain 80% or higher rate of participation on EAP ELA and Math Examinations.</p> <p>Increase of 5% of students successfully completing UC/CSU A-G Courses.</p> <p>Maintain a master schedule of elective opportunities that allow all students, including students with disabilities, to meet high school graduation and college entrance requirements, such as music, art, industrial technology, foreign language.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Expected: Increase of 5% of students enrolled in AP Courses.</p> <p><b><i>Actual: In 2014-15 40% of 11th and 12th graders were enrolled in AP Courses and in 2015-16 24% of the 11th and 12th graders were enrolled in AP Courses.</i></b></p> <p>Maintain 80% or higher rate of participation on EAP ELA and Math Examinations.</p> <p><b><i>Actual: In 2015 95.7% of the 11th grade students participated in EAP ELA and Math Examinations.</i></b></p> <p>Increase of 5% of students successfully completing UC/CSU A-G Courses.</p> <p><b><i>Actual: In 2015 47% of the 12th graders successfully completed UC/CSU A-G Requirements.</i></b></p> <p>Maintain a master schedule of elective opportunities that allow all students, including students with disabilities, to meet high school graduation and college entrance requirements, such as music, art, industrial technology, foreign language.</p> <p><b><i>Actual: The high school maintained a master schedule of elective opportunities that allow all students, including students with disabilities, to meet graduation and college entrance requirements, such as music, art, industrial technology, foreign language.</i></b></p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
4 AP Classes (AP Calculus – AP English – AP US History – AP Environmental Science)		\$45,000 RS 0000	4 AP Classes (AP Calculus – AP English – AP US History – AP Environmental Science)		\$49978 RS0000 (.17 FTE of teachers including stat benefits & H&W)
<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1 Class of AVID - MOU with HCOE		\$11,000 RS 0000/OB 5100	1 Class of AVID - MOU with HCOE - In addition to offering support in developing organizational and study skills, the AVID class also provided opportunities to explore college/career choices and a tour of a CSU campus.		\$17793 RS0000/OB5100 based off of 2014/15 as no MOU with HCOE yet in 15/16
<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
AVID Summer Institute.  AVID Membership Fee.		\$4,893 RS 0000/OB 5207  \$10,000 RS 0000/ OB 5207	AVID Summer Institute - During the Summer of 2015 6 certificated staff and 1 administrator attended the AVID Summer Institute in Sacramento.  AVID Membership Fee.	\$17897 RS0000/OB5207
<b>Scope of service:</b>	District Wide  Grades: All		Scope of service:	District Wide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
.60 FTE Music Teacher		\$26,584 RS 0000/ OB 1100	.60 FTE Music Teacher - The music teacher provided 1 period of a music elective class at the high school and approximately 3 hours daily of music enrichment to the K-8 students at the elementary school.	\$30572 RS0000/OB1100

<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	District Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
.50 FTE PE Teacher		\$37,554 RS 0000/ OB 1100	The .50 FTE PE Teacher provided a standards based Physical Education Program at the elementary school. This program included all K-6 students. The content standards represented the essential skills and knowledge all students need to maintain a physically active, healthy lifestyle.	\$41490 RS0000/OB1100	
<b>Scope of service:</b>	Ferndale Elementary Grades: All		<b>Scope of service:</b>	Ferndale Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<b>What changes in actions, services, and expenditures</b>	<p>Starting with the 2016-17 school year the District will pay for all 10th graders to take the PSAT tests.</p> <p>The District will also expand the number of CTE courses offered at the high school to include Advanced Ag. Mechanics II, Floral Design, Ag. Soil Chemistry and Ag. Business.</p> <p>To support the expansion of CTE course offerings, the District used funds from the California Career Pathways Trust Grant to remodel the Foods Room as a Commercial Kitchen to support the Farm to Table and AG Production classes. This provided students an opportunity to design, prepare and serve high school lunches as well as a salad bar for the elementary school.</p> <p>In 2016-17, the District will use CTE funds to remodel the Welding Shop in support of the AG Mechanics Program. The class will be expended from one period to two and allow additional time for more experienced students to produce more extensive projects.</p> <p>Additionally there will be an increase in Internship opportunities through the Pathways Grant, CTE Grant and the TPP program.</p>
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<b>Original Goal from prior year LCAP:</b>	<b>Goal #2</b>	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:
	The District will provide the basic "core" program for all students including: appropriately credentialed teachers, standards (CCSS) aligned Instructional materials, school facilities in good repair, and learning/teaching support to facilitate Professional Development and access to current technology	
Goal Applies to:	Schools:	District Wide
		Grades: All
	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<b>Metric</b>	Actual Annual Measurable Outcomes:
	Williams Report - Fully Credentialed Teachers.	Expected: Maintain 100% Fully Credentialed Teachers.
	Williams Report - Student Access to Standards-Aligned Int. Mats.	<b>Actual: The District maintained 100% Fully Credentialed Teachers.</b>
	Classroom observations, teacher evaluations and review of grade level and content area lesson plans.	Expected: Maintain 100% Student Access - 0 Complaints.

	<p>Williams Report - School facilities are maintained in Good Repair.</p> <p>CAASPP Results - District Wide.</p> <p><b>Outcome</b></p> <p>Maintain 100% Fully Credentialed Teachers.</p> <p>Maintain 100% Student Access - 0 Complaints.</p> <p>Implement Math and ELA CCSS for all students and ELD for EL.</p> <p>Establish a baseline for student access to new standards aligned curriculum.</p> <p>Improve the FIT Rating to at least "Good" or higher.</p> <p>Establish a baseline for CAASPP Results (District Wide).</p>	<p><b>Actual: The District maintained 100% Student Access - 0 Complaints.</b></p> <p>Expected: Implement Math and ELA CCSS for all students and ELD for EL.</p> <p><b>Actual: Through staff participation in Professional Development opportunities and the use of designated collaboration time during early release on Wednesdays, the District continued to implement Math and ELA CCSS for all students and ELD for EL.</b></p> <p>Expected: Establish a baseline for student access to new standards aligned curriculum.</p> <p><b>Actual: In 2015-16 new Mathematics Curriculum was purchased for K-8 and Algebra at the high school. In 2015-16 the District, with guidance from HCOE, explored the options for a new ENG/LA K-6 Curriculum.</b></p> <p>Expected: Improve the FIT Rating to at least "Good" or higher.</p> <p><b>Actual: The District had a "Fair" FIT rating for the high school and a "Good" FIT rating for the Elementary School</b></p> <p>Expected: Establish a baseline for CAASPP Results (District Wide).</p> <p><b>Actual: In 2014-15, 35% of all students tested either met or exceeded the ELA Standards on the CAASPP test.. In 2014-15, 24% of all students tested either met or exceeded the Math Standards on the CAASPP test.</b></p>
<b>LCAP Year: 2015-16</b>		
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Core Teachers		\$1,824,000 OB 1100/3xxx	Core Teachers - The District provided a credentialed staff of 33.95 FTE to provide K-12 instruction for the 2015-16 school year.	\$1,827,633 OB 1100/3xxx (no H&W)
<b>Scope of service:</b>	District Wide  Grades: All		Scope of service:  District Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Repairs to Facilities		\$75,000 RS 8150/OB 5631	Repairs to Facilities - Repairs were made to the wind damaged gym roof at the elementary school, significant changes were made to the high school foods room to meet the standards of a commercial kitchen, and funds were provided for elevator repairs/maintenance at the elementary school.	\$40683 RS 8150/OB 5631
<b>Scope of service:</b>	District Wide  Grades: All		Scope of service:  District Wide  Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>6 Staff Development Days</p>		<p>\$57,600 OB 1100/MC 0005</p>	<p>6 Staff Development Days - Staff development days for the 2015-16 school year were used focused on AVID teaching strategies, Google Docs, Calendar and Classroom, and Common Core curriculum and instruction. Additional time was also used to provide current information regarding blood borne pathogens, sexual harassment and mandated reporting.</p>	<p>\$49130 OB 1100 (1,514,570/186* 5*1.2067-STAT Ben)</p>
<p><b>Scope of service:</b></p>	<p>District Wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>District Wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Substitute Teachers		\$3,000 RS 0000/OB 1140	Substitute Teachers - Substitute teachers were utilized throughout the school year to provide mentor teachers time to collaborate with the 7 district teachers in the BTSA program, opportunities to observe othe classroom teachers in the County and for all teachers to attend professional development opportunities during the school day.	\$4273 RS0000/OB114 0
<b>Scope of service:</b>	District Wide  Grades: All		Scope of service:  District Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Textbooks		\$84,900 OB 4110	Electronic materials were purchased the high school Algebra and Geometry classes and a K-5 writing program at the elementary school.	\$14,916 OB4110  Only \$15,000 of the budgeted \$85,000 was expended. The remaining amount was deffered to 2016-2017 to purchase State Adpoted Curriculum for K-12 ELA.

<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	District Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Professional Development		\$25,000 OB 5207/5210	Professional Development attended by staff during the 2015-19 school year included: Asilomar and Creative Math workshops AVID Summer Institute Iteach Training for Primary Teachers Positive Behavior Interventions and Supports (PBIS) Trainings Teach Like a Pirate Workshop SHIFT Symposium (Technology workshop) Crisis Prevention Intervention (CPI) Training Coomon Core - Strengthen Your Core Workshop CAASPP Training	\$31272 OB5207/5210 (excluding AVID)	

<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	District Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Technology		\$66,000 OB4445/4453/4341	Technology - With the full implementation of The BIIG grant, bandwidth at both District schools was increased to 100mgs, a managed wireless system was installed throughout the high school, and Suddenlink internet services were purchased to provide public and student internet access. Additionally the District purchased new servers and a classroom set of laptops and a classroom set of chromebooks for the high school.		\$39,861 OB4445/4453/4341 - Without the increase in Bandwidth to the District schools, the District was unable to provide additional technology to support instruction and student learning in the classroom.
<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	District Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
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<b>What changes in actions, servivces, and expenditures</b>	1. For the 2016-17 school year the District will either be purchasing or piloting new ELA curriculum at the elementary school for K- 6 grade classrooms.  2. For 2016-17 the District will be coordinating ongoing Professional Development opportunities in Special Education, ELA, Math and Technology with other Eel River Valley school districts and supported by Humboldt County Office of education.  3. The District will be budgeting additional funds for both short and long term facility repairs and modernization.  4. With the increased bandwidth at both sites additional purchases will be made to increase the availability of technology in the classroom for both learning and instruction.
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<b>Original Goal from prior year LCAP:</b>	<b>Goal #3</b> The District will increase achievement for all students, including the acquisition of English for English learners.	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools: District Wide  Grades: All	
	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<b>Metric</b> CAASPP Results - District Wide.  Academic Performance Index (API) - District Wide.	Actual Annual Measurable Outcomes:  Expected: Establish a baseline for CAASPP Results (District Wide).  <b>Actual: In 2014-15, 35% of all students tested either met or exceeded the ELA Standards on the CAASPP test.. In 2014-15, 24% of all students</b>

	<p>Percentage of Students Successfully Completing UC/CSU A-G Course Requirements.</p> <p>Percentage of Students Successfully Completing a Career Technical Education (CTE) Program.</p> <p>Percentage of EL Students making progress Towards English Proficiency.</p> <p>Percentage of Students who have passed an Advanced Placement (AP) Test with a score of 3 or Higher.</p> <p>Participation in EAP ELA and Math Examinations.</p> <p>Percentage of Students qualifying for California Scholastic Federation (CIF).</p> <p>CAHSEE Completion Rates.</p> <p>Participation Rate for Enrollment in AP Courses.</p> <p><b><u>Outcome</u></b></p> <p>Establish a baseline for CAASPP Results (District Wide).</p> <p>Establish a baseline for District API Score.</p> <p>Increase the percentage of Students Successfully Completing UC/CSU A-G Requirements by 5%.</p> <p>Establish a baseline for the percentage of students successfully completing a CTE Program.</p> <p>Maintain a 90% or higher rate for EL students progressing towards English Proficiency.</p> <p>Increase the percentage of students who have passed an AP Test with a score of 3 or higher by 5%.</p> <p>Maintain 80% or higher rate of participation on EAP ELA and Math Examinations.</p> <p>Maintain a rate of 30% or higher for students</p>	<p><b><i>tested either met or exceeded the Math Standards on the CAASPP test.</i></b></p> <p>Expected: Establish a baseline for District API Score.</p> <p><b><i>Actual: CDE is currently developing new indicators to include in the high school API - District API scores are unavailable at this time</i></b></p> <p>Expected: Increase the percentage of Students Successfully Completing UC/CSU A-G Requirements by 5%.</p> <p><b><i>Actual: In 2014 47% of the 12th graders successfully completed UC/CSU A-G Course Requirements.</i></b></p> <p>Expected: Establish a baseline for the percentage of students successfully completing a CTE Program.</p> <p><b><i>Actual: There is currently no data available for the percentage of students successfully completing a CTE Program.</i></b></p> <p>Expected: Maintain a 90% or higher rate for EL students progressing towards English Proficiency.</p> <p><b><i>Actual: In 2015 29% of the EL students demonstrated progress towards English Proficiency.</i></b></p> <p>Expected: Increase the percentage of students who have passed an AP Test with a score of 3 or higher by 5%.</p> <p><b><i>Actual: In 2014 56% of the students passed an AP Test with a score of 3 or higher and in 2015 46% passed an AP Test with a score of 3 or higher.</i></b></p> <p>Expected: Maintain 80% or higher rate of participation on EAP ELA and Math Examinations.</p> <p><b><i>Actual: In 2015 95.7% of all 11th</i></b></p>
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	<p>qualifying of CSF membership.</p> <p>Maintain a CAHSEE Completion Rate of 85% or Higher.</p> <p>Increase the percentage of students enrolled in AP Courses by 5%.</p>		<p><b>grade students participated in EAP ELA and Math Examinations.</b></p> <p>Expected: Maintain a rate of 30% or higher for students qualifying of CSF membership.</p> <p><b>Actual: In 2014-15 28% of the students qualified for CSF membership and in the 1st Semester of 2015-16 25% of the students qualified for CSF membership.</b></p> <p>Expected: Maintain a CAHSEE Completion Rate of 85% or Higher.</p> <p><b>Actual: The CAHSEE has been suspended.</b></p> <p>Expected: Increase the percentage of students enrolled in AP Courses by 5%.</p> <p><b>Actual: In 2014-15 40% of 11th and 12th graders were enrolled in AP Courses and in 2015-16 24% of the 11th and 12th graders were enrolled in AP Courses.</b></p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Additional 4th-6th Grade level Teacher	\$60,000 RS 0000/OB 1100	Additional 4th-6th Grade level teacher was employed for the 2015-16 school year. This reduced the average class size from 30 to 24.	\$59,817 RS 0000/OB 1100 (Inc. SB & H/W)
<b>Scope of service:</b>	Ferndale Elementary  Grades: All	<b>Scope of service:</b>	Ferndale Elementary  Grades: 4th, 5th, 6th

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Reading Intervention Teacher (.50 FTE)		\$30,000 RS 1400/OB 1100	The Reading Intervention Teacher (.50 FTE) at the elementary school provided additional support to 38 students during the school year.		\$51,853 RS 1400/OB 1100 (Inc SB & H/W - RWL Teacher with full H/W)
<b>Scope of service:</b>	Ferndale Elementary  Grades: All		Scope of service:	Ferndale Elementary  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
After School Intervention		\$16,000 RS 0000/OB 1140	After School Intervention was provided to K-8 students during the school year. the primary emphasis was a credit recovery opportunity for 7th and 8th graders.		\$2426 RS 0000/OB 1140 (+ SB)

<b>Scope of service:</b>	Ferndale Elementary Grades: All		<b>Scope of service:</b>	Ferndale Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
EL Teacher		\$57,000 RS 0001/GL 4760/OB 1100	For the 2015-16 school a certificated EL Teacher was hired to provide support to the EL students at the elementary school. Support had previously been provided by a para-professional.		\$59,817 RS 0001/OB 1100 (inc. SB & H/W)
<b>Scope of service:</b>	Ferndale Elementary Grades: All		<b>Scope of service:</b>	Ferndale Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

2 - .495 FTE Instructional Aides		\$16,201 RS 0001/OB 2100	Two .495 FTE Instructional Aides were hired specifically for EL support. They were used primarily as "push-in" to assist EL students in their regular ed classes.		\$15,290 RS 0001/OB2100 (\$6954*2 + stat ben)
<b>Scope of service:</b>	Ferndale Elementary  Grades: All		<b>Scope of service:</b>	Ferndale Elementary  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Materials and Supplies		\$2,000 RS 0000/OB 4310	Materials and Supplies for FES EL program.		\$2,000 RS 0000/OB 4310
<b>Scope of service:</b>	Ferndale Elementary  Grades: All		<b>Scope of service:</b>	With a new teacher hired to coordinate the EL program at the elementary school, new materials and supplies were purchased to support the program's transition.  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
NWEA Testing		\$13,000 RS 0001/OB 4314	NWEA Testing for ELA and Math were used at the elementary school to provide benchmark assessments in both areas.		\$4388 RS 0001/OB 4314
<b>Scope of service:</b>	District Wide  Grades: All		<b>Scope of service:</b>	District Wide  Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
.2 FTE Counseling Support		\$17,000 RS 0000/OB 1205	.2 FTE Counseling Support provided support to all students for staying on track academically and to explore all post secondary options and opportunities.		\$15,042 RS 0000/OB 1205
<b>Scope of service:</b>	District Wide  Grades: All		<b>Scope of service:</b>	District Wide  Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
Materials and Supplies		\$2,000 RS 0000/OB 4310	Materials and Supplies		\$2,000 RS 0000/OB 4310
<b>Scope of service:</b>	District Wide  Grades: All		Scope of service:	Funds were provided to the Counselor for purchasing supplemental information regarding post secondary opportunities for K-12 students, sending official transcripts for students applying to college, facilitating a field trip to College of the Redwoods for a tour and taking the Math/English placement test and communications mailed home.  Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

1 Period Math Intervention		\$10,000 RS 0001/OB 1100	1 Period of Math Intervention support was offered at the high school. This course gave additional instructional support in Mathematics primarily to students with IEPs, 504 plans or displaying struggles with Algebra.		\$12,456 RS 0001/OB 1100
<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Materials and Supplies		\$2,000 RS 0000/OB 4310	Materials and Supplies		\$2,000 RS 0000/OB 4310
<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 12th		<b>Scope of service:</b>	The Math Intervention teacher at the high school purchased the web-based ALEKS program as additional support and review for the students enrolled in the class.  Grades: 9th, 10th, 11th, 12th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>For the 2016-17 school year the number of CTE courses at the high school will be increased.</p> <p>The District will provide PSAT testing for all high school students.</p> <p>The high school will offer an English course to 11th and 12th graders designed to improve both reading and writing skills and meet the high school graduation requirements.</p> <p>The required 9th grade courses of Computer and Financial Literacy will be redesigned as a Student Success and Technology class.</p> <p>A Financial Management course will be required as a graduation requirement for all Seniors.</p> <p>An Ag Business course will be added to the Master Schedule as a third year math option.</p> <p>The Intervention teacher at the elementary school will be increased from .50 fte to 1.0 fte.</p>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p><b>Goal #4</b></p> <p>The District will improve student engagement by maintaining a positive learning environment, encouraging parent participation and providing a safe school climate.</p>	<p>Related State and/or Local Priorities:  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p>									
<p>Goal Applies to:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td colspan="2">All</td> </tr> <tr> <td>Grades:</td> <td colspan="2">All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td colspan="2">All</td> </tr> </table>		Schools:	All		Grades:	All		Applicable Pupil Subgroups:	All	
Schools:	All										
Grades:	All										
Applicable Pupil Subgroups:	All										
<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metric</b></p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Actual Annual Measurable Outcomes:</td> <td>Expected: Maintain a District Attendance Rate of 94% or higher.</td> </tr> </table>	Actual Annual Measurable Outcomes:	Expected: Maintain a District Attendance Rate of 94% or higher.							
Actual Annual Measurable Outcomes:	Expected: Maintain a District Attendance Rate of 94% or higher.										

	<p>District Attendance Rates.</p> <p>Chronic Absenteeism Rates.</p> <p>High School Dropout Rates.</p> <p>Middle School Dropout Rates.</p> <p>High School Graduation Rates.</p> <p>Pupil Suspension Rates.</p> <p>Pupil Expulsion Rates.</p> <p>California Healthy Kids Survey.</p> <p>Parent Volunteer Rate.</p> <p>Parent Attendance at Student Conferences.</p> <p>Parent participation in LCAP review committee meetings.</p> <p>Parent Attendance at Open House/back to School Nights.</p> <p>Community attendance at school activities.</p> <p><b><u>Outcome</u></b></p> <p>Maintain a District Attendance Rate of 94% or higher.</p> <p>Reduce the District's Chronic Absenteeism Rate by 1%.</p> <p>Maintain a high school dropout rate of less than 5%.</p> <p>Maintain a middle school dropout rate of less than 5%.</p> <p>Maintain a high school graduation rate of 95% or higher.</p> <p>Maintain a Pupil Suspension rate of 5% or less.</p>	<p><b>Actual: In 2014-15 the District had an Attendance Rate of 95.46% and to date in 2015-16 an Attendance Rate of 95.54%.</b></p> <p>Expected: Reduce the District's Chronic Absenteeism Rate by 1%.</p> <p><b>Actual: In 2014-15 the District's Chronic Absenteeism Rate was 10.7% and data for 2015-16 is unavailable at this time.</b></p> <p>Expected: Maintain a high school dropout rate of less than 5%</p> <p><b>Actual: In 2014 and 2015 the district had a high school drop out rate of 0%.</b></p> <p>Expected: Maintain a middle school dropout rate of less than 5%.</p> <p><b>Actual: In 2014 and 2015 the district had a middle school drop out rate of 0%.</b></p> <p>Expected: Maintain a high school graduation rate of 95% or higher.</p> <p><b>Actual: In 2014 the high school had a graduation rate of 97% and in 2015 a graduation rate of 100%.</b></p> <p>Expected: Maintain a Pupil Suspension rate of 5% or less.</p> <p><b>Actual: In 2014 the District had a Pupil Suspension rate of 1.7% and in 2015 a Pupil Suspension rate of 3.0%.</b></p> <p>Expected: Maintain a Pupil Expulsion rate of 0% .</p> <p><b>Actual: In 2014-15 the District had a Pupil Expulsion rate of 0%, data for 2015-16 is not available at this time.</b></p> <p>Expected: Establish a baseline for California Healthy</p>
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<p>Maintain a Pupil Expulsion rate of 0% .</p> <p>Establish a baseline for California Healthy Kids Survey (Healthy Habits and School Climate).</p> <p>Establish a baseline of parent volunteer rate.</p> <p>Increase parent attendance at Parent/Teacher Conf. by 1%.</p> <p>Establish a baseline for parent attendance at Open House/Back to School.</p> <p>Establish baseline for parent involvement including parents of students with disabilities, English learners and other subgroups.</p> <p>School Nights.</p> <p>Establish a baseline for Community attendance at school activities.</p>		<p>Kids Survey (Healthy Habits and School Climate).</p> <p><b>Actual: District Data from the California Healthy Kids Survey (Healthy Habits and School Climate) is not available at this time.</b></p> <p>Expected: Establish a baseline of parent volunteer rate.</p> <p><b>Actual: The School Board approved 52 district volunteers for the 2015-2016 school year</b></p> <p>Expected: Increase parent attendance at Parent/Teacher Conf. by 1%.</p> <p><b>Actual: Established a baseline of 58% for parent attendance at Elementary Fall Parent Conferences, Elementary Spring Parent Conferences and High School Grade Level Conferences.</b></p> <p>Expected: Establish a baseline for parent attendance at Open House/Back to School Nights.</p> <p><b>Actual: The District did not gather data for parent attendance at Open House/Back to School Nights.</b></p> <p>Expected: Establish baseline for parent involvement including parents of students with disabilities, English learners and other subgroups.</p> <p><b>Actual: The District established monthly ELAC meetings at the elementary school and included EL/Sped Ed staff and parents at all District LCAP Committee meetings. Additionally the District Counselor attended the District LCAP meetings as the Homeless liaison.</b></p> <p>Expected: Establish a baseline for Community attendance at school activities.</p> <p><b>Actual: Community attendance at school activities for 2015-2016 was 3844.</b></p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Website Maintenance		\$5,000 RS 0000/OB 2255	The District Website provides current information to staff, students and community. Designated staff at each school site regularly updates the Website and tech support is provided by HCOE.		\$5,000 RS 0000/OB2255 (approx .1 FTE of L. McCulloch)
<b>Scope of service:</b>	District Wide  Grades: All		<b>Scope of service:</b>	District Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
CSBA - GAMUT - Fee		\$1,315 RS 0000/OB 5300	The District uses the CSBA - GAMUT services to regularly receive recommended updates to Board Policies and Administrative Regulations and to maintain and provide District BP/ARs electronically.		\$7136 RS 0000/OB 5300
<b>Scope of service:</b>	District Wide  Grades: All		<b>Scope of service:</b>	District Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Advertising/Promotion		\$5,000 RS 0000/OB 5831	Advertising/Promotion	\$12,363 RS 0000/OB 5831  \$5,000 was budgeted for this expenditure, however \$12,000 was spent to increase the amount of positive exposure of the District; its schools, students, staff and programs, to Humboldt County.
<b>Scope of service:</b>	District Wide  Grades: All		<b>Scope of service:</b>	District Wide  Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Landscaping		\$1,750 RS 0000/OB 4377	Landscaping		\$4214 RS 0000/OB 4377
<b>Scope of service:</b>	District Wide  Grades: All		<b>Scope of service:</b>	District Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
.4 FTE Counselor		\$34,000 RS 0000/OB 1205	.4 FTE Counseling services provide social and emotional support to all students throughout the school year.		\$32,298 RS 0000/OB 1205
<b>Scope of service:</b>	District Wide  Grades: All		<b>Scope of service:</b>	District Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
.20 FTE Admin		\$21,000 RS 0000/OB 1303	.20 FTE Administrative time is dedicated to monitoring attendance and maintaining a positive learning environment.  The Elementary Principal and staff participated in PBIS training this year and have successfully implemented PBIS for the K-8 students.		\$26,812 RS 0000/OB 1303
<b>Scope of service:</b>	District Wide  Grades: All		<b>Scope of service:</b>	District Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Food Service		\$30,000 FU 13/OB 2100	Food Service provides an opportunity for all students with healthy food choices for both breakfast and lunch during all school days.		\$37,904 FU 13/OB 2210 (Chapman/Gonzalez)

<b>Scope of service:</b>	District Wide Grades: All		Scope of service:	District Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Home to School Transportation		\$48,000 RS 0210/OB 2203	Home to School Transportation is available for all students living outside the Ferndale City limits and within the Ferndale USD boundaries.		\$97,770 RS 0210/OB 2203 (additional driver inc. SB & H/W)
<b>Scope of service:</b>	District Wide Grades: All		Scope of service:	District Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Communication (materials/postage/Printing)		\$1,000 RS 0000/OB 4310	Communication (materials/postage/Printing)		\$1,000 RS 0000/OB 4310

<b>Scope of service:</b>	District Wide Grades: All		Scope of service:	District Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
.2 FTE Attendance Clerk		\$11,000 RS 0000/OB 2403	.2 FTE Attendance Clerk - The attendance clerk at Ferndale HS monitors student attendance and daily notifies parents when students are absent.		\$12,009 RS 0000/OB 2403 (inc. SB & H/W)
<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Ferndale High School Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Communication (materials/postage/Printing)		\$1,000 RS 0000/OB 4310	Communication (materials/postage/Printing)		\$1,000 RS 0000/OB 4310
<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Ferndale High School Grades: 9th, 10th, 11th, 12th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Coaches/Athletic Transportation		\$33,047 RS 1100/ OB 1900/2160/3xxx	The District provides Coaching Stipends and Transportation to and from athletic events as part of a comprehensive extra/co curricular program.		\$38,749 RS 1100/ob 1900/2160/3xxx
<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
FFA Support		\$16,500 RS 0000/GL 1298	The District provides .17 FTE certificated position in support of the FFA program. This time is used to provide guidance to students with their individual projects, instruct the Leadership class and prepare students for competitions.		\$13,102 RS 0000/GL 1298 (Noga .17 FTE prep)
<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	Ferndale High School Grades: 9th, 10th, 11th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
.2 FTE Attendance Clerk		\$11,000 RS 0000/OB 2403	.2 FTE Attendance Clerk - The attendance clerk at Ferndale Elementary School monitors student attendance and daily notifies parents when students are absent.	
<b>Scope of service:</b>	Ferndale Elementary Grades: All		<b>Scope of service:</b>	Ferndale Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Communication (materials/postage/Printing)		\$1,000 OB 4310	Communication (materials/postage/Printing)	
<b>Scope of service:</b>	Ferndale Elementary Grades: All		<b>Scope of service:</b>	Ferndale Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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Coaches/AD		\$14,750 RS 1100/OB 1900/2160/3xxx	The District provides stipends to Coaches and an Athletic Director at the Elementary School as part of a comprehensive extra/co curricular program.		\$15,791 RS 1100/OB 1900/2160/3xxx
<b>Scope of service:</b>	Ferndale Elementary  Grades: All		<b>Scope of service:</b>	Ferndale Elementary  Grades: 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>		The District will hire an additional .20 FTE counseling services for the 2016-17 school year.  The District will access SARB services through the Eel River Valley Student Attendance Review Board.  The District will receive additional technology support from the Fortuna High School District. This will provide additional time for the District Technology Coordinator to implement the K-12 Common Sense Media Curriculum.			

**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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	300014
<p><b><u>For 2016-17</u></b></p> <p>Using the FCMAT calculation tool, \$300,014 are the available funds based on the number and concentration of Low Income, Foster Youth and English Learner pupils.</p> <p>\$58,843: Bilingual ELD Teacher in support of EL and Re-designated students, \$13,233: .17 FTE High School Math Intervention Teacher, \$18,674: Instructional Aides, \$ 75,972: 1.0 FTE Elementary School Middle School Teacher, for class size reduction \$70,489: 1.0 FTE Elementary School Intervention Teacher, \$17,342: .2 FTE Counselor, \$27,744: Technology for EL/Low Income Students, \$4,388: NWEA Testing, \$31,003: .34 FTE High School Financial Management Teacher.</p> <p>The Districtwide percent of all unduplicated students in the Ferndale Unified School District is below 55 percent. The Bilingual ELD teacher and two ELD aides provide targeted support to our EL student population. All other actions/services are in place to support struggling students throughout the District. The District's growing Economically Disadvantaged Group and significantly low Foster Youth student population receive these services as part of the identified group of students needing additional support to achieve academic success. Supplemental/Concentration grant funds will be used for individualized supplemental support, in reading and the four core content areas, to meet the district's' goals for unduplicated pupil in the state priority areas.</p>	

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

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

6.59	%
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The funding shown above in 3a for the students designated as unduplicated pupils provides them with increased support and intervention. These supplemental services, selected to support English Learners and Low Income students, will provide them with more than a 6.59% increase in direct contact with teachers and other instructional support staff which will result in a greater opportunity to access all levels of course offerings and experience a higher level of success on both benchmark and summative assessments.

### 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).