

Introduction:

LEA: Pacific Union School District, includes Pacific Union School and Trillium Charter. (This LCAP includes information for Pacific Union School only; Trillium Charter School completes a separate LCAP.)

Metrics and other information relative to high schools are not relevant to Pacific Union School, an elementary school grades TK - 8, and are not included in the LCAP. These include:

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

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

LEA: Pacific Union 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

The Superintendent met individually with various stakeholder groups including, but not limited to staff, bargaining unit representatives, Site Council/Parent Advisory Committee, Parent-Teacher Organization, student council and District English Language Advisory Committee. The stakeholders were involved in a timely manner by the Superintendent discussing the Local Control Funding Formula (LCFF), Local Control and Accountability Plan (LCAP), state priorities, and current data and accepted input from each of the stakeholder groups. A stakeholder survey was made available electronically and in hard copy and could be taken in English or Spanish. The Pacific Union staff met on February 22, 2016, March 7, 2016, and March 28, 2016 to review the state priorities, review actions and outcomes currently in place, and discuss and prioritize possible future actions. The Superintendent met with the School Site Council/Parent Advisory Committee February 24, 2016, the Parent-Teacher Organization on March 2, 2016, and with the District English Learner Advisory Committee on March 28, 2016 and May 23, 2016. During each meeting, information on the LCFF, LCAP and state priorities was shared and input for the LCAP was received. On March 29, 2016, the Superintendent met with student council and took input about student priorities. On January 14, 2016, February 11, 2016, March 10, 2016, April 17, 2016 and May 12, 2016, the LCAP was placed on the Board of Trustees meeting agenda. During these public meetings, the Superintendent presented information on the LCAP, and the Board and public were given opportunities for input.

Input from the stakeholders was used in the evaluation of the actual outcomes, actions and services related to the goals for the 2015-2016 school year. Stakeholders also offered input on any changes in actions, services and expenditures during these meetings. No changes in goals were recommended. Stakeholders also offered suggestions about prioritization of resources and ways to clarify metrics during the LCAP development process. Input can be summarized as follows:

Stakeholders want to continue the support of the reading specialist and classroom paraprofessionals. Access to a broad course of study is important in supporting all learning styles. There was consistent support to continue the music program full-time.

Stakeholders expressed that maintaining a positive school climate is an important component in students achieving positive social emotional and academic outcomes. Stakeholders overwhelmingly support the continuation of the counselors in the next years.

There continues to be a need for increased academic support for English Learners, low income students, and foster youth, as well as special education students. The district plans to increase the time for the EL paraprofessional, maintain the time for the EL teacher, add a part-time paraprofessional to assist with math, and increase time in the Resource Specialist program.

Stakeholders are supportive of maintaining the school facilities. Priorities include upgrading the refrigerator in the school cafeteria, upgrading the phone and security camera systems, upgrading outside lighting, and continuing with plans to replace/restore the computer lab.

All stakeholders strongly support increasing technology, and staff would like inclusion of a teacher or professional development to support implementation of Common Core using technology. Staff proposed additional electives.

Stakeholders whose first language is other than English were pleased that the district is now sending phone notifications from AlertNow in Spanish. They also appreciate the district's work in translating more and more school documents such as the flyer into Spanish. They were pleased with the inclusion of Humboldt State University Spanish-speaking students in the school's programs to support their children. They are interested in afterschool and summer programs.

	<p><i>They appreciate the home to school transportation.</i></p> <p><i>Students overwhelmingly appreciate the teachers, saying they are "really involved." They also like the extracurricular activities and the technology, noting they'd like a 3-D printer. They would like updates to the play areas. District will continue to fund technology increases and improvements. District will investigate costs and options to update play areas.</i></p>
<p>Annual Update:</p> <p>Stakeholder input for the annual update was collected in the same fashion and during the same meetings as the stakeholder input on the LCAP. During the annual update, metric information such as available California Assessment of Student Performance and Progress results, class size distribution, California English Language Development Test results, facility status from Facility Inspection Tool, Suspension and Expulsion rates, teachers' qualifications, overall attendance rates and stakeholder survey information were also presented and discussed. Please see the above for meeting details.</p>	<p>Annual Update:</p> <p><i>The impact on the annual update is reflected in the comments in the section on the impact of Stakeholder input.</i></p>

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

Instructions:

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

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

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

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

- 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:	GOAL I		Related State and/or Local Priorities: X 1 X 2 X 3 _4 _5 _6 X 7 _8 Local: N/A
	All students will have access to a state curriculum and instruction taught by highly qualified staff to prepare them to be college and career ready.		
Identified Need:	Maintain highly qualified staff Access for all students to standards-aligned instructional materials Implementation of CCSS report cards in all grades Review state-approved CCSS in English Language Arts in all grades, currently using curriculum adopted during previous state adoption in 2003 Increase ways to promote parent input and promote parent participation		
Goal Applies to:	Schools:	Pacific Union	
	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. Use of CALPADS data to identify percentage of highly qualified staff 2. Healthy kids survey information 3. Sufficient instructional materials 4. State Standards implementation 5. School survey information <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Maintain less than 1.0 FTE of teacher misassignment. 2015 - 2016: all teachers are appropriately assigned. 2. Increase the percentage of 5th and 7th grade students who report feeling safe by 5% and reduce the percentage of students reporting being hit, pushed or kicked by 5%. Healthy Kids survey data, 2014 - 2015: Grade 5 students: 77% report feeling safe most or all of the time at school. 56% report being hit or pushed. Grade 7 students: 52% report feeling safe or very safe at school. 39% report being hit, pushed or kicked. 3. All students will have access to sufficient instructional materials adopted by the school board. Maintain 100% of students having access to board adopted materials in 2016 – 2017. 4. Maintain 100% of classroom teachers implementing CA state standards math materials. District will choose CA state standards ELA materials in preparation for future adoption. 5. Review/revise school policies on parent involvement and make information available in Spanish. Survey results: Over 95% of respondents indicated they believe the school encourages them to volunteer. Increase percentage of parents who volunteer by 5%. Teachers schoolwide report an average of nine volunteers per class, including regular and periodic volunteers. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Professional development-Travel and conference funding for teaching staff to attend Common Core and other professional development opportunities.	Schoolwide; we are a single 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	\$ 25,300 RS 0000, 0001 (LCFF) OB 5210
Classroom paraprofessionals	Schoolwide; we are a single 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	\$ 156,744 RS 0001(LCFF), 3010(TITLE 1), 0000
Library technician	Schoolwide; we are a single 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	\$ 35,295 RS 0000, 0001 (LCFF)
Certificated staff and administration	Schoolwide; we are a single 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	\$ 2,936,345 RS 0000, 0001 (LCFF), 1100 (LOTT), 3010 (TITLE I), 4035 (ITQ), 5820 (REAP), 3310 (SP ED), 6500 (SP ED), 5812 (COUNS GRT)

Common Core State Standards Curriculum	Schoolwide; we are a single 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	\$ 62,000 RS 0212(INST MAT), 1100 (LOTT), 0000 OB 4110, 4310
Technology Materials Computers Software Support	Schoolwide; we are a single 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	\$ 45,000 \$ 6,000 \$ 4,000 RS 0228(TECH), 0001(LCFF) \$ 52,479 RS 0000 -0001 (LCFF); OB 2220, 3XXX
Additional staff to provide assessment and enrichment to Gifted and Talented students.	Schoolwide; we are a single 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	\$ 12,089 RS 0000
LCAP Year 2			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Use of CALPADS data to identify percentage of highly qualified staff 2. Healthy kids survey information 3. Sufficient instructional materials 4. State Standards implementation 5. School survey information <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Maintain less than 1.0 FTE of teacher misassignment 2. Review progress on metrics on students reporting feeling safe and being hit or pushed set in 2016 – 2017 and revise actions, services or outcomes as indicated. 3. All students will have access to sufficient instructional materials adopted by the school board. Maintain 100% of students having access to board adopted materials in 2017 – 2018. 4. Maintain 100% of classroom teachers implementing CA state standards math materials. 100% of teachers will implement CA state adopted ELA materials. 5. Review progress on outcome set in 2016 - 2017 to increase parent involvement, including involvement of parents of students with disabilities and revise goals, actions/services or outcomes for areas identified as needing improvement. 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Professional development</p>	<p>Schoolwide; we are a single 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>\$ 25,300 RS 0000, 0001 (LCFF) OB 5210</p>

Classroom paraprofessionals	Schoolwide; we are a single 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	\$ 161,167 RS 0000, 3010 (TITLE I), 0001 (LCFF)
Library technician	Schoolwide; we are a single 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	\$ 35,960 RS 0000, 0001 (LCFF)
Certificated staff and administration	Schoolwide; we are a single 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	\$ 3,012,015 RS 0000, 0001 (LCFF), 1100 (LOTT), 3010 (TITLE I), 4035 (ITQ), 5820 (REAP), 3310 (SP ED), 6500 (SP ED), 5812 (COUNS GRT)
Common Core State Standards Curriculum	Schoolwide; we are a single 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	\$ 112,000 RS 0212(INST MAT), 0000, 1100 (LOTT) OB 4110, 4310

<p>Technology</p> <p>Materials</p> <p>Computers</p> <p>Software</p> <p>Support</p>	<p>Schoolwide; we are a single 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 _ Other</p>	<p>\$ 45,000</p> <p>\$ 6,000</p> <p>\$ 4,000 RS 0228 (TECH)</p> <p>\$ 53,368 RS 0000 - 0001 (LCFF), OB 2220, 3XXX</p>
<p>Additional staff to provide assessment and enrichment to Gifted and Talented students.</p>	<p>Schoolwide; we are a single 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 _ Other</p>	<p>\$ 12,281 RS 0000</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Use of CALPADS data to identify percentage of highly qualified staff 2. Healthy kids survey information 3. Sufficient instructional materials 4. State Standards implementation 5. School survey information <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Maintain less than 1.0 FTE of teacher misassignment 2. Review progress on metrics on students reporting feeling safe and being hit or pushed set in 2017 – 2018 and revise actions, services or outcomes as indicated. 3. All students will have access to sufficient instructional materials adopted by the school board. Maintain 100% of students having access to board adopted materials in 2018 – 2019. 4. Maintain 100% of classroom teachers implementing CA state standards math materials. Maintain 100% of teachers implementing CA state adopted ELA materials. 5. Review progress on outcome set in 2017 - 2018 to increase parent involvement, including involvement of parents of students with disabilities and revise goals, actions/services or outcomes for areas identified as needing improvement. 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Professional development</p>	<p>Schoolwide; we are a single 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>\$ 25,300 RS 0000, 0001 (LCFF) OB 5210</p>

Classroom paraprofessionals	Schoolwide; we are a single 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	\$ 163,223 RS 0000, 3010 (TITLE I), 0001 (LCFF)
Library technician	Schoolwide; we are a single 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	\$ 36,637 RS 0000, 0001 (LCFF)
Certificated staff and administration	Schoolwide; we are a single 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	\$ 3,065,548 RS 0000, 0001 (LCFF), 1100, (LOTT) 3010, (TITLE I) 4035 (ITQ), 5820 (REAP), 3310 (SP ED), 6500 (SP ED), 5812 (COUNS GRT)
Common Core State Standards Curriculum	Schoolwide; we are a single 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	\$ 72,000 RS 0212(INST MAT), 0000, 1100(LOTT) OB 4110, 4310

<p>Technology</p> <p>Materials</p> <p>Computers</p> <p>Software</p> <p>Support</p>	<p>Schoolwide; we are a single 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 _ Other</p>	<p>\$ 45,000</p> <p>\$ 6,000</p> <p>\$ 4,000 RS 0228 (TECH)</p> <p>\$ 54,266 RS 0000 - 0001; OB 2220, 3XXX</p>
<p>Additional staff to provide assessment and enrichment to Gifted and Talented students.</p>	<p>Schoolwide; we are a single 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 _ Other</p>	<p>\$ 12,473 RS 0000</p>

GOAL:	<p>GOAL II</p> <p>All students will have access to safe and well-maintained facilities and welcoming learning environments supported by positive behavior intervention.</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 _4 X 5 X 6 _7 _8 Local: N/A</p>
Identified Need:	<p>Promote increased parent participation</p> <p>Maintain facilities in good repair by making repairs annually, as indicated, and following long-term maintenance planned repairs/replacements</p> <p>Continue counseling support with attendance, student behaviors, and social-emotional needs</p> <p>Implement strategies to reduce incidents of physical contact at school</p>	
Goal Applies to:	<p>Schools: Pacific Union</p> <p>Grades: All</p>	
Applicable Pupil Subgroups:	All	
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Facilities in good repair 2. Efforts to seek parent input 3. Promotion of parental participation 4. Student suspension rates 5. Student expulsion rates 6. School attendance rates 7. Chronic absenteeism rates 8. Middle school dropout rates 	

9. School office referral data

Outcome

1. Maintain exemplary status on Facilities Inspection Tool and make repairs as indicated throughout the school year. Current exemplary status reported September 4, 2015.
2. Reduce the number of discipline referrals for incidents on the playground by 5%. For 2015 - 2016 through May 17, 2016, 148 incidents were reported on the playground totaling 19% of overall incidents. Research methods and costs to provide improved security and less accessibility at the front of the school. Survey comments for improvement included concerns about incidents on the playground and campus accessibility by the public at the front of the school.
3. Review/revise school policies on parent involvement and make information available in Spanish. Survey results: Over 95% of respondents indicated they believe the school encourages them to volunteer. Increase percentage of parents who volunteer by 5%. Teachers report an average of nine volunteers per class, including regular and periodic volunteers.
4. Maintain student suspension rate at less than 5% or state-designated benchmark. Dataquest for 2014 - 2015: Pacific Union suspension rate of 3.9; County rate: 6.1; State rate: 3.8.
5. Maintain expulsion rate under .1 or state-designated benchmark. Dataquest for 2014 - 2015: Pacific Union expulsion rate of 0.0; County rate: .1; State rate: .1.
6. Maintain school attendance rate of at least 90%. For 2014 - 2015, school attendance rate: 94.95%
7. Reduce number of students chronically absent by 5% and overall percentage by .5%. For 2014 - 2015, 51 students were chronically absent; 13%.
8. Maintain middle school dropout rate of 0 students. As of May 1, 2016, there are no middle school dropouts.
9. Reduce the number of incidents of physical contact by 5%. District implemented the School-wide Information System, SWIS. Data was collected with different parameters from past years. New baseline data: May 2, 2016 = 187 incidences of physical contact from September 1, 2015 - May 1, 2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Music schoolwide	Schoolwide; we are a single 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	\$ 101,368 RS 0000, 0001 (LCFF)
Counseling, including support with attendance	Schoolwide; we are a single 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	\$ 105,267 RS 0000, 0001 (LCFF)
Energy efficient projects to be completed or added as determined through Prop. 39 energy audits.	Schoolwide; we are a single 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	\$ 5,200 RS 6230(PROP 39)
Maintenance staff	Schoolwide; we are a single 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	\$ 109,519 RS 0000, 8150 (RRMAINT)

<p>Short term maintenance to keep facilities in good repair. Long term maintenance as funds are available to complete/plan projects for ongoing upkeep and improvement of facilities.</p>	<p>Schoolwide; we are a single 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>\$ 145,575 RS 8150 (RRMAINT)</p>
<p>Replace telephone system and repair kitchen cooler</p>	<p>Schoolwide; we are a single 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>\$ 40,000 RS 8150 (RRMAINT)</p>
<p>Research options for replacing or renovating the computer lab and/or modifying existing spaces for a Makerspace.</p>	<p>Schoolwide; we are a single 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>\$ 371,746 RS 0000</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Facilities in good repair 2. Efforts to seek parent input 3. Promotion of parental participation 4. Student suspension rates
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- 5. Student expulsion rates
- 6. School attendance rates
- 7. Chronic absenteeism rates
- 8. Middle school dropout rates
- 9. School office referral data

Outcome

- 1. Maintain exemplary status on Facilities Inspection Tool and make repairs as indicated throughout the school year.
- 2. Review progress toward outcome of reducing number of discipline referrals for incidents on the playground set in 2016 – 2017 and revise actions, services or outcomes as indicated.
- 3. Review progress toward outcome to increase parent involvement set in 2016 - 2017 and revise actions, services or outcomes as indicated.
- 4. Maintain student suspension rate at less than 5% or state-designated benchmark.
- 5. Maintain expulsion rate under .1 or state-designated benchmark.
- 6. Maintain school attendance rate of at least 90%.
- 7. Review progress on outcome to reduce chronic absenteeism from 2016 - 2017 and revise actions, services or outcome as indicated.
- 8. Maintain middle school dropout rate of 0 students.
- 9. Review progress on outcome to reduce the number of incidents of physical contact set in 2016 -2017 and revise actions, services or outcome as indicated.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Music schoolwide	Schoolwide; we are a single 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	\$ 102,759 RS 0000, 0001 (LCFF)
Counseling, including support with attendance	Schoolwide; we are a single 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	\$ 106,942 RS 0001(LCFF), 0000
Energy efficient projects to be determined including adequate outside lighting, updated phone system	Schoolwide; we are a single 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	\$ 175,395 RS 6230(PROP 39)
Maintenance staff	Schoolwide; we are a single 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	\$ 110,944 RS 0000, 8150 (RRMAINT)

<p>Short term maintenance to keep facilities in good repair. Long term maintenance as funds are available to complete/plan projects for ongoing upkeep and improvement of facilities.</p>	<p>Schoolwide; we are a single 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>\$ 131,700 RS 8150 (RRMAINT)</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Facilities in good repair 2. Efforts to seek parent input 3. Promotion of parental participation 4. Student suspension rates 5. Student expulsion rates 6. School attendance rates 7. Chronic absenteeism rates 8. Middle school dropout rates 9. School office referral data
	<p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Maintain exemplary status on Facilities Inspection Tool and make repairs as indicated throughout the school year. 2. . Review progress toward outcome of reducing number of discipline referrals for incidents on the playground set in 2017 – 2018 and revise actions, services or outcomes as indicated. 3. Review progress toward outcome to increase parent involvement set in 2017 - 2018 and revise actions, services or outcomes as indicated. 4. Maintain student suspension rate at less than 5% or state-designated benchmark.

- 5. Maintain expulsion rate under .1 or state-designated benchmark.
- 6. Maintain school attendance rate of at least 90%.
- 7. Review progress on outcome to reduce chronic absenteeism from 2017 - 2018 and revise actions, services or outcome as indicated.
- 8. Maintain middle school dropout rate of 0 students.
- 9. Review progress on outcome to reduce the number of incidents of physical contact set in 2017-2018 and revise actions, services or outcomes as indicated.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Music schoolwide	Schoolwide; we are a single 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	\$ 104,149 RS 0000, 0001 (LCFF)
Counseling, including support with attendance	Schoolwide; we are a single 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	\$ 106,942 RS 0001(LCFF), 0000

Maintenance staff	Schoolwide; we are a single 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	\$ 112,332 RS 0000, 8150 (RRMAINT)
Short term maintenance to keep facilities in good repair. Long term maintenance as funds are available to complete/plan projects for ongoing upkeep and improvement of facilities.	Schoolwide; we are a single 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	\$ 51,700 RS 8150 (RRMAINT)

GOAL:	<p><u>GOAL III</u></p> <p>All students will have access to a broad course of study and educational supports to increase academic success in English Language Arts, math, science, and literacy.</p>	<p>Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 X 8 Local: N/A</p>
Identified Need:	<p>Maintain a wide range of support staff to ensure student success, including continuing reading specialist and paraprofessionals</p> <p>Maintain wide range of extracurricular activities and opportunities to promote student engagement such as music, performing arts, and sports</p> <p>Need to implement formative, interim assessments aligned to Common Core State Standards</p>	
Goal Applies to:	<p>Schools: Pacific Union</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Performance on standardized tests 2. Score on state derived index such as API 3. Student access and enrollment in all required areas of study 4. Other outcomes <p><u>Outcome</u></p> <p>1. Increase percentage of students meeting or exceeding standards on CAASPP ELA and math for grades 3rd through 8th by 3%. Increase the percentage of students scoring advanced or proficient on STAR Science for 5th and 8th grades by 3%. Scores for 2014 - 2015 testing:</p> <p>All: ELA, Percent:</p> <p>Standard Exceeded: 10; Standard Met: 37; Standard Nearly Met: 24; Standard Not Met: 28</p>	

All: Math, Percent:

Standard Exceeded: 14; Standard Met: 20; Standard Nearly Met: 34; Standard Not Met: 32

All: Science, Grade 5, Percent:

Advanced: 7; Proficient: 51; Basic: 19; Below Basic: 14; Far Below Basic: 9

All: Science, Grade 8, Percent:

Advanced: 39; Proficient: 33; Basic: 18; Below Basic: 7; Far Below Basic: 3

2. Meet or exceed state defined index; currently State has suspended API.

3. Maintain 100% student access. Students had 100% access in 2015 -2016.

4. Maintain or increase percentage of students participating in various academic and extracurricular opportunities such as athletics, arts, theater, science fair, history day, spelling and geography bees of at least 70% in grades TK/K - 3rd and at least 80% in grades 4th - 8th. In 2015 - 2016, 75% of TK - 3rd grade and 85% of 4th - 8th grade students participated in various academic and extracurricular opportunities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Classroom paraprofessionals	Schoolwide; we are a single 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	\$ 156,744 RS 0000, 3010 (TITLE I), 0001 (LCFF)

Formative assessments for implementation of Common Core State Standards and CAASPP	Schoolwide; we are a single 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	CAASPP formative assessments, No cost
Music schoolwide	Schoolwide; we are a single 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	\$ 101,368 RS 0000, 0001 (LCFF)
Special education teachers: resource specialist (2.65 FTE), school psychologist (.4 FTE), speech language pathologist (.6 FTE).	Schoolwide; we are a single 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	\$ 270,218 RS 3310(SP ED), 6500(SP ED)
Variety of academic and extracurricular opportunities: athletics, arts, theater, science fair, history day, spelling bee and geography bee	Schoolwide; we are a single 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	\$ 17,306 RS 0000 Athletics: OB 1000-4000 All others: OB 5801, 5207

Provide opportunities for fieldtrips	Schoolwide; we are a single 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	\$ 12,750 RS 0000, 1100 (LOTT) OB 5715, 5801
Transportation staff	Schoolwide; we are a single 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	\$ 104,791 RS 0210(TRANS)
Incorporate Humboldt County Office of Education experts in the course of study	Schoolwide; we are a single 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	\$ 7,500 RS 1100(LOTT)
Reading Specialist, full time	Schoolwide; we are a single 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	\$ 100,618 RS 0001(LCFF)
LCAP Year 2			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Performance on standardized tests 2. Score on state derived index such as API 3. Student access and enrollment in all required areas of study 4. Other outcomes <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Review CAASPP and STAR test data from 2015 - 2016. Review progress on metrics set for 2016 – 2017 and revise actions, services or outcomes for areas identified as needing improvement. 2. Meet or exceed state defined index. 3. Maintain 100% student access. 4. Review progress on outcome to maintain or increase percentage of students participating in various academic and extracurricular opportunities set for 2016 – 2017 and revise actions, services or outcomes for areas identified as needing improvement. 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Classroom paraprofessionals</p>	<p>Schoolwide; we are a single 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>\$ 161,167 RS 0000, 3010 (TITLE I), 0001 (LCFF)</p>

Formative assessments for implementation of Common Core State Standards and CAASPP	Schoolwide; we are a single 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	CAASPP formative assessments, No cost
Music schoolwide	Schoolwide; we are a single 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	\$ 102,759 RS 0000, 0001 (LCFF)
Special education teachers: resource specialist (2.65 FTE), school psychologist (.4 FTE), speech language pathologist (.6 FTE).	Schoolwide; we are a single 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	\$ 274,012 RS 3310(SP ED), 6500(SP ED)
Variety of academic and extracurricular opportunities: athletics, arts, theater, science fair, history day, spelling bee and geography bee.	Schoolwide; we are a single 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	\$ 17,452 RS 0000 Athletics: OB 1000-4000 All others: OB 5801, 5207

Provide opportunities for fieldtrips	Schoolwide; we are a single 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	\$ 12,750 RS 0000, 1100 (LOTT) OB 5715, 5801
Transportation staff	Schoolwide; we are a single 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	\$ 105,898 RS 0210(TRANS)
Incorporate Humboldt County Office of Education experts in the course of study	Schoolwide; we are a single 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	\$ 7,500 RS 1100(LOTT)
Reading Specialist, full time	Schoolwide; we are a single 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	\$ 102,009 RS 0001(LCFF)
LCAP Year 3			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Performance on standardized tests 2. Score on state derived index such as API 3. Student access and enrollment in all required areas of study 4. Other outcomes <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Review CAASPP and STAR test data from 2016 - 2017. Review progress on metrics set for 2016 – 2018 and revise actions, services or outcomes for areas identified as needing improvement. 2. Meet or exceed state defined index. 3. Maintain 100% student access. 4. Review progress on outcome to maintain or increase percentage of students participating in various academic and extracurricular opportunities set for 2017 – 2018 and revise actions, services or outcomes for areas identified as needing improvement. 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Classroom paraprofessionals</p>	<p>Schoolwide; we are a single 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>\$ 163,223 RS 0000, 3010 (TITLE I), 0001 (LCFF)</p>

Formative assessments for implementation of Common Core State Standards and CAASPP	Schoolwide; we are a single 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	CAASPP formative assessments; No cost.
Music schoolwide	Schoolwide; we are a single 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	\$ 104,149 RS 0000, 0001 (LCFF)
Special education teachers: resource specialist (2.65 FTE), school psychologist (.4 FTE), speech language pathologist (.6 FTE).	Schoolwide; we are a single 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	\$ 277,807 RS 3310(SP ED), 6500(SP ED)
Variety of academic and extracurricular opportunities: athletics, arts, theater, science fair, history day, spelling bee and geography bee.	Schoolwide; we are a single 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	\$ 17,597 RS 0000 Athletics: OB 1000-4000 All others: OB 5801, 5207

Provide opportunities for fieldtrips	Schoolwide; we are a single 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	\$ 12,750 RS 0000, 1100 (LOTT), OB 5715, 5801
Transportation staff	Schoolwide; we are a single 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	\$ 106,996 RS 0210(TRANS)
Incorporate HCOE experts in the course of study	Schoolwide; we are a single 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	\$ 7,500 RS 1100(LOTT)

Reading Specialist; full time	Schoolwide; we are a single 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	\$ 103,399 RS 0001(LCFF)
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GOAL:	<p><u>GOAL IV</u></p> <p>The educational outcomes of English Learners, low income, and foster youth will mirror the outcomes of the general student population.</p>	<p>Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local: N/A</p>
Identified Need:	<p>Maintain highly qualified staffing to meet needs of EL, low income, and foster youth students</p> <p>Common Core State Standards aligned EL curriculum</p> <p>Opportunities for students to participate in academic and extracurricular activities</p> <p>Increase percentage of EL students who become English Language proficient</p>	
Goal Applies to:	<p>Schools:</p> <p>Pacific Union</p> <p>Grades: All</p>	<p>Applicable Pupil Subgroups: Foster Youth, Low Income Pupils, Redesignated fluent English proficient, English Learners</p>
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Share of ELs that become English proficient 2. EL reclassification rate 3. API growth and subgroup performance 4. EL access to ELD and CCSS <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Increase percentage of ELs who become English proficient by 1%. 2014-2015 CELDT Reporting, CDE, Pacific Union: 20% of EL students score Advanced and Early Advanced (proficient), County: 40%, State: 37%. 2. Maintain at least 10% reclassification rate and/or meet or exceed state defined index. As of May 1, 2016, Pacific Union reclassified 7 of 68 students. Dataquest 2014 - 2015: Students redesignated FEP: Pacific Union - 16.4%; County: 8.5%; State 11% 	

3. Increase percentage of students meeting, exceeding, or nearly meeting standards on CAASPP ELA and math for grades 3rd through 8th by 3%. Increase the percentage of students scoring advanced or proficient on STAR Science for 5th and 8th grades by 3%. Scores for 2014 - 2015 testing:

All: ELA, Economically Disadvantaged, Percent:

Standard Exceeded: 5; Standard Met: 28; Standard Nearly Met: 28; Standard Not Met: 38

All: Math, Economically Disadvantaged, Percent:

Standard Exceeded: 8; Standard Met: 14; Standard Nearly Met: 35; Standard Not Met: 42

CST, Science, Economically Disadvantaged

Fifth grade (25 scores): Proficient and Above 48

Eighth grade (28 scores): Proficient and Above 57

All: ELA, English Learner (26 scores)

Standard Exceeded: 0; Standard Met: 4; Standard Nearly Met: 15; Standard Not Met: 81

All: Math, English Learner (26 scores)

Standard Exceeded: 0 Standard Met: 0; Standard Nearly Met: 19; Standard Not Met: 81

CST, Science, English Learner

Fifth grade (4 scores): Sample size too small to report percentages

Eighth grade (1 score): Sample size too small to report percentages

All: ELA, Reclassified (23 scores)

Standard Exceeded: 9; Standard Met: 26; Standard Nearly Met: 39; Standard Not Met: 22

All: Math, Reclassified (21 scores)

Standard Exceeded: 14; Standard Met: 10; Standard Nearly Met: 62; Standard Not Met: 14

CST, Science, Reclassified

Fifth grade (5 scores): Sample size too small to report percentages

Eighth grade (9 scores): Sample size too small to report percentages

	4. Maintain at least 75% of teachers participating in professional development in the area of ELA/ELD in the CCSS. In 2015 - 2016, all teachers attended professional development in the area of ELA/ELD during pre-school inservice days.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Library Technician	School-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$ 35,295 RS 0000, 0001 (LCFF)
Formative assessments for implementation of Common Core State Standards and CAASPP	School-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs included in technology costs to access online.
Special education teachers: resource specialist (2.65 FTE), school psychologist (.4 FTE), speech language pathologist (.6 FTE).	School-wide; we are a single school district Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$ 270,218 RS 3310, 6500

Home to School Transportation	School-wide; we are a single school district Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 127,085 RS 0210(TRANS)
Variety of academic and extracurricular opportunities: athletics, arts, theater, science, history day, spelling bee and geography bee	School-wide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 17,306 RS 0000
Provide opportunities for fieldtrips	School-wide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 12,750 RS 0000, 1100 (LOTT) OB 5715, 5801
Incorporate Humboldt County Office of Education experts in the course of study	School-wide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 7,500 RS 1100(LOTT)

Counseling and outreach support for families and students	School-wide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 105,267 RS 0000, 0001 (LCFF)
EL Teacher (.8 FTE) and paraprofessional (.8 FTE)	School-wide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 61,202 RS 0001(LCFF)
EL materials	School-wide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 5,000 RS 0001(LCFF)
LCAP Year 2			

Expected Annual Measurable Outcomes:	<u>Metric</u> 1. Share of ELs that become English proficient 2. EL reclassification rate 3. API growth and subgroup performance 4. EL access to ELD and CCSS <u>Outcome</u> 1. Review progress on percentage of ELs who become English proficient. Revise outcome set in 2016 – 2017 and revise actions, services or outcomes as indicated to continue improvement. 2. Review reclassification data for ELs who become English proficient. Review outcome set in 2016 – 2017 and revise actions, services or outcomes as indicated to continue improvement. Meet or exceed state defined index. 3. Review subgroup performance on CAASPP for 2016 - 2017. Revise actions, services and outcomes based test data, as indicated. 4. Maintain at least 75% of teachers participating in professional development in the area of ELA/ELD in the CCSS.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Library Technician	School-wide; we are a single school district. Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$ 35,960 RS 0000, 0001 (LCFF)

Formative assessments for implementation of Common Core State Standards and CAASPP	School-wide Grades: All	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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>	Costs included in technology costs to access online.
Special education teachers: resource specialist (2.65 FTE) school psychologist (.4 FTE), speech language pathologist (.6 FTE).	School-wide; we are a single school district. Grades: All	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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>	\$ 274,012 RS 3310(SP ED), 6500(SP ED)
Home to School Transportation	School-wide; we are a single school district. Grades: All	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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>	\$ 128,532 RS 0210(TRANS)
Variety of academic and extracurricular opportunities: athletics, arts, theater, science, history day, spelling bee and geography bee	School-wide; we are a single school district. Grades: All	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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>	\$ 17,452 RS 0000, 1100 (LOTT)

Provide opportunities for fieldtrips	School-wide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 12,750 RS 0000, 1100 (LOTT) PB 5715, 5801
Incorporate Humboldt County Office of Education experts in the course of study	School-wide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 7,500 RS 1100(LOTT)
Counseling and outreach support for families and students, including support with attendance.	School-wide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 106,942 RS 0001(LCFF), 0000
EL Teacher (.8 FTE) and paraprofessional (.8 FTE)	School-wide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 62,204 RS 0001(LCFF)

<p>EL materials</p>	<p>School-wide; we are a single school district. Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" 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 checked="" 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>\$ 5,000 RS 0001(LCFF)</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Share of ELs that become English proficient 2. EL reclassification rate 3. API growth and subgroup performance 4. EL access to ELD and CCSS
	<p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Review progress on percentage of ELs who become English proficient. Revise outcome set in 2017 – 2018 and revise actions, services or outcomes as indicated to continue improvement. 2. Review reclassification data for ELs who become English proficient. Review outcome set in 2017 – 2018 and revise actions, services or outcomes as indicated to continue improvement. Meet or exceed state defined index. 3. Review subgroup performance on CAASPP for 2017 - 2018. Revise actions, services and outcomes based test data, as indicated. 4. Maintain at least 75% of teachers participating in professional development in the area of ELA/ELD in the CCSS.

<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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Library technician	Schoolwide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 36,637 RS 0000, 0001 (LCFF)
Formative assessments for implementation of Common Core State Standards and CAASPP	Schoolwide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	Costs included in technology costs to access online.
Special education teachers: resource specialist (2.65 FTE), school psychologist (.4FTE), speech language pathologist (.6 FTE)	Schoolwide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 277,807 RS 3310(SP ED), 6500(SP ED)
Home to School Transportation	Schoolwide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 130,970 RS 0210(TRANS)

<p>Variety of academic and extracurricular opportunities: athletics, arts, theater, science, history day, spelling bee, and geography bee</p>	<p>Schoolwide; we are a single school district. Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 17,597 RS 0000, 1100 (LOTT)</p>
<p>Provide opportunities for fieldtrips</p>	<p>Schoolwide; we are a single school district. Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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>\$ 12,750 RS 0000, 1100 (LOTT) OB 5715, 5801</p>
<p>Incorporate HCOE experts in the course of study</p>	<p>Schoolwide; we are a single school district. Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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>\$ 7,500 RS 1100(LOTT)</p>
<p>Counseling and outreach support for families and students, including support with attendance</p>	<p>Schoolwide; we are a single school district. Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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>\$ 108,616 RS 0001(LCFF), 0000</p>

EL Teacher (.8 FTE) and paraprofessional (.8 FTE)	Schoolwide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 62,845 RS 0001(LCFF)
EL materials	Schoolwide; we are a single school district. Grades: All	<input type="checkbox"/> All ----- <input checked="" 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 checked="" 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	\$ 5,000 RS 0001(LCFF)

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:	<u>GOAL I</u> All students will have access to a state curriculum and instruction taught by highly qualified staff to prepare them to be college and career ready.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	Pacific Union	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Use of CALPADS data to identify percentage of highly qualified staff. 2. Healthy kids survey information 3. Sufficient Instructional Materials 4. State Standards Implementation 5. School survey information 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. All teachers are appropriately assigned. 2. Healthy Kids 2014 - 2015 survey data indicates: Grade 5: 77% feel safe most or all of the time. 56% report being hit or pushed. Grade 7: 52% feel safe or very safe. 39% report being hit, pushed or kicked. 3. All students have access to sufficient instructional materials adopted by the school board in 2015-2016. 4. Grades TK – 5 are implementing EngageNY and grades 6 – 8 are implementing Big Ideas CCSS math curriculum. 5. Over 95% of respondents to school survey completed in English and Spanish indicated they believe the school encourages them to volunteer. Half of the Spanish-speaking respondents report they need more information about how to do so. Teachers report a schoolwide average of nine (9) volunteers per class, either on a regular basis or occasionally.
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Professional development		\$ 26,800 RS 0000, 0001	All certificated staff participated in professional development at Pacific Union, in local workshops, and/or out-of-the area conferences. Staff attended workshops in Common Core State Standards curriculum (CCSS); implementation of CCSS using technology; Science, Technology, Engineering, (Art), and Math (STE(A)M); and grade specific workshops such as the Kindergarten Conference.		\$ 27,500 RS 0000, 0001 (LCFF), OB 5210
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single 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		
Classroom paraprofessionals		\$ 134,272 RS 0001, 3010, 0000	Fourteen, 3 hour a day paraprofessionals provide additional support in classrooms. Paraprofessionals provide small group or one-on-one reading and math practice. They also provide enrichment support for more advanced learners.		\$ 132, 773.00 RS 0001 (LCFF), 3010 (TITLE I)

Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single 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		
Library technician		\$ 30,515 RS 0000, 0001	Library technician on site seven hours a day.		\$ 33,833 RS 0000, 0001 (LCFF)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single 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		

Certificated staff and administration		\$ 2,726,154 RS 0000, 0001, 1100, 3010, 4035, 4203, 5830, 3310, 6500, 5812	Pacific Union has 22 certificated teachers, one superintendent/principal, and one associate principal	\$ 2,963,993 RS 0000, 0001 (LCFF), 1100 (LOTT), 3010 (TITLE I), 4035 (ITQ), 5820 (REAP), 6500 (SP ED), 3310 (SP ED), 5812 (COUNS GRT)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single 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	
Common Core State Standards Curriculum		\$ 60,000 RS 0000, 0212, 1100	The following materials were purchased to implement Common Core Math Curriculum: EngageNY in grades K - 5 and Big Ideas in grades 6 - 8.	\$ 60,000 RS 0000, 0212 (INST MAT), 1100(LOTTO), OB 4110, 4310
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All

<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 _ Other</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 _ Other</p>	
<p>Technology</p> <p>Materials</p> <p>Computers</p> <p>Software</p> <p>Support</p>	<p>\$ 55,500, \$ 10,000, \$ 7,000, RS 0228</p> <p>\$ 44,859 RS 0000 - 0001; OB 2220, 3XXX</p>	<p>Purchased 132 chromebooks</p> <p>Parent-Teacher Organization purchased and donated 15 ipads and 20 chromebooks</p> <p>Purchased carts and cases as needed</p> <p>Technology support personnel seven hours a day</p>	<p>Chromebooks and carts: \$ 52,148 RS 0228 (TECH)</p> <p>Computers, ipads: \$ 10,000 RS 0228 (TECH)</p> <p>Software: \$ 10,352 RS 0228 (TECH) Tech support personnel: \$ 48,517 RS 0000, 0001 (LCFF)</p>	
<p>Scope of service:</p>	<p>Schoolwide; we are a single school district</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Schoolwide; we are a single 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>		
<p>Additional teacher to provide enrichment such as technology skills or Spanish.</p>		<p>\$ 28,790 RS 0000</p>	<p>District had no applications for posted position of technology teacher. District provided technology support to staff through professional development.</p>		<p>Cost included in professional development.</p>
<p>Scope of service:</p>	<p>Schoolwide; we are a single school district</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide; we are a single 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>		
<p>What changes in actions, servcices, and expenditures</p>	<p>Stakeholder feedback included support to increase ratio of technology devices to students and to replace aging devices. District does not plan to offer the certificated technology position next year, as no one applied. District will seek part-time certificated individual to support Gifted and Talented students. District will review Common Core English Language Arts curriculum and interim assessments in math and ELA.</p>				

Original Goal from prior year LCAP:	GOAL II All students will have access to safe and well-maintained facilities and welcoming learning environments supported by positive behavior intervention.		Related State and/or Local Priorities: X 1 X 2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	Pacific Union Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric <ol style="list-style-type: none"> 1. Facilities in good repair 2. Efforts to seek parent input 3. Promotion of parental participation 4. Student suspension rates 5. Student expulsion rates 6. School attendance rates 7. Chronic absenteeism rates 8. Middle school dropout rates 9. School office referral data Outcome <ol style="list-style-type: none"> 1. Maintain exemplary status on Facilities Inspection Tool and make repairs as indicated throughout the school year. 2. Set baselines from survey data and set goals for specific areas of improvement. 3. Set baselines from data on parent participation at school events, Back to School, Conferences, volunteering, for example, and set goals for 		Actual Annual Measurable Outcomes: <ol style="list-style-type: none"> 1. Exemplary status, September 4, 2015. School maintenance staff makes repairs as indicated during the school year. 2. Comments for improvement included concerns about the number of incidents on the playground and campus accessibility by the public at the front of the school. School implemented the School-wide Information System, SWIS, to improve data collection. Data will be used to develop appropriate goals for 2016 - 2017. 3. Over 95% of respondents to school survey completed in English and Spanish indicated they believe the school encourages them to volunteer. Half of the Spanish-speaking respondents reported needing more information about how to do so. Teachers report a schoolwide average of nine (9) volunteers per class, either on a regular basis or occassionally. 4. Dataquest for 2014-2015: Pacific Union suspension rate of 3.9; County rate: 6.1; State rate: 3.8 5. Dataquest for 2014 - 2015: Pacific Union expulsion rate of 0; County rate: .1; State rate: .1. 6. Pacific Union 2014 - 2015 attendance rate =

	<p>specific areas of improvement.</p> <p>4. Maintain student suspension rate under 5% or state- designated benchmark. Dataquest for 2013 -2014: Pacific Union suspension rate of 3.8; County rate: 7.1; State rate: 4.4</p> <p>5. Maintain expulsion rate less than .1 or state-designated benchmark. Dataquest for 2013-2014: Pacific Union expulsion rate of 0; County rate; 0.1; State rate: 0.1</p> <p>6. Maintain school attendance rate of at least 90%. Pacific Union 2013 – 2014 attendance rate = 95.03%</p> <p>7. CALPADS Chronic Absentee Rate, 2014 – 2015 = 35 students. Reduce number of students chronically absent by 5%.</p> <p>8. CALPADS Middle School Dropout Rate, 2014 – 2015 = 0. Maintain middle school dropout rate of 0 students.</p> <p>9. Reduce number of referrals to principal’s office by 5%. Total referrals in 2013 – 2014 = 514. Reduce referrals for physical contact by 5%. Total 2013 – 2014 referrals for physical contact = 139.</p>		<p>94.95%</p> <p>7. Pacific Union CALPADS Chronic Absentee Rate, 2014 - 2015 = 51 students or 13%.</p> <p>8. There are no middle school dropouts as of May 1, 2016.</p> <p>9. School implemented the School-wide Information System, SWIS. Data was collected with different parameters from past years. New baseline data: May 2, 2016 = 187 incidences of physical contact from September 1, 2015 to May 1, 2016.</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

Music schoolwide		\$ 97,231 RS 0000, 0001	Full-time music teacher for schoolwide music, community music performances, Cabaret talent show, school concerts and recitals.		\$ 103,616 RS 0000, 0001 (LCFF)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single 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		
Counseling, including support with attendance		\$ 150,905 RS 0000, 0001	Two counselors (1.6 FTE) provide support for families and students. Counselors provide individual and group counseling, consultation to parents and staff, classroom support with Second Step, implementation of Schoolwide Information System (SWIS) and Positive Behavior Intervention Supports.		\$ 121, 930 RS 0000, 5812 (COUNS GRT)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All	

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Energy efficient projects to be determined through Prop. 39 energy audits such as adequate outside lighting, new refrigeration in the kitchen		\$ 97,231 RS 6230	Completed ASHRAE Level II audit and reviewed data with project manager. Identified potential projects to be submitted as part of an energy expenditure plan. Acquired the services of an architect.		\$ 25,000 RS 6230(PROP 39)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single 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		
Maintenance staff		\$ 101,522 RS 0000, 8150	Maintenance staff (1.5 FTE) checks and cleans our facility daily. Maintenance makes repairs promptly.		\$ 110,332 RS 0000, 8150 (RRMAINT)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Short term maintenance to keep facilities in good repair.</p> <p>Long term maintenance as funds are available for replacement of daycare and staff room flooring, replace phone system, rekey school, relocation/replacement of computer lab, replace gate, and upgrade/replace security cameras.</p>		<p>\$ 104,600 RS 8150</p>	<p>Maintenance staff makes repairs or contacts outside service providers, if needed, so work is completed promptly. District replaced day care flooring. District is in the process of installing new security cameras and researching options for replacing or restoring the computer lab.</p>	<p>\$ 56,700 RS 8150 (RRMAINT)</p>
<p>Scope of service:</p>	<p>Schoolwide; we are a single school district</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Schoolwide; we are a single 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>	
<p>What changes in actions, services, and expenditures</p>	<p>District developed a five-year long term maintenance plan and will prioritize projects annually. District plans to add additional maintenance help during summer to accomplish projects. District will research options to improve security at the front of the school.</p>			

Original Goal from prior year LCAP:	<u>GOAL III</u> All students will have access to a broad course of study and educational supports to increase academic success in English Language Arts, math, science, and literacy.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Pacific Union Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Metric</p> <ol style="list-style-type: none"> 1. Performance on standardized tests 2. Score on state derived index such as API 3. Student access and enrollment in all required areas of study 4. Other Outcomes <p>Outcome</p> <ol style="list-style-type: none"> 1. Baseline established on CAASPP 2. Meet or exceed state defined index 3. 100% Student access 4. Establish a baseline for number of students participating in various academic and extracurricular opportunities such as athletics, arts, theater, science fair, history day, spelling and geography bees. 	Actual Annual Measurable Outcomes:	<p>1. All: ELA, Percent: Standard Exceeded: 10; Standard Met: 37; Standard Nearly Met: 24; Standard Not Met: 28</p> <p>All: Math Standard Exceeded: 14; Standard Met: 20; Standard Nearly Met: 34; Standard Not Met: 3</p> <p>All: Science, Grade 5, Percent: Advanced: 7; Proficient: 51; Basic: 19; Below Basic 14; Far Below Basic: 9</p> <p>All: Science, Grade 8, Percent: Advanced: 39; Proficient: 33; Basic: 18; Below Basic 7; Far Below Basic: 3</p> <p>2. State has suspended API</p> <p>3. 100% student access</p> <p>4. In 2015 - 2016, 75% of TK - 3rd grade and 85% of 4th - 8th grade students participated in various academic and extracurricular opportunities.</p>
	LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Classroom paraprofessionals	\$ 134,272 RS 0000, 3010, 0000	Fourteen, 3 hour a day paraprofessionals provide additional support in classrooms.	\$ \$ 132,773 RS 0001(LCFF), 3010(TITLE I)

Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single 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		
Formative assessments for implementation of Common Core State Standards and CAASPP		CAASPP formative assessments, No cost	District is utilizing online CAASPP materials.		Cost included in technology costs to access online assessments.
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Music schoolwide		\$ 97,231 RS 0000, 0001	Full-time music teacher for schoolwide music, community music performances, Cabaret talent show, school concerts and recitals.		\$ 103,616 RS 0000, 0001 (LCFF)

Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All	
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Special education teachers: resource specialist (2.15 FTE, .5 FTE increase over 14-15), school psychologist (.4 FTE), speech language pathologist .5 FTE).		\$ 214,168 RS 3310, 6500	Special education teachers: resource specialists (2.35 FTE), school psychologist (.4 FTE), speech pathologist (.6 FTE).	\$ 227,561 RS 3310(SP ED), 6500(SP ED)	
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All	
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Variety of academic and extracurricular opportunities: athletics, arts, theater, science fair, history day, spelling bee and geography bee		\$ 12,642 RS 0000 Athletics: OB 1000-4000 All others: OB 5801, 5207	All students had access to and choices of various academic and extracurricular opportunities: volleyball, basketball, cross country, track, golf, art design competitions, art shows, and theater performances. Science fair, history day, spelling bee and geography bee competitions were also available.	\$ 13,355 Athletics: RS 0000; Academic and Extra-curricular RS 0000, 1100 (LOTT)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service: Schoolwide; we are a single 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 opportunities for fieldtrips		\$ 12,260 RS 0000, 1100 OB 5715	Annually each class may take up to four bus trips grades, K – 6 and four total grades 7, 8 and up to six walking trips grades K – 6 and six total grades 7, 8. Additional fieldtrips include: I've been Admitted to College (7th grade to College of the Redwoods and 8th grade to Humboldt State University), first grade swimming, and fifth grade Wolf Creek Outdoor Education. In 2014 – 2015, 89 total bus fieldtrips and 25 total walking fieldtrips were taken.	\$ 11,050 RS 0000
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service: Schoolwide; we are a single school district Grades: All	

<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 _ Other</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 _ Other</p>		
Transportation staff		\$ 99,828 RS 0210	Transportation staff (1.5 FTE) provides home to school transportation for approximately 120 students a day. They also transport for fieldtrips.		\$ 106,177 RS 0210(TRANS)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All	
<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 _ Other</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 _ Other</p>		
Incorporate Humboldt County Office of Education experts in the course of study		\$ 7,500 RS 1100	Humboldt Educational Resource Center available to staff. Incorporated Humboldt County Office of Education experts in classrooms and providing staff development primarily in the areas of Common Core State Standards, the Arts, and technology.		\$ 7,500 RS 1100(LOTT)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single 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	
Reading Specialist, full time		\$96,483 RS 0001	One full-time reading specialist	\$ 103,366 RS 0001(LCFF)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single 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, servivces, and expenditures	None			

Original Goal from prior year LCAP:	<u>GOAL IV</u> The educational outcomes of English Learners, low income, and foster youth will mirror the outcomes of the general student population.	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
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Goal Applies to:	Schools: Pacific Union Grades: All	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Redesignated fluent English proficient, English Learners
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <ol style="list-style-type: none"> Share of ELs that become English proficient EL reclassification rate API growth and subgroup performance EL access to ELD and CCSS. <p><u>Outcome</u></p> <ol style="list-style-type: none"> Increase percentage of ELs who become English proficient by 1%. 2013-2014 CELDT Reporting, CDE, Pacific Union: 32% of EL students score Advanced and Early Advanced (proficient), County: 39%, State: 41%. Review/revise district reclassification process based on CAASPP testing data results. May 1, 2015 Pacific Union reclassification rate: 10%. Meet or exceed state defined index. Review subgroup performance on CAASPP. Set goals, actions/services and outcomes based on baseline data. At least 75% of teachers will participate in professional development in the area of ELA/ELD in the CCSS. 	<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 2014-2015 CELDT Reporting, CDE, Pacific Union: 20% of EL students score Advanced and Early Advanced (proficient), County: 40%, State: 37%. As of May 1, 2016, Pacific Union reclassified 7 of 68 students. Dataquest 2014 - 2015: Students redesignated FEP: Pacific Union - 16.4%; County: 8.5%; State 11% All: ELA, Economically Disadvantaged, Percent: Standard Exceeded: 5; Standard Met: 28; Standard Nearly Met: 28; Standard Not Met: 38 All: Math, Economically Disadvantaged, Percent: Standard Exceeded: 8; Standard Met: 14; Standard Nearly Met: 35; Standard Not Met: 42 CST, Science, Economically Disadvantaged: Fifth grade (25 scores) Proficient and Above: 48 Eighth grade (28 scores) Proficient and Above: 57 All: ELA, English Learner (26 scores) Standard Exceeded: 0; Standard Met: 4; Standard Nearly Met: 15; Standard Not Met: 81; All: Math, English Learner (26 scores)

		<p>Standard Exceeded: 0; Standard Met: 0; Standard Nearly Met: 19; Standard Not Met: 81</p> <p>CST, Science, English Learner</p> <p>Fifth grade (4 scores): Sample size too small to report percentages</p> <p>Eighth grade (1 score): Sample size too small to report percentages</p> <p>All: ELA, Reclassified (23 scores)</p> <p>Standard Exceeded: 9; Standard Met: 26; Standard Nearly Met: 39; Standard Not Met: 22</p> <p>All: Math, Reclassified (21 scores)</p> <p>Standard Exceeded: 14; Standard Met: 10; Standard Nearly Met: 62; Standard Not Met: 14</p> <p>CST, Science, Reclassified</p> <p>Fifth grade (5 scores): Sample size too small to report percentages</p> <p>Eighth grade (9 scores): Sample size too small to report percentages</p> <p>4. All staff attended professional development in the area of ELA/ELD during pre-school inservice days.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Library Technician		\$ 30,515 RS 0000, 0001	Library technician on site seven hours a day.		\$ 33,833 RS 0000, 0001 (LCFF)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All	
<input type="checkbox"/> All ----- <input checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Formative assessments for implementation of Common Core State Standards and CAASPP		CAASPP formative assessments, No cost	District is utilizing online CAASPP materials.		Cost included in technology cost to access assessments online.
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: 3rd, 4th, 5th, 6th, 7th, 8th	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Special education teachers: resource specialist (2.15 FTE), school psychologist (.4 FTE), speech language pathologist (.5 FTE).</p>		<p>\$ 214,168 RS 3310, 6500</p>	<p>Special education teachers: resource specialists (2.35 FTE), school psychologist (.4 FTE), speech pathologist (.6 FTE).</p>	<p>\$ 227,561 RS 6500(SP ED), 3310(SP ED)</p>
<p>Scope of service:</p>	<p>Schoolwide; we are a single school district</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide; we are a single school district</p> <p>Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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>	

Variety of academic and extracurricular opportunities: athletics, arts, theater, science, history day, spelling bee and geography bee		\$ 12,642 RS 0000 Athletics: OB 1000-4000 All others: OB 5801, 5207	All students had access to and choices of various academic and extracurricular opportunities: volleyball, basketball, cross country, track, golf, art design competitions, art shows, and theater performances. Science fair, history day, spelling bee and geography bee competitions were also available.	\$ 13,355 Athletics RS: 0000; Academic and Extracurricular RS 0000, 1100 (LOTT)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service: Schoolwide; we are a single school district Grades: All	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 checked="" 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 type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
Provide opportunities for fieldtrips		\$ 12,260 RS 0000, 1100 OB 5715	Annually each class may take up to four bus trips grades, K – 6 and four total grades 7, 8 and up to six walking trips grades K – 6 and six total grades 7, 8. Additional fieldtrips include: I've been Admitted to College (7th grade to College of the Redwoods and 8th grade to Humboldt State University), first grade swimming, and fifth grade Wolf Creek Outdoor Education. In 2014 – 2015, 89 total bus fieldtrips and 25 total walking fieldtrips were taken.	\$ 11,050 RS 0000
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service: Schoolwide; we are a single school district Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native X Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>		
<p>Incorporate Humboldt County Office of Education experts in the course of study</p>		<p>\$ 7,500 RS 1100</p>	<p>Humboldt Educational Resource Center available to staff. Incorporated Humboldt County Office of Education experts in classrooms and providing staff development primarily in the areas of Common Core State Standards, the Arts, and technology.</p>		<p>\$ 7,500 RS 1100(LOTT)</p>
<p>Scope of service:</p>	<p>Schoolwide; we are a single school district</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide; we are a single school district</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native X Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>		
<p>Counseling and outreach support for families and students</p>		<p>\$ 150,905 RS 0000, 0001</p>	<p>Two counselors (1.6 FTE) provide support for families and students. Counselors provide individual and group counseling, consultation to parents and staff, classroom support with Second Step, implementation of Schoolwide Information System (SWIS) and Positive Behavior Intervention Supports.</p>		<p>\$ 121,930 RS 0001(LCFF), 3010(TITLE I)</p>

Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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 ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
EL Teacher (.8 FTE, .2 FTE increase over 2014 - 2015) and paraprofessional		\$ 50,354 RS 0001	EL teacher (.8 FTE) and EL paraprofessional (18 hours a week) provide EL services to EL students.		\$ 70,442 RS 0001(LCFF), 3010(TITLE I)
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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 X Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
EL materials		\$ 5,000 RS 0001	EL Materials aligned to Common Core were purchased for all EL students.		\$ 5,000 RS 0001(LCFF)

Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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 X Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Home to School Transportation		\$ 119,397 RS 0210	Home to School Transportation – 2014 – 2015 total number of students transported was 120.	\$ 125,951 RS 0210(TRANS)	
Scope of service:	Schoolwide; we are a single school district Grades: All		Scope of service:	Schoolwide; we are a single school district Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X 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		

What changes in actions, services, and expenditures

District will review Common Core ELA curriculum and interim assessments, including supplemental materials to support EL students and students with disabilities. District will increase EL paraprofessional time and resource specialist time.

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:	395678
<p><u>For 2016-17</u></p> <p>Pacific Union School District will spend at least \$ 395,678 to provide services for low income, foster youth, and English Learner pupils. Pacific Union School's percentage of unduplicated pupils is over 50% and meets the threshold to use LCAP funds schoolwide. Using these funds schoolwide is the most effective use, because these services benefit all students. These funds will be used to continue funding a reading specialist who will work with low achieving, EL, low income and foster youth students. The district will also maintain the number of hours of classroom instructional support from paraprofessionals for small group and individualized attention for those students in need of additional academic support. A portion of this amount will contribute to the music program enabling students who may not have access to private music lessons to participate in activities that build engagement to the school community. Research supports the notion that sustained, educational experiences in music prepares students to learn, facilitates academic achievement, and develops creativity. (See http://www.aep-arts.org/wp-content/uploads/2012/08/Music-Matters-Final.pdf). In addition, funds will increase library books, technology integration into the classroom instructional program and Common Core aligned curriculum. The District will now fund one full-time counselor, previously grant funded, to support low income, English Learner, and foster youth. The effectiveness of school counselors, including their contribution to the academic and personal success of students, is well documented. (See http://www.cde.ca.gov/ls/cg/rh/counseffective.asp).</p>	

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

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

10.79	%
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For 2016-17

The percentage increase in services for unduplicated pupils will be increased by 10.79% (Minimum Proportionality Percentage) as compared to services provided to all pupils in the LCAP year. Services specific to unduplicated pupils and their families include volunteers who assist with academic subjects, paraprofessionals, English classes for parents of second language students in partnership with COE and local university and junior college, and volunteer translators. This year, we will increase the frequency with which Puentes volunteers from Humboldt State University provide academic support to unduplicated families, expanding these services to after school. The time for the English Learner paraprofessional will increase by .15 FTE (one day a week). The equivalent of one full-time counselor has been funded solely to support unduplicated pupils. Books for leisure home reading for all unduplicated students will be provided, and curriculum specific to the needs of English Learners will be purchased.

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).