

Introduction:

There are no Needs or Metrics for A-G, CTE, AP Exams, EAP, High School dropout, or graduation because we are a K-8 single-school district. Currently of the district's 184 students, two are English Language Learners and the district has no Foster Youth enrolled.

LEA: Hydesville Elementary

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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

Board of Trustees meetings

8-13-15 Approved Revised LCAP

9-10-15 Approved LCAP Update

10-15-15 Reviewed District Mission and Vision Statements alignment with LCAP

12-9-15 District Mission and Vision Statements/LCAP Review

1-14-16 Review Review District LCAP Goals

2-11-16 Review District Mission and Vision Statements/LCAP Discussion and Update

4-21-16 LCAP Review and Update

5-12-16 LCAP Review

Parent/Guardian/Community

9-24-16 Back to School Night

4-12-16 Hydesville Parent Group

4-28-16 Spring Open House

School Site Council/Staff/Students

3-2-16 Certificated Staff Input

4-8-16 4th through 8th Grade Students

5-2-16 School Site Council (SSC serves as Parent Advisory Committee)

The district used stakeholder input via multiple surveys taken throughout the school year from parents/guardians, certificated bargaining unit and classified staff meetings (no classified bargaining unit) the Hydesville Parent Group, School Site Council, and students to determine the appropriateness of the four District goals and the effectiveness of District strategies to achieve those goals. The Board reviewed the goals regularly and considered their relationship to District Mission and Vision Statements. As the process unfolded, plans were developed to support the District goals for 2016-17.

Parent/Guardians surveys continue to show overall strong support for school climate; 98% feel their child's school seeks parent input and encourages parent participation. 90% indicate their child feels safe and connected to his/her school. and, 98% feel their child has access to a broad course of study including basic and enrichment offerings. Thirty-eight percent of certificated staff felt counseling and curricular specialists were a budget priority and 100% of certificated staff felt small class size should continue to be a district priority. Ninety-one percent of certificated staff requested a P.E. specialist teacher be added to the program. Forty-nine percent of the classified staff felt technology should receive budget priority and 33% wanted to see increased employee salaries (the classified staff received an 8% salary increase for the 2015-16 school year). Sixty-six percent of classified employees felt after-school academic support for students and the Spanish language program should be increased. Student surveys overwhelmingly demonstrated strong support for school climate: 70% looked forward to coming to school each day, 89% felt safe while at school, 88% thought their school was clean, safe, and in good condition, 97% stated their school provides a good education for students, and 90% said that adults at school are there to help students. Fort-seven percent of students felt that mathematics is the most important subject to learn for high school and college. And, 46% felt they needed help in math. Fifty-three percent of students wanted to see more sports offered at school.

<p>Annual Update: See same dates as above.</p>	<p>Annual Update: See same as above.</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?

GOAL:	1 - Increase Student Success in CCSS aligned Mathematics, ELA and Science for all students and sub groups	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local: N/A
Identified Need:	California Assessment 2015 Test Scores; 32% met or exceeded the standard, 34% nearly met the standard, and 33% did not meet the standard. Student Surveys Results – 46% of 4th-8th graders want help in math (up from 38% in 2014-15) and 47% (46% in 2014-15) consider math to be the most important subject for future success. 2007 study by Greg Duncan shows that early success in math is a key component for success in both math and ELA and later success in the labor market.	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. State API growth target 2. CAASPP mathematics scores 3. Teacher Credential status 4. Instruction Materials Inventory 5. CCSS Professional Development 6. District ELL students will make appropriate progress on CELDT tests. 7. School FITNESS test
	<p><u>Outcome</u></p> <p>For all students and sub groups:</p> <ol style="list-style-type: none"> 1. API is no longer provided by the state 2. Proficiency rates in Mathematics on State Assessments will increase by 1% from 32% met or exceeded the standard to 33%. Proficiency rates for English Language Arts will increase 1% over 2015 results. 3. Maintain 100% HQT 4. Maintain classroom aide and resource/Title I aide support for all students. 5. Maintain 100% access to instructional materials for every student, adopting CCSS materials as approved by the state board of education 6. 100% of the teaching staff will participate in CCSS Professional Development focused on new ELA instructional materials 6. ELL students with the district for three or more years will be reclassified at a rate at or above the state average. No prior reclassification for the district has been established due to the small numbers and short time in the district. ELL students in lower grades will at least maintain current test status in first two years in ELD program, those in upper grades with 3 or more years of ELD support will increase 5% over the prior year CELDT test scores. 7. 2% more 5th and 7th grade students will score at or above the state minimum for physical fitness (2015-16 test results no currently available). 100% of current ELL students will be reclassified FEP after 5 years in the ELD Program

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To increase academic achievement, staff appropriate professional development based on CCSS must be ongoing.	School/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	Professional Development costs; \$6,300 (LCFF) RS 6264 OBJ 5210, RS 6500 OBJ 5210
Purchase and implement new CCSS ELA curriculum	School/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	Cost of ELA materials; \$10,000 (LCFF) RS 0000 OBJ 4310, RS 1100 OBJ 4310, RSS 6300 OBJ 4110
Provide high quality CCSS aligned instruction	School/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	Teacher salaries; \$703,366 (LCFF/EPA) Classroom aide and resource/Title I aide salaries: \$13,761

<p>Provide staff with English Learner based professional development.</p>	<p>School/District 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 checked="" 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>Professional Development Costs; \$1,000 RS 6264 OBJ 5210</p>
<p>ELL Coordinator</p>	<p>School/District 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 checked="" 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>ELL Coordinator Costs; \$3,473 (LCFF) RS 0000 OBJ 1205</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. State API growth target 2. CAASPP mathematics scores 3. Teacher Credential status 4. Instruction Materials Inventory 5. CCSS Professional Development 6. District ELL students will make appropriate progress on CELDT tests. 7. School FITNESS test <p><u>Outcome</u></p> <p>For all students and sub groups:</p> <ol style="list-style-type: none"> 1. API is no longer provided by the state 2. Proficiency rates in Mathematics on State Assessments will increase by 1% from 32% met or exceeded the standard to 33%. Proficiency rates for English Language Arts will increase 1% over 2015 results. 3. Maintain 100% HQT 4. Maintain classroom aide and resource/Title I aide support for all students. 5. Maintain 100% access to instructional materials for every student, adopting CCSS materials as approved by the state board of education 6. 100% of the teaching staff will participate in CCSS Professional Development focused on new ELA instructional materials 6. ELL students in lower grades will at least maintain current test status in first two years in ELD program, those in upper grades with 3 or more years of ELD support will increase 5% over the prior year CELDT test scores. 7. 2% more 5th and 7th grade students will score at or above the state minimum for physical fitness (2015-16 test results no currently available). 100% of current ELL students will be reclassified FEP after 5 years in the ELD Program 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

To increase academic achievement, staff appropriate professional development based on CCSS must be ongoing.	School/District 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	Professional Development costs; \$3,000 (LCFF) RS 0000 RS 6264 OBJ 5210
Purchase and implement new CCSS science curriculum	School/District 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	Cost of Science materials; \$10,000 (Lottery)
Provide high quality CCSS aligned instruction	School/District 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	Teacher salaries; \$703,366 (LCFF/EPA) Classroom aide and resource/Title I aide salaries: \$13,761

<p>Provide staff with English Learner based professional development.</p>	<p>School/District 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 checked="" 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>Professional Development Costs; \$500 (LCFF) RS 0000 RS 6264 OBJ 5210</p>
<p>ELL Coordinator</p>	<p>School/District 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 checked="" 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>ELL Coordinator Costs; \$3,473 (LCFF) RS 0000 OBJ 1205</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. State API growth target 2. CAASPP mathematics scores 3. Teacher Credential status 4. Instruction Materials Inventory 5. CCSS Professional Development 6. District ELL students will make appropriate progress on CELDT tests. 7. School FITNESS test <p><u>Outcome</u></p> <p>For all students and sub groups:</p> <ol style="list-style-type: none"> 1. API is no longer provided by the state 2. Proficiency rates in Mathematics on State Assessments will increase by 1% from 32% met or exceeded the standard to 33%. Proficiency rates for English Language Arts will increase 1% over 2015 results. 3. Maintain 100% HQT 4. Maintain classroom aide and resource/Title I aide support for all students. 5. Maintain 100% access to instructional materials for every student, adopting CCSS materials as approved by the state board of education 6. 100% of the teaching staff will participate in CCSS Professional Development focused on new ELA instructional materials 6. ELL students in lower grades will at least maintain current test status in first two years in ELD program, those in upper grades with 3 or more years of ELD support will increase 5% over the prior year CELDT test scores. 7. 2% more 5th and 7th grade students will score at or above the state minimum for physical fitness (2015-16 test results no currently available). 100% of current ELL students will be reclassified FEP after 5 years in the ELD Program 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

To increase academic achievement, staff appropriate professional development based on CCSS instructional strategies must be ongoing.	School/District 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	Professional Development costs; \$3,000 (LCFF)
Purchase and implement additional CCSS IM as needed	School/District 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	Cost of materials; \$10,000 (Lottery)
Provide high quality CCSS aligned instruction	School/District 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	Teacher salaries; \$703,366 (LCFF/EPA)
ELL Coordinator to identify ELL, communicates with families, administers CELDT and is a liaison to staff	School/District 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 checked="" 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	ELL Coordinator Costs; \$3,473 (LCFF)

<p>Provide staff with English Learner based professional development.</p>	<p>School/District 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 checked="" 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>Professional Development Costs; \$500 (LCFF)</p>
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GOAL:	2 - Create a safe and welcoming learning environment where students attend and are connected to their school	Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	Based on parent survey results, 100% of parents believe their child feels safe and connected to their school. Based on student survey results, 30% of students of 4th through 8th grade students do not look forward to coming to school each day, 11% do not feel safe at school, and 12% do not feel their school is clean, safe, and in good condition. Current suspension rate is approximately 5% and there no expulsions in 2015-16. Chronic absenteeism rate is 2% (2 students).	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> 1. Students will feel safer at school and more comfortable in their environment. 2. Staff and students will feel the facilities and campus are clean and in good condition. 3. Survey regarding student school climate (Grades 4-8). 4. School attendance records 5. Student Suspensions and Expulsions <p>Outcome</p> <ol style="list-style-type: none"> 1. Based on student survey results, 90% of students will feel safe at school as opposed to 89% in 2015-16; 90% will feel their school is clean, safe, and in good condition as opposed to 88% in 2015-16. and 80% of students will look forward to coming to school each day as opposed to 70% in 2015-16. 2. Based on parent survey results, maintain 100% parent response indicating they agree that their child feels safe and connected to school. 3. Maintain facilities in exemplary repair as measured by the Facilities Inspection Tool (F.I.T.) 4. Maintain 95% ADA, less than 5% chronic absenteeism and 0% dropout rate. 5. Reduce current suspension rate to 3% and maintain no expulsions in 2016-17. 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>1. Maintain Counselor FTE to provide support for school climate.</p>	<p>School/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>1. \$21,703 (LCFF) RS 0000 OBJ 1205</p>

<p>2. Continue 2nd Step, No Bully, and Sex Education positive school programs to improve student morale.</p>	<p>School/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>2. \$500 (LCFF) RS 6264 OBJ 5210</p>
<p>3. Complete the new three-classroom wing.</p>	<p>School/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>3. \$100,000 RS 0000 OBJ 6250; \$22,392 RS 0230 OBJ 6250</p>
<p>4. Upgrade current school facilities; repair and replace drinking fountain facilities; interior painting projects during the summer.</p>	<p>School/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>4. \$4,500 (Deferred Maintaince) OBJ 7999; \$1,000 RS 0000</p>
<p>5. Continually assess custodial effectiveness and increase custodial time as needed to improve overall school cleanliness.</p>	<p>School/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>5. \$8,273 (LCFF/Ongoing & Major Maintenance) RS 0000 OBJ 2214</p>

<p>6. Maintaining small class size grades K through 8 by sustaining certificated FTE 2.0 above legal limit to provide more direct teacher contact for identified subgroups.</p>	<p>School/District 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 checked="" 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>6. \$61,419 (LCFF) RS 1400 OBJ 1100</p>
<p>Continue General Fund contribution to Cafeteria Fund to support Free/Reduced Lunch and Low Income Students.</p>	<p>Schoolwide 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 checked="" 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>\$41,434 RS 0000, OBJ 7616</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Students will feel safer at school and more comfortable in their environment. 2. Staff and students will feel the facilities and campus are clean and in good condition. 3. Survey regarding student school climate (Grades 4-8). 4. School attendance records 5. Student Suspensions and Expulsions <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Based on student survey results, 90% of students will feel safe at school as opposed to 89% in 2015-16; 90% will feel their school is clean, safe, and in good condition as opposed to 88% in 2015-16. and 80% of students will look forward to coming to school each day as opposed to 70% in 2015-16. 2. Based on parent survey results, maintain 100% parent response indicating they agree that their child feels safe and connected to school. 3. Maintain facilities in exemplary repair as measured by the Facilities Inspection Tool (F.I.T.) 4. Maintain 95% ADA, less than 5% chronic absenteeism and 0% dropout rate. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
1. Maintain Counselor FTE to provide support for school climate.	School/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	1. \$21,702 (LCFF)

<p>2. Continue 2nd Step and No Bully positive school programs to improve student morale.</p>	<p>School/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>2. \$500 (LCFF) RS 6264 OBJ 5210</p>
<p>3. Upgrade current school facilities; repair and replace drinking fountain facilities; interior painting projects during the summer.</p>	<p>School/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>3. \$4,500 RS 0230</p>
<p>4. Continually assess custodial effectiveness and increase custodial time as needed to improve overall school cleanliness.</p>	<p>School/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>4. \$8,273 (LCFF/Ongoing & Major Maintenance) RS 0000 OBJ 2214</p>
<p>5. Maintain small class size by maintaining certificated FTE.</p>	<p>School/District Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>5. \$61,419 (LCFF) RS 1400 OBJ 1100</p>

<p>Continue support of cafeteria program to provide nutritious meals for students eligible for free and reduced lunches</p>	<p>Schoolwide 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 checked="" 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>\$41,434 RS 0000, OBJ 7616</p>
<p>3. Complete the new three-classroom wing.</p>	<p>School/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>3. \$22,240 (LCFF/Ongoing & Major Maintenance)</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Students will feel safer at school and more comfortable in their environment. 2. Staff and students will feel the facilities and campus are clean and in good condition. 3. Survey regarding student school climate (Grades 4-8). 4. School attendance records 5. Student Suspensions and Expulsions <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. 90% of students will feel safe at school, 90% feel their school is clean, safe, and in good condition. 2. Maintain facilities in exemplary repair as measured by the Facilities Inspection Tool (F.I.T.) 3. 80% of students will look forward to coming to school each day as measured by school climate survey. 4. Maintain 95% ADA, less than 20% chronic absenteeism and 0% dropout rate. 5. Reduce suspension rate by 1% and reduce expulsions to 0. 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Continue support of cafeteria program to provide nutritious meals for students eligible for free and reduced lunches</p>	<p>Schoolwide 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 checked="" 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>\$41,434 RS 0000, OBJ 7616</p>

<p>4. Continually assess custodial effectiveness and increase custodial time as needed to improve overall school cleanliness.</p>	<p>School/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>4. \$8,273 (LCFF/Ongoing & Major Maintenance) RS 0000 OBJ 2214</p>
<p>2. Continue 2nd Step and No Bully positive school programs to improve student morale.</p>	<p>School/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>2. \$500 (LCFF)</p>
<p>1. Maintain Counselor FTE to provide support for school climate.</p>	<p>School/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>\$21,702 (LCFF)</p>
<p>5. Maintain small class size by maintaining certificated FTE.</p>	<p>School/District Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>5. \$61,419 (LCFF) RS 1400 OBJ 1100</p>

<p>3. Upgrade current school facilities; repair and replace drinking fountain facilities; interior painting projects during the summer.</p>	<p>School/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>3. \$4,500 RS 0230</p>
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GOAL:	Engage parents/guardians and community members to support student success in school.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local: N/A
Identified Need:	130 adults attended Back to School Night in September and 119 attended Spring Open House in April. Of those attending Spring Open House, parents/guardians of 41% of the District's Free and Reduced Lunch students were in attendance. The District will continue to refine a parent participation monitoring system to provide more in-depth data reflecting parent participation. An increase of one ELL students necessitate the need for engaging Spanish speaking parents in the school culture. School Site Council participation continues to be limited and indicates a continuing need for robust recruiting of parent participants. Parents of students with disabilities participate equal to or more than the school average.	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> 1. School Site Council Membership 2. An accurate log of parent volunteers will be maintained and data will be disaggregated to identify Low Income participation. 3. An accurate log of parents participating in school events and parent/teacher conferences will be maintained and data will be disaggregated to identify Low Income participation. 4. Parent participation at IEPs and parent/teacher conferences <p>Outcome</p> <ol style="list-style-type: none"> 1. School Site Council participation continues to be limited and indicates a continuing need for robust recruiting of parent participants. The District will monitor developing modifications of SSC requirements by the State Department of Education. 2. Twenty-three parents volunteer in k through 3rd grades and 10 parents volunteer in 4th through 8th grades. The District will maintain at least 23 parent volunteers in k through 3rd grades and increase parent volunteers from 10 to 14 in grades 4th through 8th grades in 2016-17. 3. 130 adults attended Back to School Night in September and 119 attended Spring Open House in April. Of those attending Spring Open House, parents/guardians of 41% of the District's Free and Reduced Lunch students were in attendance. The District will strive to increase participation at Back to School Night by 10 parents and Spring Open House by 10 parents and 50% of parents representing District Free and Reduced students while continuing to refine a parent participation monitoring system to provide more in-depth data. 4. Maintain 100% parent participation at IEPs and 95% attendance at parent/teacher conferences. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Administration and support staff are required to implement new parent involvement standards and increase parent participation in the educational process.</p> <p>Continue to refine procedures to monitor parent/guardian participation at school function and meetings.</p>	<p>School/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>Administration and support staff costs; \$2,000 (LCFF)</p>

<p>To increase ELL parental involvement the ELL Coordinator will provide outreach services and regular information to Spanish speaking parents/guardians. The District will employ an Spanish language translator to enhance communication with Spanish speaking parents/guardians.</p>	<p>School/District 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 checked="" 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>ELL Coordinator's FTE; \$3,473 (LCFF)</p>
<p>Monitor Low Income and ELL parent/guardian participation at school functions and meetings.</p>	<p>School/District 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 checked="" 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>Support Staff \$572 RS 0000 OBJ 2309</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. School Site Council Membership 2. An accurate log of parent volunteers will be maintained and data will be disaggregated to identify Low Income participation. 3. An accurate log of parents participating in school events and parent/teacher conferences will be maintained and data will be disaggregated to identify Low Income participation. 4. Parent participation at IEPs and parent/teacher conferences <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Composition of SSC will meet State requirements. 2. A baseline number of parent volunteers will be established. 3. A baseline number of parents/guardians attending school will be established, including a baseline of Low Income parents/guardians. 95% of parents will attend Parent/Teacher conferences. 4. Maintain 100% parent participation at IEPs and parent/teacher conferences. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Administration and support staff are required to implement new parent involvement standards and increase parent participation in the educational process.</p> <p>Procedures will be developed to monitor parent/guardian participation at school function and meetings.</p>	<p>School/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>Administration and support staff costs; \$2,000 (LCFF)</p>

<p>To increase ELL parental involvement the ELL Coordinator will provide outreach services and regular information to Spanish speaking parents/guardians.</p>	<p>School/District 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 checked="" 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>ELL Coordinator's FTE; \$3,473 (LCFF)</p>
<p>Monitor Low Income and ELL parent/guardian participation at school functions and meetings.</p>	<p>School/District 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 checked="" 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>Support Staff; \$572 RS 0000 OBJ 2309</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. School Site Council Membership 2. An accurate log of parent volunteers will be maintained and data will be disaggregated to identify Low Income participation. 3. An accurate log of parents participating in school events and parent/teacher conferences will be maintained and data will be disaggregated to identify Low Income participation. 4. Parent participation at IEPs and parent/teacher conferences <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Composition of SSC will meet State requirements. 2. A baseline number of parent volunteers will be established Waiting for teacher input 3. A baseline number of parents/guardians attending school will be established, including a baseline of Low Income parents/guardians. 95+% of parents will attend Parent/Teacher conferences. 4. Maintain 95+% parent participation at IEPs and parent/teacher conferences. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Administration and support staff are required to implement new parent involvement standards and increase parent participation in the educational process.</p> <p>Procedures will be developed to monitor parent/guardian participation at school function and meetings.</p>	<p>School/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>Administration and support staff costs; \$2,000 (LCFF)</p>

<p>To increase ELL parental involvement the ELL Coordinator will provide outreach services and regular information to Spanish speaking parents/guardians.</p>	<p>School/District 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 checked="" 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>ELL Coordinator's FTE; \$3,473 (LCFF)</p>
<p>Monitor Low Income and ELL parent/guardian participation at school functions and meetings.</p>	<p>School/District 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 checked="" 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>Support Staff; \$572 RS 0000 OBJ 2309</p>

GOAL:	4 – All students will have access to a broad curriculum including an expansion of Foreign Language and Visual and Performing Arts Programs	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 _8 Local: N/A
Identified Need:	Consistent with Districts Strategic Planning Goals. LCAP Survey areas identified by parents/guardians, students, and teachers indicated that Spanish Foreign Language and Visual and Performing Arts are areas needing to be expanded and/or improved. Currently one class, 5th grade, receives Spanish Language instruction via an HSU graduate Spanish Language tutor. 4th grade and 8th grade are receiving instruction from highly qualified Spanish Language tutor/volunteers. A robust partnership with the HSU World Language Department needs to be revived in order to provide more general instruction throughout the grades. Classroom observations indicate a need for revising current Spanish Language instruction provided by a district partnership with Humboldt State University (HSU) to include grade progressions, structure and assessment.	
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Course access for students. 2. Spanish Language instruction via HSU tutors. 3. The district employs one delivery method of Spanish Language instruction. 4. The District will designate a Visual and Performing Arts Coordinator. 5. The District will maintain Resource Teacher, Resource Teacher Classroom Aide FTE. <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. All students will have access to a broad array of courses, including ELA, Mathematics, Science, Social Studies and PE. 2. At least one class will receive Spanish Language instruction from HSU tutors. 3. A baseline measure of assessment will be established for students engaged in Rosetta Stone Spanish Language instruction. 4. Visual and Performing Arts will be infused into the core curriculum. An assessment will be employed to establish baseline knowledge of the Arts related to core curriculum. 5. Maintain pull out programs for Resource and academically challenged students. 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Establish the number of HSU Spanish Language tutors working with district students from at least 1 to 4 tutors.</p>	<p>School/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>Administrative travel and meeting time with HSU staff; \$1,000 (LCFF)</p>

<p>Continue to implement assessments to measure language achievement.</p> <p>Continue to develop a formal communication schedule with HSU department leaders.</p>	<p>School/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>Travel costs and stipends for tutors; \$7,639</p> <p>RS 9016 OB 4310</p>
<p>Incorporate Rosetta Stone online instruction into the curriculum.</p>	<p>School/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>Cost of Rosetta Stone license; \$327 (LCFF); OBJ 4341</p>
<p>More frequent communication between HSU and the district</p> <p>Offer district students alternative Spanish Language instruction</p> <p>Formalize Visual and Performing Arts inclusion in the core curriculum.</p> <p>Support resource, Title I, and academically challenged students access to a broad curriculum.</p>	<p>School/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>Other Program Costs; \$4,408 RS 3310 OBJ 1104; RS 3010 OBJ 2100</p>

<p>Maintain ELL Coordinator FTE</p>	<p>School/District 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>\$3,473 (LCFF); RS 0000 OBJ 1205</p>
<p>Professional Development in the area of Visual and Performing Arts</p>	<p>School/District 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>\$500 RS 6264 OBJ 5210</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Course access for students. 2. Spanish Language instruction via HSU tutors. 3. The district employs one delivery method of Spanish Language instruction. 4. The District will designate a Visual and Performing Arts Coordinator. 5. Resource Teacher, Resource Teacher Classroom Aide <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. All students will have access to a broad array of courses, including ELA, Mathematics, Science, Social Studies and PE. 2. An additional class will receive Spanish Language instruction from HSU tutors. 3. A baseline measure of assessment will be established for students engaged in Rosetta Stone Spanish Language instruction. 4. Visual and Performing Arts will be infused into the core curriculum. An assessment will be employed to establish baseline knowledge of the Arts related to core curriculum. 5. Maintain pull out programs for Resource students during school and after school. 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Increase the number of HSU Spanish Language tutors working with district students from 2 to 4.</p>	<p>School 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>Administrative travel and meeting time with HSU staff; \$1,000 (LCFF)</p>

<p>Implement assessments to measure language achievement.</p> <p>Develop a formal communication schedule with HSU department leaders.</p>	<p>School-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>Travel costs and stipends for tutors; \$7,639 (Grant Funds) OB 4310</p>
<p>More frequent communication between HSU and the district</p> <p>Offer district students alternative Spanish Language instruction</p> <p>Formalize Visual and Performing Arts inclusion in the core curriculum.</p> <p>Support resource, Title I, and academically challenged students access to a broad curriculum.</p>	<p>School/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>Other Program Costs; \$4,408 (LCFF); RS 3310 OBJ 1104; RS 3010 OBJ 2100</p>
<p>Maintain ELL Coordinator FTE</p>	<p>School/District</p> <p>Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,473 (LCFF); RS 0000 OBJ 1205</p>

<p>Professional Development in the area of Visual and Performing Arts</p>	<p>School/District 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>\$500 (LCFF/Lottery); RS 6264 OBJ 5210</p>
<p>Incorporate Rosetta Stone online instruction into the curriculum.</p>	<p>School/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>Cost of Rosetta Stone license; \$327 (LCFF); OBJ 4341</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Course access for students. 2. Spanish Language instruction via HSU tutors or other highly qualified Spanish Language tutors/instructors. 3. The district employs one delivery method of Spanish Language instruction. 4. The District will designate a Visual and Performing Arts Coordinator. 5. Resource Teacher, Resource Teacher Classroom Aide <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. All students will have access to a broad array of courses, including ELA, Mathematics, Science, Social Studies and PE. In addition the District will continue to employ a credentialed music teacher, engage assistants and volunteers to support the music program, and continue the association with a retired music teacher to teach violin classes. 2. An additional class will receive Spanish Language instruction from HSU tutors. 3. Although Rosetta Stone online instruction was purchased by the District, inability to engage sufficient HSU tutors prevented the program from being implimented. 4. Visual and Performing Arts will be have not yet been adequately infused into the core curriculum. 5. Maintain pull out programs for Resource students during school and after school. 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Implement assessments to measure language achievement.</p> <p>Develop a formal communication schedule with HSU department leaders.</p>	<p>School-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</p> <p><input type="checkbox"/> Other</p>	<p>Travel costs and stipends for tutors; \$7,639 (Grant Funds) OB 4310</p>

<p>Increase the number of HSU Spanish Language tutors working with district students from 2 to 4.</p>	<p>School 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>Administrative travel and meeting time with HSU staff; \$1,000 (LCFF)</p>
<p>More frequent communication between HSU and the district</p> <p>Offer district students alternative Spanish Language instruction</p> <p>Formalize Visual and Performing Arts inclusion in the core curriculum.</p> <p>Support resource, Title I, and academically challenged students access to a broad curriculum.</p>	<p>School/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>Other Program Costs; \$4,408 (LCFF); RS 3310 OBJ 1104; RS 3010 OBJ 2100</p>
<p>Maintain ELL Coordinator FTE</p>	<p>School/District 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>\$3,473 (LCFF); RS 0000 OBJ 1205</p>

Professional Development in the area of Visual and Performing Arts	School/District 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	\$500 (LCFF)
Incorporate Rosetta Stone online instruction into the curriculum.	School/District 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	Cost of Rosetta Stone license; \$327 (LCFF); OBJ 4341

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?

Original Goal from prior year LCAP:	1 - Increase Student Success in Mathematics for all students and sub groups		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric 1. State API growth target 2. CAASPP mathematics scores	Actual Annual Measurable Outcomes:	California Assessment 2015 Test Scores; 32% met or exceeded the standard, 34% nearly met the standard, and 33% did not meet the standard. Student Surveys Results – 46% of 4th-8th graders want help in math (up from 38% in 2014-15) and 47% (46% in 2014-15) consider math to be the

	<p>3. Teacher Credential status</p> <p>4. Instruction Materials Inventory</p> <p>5. CCSS Professional Development</p> <p>6. District ELL students will make appropriate progress on CELDT tests.</p> <p>7. School FITNESS test</p> <p><u>Outcome</u></p> <p>For all students and sub groups:</p> <p>1. The district will meet the API growth target established by the state.</p> <p>2. Proficiency rates in Mathematics on State Assessments will increase by 1%</p> <p>3. Maintain 100% HQT</p> <p>4. Maintain 100% access to instructional materials for every student, adopting CCSS materials as approved by the state board of education</p> <p>5. 60% of the teaching staff will participate in CCSS Professional Development</p> <p>6. Both ELL students will progress one level on baseline CELDT test scores.</p> <p>7. Have not yet received 2014-15 Fitness Results. 2% more 5th and 7th grade students will score at or above the state minimum for physical fitness.</p>		<p>most important subject for future success. 2007 study by Greg Duncan shows that early success in math is a key component for success in both math and ELA and later success in the labor market.</p>
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Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
To increase academic achievement, staff appropriate professional development based on CCSS must be ongoing.		Professional Development costs; \$4,000 (LCFF/Lottery)	To increase academic achievement, staff appropriate professional development based on CCSS was ongoing.		\$5,235
Scope of service:	School/District Grades: All		Scope of service:	SCHOOL/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			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		
Purchase and implement new CCSS math curriculum		Cost of math materials; \$10,000 (LCFF/Lottery)	Go <i>Math</i> State adopted math curriculum was adopted and implimented by the District.		\$8,830
Scope of service:	School/District Grades: All		Scope of service:	School/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			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		
Provide high quality CCSS aligned instruction		Teacher salaries; \$417,974 (LCFF/EPA)	High quality CCSS aligned instruction in math was employed throughout the grades, K to 8.		\$417,974 (LCFF/EPA)
Scope of service:	School/District Grades: All		Scope of service:	School/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			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		
Provide staff with English Learner based professional development.		Professional Development Costs; \$1,000 (LCFF/Lottery)	The ELL Coordinator participated in English Learner based professional development.		\$75
Scope of service:	School/District Grades: All		Scope of service:	School/District Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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		
Increase ELL Coordinator FTE		Coordinator Costs; \$3,056 (LCFF)	Increase the ELL Coordinator FTE by 33% to support District ELL students.		\$3,056
Scope of service:	School/District Grades: All		Scope of service:	School/District Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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		
What changes in actions, servcices, and expenditures	To increase academic achievement, District staff will participate in appropriate professional development based on CCSS and State adopted curriculum, ongoing. The District will purchase CCSS aligned and State adopted curriculum primarily in the area of science. The District currently has three ELL students. The staff in grades corresponding to these students will participant in relevant professional development to support the students' aquisiton of the English language. the District will maintain the 33% increase in ELL Coordinator FTE.				

Original Goal from prior year LCAP:	2 - Create a safe and welcoming learning environment where students attend and are connected to their school		Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Students will feel safer at school and more comfortable in their environment. 2. Staff and students will feel the facilities and campus are clean and in good condition. 3. Survey regarding student school climate (Grades 4-8). 4. School attendance records 5. Student Suspensions and Expulsions <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. 90% of students will feel safe at school, 90% feel their school is clean, safe, and in good condition. 2. Maintain facilities in exemplary repair as measured by the Facilities Inspection Tool (F.I.T.) 3. 85% of students will look forward to coming to school each day as measured by school climate survey. 4. Maintain 95% ADA, less than 20% chronic absenteeism and 0% dropout rate. 5. Reduce suspension rate by 1% and reduce expulsions to 0. 	<p>Actual Annual Measurable Outcomes:</p>	<p>20% more students were served by school counselor. Suspension and expulsion rates declined and a se education program was developed and administered by the school counselor.</p> <p>Second Step and No Bully programs were maintained at the previous year level.</p> <p>Suspension rate was approximately 5% and there were no expulsions in 2015-16. Chronic absenteeism rate was 2% (2 students).</p> <p>New building facility was completed. Parking lot upgrades remain to be done.</p> <p>A hydration station and a new drinking fountain were added.</p> <p>No rating scale was established to measure custodial effectiveness.</p> <p>Class size average was 21.56 students.</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Increase Counselor FTE to provide support for school climate.		1. \$16,131 (LCFF)	Increased Counselor time from 0.4 FTE to 0.6 FTE		\$11,432 (Less than budgeted because the School Counselor also functions as the ELL Coordinator. A percentage of the increase is a designated ELL cost.)
Scope of service:	School/District Grades: All		Scope of service:	School/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			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. Continue 2nd Step and No Bully positive school programs to improve student morale.		2. \$9,594 (LCFF)	2nd Step, No Bully, and Sex Education programs were implimented to support student social development and improve student morale		\$9,594

Scope of service:	School/District Grades: All		Scope of service:	School/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			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. Build a new three-classroom wing.		3. \$500,000 (Building Fund)	Completed new three-classroom wing building. Parking lot DSA mandated construction revisions to be completed during the 2016-17 school year.	Work on the new building progressed more quickly than anticipated. Consequently actual expenditure was \$881,680.	
Scope of service:	School/District Grades: All		Scope of service:	School/District Grades: 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		

4. Upgrade current school facilities; repair and replace drinking fountain facilities; interior painting projects during the summer.		4. \$5,500 (LCFF/Ongoing & Major Maintenance)	One drinking fountain, one sink, and one drain were repaired in the main school building. Interior painting projects during the summer were postponed due to increasing construction cost of new classroom wing.		\$504
Scope of service:	School/District Grades: All		Scope of service:	School/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			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. Continually assess custodial effectiveness and increase custodial time as needed to improve overall school cleanliness.		5. \$2,843 (LCFF/Ongoing & Major Maintenance)	Custodial time was not increased during the 2015-16 school year and an accurate measure of custodial effectiveness was not established.		\$0
Scope of service:	School/District Grades: All		Scope of service:	School/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			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		

6. Maintain small class size by increasing certificated FTE.		6. \$30,289 (LCFF)	Increased certificated FTE 0.5 to allow small class size.		\$33,178
Scope of service:	School/District Grades: All		Scope of service:	School/District Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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 X 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		
What changes in actions, services, and expenditures	Maintain 0.6FTE Counselor time. Continue 2nd Step, No Bully, and Sex Education programs. Parking lot DSA mandated construction revisions to be completed during the 2016-17 school year. Continue upgrade and maintenance of facilities as necessary. Continue to monitor custodial effectiveness via a monthly rating system. 2.0 FTE certificated staffing above allowable classroom size to maintain small class size				

Original Goal from prior year LCAP:	3 - Engage parents/guardians and community members to support student success in school.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools: All Grades: All	

	Applicable Pupil Subgroups:	All
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> 1. School Site Council Membership 2. An accurate log of parent volunteers will be maintained and data will be disaggregated to identify Low Income participation. 3. An accurate log of parents participating in school events and parent/teacher conferences will be maintained and data will be disaggregated to identify Low Income participation. 4. Parent participation at IEPs and parent/teacher conferences <p>Outcome</p> <ol style="list-style-type: none"> 1. Composition of SSC will meet State requirements. 2. A baseline number of parent volunteers will be established. 3. A baseline number of parents/guardians attending school will be established, including a baseline of Low Income parents/guardians. 95% of parents will attend Parent/Teacher conferences. 4. Maintain 100% parent participation at IEPs and parent/teacher conferences. 	<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. Composition of SSC did not meet State requirements. Parent participation was 2 below state requirements. 2. Twenty-three parents volunteered in K through 3rd grades and 10 parents volunteered in 4th through 8th grades. 3. Parent involvement at Back to School Night, Spring Open House, Parent/Teacher Conferences, and Classroom Volunteers was monitored and quantified. 130 adults attended Back to School Night in September and 119 attended Spring Open House in April. Of those attending Spring Open House, parents/guardians of 41% of the District's Free and Reduced Lunch students were in attendance. 4. 100% parent participation at IEPs and parent/teacher conferences.

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
<p>Administration and support staff are required to implement new parent involvement standards and increase parent participation in the educational process.</p> <p>Procedures will be developed to monitor parent/guardian participation at school function and meetings.</p>		<p>Administration and support staff costs; \$2,000 (LCFF)</p>	<p>New parent involvement standards were not implemented, pending a baseline rate of participation.</p> <p>Parent involvement at Back to School Night, Spring Open House, Parent/Teacher Conferences, and Classroom Volunteers was monitored and quantified. 130 adults attended Back to School Night in September and 119 attended Spring Open House in April. Of those attending Spring Open House, parents/guardians of 41% of the District's Free and Reduced Lunch students were in attendance.</p>	
Scope of service:	<p>School/District</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>School/District</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>	

To increase ELL parental involvement the ELL Coordinator will provide outreach services and regular information to Spanish speaking parents/guardians.		Increase in ELL Coordinator's FTE; \$3,056 (LCFF)	The ELL Coordinator provided outreach services, regular information, and translator support to Spanish speaking parents/guardians.		\$3,209
Scope of service:	School/District Grades: All		Scope of service:	School/District Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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		
Monitor Low Income and ELL parent/guardian participation at school functions and meetings.		Increased administrative time required; \$312 (LCFF)	The District monitored Low Income and ELL parent/guardian participation at school functions and meetings.		\$250
Scope of service:	School/District Grades: All		Scope of service:	School/District Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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 X 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		

Structure School Site Council to comply with State requirements via direct contact with parents/guardians.		Supt/Principal and Administrative Assistant time to coordinate efforts to revitalize SSC; \$1,000 (LCFF)	Structure of School Site Council did not comply with State requirements. Maintaining regular attendance and State mandated membership structure continued to be difficult.		\$0
Scope of service:	School/District Grades: All		Scope of service:	School/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			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		

What changes in actions, services, and expenditures	<p>Baseline participation of parent participation has been established and continued monitoring to verify progress is needed. Administration and support staff will develop more efficient modes of encouraging parent participation.</p> <p>The ELL Coordinator will continue to provide outreach services, regular information, and translator support to Spanish speaking parents/guardians.</p> <p>The District will continue to monitor Low Income and ELL parent/guardian participation at school functions and meetings.</p> <p>School Site Council participation continues to be limited and indicates a continuing need for robust recruiting of parent participants. The District will monitor developing modifications of SSC requirements by the State Department of Education.</p>
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Original Goal from prior year LCAP:	4 – All students will have access to a broad curriculum including an expansion of Foreign Language and Visual and Performing Arts Programs		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Course access for students. 2. Spanish Language instruction via HSU tutors. 3. The district employs one delivery method of Spanish Language instruction. 4. The District will designate a Visual and Performing Arts Coordinator. 5. Resource Teacher, Resource Teacher Classroom Aide <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. All students will have access to a broad array of courses, including ELA, Mathematics, Science, Social Studies and PE. 2. An additional class will receive Spanish Language instruction from HSU tutors. 3. A baseline measure of assessment will be established for students engaged in Rosetta Stone Spanish Language instruction. 4. Visual and Performing Arts will be infused into the core curriculum. An assessment will be employed to establish baseline knowledge of the Arts related to core curriculum. 5. Maintain pull out programs for Resource students during school and after school. 	<p>Actual Annual Measurable Outcomes:</p>	<p>Students had access to a broad array of courses, including ELA, Mathematics, Science, Social Studies and PE.</p> <p>The number of classes receiving Spanish Language instruction from HSU tutors did not increase.</p> <p>A measure of assessment for students engaged in Rosetta Stone Spanish Language instruction was not established.</p> <p>Alternative Spanish Language instruction was provided by a highly qualified volunteer and an HSU Spanish Language graduate.</p> <p>ELL Coordinator/Counselor FTE was maintained at 0.6 FTE.</p> <p>A baseline number of students participating in pull-out programs for Resource students during school and after school was not established.</p> <p>4.. No assessment was established to provide baseline knowledge of the Arts related to core curriculum.</p>
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LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
Increase the number of HSU Spanish Language tutors working with district students from 2 to 4.		Administrative travel and meeting time with HSU staff; \$1,000 (LCF F)	One HSU Spanish language tutor was secured for the First half of the school year. No HSU Spanish language tutors committed to the program for the second half of the year.	
Scope of service:	School/District Grades: All		Scope of service:	School/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			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	
Implement assessments to measure language achievement. Develop a formal communication schedule with HSU department leaders.		Travel costs and stipends for tutors; \$7,639	Assessments to measure language achievement were not established. Participation with HSU diminished as upper division HSU Spanish students' interest languished. Communication with HSU department leaders continued on a limited basis without a formal structure intact.	
			\$2,816	

Scope of service:	School/District Grades: All		Scope of service:	School/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			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		
Incorporate Rosetta Stone online instruction into the curriculum.		Cost of Rosetta Stone license; \$327 (LCFF)	The District did not incorporate Rosetta Stone online instruction into the curriculum.		\$327
Scope of service:	School/District Grades: All		Scope of service:	School/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			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		
More frequent communication between HSU and the district. Offer district students alternative Spanish Language instruction		Other Program Costs; \$1,000 (LCFF)	Fequent communication existed between HSU and the district. District students received alternative Spanish Language instruction via highly qualified Spanish language volunteer instructors.		\$125

Scope of service:	School/District Grades: All		Scope of service:	District/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			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		
Increase ELL Coordinator FTE		\$3,056 (LCFF)	ELL Coordinator time was increased from 0.4 FTE to 0.6 FTE.		\$3,209
Scope of service:	School/District Grades: All		Scope of service:	District/School 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			_ 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		
Professional Development in the area of Visual and Performing Arts		\$500 (LCFF/Lottery)	District began to initiate Professional Development in the area of Visual and Performing Arts but this action was not fully implemented.		\$100
Scope of service:	School/District Grades: All		Scope of service:	School/District 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			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		
Stipend for Visual and Performing Arts teacher/Coordinator		\$500 (LCFF)	A stipend for Visual and Performing Arts teacher/Coordinator was not established.		\$0
Scope of service:	\$500 (LCFF) Grades: All		Scope of service:	School/District 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			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		
Incorporate Rosetta Stone online instruction into the curriculum.		Cost of Rosetta Stone license; \$327 (LCFF)	(Repeated action)		\$327
Scope of service:	School/District Grades: All		Scope of service:	School/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			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		
More frequent communication between HSU and the district Offer district students alternative Spanish Language instruction		Other Program Costs; \$1,000 (Grant Funds)	(Repeated action)		\$125
Scope of service:	School/District Grades: All		Scope of service:	School/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			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		
Maintain ELL Coordinator FTE		\$3,056 (LCFF)	(Repeated action)		\$3,209
Scope of service:	School/District Grades: All		Scope of service:	School/District 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			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 in the area of Visual and Performing Arts		\$500 (LCFF/Lottery)	(Repeated action)		\$100
Scope of service:	School/District Grades: All		Scope of service:	School/District 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			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		
Stipend for Visual and Performing Arts teacher/Coordinator		\$500 (LCFF)	(Repeated action)		\$0
Scope of service:	School/District Grades: All		Scope of service:	School/District Grades: All	

<p><input type="checkbox"/> 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 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><input checked="" type="checkbox"/> 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>What changes in actions, services, and expenditures</p>	<p>Establish the number of HSU Spanish Language tutors working with district students from at least 1 to 4 tutors.</p> <p>Providing participation with HSU partner is robust, assessments to measure language achievement will be established and communication with HSU department leaders will continue with the possibility of developing a formal communication protocol.</p> <p>Continue efforts to incorporate Rosetta Stone online instruction into the curriculum. The District has purchased the Rosetta Stone license.</p> <p>Frequent communication between HSU and the district will continue. District students will continue to receive alternative Spanish Language instruction via highly qualified Spanish language volunteer instructors.</p> <p>District ELL Coordinator</p> <p>Develop more more comprehensive participation in professional development in the area of Visual and Performing Arts.</p> <p>Given the budget and pressure on certificated FTE, it is unlikely that a Visual and Performing Arts Coordinator or stipend for that position will be established.</p> <p>Continue efforts to incorporate Rosetta Stone online instruction into the curriculum. The District has purchased the Rosetta Stone license.</p>
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	79876
<u>For 2016-17</u>	
Hydesville School District's additional supplemental and concentration funding of \$79,876 will be spent on the following services which are of greatest benefit to unduplicated students:	
<ul style="list-style-type: none"> • Maintain Counselor/EL coordinator FTE at 0.60 to support EL students and provide academic and social support for all identified subgroups. • General fund contribution to Cafeteria Fund to support Free/Reduced Lunch and Low Income Students. • Maintaining small class size grades K through 8 by sustaining certificated FTE 1.0 above legal limit to provide more direct teacher contact for identified subgroups. • Classified Aide support (\$12,642.37) 	

- 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.

5.90	%
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We are offering our ELL and Economically Disadvantaged students focused instruction, support and intervention services in addition to the services we are offering to all students. These services provide an increase in services of 5.90%, which is equal to the required percentage of 5.90%. This calculation was determined by taking the staffing cost related to providing Economically disadvantaged students services (such as after school academic support and Core Support which provides additional individualized and small group instruction, coordinated with ST for students who are not identified as Special Education) and dividing the staffing cost of providing the base program to all students.

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).