

Introduction:

Stanwood A. Murphy Elementary School offers both a small, supportive learning environment and a departmentalized program for middle-school students. We are proud to offer a full music program that includes a strings, band, song flute and choir component. Our school continues to implement the district's visual and performing arts plan. Many schools unfortunately had to cut their music programs, but our school board has kept visual and performing arts a top priority. We are one of the only schools with a music teacher in a small grade K-8 school of 227 students.

Because we are a K-8 school district the following metrics from State Priority #4 do not apply:

- share of students who are college and career ready,
- share of students who pass AP exams with a 3 or higher,
- share of students determined to be prepared for college with EAP.
- API is N/A

Also, the following metrics from State Priority #5 do not apply:

- high school graduation rate
- high school drop out rates.

LEA: Scotia Union Elementary

Contact: Ronan Collver, Superintendent, rcollver@scotiaschool.org, (707)764-2212

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
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The involvement process included reviewing the current year goals and then moving forward in developing future goals. The main groups involved in this process were the Board of Trustees, school staff, students, PTO, parent advisory group, IEP teams and SST teams. Dates of these meetings are listed under the Annual Update section below. The annual update and future goals settings are so closely related and many of the conversations with stakeholders moved in and out of both topics simultaneously.

Parents were also asked to contact the Superintendent if they wanted to have input on the LCAP if they were unable to attend any scheduled meetings. This was done in the monthly newsletter that goes home with each child monthly.

All goals, actions and services came directly out of these stakeholder meetings. Parents were mainly interested in discussing school climate and the possibility of opening the school gym. Community outreach was also discussed and ways to engage those parents who do not participate often in school activities. With the growth of our PTO group, it is believed that more parents will be involved.

The Scotia Teacher's Association(Bargaining Unit) focused much more on the instructional and curriculum side of the goals with many of the discussions centered on the new math adoption and the struggles associated with this change. Discussion about Language Arts adoption was also a topic. Student Intervention was a major topic of both staff meetings, collaboration and professional development. Individual student needs and strategies were often discussed.

The students who voiced their opinions on future goals discussed the need for our gym to be open and our sports program increased in the future. The students voiced a need to have the ASB program started up again at Scotia School.

The SST and IEP meetings had a significant impact on the future goals because these meetings centered on specific needs of students and the ideas generated can easily be spread across a larger group of students.

Annual Update:

All stakeholders' opinions were sought out and given many opportunities to give feedback on the review of the annual update and future LCAP goals. Stakeholders include teachers, parents, students, advisory groups and classified staff. Both the annual update and the future goal settings were reviewed at a variety of meetings throughout the year.

The Scotia PTO has developed into a strong unit and has been very active in improving our school. Presentations and input was sought at meetings on Feb. 3, 2016 and March 2, 2016

Annual Update:

PTO was very instrumental in reviewing out LCAP and advising the district from a parent's point of view. Their role has developed beyond the traditional PTO that raises money for material needs at the school to much more of an advisory group that looks more at the academic and social well-being of our students. These meetings were very special as they included teachers as well as parents who wished to give feedback. Many of the previous goals focused on a positive school climate and most in attendance at these meetings voiced that the positive school climate has increased over the past 12 months.

At Scotia School, we are fortunate to have an early release every Wednesday afternoon that focuses on academic collaboration and professional development. Our 15-16 goals were reviewed at many of these meetings and strong academic suggestions were given by the teachers on how we can improve the goals that have been established.

Stakeholders were invited to LCAP updates on March 10, 2016 and April 21, 2016 . Even though these meetings were not well attended, those in attendance were able to offer input on the success of our previously established goals.

The Scotia Board of Trustees took a much more active role in reviewing the goals and offering suggestions on the direction of the LCAP in the future. The Feb. 11, 2016 and March 10, 2016 allowed for both Board input as well as input from any community member in attendance.

One of the most unique situations in the involvement process were meetings that took place outside of planned LCAP meetings. Scotia School has a strong Student Study Team(SST) approach to assisting students who struggle academically and socially. These are unique situations because a group of teachers, administrator and parents are meeting on a specific child, however, many program suggestions are shared by all in attendance. 11 SST's were conducted through out the 16-17 school year.

Similar to SST's, Individual Education Plan(IEP) meetings were held for all of our resource students and similar conversations took place giving us feedback on our academic programs.

In such a small district, it should be noted that there is constant communication between the parents and the school. Parents are much more likely to give opinions and suggestions at parent-teacher conferences, student discipline meetings and in the hallways during back to school night, PTO functions and while picking up their child from school.

The Board of Trustees has a unique insight as they are more aware of the policy and fiscal situation of the district. The majority of the Board is comprised of parents in the district and this dual role allowed them to have a unique insight on the development of the LCAP.

LCAP input meetings were lightly attended, however, many stakeholders provided input at Board Meetings, PTO meetings and staff meetings. Many of the stakeholders who attend an LCAP input meeting are the same who attend these other sessions.

A significant impact on both the annual update and future LCAP goals was the SST, IEP and impromptu meetings with stakeholders. These meetings had some of the most impact because they are tied directly to a particular student's needs. It was easy to associate those same needs across a broader spectrum of students. Parents are more relaxed at these meetings and tend to speak directly from the heart on the needs of their child. Teachers were able to think more outside of the box and render opinions that have the potential for the most impact to the students.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	Goal # 1: All students will reach high academic standards.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
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Identified Need:	All students in the Scotia Union School District need to achieve their highest possible potential. Having 44% of the K-3 students labeled "At Risk" according to our DIBBLES Assessment needs to be decreased to a more manageable number. 58% of our 2-8 grade students scored "standards not met" on the 2015 SBAC English Language Arts assessment and 48% in Math also scored "standards not met".										
Goal Applies to:	Schools:	LEA WIDE Grades: All									
	Applicable Pupil Subgroups:	All									
LCAP Year 1											
Expected Annual Measurable Outcomes:	<p><u>Expected Outcome in 16-17:</u></p> <p>DIBBLES ASSESMENT:</p> <p>Goal is to Decrease % "At Risk" by 3 %.</p> <p><u>2015-2016</u></p> <table border="0" data-bbox="428 916 955 1116"> <tr> <td>Beginning of year:</td> <td>Middle of year:</td> </tr> <tr> <td>44% At risk</td> <td>45% At Risk</td> </tr> <tr> <td>17% Some Risk</td> <td>22% Some Risk</td> </tr> <tr> <td>39% Low Risk</td> <td>33% Low Risk</td> </tr> </table> <p>ACCELERATED READER</p> <p>Goal is to Increase "Average Correct" by 3% and Increase "At/Above 85 %" by 3 %</p> <p><u>2015-2016 AR:</u></p> <p>15-16 Average Correct: 78%</p> <p>15-16 At/Above 85%: 42%</p>			Beginning of year:	Middle of year:	44% At risk	45% At Risk	17% Some Risk	22% Some Risk	39% Low Risk	33% Low Risk
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44% At risk	45% At Risk										
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14-15 Below 85%: 58%

Goal is to increase % of students in "Standards Met" and "Standards Exceeded" by 10%.

CAASPP:

14-15 Schoolwide results:

	Math *152 Students	ELA/ Literacy * 151 tested
Standards not met:	48%	56%
Standards nearly met:	31 %	25%
Standards met:	16 %	15%
Standards Exceeded:	5 %	4%

GPA:

Goal is to Maintain GPA above 3.50

PARENT SURVEY:

Goal is to Maintain above 90% positive rating.

15-16 92% Positive Survey Results

TEACHER MISSASSIGNMENT:

Maintain 0% missassignment.

STUDENT ACCESS TO INSTRUCTIONAL MATERIALS:

Goal: Maintain 100%

CCSS: ADOPTED COMMON CORE MATERIALS:

All students have access to CCSS in math and will have access to ELA in 16-17.

Agendas for Early Release PD

All teachers will participate in PD dealing with effective methods of CCSS implementation.

Calendars and Class Schedules:

All students, including SWD, have access to a broad course of study which includes GATE, Music, Art, sports and enrichment activities.

Student recognition logs:

Students will be able to receive a variety of social and academic monthly, quarterly and year end awards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of Common Core Standards: <ol style="list-style-type: none"> 1. Professional Development to focus on English Language Arts 2. Teacher Collaboration within and outside of our school site 3. Purchase appropriate technology to match Common Core needs. 4. Prepare students to be college and/or career ready. 	LEA-WIDE Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Regular Ed Teacher salaries: \$537,146 (0000/1400-1100) Prof. Development: \$6,250 (4035) Technology: \$12,350 0000-4445/4450
Accelerated Reader program K-8 Dibels Assessment K-3	LEA-WIDE Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	AR: \$1918 (0000-4450) Dibels Coordinator: \$500 (0000-1150)
LCAP Year 2			

Expected Annual Measurable Outcomes:

Expected Outcome in 17-18:

DIBBLES ASSESMENT:

Goal is to Decrease % "At Risk" by 3 %.

2015-2016

Beginning of year:	Middle of year:
44% At risk	45% At Risk
17% Some Risk	22% Some Risk
39% Low Risk	33% Low Risk

ACCELERATED READER

Goal is to Increase "Average Correct" by 3% and Increase "At/Above 85 %" by 3 %

2015-2016 AR:

15-16 Average Correct: 78%

15-16 At/Above 85%: 42%

14-15 Below 85%: 58%

Goal is to increase % of students in "Standards Met" and "Standards Exceeded" by 10%.

CAASPP:

14-15 Schoolwide results:

	Math *152 Students	ELA/ Literacy * 151 tested
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GPA:

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15-16 92% Positive Survey Results

TEACHER MISSASSIGNMENT:

Maintain 0% missassignment.

STUDENT ACCESS TO INSTRUCTIONAL MATERIALS:

Goal: Maintain 100%

CCSS: ADOPTED COMMON CORE MATERIALS:

All students have access to CCSS in math and will have access to ELA in 17-18.

Agendas for Early Release PD

All teachers will participate in PD dealing with effective methods of CCSS implementation.

Calendars and Class Schedules:

All students, including SWD, have access to a broad course of study which includes GATE, Music, Art, sports and enrichment activities.

Student recognition logs:

Students will be able to receive a variety of social and academic monthly, quarterly and year end awards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Accelerated Reader program K-8 Dibels Assessment K-3</p>	<p>LEA-WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>AR: \$1918 (0000-4450) Dibels Coordinator: \$500 (0000-1150)</p>
<p>Implementation of Common Core Standards:</p> <ol style="list-style-type: none"> 1. Professional Development to focus on English Language Arts 2. Teacher Collaboration within and outside of our school site 3. Purchase appropriate technology to match Common Core needs. 4. Prepare students to be college and/or career ready. 	<p>LEA-WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Regular Ed Teacher salaries: \$549,871 (0000/1400-1100) Prof. Development: \$6,250 (4035) Technology: \$10,000 0000-4445/4450</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Expected Outcome in 18-19:</u></p> <p>DIBBLES ASSESMENT:</p> <p>Goal is to Decrease % "At Risk" by 3 %.</p> <p><u>2015-2016</u></p> <table border="0"> <tr> <td>Beginning of year:</td> <td>Middle of year:</td> </tr> <tr> <td>44% At risk</td> <td>45% At Risk</td> </tr> <tr> <td>17% Some Risk</td> <td>22% Some Risk</td> </tr> <tr> <td>39% Low Risk</td> <td>33% Low Risk</td> </tr> </table>	Beginning of year:	Middle of year:	44% At risk	45% At Risk	17% Some Risk	22% Some Risk	39% Low Risk	33% Low Risk
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ACCELERATED READER

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Goal is to increase % of students in "Standards Met" and "Standards Exceeded" by 10%.

CAASPP:

14-15 Schoolwide results:

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GPA:

Goal is to Maintain GPA above 3.50

PARENT SURVEY:

Goal is to Maintain above 90% positive rating.

15-16 92% Positive Survey Results

TEACHER MISSASSIGNMENT:

Maintain 0% missassignment.

STUDENT ACCESS TO INSTRUCTIONAL MATERIALS:

Goal: Maintain 100%

CCSS: ADOPTED COMMON CORE MATERIALS:

All students have access to CCSS in math and will have access to ELA in 18-19.

Agendas for Early Release PD

All teachers will participate in PD dealing with effective methods of CCSS implementation.

Calendars and Class Schedules:

All students, including SWD, have access to a broad course of study which includes GATE, Music, Art, sports and enrichment activities.

Student recognition logs:

Students will be able to receive a variety of social and academic monthly, quarterly and year end awards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implementation of Common Core Standards:</p> <ol style="list-style-type: none"> Professional Development to focus on English Language Arts Teacher Collaboration within and outside of our school site Purchase appropriate technology to match Common Core needs. Prepare students to be college and/or career ready. 	<p>LEA-WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Regular Ed Teacher salaries: \$549,871 (0000/1400-1100) Prof. Development: \$6,250 (4035) Technology: \$10,000 0000-4445/4450</p>

<p>Accelerated Reader program K-8</p> <p>Dibels Assessment K-3</p>	<p>LEA-WIDE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>AR: \$1918</p> <p>Dibels Coordinator: \$500</p>
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GOAL:	Goal #2: All students in high need areas will reach high academic standards	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 X 7 _8 Local: N/A
Identified Need:	Students who need extra support should have the resources available so that they can progress at the same rate as students who do not need extra support. The District should strive for more than 61% of the IEP goals being met.	
Goal Applies to:	Schools: Stanwood A. Murphy Grades: All	
	Applicable Pupil Subgroups:	Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>Percentage of goals reached by IEP students:</p> <p>Goal is to Increase by 3% goals Met vs Not met by our SWD.</p> <p><u>2014-2105</u>: 61% of the IEP goals were met in the District</p> <p><u>2015-2016</u>: 68%of the IEP goals were met in the District</p> <p>CELDT: Re-designation OF EL Students:</p> <p>Goal is to Increase Re-designation % after student participates for 5 years.</p> <p>EL Intervention:</p> <p>Goal is to Maintain 100% of EL students receiving services.</p> <p>CELDT:</p> <p>Goal is to Increase # of students making progress in English language Development as shown in the annual CELDT Test.</p> <p>Schedules and Attendance Records for EL Students</p> <p>Goal is to have all EL students have EL Development pull-out support and access to CC aligned instruction.</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Tier 1 Intervention:</p> <p>1. Professional Development for classroom teachers so that they are up to date on all current intervention techniques.</p> <p>2. Purchase intervention programs as needed that are based on the needs of the students. Their needs should be evaluated by proper data collected by the teachers.</p> <p>3. Teacher collaboration time. This time is used for teachers to work in groups to develop and evaluate the programs in the District. Students are released at 1 PM every Wednesday for this valuable time.</p> <p>4. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.</p> <p>5. Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly.</p> <p>6. Resource teacher to assist teachers in developing targeted intervention plans.</p>	<p>LEA WIDE</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>PD: \$6,250 (4035)</p> <p>Intervention Supplies: \$1500 (0000-4310)</p> <p>Intervention Materials \$1,000 (6010-4310)</p> <p>Teacher Assistants \$92,846</p> <p>ASES Coordinator \$1,500(6010-2100) This amount is also listed under Tier II and III</p> <p>\$45,767 (0000-2100) \$ 35,794 (5820-2100) \$11,285 (3010-2100)</p> <p>\$66,101 *suppl/conc</p> <p>Regular Ed and Special Ed teacher time are included in Goal 1 Teachers</p>

<p>Tier II and III pull out intervention:</p> <p>1. In addition to their regular Special Education caseloads, the resource instructors and resource paraprofessionals work daily throughout the school year with students in need of intervention services. Time is dedicated throughout the day to work with students in individual and small group settings.</p> <p>2. Data will be collected by general education and special education instructors in order evaluate a student's need for intervention services. Intervention materials will be purchased to met the needs of students receiving intervention.</p> <p>3. Professional development is planned weekly throughout the school year for all education instructors. Best-proven practices for classroom instruction and intervention instruction will be continuing topics during staff professional development and during teacher collaboration time. Special Education Instructors work collaboratively with other Special Education Instructors throughout the Eel River Valley during the dedicated collaboration schedule and on an as needed basis as determined by the instructors.</p> <p>4. Guidelines for referring students to intervention developed by the instructional staff will be followed. Those guidelines are used to; evaluate the effectiveness of the referral process; determine whether the student is making adequate improvements; or determine if the student should continue intervention.</p> <p>5. Classroom teachers and the ASES staff will continue to collaborate to develop intervention plans that follow students from the classroom into the after school program.</p>	<p>LEA WIDE</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Intervention Materials \$1,000 (0000-4310) *suppl/conc</p> <p>SST Coordinator: \$500.00 (0000-1130)</p> <p>Superintendent/Principal: \$4,700</p> <p>ASES Coordinator: \$1,500 (6010-2100)</p> <p>PD \$6,250 (4035)</p> <p>District's Special Educaton contribution targeted at low income students \$100,762 (0000-8989)</p>
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<p>School and District Secretary will devote time and resources to insure services are being provided to all students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 10%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making referrals to outside community resources and other needed services.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>School/District Secretary \$70,624 (0000-2406) *suppl/conc (\$7,062) Postage expenses \$1000 (0000-5950)</p>
<p>Superintendent/Principal will devote time and resources to meet the specific needs of all students, including low income students. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Superintendent/Principal Time \$5,000 (0000-1301) *suppl/conc</p>
<p>School Librarian will assist the District with scheduled intervention time to promote higher learning and literacy skills.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Librarian Time \$1,664 (0000-2216) *suppl/conc</p>

<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"> 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all low income students 	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>School contributes \$20,623 to 5310 in order to fully offer high quality meals *suppl/conc</p>
<p>Teacher after school Intervention. All 11 teachers provide 4 days a week of Intervention time. Students are determined through the District's SST process.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>After School Teacher Intervention program: \$ 50,516 (0000/1400-1100) *Suppl/Conc</p>
<p>Teacher Collaboration. Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Teacher collaboration time: \$ 48,744. (0000/1400-1100) *suppl/conc</p>

<p>Materials and supplies specifically targeted to improve low-income student performance and social building skills.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Material and supply costs: \$2,500 (0000-4310) *suppl/conc</p>
<p>Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Training of volunteer time: \$16,248 *suppl/conc These costs are linked to teacher pay in Goal 1.</p>
<p>Purchase EL intervention materials as needed. This will include materials for a pull out program with the EL coordinator as well as regular education classroom materials to assist the EL students.</p> <p>Purchase EL testing materials. CELDT tests are given annually in September.</p> <p>Pull-out intervention administered by the EL coordinator or designee.</p> <p>After school Intervention Plan for EL Students. The after school program will coordinate with the EL coordinator to meet the needs of EL students who attend the program.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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>EL Coordinator/Teacher time devoted to assisting EL students after regular school day ends \$5760 (0000-1100) EL Materials \$500.00 (0000-4310)</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>Percentage of goals reached by IEP students:</p> <p>Goal is to Increase by 3% goals Met vs Not met by our SWD.</p> <p><u>2014-2105</u>: 61% of the IEP goals were met in the District</p> <p><u>2015-2016</u>: 68%of the IEP goals were met in the District</p> <p>CELDT: Re-designation OF EL Students:</p> <p>Goal is to Increase Re-designation % after student participates for 5 years.</p> <p>EL Intervention:</p> <p>Goal is to Maintain 100% of EL students receiving services.</p> <p>CELDT:</p> <p>Goal is to Increase # of students making progress in English language Development as shown in the annual CELDT Test.</p> <p>Schedules and Attendance Records for EL Students</p> <p>Goal is to have all EL students have EL Development pull-out support and access to CC aligned instruction.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Purchase EL intervention materials as needed. This will include materials for a pull out program with the EL coordinator as well as regular education classroom materials to assist the EL students.</p> <p>Purchase EL testing materials. CELDT tests are given annually in September.</p> <p>Pull-out intervention administered by the EL coordinator or designee.</p> <p>After school Intervention Plan for EL Students. The after school program will coordinate with the EL coordinator to meet the needs of EL students who attend the program.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input 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>EL Coordinator/Teacher time devoted to assisting EL students after regular school day ends \$5760 (0000-1100) EL Materials \$500.00 (0000-4310)</p>
<p>Materials and supplies specifically targeted to improve low-income student performance and social building skills.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Material and supply costs: \$2,500 (0000-4310) *suppl/conc</p>
<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"> 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all low income students 	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>School contributes \$28,419 to 5310 in order to fully offer high quality meals *suppl/conc</p>

<p>School and District Secretary will devote time and resources to insure services are being provided to all students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 10%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making referrals to outside community resources and other needed services.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>School/District Secretary \$70,624 (0000-2406) *suppl/conc (\$7,430) Postage expenses \$1000 (0000-5950)</p>
<p>School Librarian will assist the District with scheduled intervention time to promote higher learning and literacy skills.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Librarian Time \$1,664(0000-2216) *suppl/conc</p>
<p>Superintendent translates documents and assists during parent conferences.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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>Superintendent's time translating documents and translating during conferences \$1,000 (0000-1301)</p>

<p>Superintendent/Principal will devote time and resources to meet the specific needs of all students, including low income students. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Superintendent/Principal Time \$5,000 (0000-1301) *suppl/conc</p>
<p>Teacher after school Intervention. All 11 teachers provide 4 days a week of Intervention time. Students are determined through the District's SST process.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>After School Teacher Intervention program: \$ 50,516 (0000/1400-1100)</p>
<p>Teacher Collaboration. Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Teacher collaboration time: \$ 48,744. (0000/1400-1100) *suppl/conc</p>

<p>Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Training of volunteer time: \$25,233 *suppl/conc These costs are linked to teacher pay in Goal 1.</p>
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<p>Tier 1 Intervention:</p> <p>1. Professional Development for classroom teachers so that they are up to date on all current intervention techniques.</p> <p>2. Purchase intervention programs as needed that are based on the needs of the students. Their needs should be evaluated by proper data collected by the teachers.</p> <p>3. Teacher collaboration time. This time is used for teachers to work in groups to develop and evaluate the programs in the District. Students are released at 1 PM every Wednesday for this valuable time.</p> <p>4. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.</p> <p>5. Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly.</p> <p>6. Resource teacher to assist teachers in developing targeted intervention plans.</p>	<p>LEA WIDE</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>PD: \$6,250 (4035)</p> <p>Intervention Supplies: \$1500 (0000-4310)</p> <p>Intervention Materials \$1,000 (6010-4310)</p> <p>Teacher Assistants \$92,846</p> <p>ASES Coordinator \$1,500(6010-2100) This amount is also listed under Tier II and III</p> <p>\$45,767 (0000-2100) \$ 35,794 (5820-2100) \$11,285 (3010-2100)</p> <p>\$66,101 *suppl/conc</p> <p>Regular Ed and Special Ed teacher time are included in Goal 1 Teachers</p>
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<p>Tier II and III pull out intervention:</p> <ol style="list-style-type: none"> 1. Resource Teacher and Resource Paraprofessional to be part time intervention teacher as time is available. 2. Purchase intervention programs that are based on the needs of the students. Their needs should be evaluated by proper data collected by the Special Education teachers. 3. Professional development will be centered around best proven pull out intervention programs and techniques. Special Education Teachers will work collaboratively with other Special Education teachers in the Eel River Valley. 4. Continually use and update guidelines for qualifying for Tier II/III intervention. 5. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students. <p>Student Study Team membes:</p> <ol style="list-style-type: none"> 1. SST Coordinator 2. Superintendent 3. Teacher 4. ASES Coordinator 	<p>LEA WIDE</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Intervention Materials \$1,000 (0000-4310) *suppl/conc</p> <p>SST Coordinator: \$500.00 (0000-1130)</p> <p>Superintendent/Principal Time: \$4,700 (000-1303)</p> <p>ASES Coordinator: \$1,500 (000-2100)</p> <p>PD \$6,250 (4035)</p> <p>District's Special Educaton contribution targeted at low income students \$100,762 (0000-8989)</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Percentage of goals reached by IEP students:</p> <p>Goal is to Increase by 3% goals Met vs Not met by our SWD.</p> <p><u>2014-2105:</u> 61% of the IEP goals were met in the District</p> <p><u>2015-2016:</u> 68%of the IEP goals were met in the District</p> <p>CELDT: Re-designation OF EL Students:</p> <p>Goal is to Increase Re-designation % after student participates for 5 years.</p> <p>EL Intervention:</p> <p>Goal is to Maintain 100% of EL students receiving services.</p> <p>CELDT:</p> <p>Goal is to Increase # of students making progress in English language Development as shown in the annual CELDT Test.</p> <p>Schedules and Attendance Records for EL Students</p> <p>Goal is to have all EL students have EL Development pull-out support and access to CC aligned instruction.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Purchase EL intervention materials as needed. This will include materials for a pull out program with the EL coordinator as well as regular education classroom materials to assist the EL students.</p> <p>Purchase EL testing materials. CELDT tests are given annually in September.</p> <p>Pull-out intervention administered by the EL coordinator or designee.</p> <p>After school Intervention Plan for EL Students. The after school program will coordinate with the EL coordinator to meet the needs of EL students who attend the program.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input 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</p> <p><input type="checkbox"/> Other</p>	<p>EL Coordinator/Teacher time devoted to assisting EL students after regular school day ends \$5760</p> <p>(0000-1100)</p> <p>EL Materials \$500.00 (0000-4310)</p>
<p>Materials and supplies specifically targeted to improve low-income student performance and social building skills.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Material and supply costs: \$2,500 (0000-4310) *suppl/conc</p>
<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"> 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all low income students 	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>School contributes \$28,419 to 5310 in order to fully offer high quality meals *suppl/conc</p>

<p>School and District Secretary will devote time and resources to insure services are being provided to all students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 10%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making referrals to outside community resources and other needed services.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>School/District Secretary \$70,624 (0000-2406) *suppl/conc (\$7,430) Postage expenses \$1000 (0000-5950)</p>
<p>School Librarian will assist the District with scheduled intervention time to promote higher learning and literacy skills.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Librarian Time \$1664 (0000-2216) *suppl/conc</p>
<p>Superintendent translates documents and assists during parent conferences.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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>Superintendent's time translating documents and translating during conferences \$1,000 (0000-1301)</p>

<p>Superintendent/Principal will devote time and resources to meet the specific needs of all students, including low income students. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Superintendent/Principal Time \$5,000 (0000-1301) *suppl/conc</p>
<p>Teacher after school Intervention. All 11 teachers provide 4 days a week of Intervention time. Students are determined through the District's SST process.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>After School Teacher Intervention program: \$ 50,516 (0000/1400-1100)</p>
<p>Teacher Collaboration. Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Teacher collaboration time: \$ 48,744. (0000/1400-1100) *suppl/conc</p>

<p>Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.</p>	<p>LEA WIDE Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Training of volunteer time: \$25,233 *suppl/conc These costs are linked to teacher pay in Goal 1.</p>
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<p>Tier 1 Intervention:</p> <p>1. Professional Development for classroom teachers so that they are up to date on all current intervention techniques.</p> <p>2. Purchase intervention programs as needed that are based on the needs of the students. Their needs should be evaluated by proper data collected by the teachers.</p> <p>3. Teacher collaboration time. This time is used for teachers to work in groups to develop and evaluate the programs in the District. Students are released at 1 PM every Wednesday for this valuable time.</p> <p>4. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.</p> <p>5. Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly.</p> <p>6. Resource teacher to assist teachers in developing targeted intervention plans.</p>	<p>LEA WIDE</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>PD: \$6,250 (4035)</p> <p>Intervention Supplies: \$1500 (0000-4310)</p> <p>Intervention Materials \$1,000 (6010-4310)</p> <p>Teacher Assistants \$92,846</p> <p>ASES Coordinator \$1,500(6010-2100) This amount is also listed under Tier II and III</p> <p>\$45,767 (0000-2100) \$ 35,794 (5820-2100) \$11,285 (3010-2100)</p> <p>\$66,101 *suppl/conc</p> <p>Regular Ed and Special Ed teacher time are included in Goal 1 Teachers</p>
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<p>Tier II and III pull out intervention:</p> <p>1. Resource Teacher and Resource Paraprofessional to be part time intervention teacher as time is available.</p> <p>2. Purchase intervention programs that are based on the needs of the students. Their needs should be evaluated by proper data collected by the Special Education teachers.</p> <p>3. Professional development will be centered around best proven pull out intervention programs and techniques. Special Education Teachers will work collaboratively with other Special Education teachers in the Eel River Valley.</p> <p>4. Continually use and update guidelines for qualifying for Tier II/III intervention.</p> <p>5. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.</p> <p>Student Study Team membes:</p> <ol style="list-style-type: none"> 1. SST Coordinator 2. Superintendent 3. Teacher 4. ASES Coordinator 	<p>LEA WIDE</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Intervention Materials \$1,000 (0000-4310) *suppl/conc</p> <p>SST Coordinator: \$500.00 (0000-2100)</p> <p>Superintendent/ Principal Time: \$4,700 (0000-1303)</p> <p>ASES Coordinator: \$1,500 (0000-2100)</p> <p>PD \$6,250 (4035)</p> <p>District's Special Educaton contribution targeted at low income students \$150,570 (0000-8989)</p>
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GOAL:	<p>Goal #3</p> <p>Increase parent participation.</p>	<p>Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A</p>
Identified Need:	<p>Parent Participation at school events, parent-teacher conferences, PTO meetings, Board Meetings, and School Site Council has been very low and the district believes that the overall education of our students is a team effort that involves the school and the family.</p>	
Goal Applies to:	Schools:	Stanwood A. Murphy
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>PTO Sign-In Sheets: Goal is to Increase meeting attendance by 10%. 14-15 PTO General Meetings: Average 7.38 people per meeting 15-16 PTO General meetings: Average 10.43 people per meeting</p> <p>Volunteer Sign-In Sheets: Goal is to Increase total number of classroom volunteers by 10%.</p> <p>Attendance Records for Open house, Back to School Night: Goal is to Increase Family attendance by 10%.</p> <p>Data from automated calls/emails: Goal is to Maintain or increase # of automated calls.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Increase Parent Volunteers in the classroom:</p> <ol style="list-style-type: none"> 1. Send out automated messages through calls, texts and emails for class events 2. Survey parents on desire to volunteer 3. Professional Development for parent volunteers to be done by teachers 4. Translate letter and notes sent home to Spanish when needed. 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Alert Now System \$500.00 (0000-5800) Printed Materials \$100.00 Professional Development: Hourly teacher rate based on participation interest. This is part of Goal 1 Teachers</p>
<p>Increase parent participation in PTO:</p> <ol style="list-style-type: none"> 1. Send out automated phone messages 2. Directly calling parents who have expressed interest 3. PTO on Facebook 4. PTO Website 5. Translate items when needed 6. Encourage parents to register with PTO Website 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Alert Now as mentioned above. Superintendent's Time. Amount will vary based on need.</p>

<p>Increase parent participation at special school events such as back to school night and open house.</p> <ol style="list-style-type: none"> 1. Automated Phone calls/emails 2. Newsletter announcements 3. Offer food at events 4. Translate invitation 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Alert Now as mentioned above. Printed Materials \$500.00 (0000-4310) Food \$500.00 (0000-4310) Superintendent/Principal Time \$500.00 (0000-1303)</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>PTO Sign-In Sheets: Goal is to Increase meeting attendance by 10%. 14-15 PTO General Meetings: Average 7.38 people per meeting 15-16 PTO General meetings: Average 10.43 people per meeting</p> <p>Volunteer Sign-In Sheets: Goal is to Increase total number of classroom volunteers by 10%.</p> <p>Attendance Records for Open house, Back to School Night: Goal is to Increase Family attendance by 10%.</p> <p>Data from automated calls/emails: Goal is to Maintain or increase # of automated calls.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Increase parent participation in PTO:</p> <ol style="list-style-type: none"> 1. Send out automated phone messages 2. Directly calling parents who have expressed interest 3. PTO on Facebook 4. PTO Website 5. Translate items when needed 6. Encourage parents to register with PTO Website 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Alert Now as mentioned above. Superintendent's Time. Amount will vary based on need.</p>
<p>Increase Parent Volunteers in the classroom:</p> <ol style="list-style-type: none"> 1. Send out automated messages through calls, texts and emails for class events 2. Survey parents on desire to volunteer 3. Professional Development for parent volunteers to be done by teachers 4. Translate letter and notes sent home to Spanish when needed. 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Alert Now System \$500.00 (0000-5800) Printed Materials \$100.00 Professional Development: Hourly teacher rate based on participation interest.</p>

<p>Increase parent participation at special school events such as back to school night and open house.</p> <ol style="list-style-type: none"> 1. Automated Phone calls/emails 2. Newsletter announcements 3. Offer food at events 4. Translate invitation 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Alert Now as mentioned above. Printed Materials \$500.00 (0000-4310) Food \$500.00 (0000-4310) Superintendent/Principal Time \$500.00 (0000-1303)</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>PTO Sign-In Sheets: Goal is to Increase meeting attendance by 10%. 14-15 PTO General Meetings: Average 7.38 people per meeting 15-16 PTO General meetings: Average 10.43 people per meeting</p> <p>Volunteer Sign-In Sheets: Goal is to Increase total number of classroom volunteers by 10%.</p> <p>Attendance Records for Open house, Back to School Night: Goal is to Increase Family attendance by 10%.</p> <p>Data from automated calls/emails: Goal is to Maintain or increase # of automated calls.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Increase parent participation in PTO:</p> <ol style="list-style-type: none"> 1. Send out automated phone messages 2. Directly calling parents who have expressed interest 3. PTO on Facebook 4. PTO Website 5. Translate items when needed 6. Encourage parents to register with PTO Website 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Alert Now as mentioned above. Superintendent's Time. Amount will vary based on need.</p>
<p>Increase Parent Volunteers in the classroom:</p> <ol style="list-style-type: none"> 1. Send out automated messages through calls, texts and emails for class events 2. Survey parents on desire to volunteer 3. Professional Development for parent volunteers to be done by teachers 4. Translate letter and notes sent home to Spanish when needed. 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Alert Now System \$500.00 (0000-5800) Printed Materials \$100.00 Professional Development: Hourly teacher rate based on participation interest.</p>

<p>Increase parent participation at special school events such as back to school night and open house.</p> <ol style="list-style-type: none"> 1. Automated Phone calls/emails 2. Newsletter announcements 3. Offer food at events 4. Translate invitation 	<p>LEA WIDE Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Alert Now as mentioned above.</p> <p>Printed Materials \$500.00 (0000-4310)</p> <p>Food \$500.00 (0000-4310)</p> <p>Superintendent/Principal Time \$500.00 (0000-1303)</p>
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GOAL:	<p>Goal #4</p> <p>Improve overall school climate</p>	<p>Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A</p>
Identified Need:	<p>With less than 2% of our parent population attending PTO, Board and LCAP meetings, it is necessary to increase this participation to receive better feedback on school climate. Even with a small percentage of students suspended in the District; it is believed that increasing the school climate will increase student achievement.</p>	
Goal Applies to:	Schools:	<p>Stanwood A. Murphy</p> <p>Grades: All</p>
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p>Community meeting feedback</p> <p>Increase percentage of families who attend Community input meetings by 5 %. We had the same number of parents attend the community meetings in 15-16 as 14-15.</p> <p>District Generated Survey measures parent and student perceptions of school</p> <p>Maintain over 90% positive feedback from district generated survey regarding perception of the school. The parent survey will be sent out via email and the google docs link sent home in the May newsletter.</p> <p>Suspension rates as reported in CALPADS</p> <p>Maintain suspension rate below 2 %</p> <p>14-15 Suspension rate: 1.3 %.</p> <p>15-16 Suspension rate: 1.3%.</p> <p>Expulsion rates as reported in CALPADS, currently 0%</p> <p>Maintain Expulsion rate under 1 %</p> <p>14-15 Expulsion rate: 0%.</p> <p>15-16 expulsion rate is 0%</p> <p>Middle School Drop Out</p> <p>Maintain 0 % Middle School Drop out Rate</p> <p>Attendance Rate: Increase attendance rate by .05% annually until 97% rate is achieved.</p> <p>Chronic Absenteeism: Lower percentage of those students who are chronically absent by 1% annually.</p> <p>FIT Report: Will report at 90% good annually</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Campus condition:</p> <ol style="list-style-type: none"> 1. Complete and publish our annual FIT report 2. Survey parents on school cleanliness and appearance 3. Devote staff time to landscaping 4. Utilize High Rock workers during school breaks to do major projects 	<p>LEA WIDE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Superintendent's Time \$500.00 (0000-1303)</p> <p>Material Costs \$200 (0000-4310)</p> <p>Maintenance Time 15% \$12,000 (0000-2213 & 8150-2213)</p>
<p>Increase School Pride</p> <ol style="list-style-type: none"> 1. Incorporate all grade levels in athletic pep-rallies. 2. Designate "Spirit Days" as Fridays. Have monthly prizes to classes with most spirit wear. 3. Encourage community service with students 4. Provide school memorabilia for sale in the office 5. Open Scotia Gym and Pool 6. Cross Age Tutoring 	<p>LEA WIDE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Superintendent's Time 10% \$8,500</p>
<p>Associated Student Body</p> <ol style="list-style-type: none"> 1. Stipend for teacher coordinator 2. Student Training 3. Student elections 	<p>LEA WIDE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>ASB Stipend \$500 (0000-1150)</p>

<p>Maintain athletic program in grades 4th -8th. Include Vollyball, basketball and track and field.</p>	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Athletic Director \$1,500 (0000-1135)</p>
<p>Increase Attendance</p> <ol style="list-style-type: none"> 1. Phone calls on absent students 2. Increase frequency of SARB letters and phone calls home 3. Solve student issues promptly 4. Conference with parents 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Secretary Time \$2,000 (0000-2406) Superintendent's Time for SARB \$1,000 (0000-1303)</p>
<p>Increase Art at School and in ASES Program</p> <ol style="list-style-type: none"> 1. Professional Development 2. Guest artists 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Guest Artists \$1,000 (6010-5800) Professional Development for ASES workers \$2,000 (6010-5800)</p>

<p>Counseling Services</p> <ol style="list-style-type: none"> Increase referrals to Remivista and Changing Tides Hire a .2 school counselor (0000-1205) \$9.293 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>.2 School counselor Approx \$9,293 (0000-1205)</p>
<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"> School Participates in Free Breakfast program for all Students School supplies healthy nutritious lunches to all students 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>School contributes \$20,623 to 5310 in order to fully offer high quality meals</p>
<p>Purchase Second Step anti-bullying program and train entire staff on the program.</p>	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Second Step Program \$1,000 (0000-4310)</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>Community meeting feedback</p> <p>Increase percentage of families who attend Community input meetings by 5 %. We had the same number of parents attend the community meetings in 15-16 as 14-15.</p> <p>District Generated Survey measures parent and student perceptions of school</p> <p>Maintain over 90% positive feedback from district generated survey regarding perception of the school. The parent survey will be sent out via email and the google docs link sent home in the May newsletter.</p> <p>Suspension rates as reported in CALPADS</p> <p>Maintain suspension rate below 2 %</p> <p>14-15 Suspension rate: 1.3 %.</p> <p>15-16 Suspension rate: 1.3%.</p> <p>Expulsion rates as reported in CALPADS, currently 0%</p> <p>Maintain Expulsion rate under 1 %</p> <p>14-15 Expulsion rate: 0%.</p> <p>15-16 expulsion rate is 0%</p> <p>Middle School Drop Out</p> <p>Maintain 0 % Middle School Drop out Rate</p> <p>Attendance Rate: Increase attendance rate by .05% annually until 97% rate is achieved.</p> <p>Chronic Absenteeism: Lower percentage of those students who are chronically absent by 1% annually.</p> <p>FIT Report: Will report at 90% good annually</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Associated Student Body</p> <ol style="list-style-type: none"> 1. Stipend for teacher coordinator 2. Student Training 3. Student elections 	<p>LEA WIDE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>ASB Stipend \$500 (0000-1150)</p>
<p>Campus condition:</p> <ol style="list-style-type: none"> 1. Complete and publish our annual FIT report 2. Survey parents on school cleanliness and appearance 3. Devote staff time to landscaping 4. Utilize High Rock workers during school breaks to do major projects 	<p>LEA WIDE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Superintendent's Time \$500.00 (0000-1303)</p> <p>Material Costs \$200 (0000-4310)</p> <p>Maintenance Time 15% \$12,000 (0000-2213 & 8150-2213)</p>
<p>Counseling Services</p> <ol style="list-style-type: none"> 1. Write grant through local program. Increase referrals to Remivista and Changing Tides 2. Hire a .2 school counselor 	<p>LEA WIDE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>.2 School counselor Approx \$10,000</p>

<p>Increase Art at School and in ASES Program</p> <ol style="list-style-type: none"> 1. Professional Development 2. Guest artists 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Guest Artists \$1,000 (6010-5800) Professional Development for ASES workers \$2,000 (6010-5800)</p>
<p>Maintain athletic program in grades 4th -8th. Include Vollyball, basketball and track and field.</p>	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Athletic Director \$1,000 (0000-1135)</p>
<p>Increase Attendance</p> <ol style="list-style-type: none"> 1. Phone calls on absent students 2. Increase frequency of SARB letters and phone calls home 3. Solve student issues promptly 4. Conference with parents 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Secretary Time \$2,000 (0000-2406) Superintendent's Time for SARB \$1,000 (0000-1303)</p>

<p>Increase School Pride</p> <ol style="list-style-type: none"> 1. Incorporate all grade levels in athletic pep-rallies. 2. Designate "Spirit Days" as Fridays. Have monthly prizes to classes with most spirit wear. 3. Encourage community service with students 4. Provide school memorabilia for sale in the office 5. Open Scotia Gym and Pool 6. Cross Age Tutoring 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Superintendent's Time 10% \$8,500</p>
<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"> 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all students 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>School contributes \$28,419 to 5310 in order to fully offer high quality meals</p>
<p>Purchase additional Second Step anti-bullying program and train entire staff on the program if needed.</p>	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Second Step Program \$1,000 (0000-4310)</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p>Community meeting feedback</p> <p>Increase percentage of families who attend Community input meetings by 5 %. We had the same number of parents attend the community meetings in 15-16 as 14-15.</p> <p>District Generated Survey measures parent and student perceptions of school</p> <p>Maintain over 90% positive feedback from district generated survey regarding perception of the school. The parent survey will be sent out via email and the google docs link sent home in the May newsletter.</p> <p>Suspension rates as reported in CALPADS</p> <p>Maintain suspension rate below 2 %</p> <p>14-15 Suspension rate: 1.3 %.</p> <p>15-16 Suspension rate: 1.3%.</p> <p>Expulsion rates as reported in CALPADS, currently 0%</p> <p>Maintain Expulsion rate under 1 %</p> <p>14-15 Expulsion rate: 0%.</p> <p>15-16 expulsion rate is 0%</p> <p>Middle School Drop Out</p> <p>Maintain 0 % Middle School Drop out Rate</p> <p>Attendance Rate: Increase attendance rate by .05% annually until 97% rate is achieved.</p> <p>Chronic Absenteeism: Lower percentage of those students who are chronically absent by 1% annually.</p> <p>FIT Report: Will report at 90% good annually</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Associated Student Body</p> <ol style="list-style-type: none"> 1. Stipend for teacher coordinator 2. Student Training 3. Student elections 	<p>LEA WIDE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>ASB Stipend \$500 (0000-1150)</p>
<p>Campus condition:</p> <ol style="list-style-type: none"> 1. Complete and publish our annual FIT report 2. Survey parents on school cleanliness and appearance 3. Devote staff time to landscaping 4. Utilize High Rock workers during school breaks to do major projects 	<p>LEA WIDE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Superintendent's Time \$500.00 (0000-1303)</p> <p>Material Costs \$200 (0000-4310)</p> <p>Maintenance Time 15% \$12,000 (0000-2213 & 8150-2213)</p>
<p>Counseling Services</p> <ol style="list-style-type: none"> 1. Write grant through local program. Increase referrals to Remivista and Changing Tides 	<p>LEA WIDE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>.2 School counselor Approx 10,000</p>

<p>Increase Art at School and in ASES Program</p> <ol style="list-style-type: none"> 1. Professional Development 2. Guest artists 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Guest Artists \$1,000 (6010-5800) Professional Development for ASES workers \$2,000 (6010-5800)</p>
<p>Maintain athletic program in grades 4th -8th. Include Vollyball, basketball and track and field.</p>	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Athletic Director \$1,000 (0000-1135)</p>
<p>Increase Attendance</p> <ol style="list-style-type: none"> 1. Phone calls on absent students 2. Increase frequency of SARB letters and phone calls home 3. Solve student issues promptly 4. Conference with parents 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Secretary Time \$2,000 (0000-2406) Superintendent's Time for SARB \$1,000 (0000-1303)</p>

<p>Increase School Pride</p> <ol style="list-style-type: none"> 1. Incorporate all grade levels in athletic pep-rallies. 2. Designate "Spirit Days" as Fridays. Have monthly prizes to classes with most spirit wear. 3. Encourage community service with students 4. Provide school memorabilia for sale in the office 5. Open Scotia Gym and Pool 6. Cross Age Tutoring 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Superintendent's Time 10% \$8,500</p>
<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"> 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all students 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>School contributes \$28,419 to 5310 in order to fully offer high quality meals</p>
<p>Provide high quality nutrition Program</p> <ol style="list-style-type: none"> 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all students 	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>School contributes \$28,419 to 5310 in order to fully offer high quality meals</p>
<p>Purchase additional Second Step anti-bullying program and train entire staff on the program.</p>	<p>LEA WIDE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Second Step Program \$1,000 (0000-4310)</p>

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	All students will reach high academic standards.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	LEA WIDE		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Expected Outcome in 16-17: DIBBLES ASSESMENT: Goal is to Decrease % "At Risk" by 5 %.		Actual Annual Measurable Outcomes:	Outcome in 15-16: DIBBLES ASSESMENT: Goal was to Decrease % at risk by 5 %.

2015-2016

Beginning of year:	Middle of year:
44% At risk	45% At Risk
17% Some Risk	22% Some Risk
39% Low Risk	33% Low Risk

ACCELARATED READER

Goal is to Increase "Average Correct" by 5 %
and Increase "At/Above 85 %" by 5 %

2015-2016 AR:

15-16 Average Correct: 78%

15-16 At/Above 85%: 42%

14-15 Below 85%: 58%

Goal is to increase % of students in "Standards Met"
and "Standards Exceeded" by 10%.

SBAC:

14-15 Schoolwide results:

	Math *152 Students
ELA/ Literacy * 151 tested	

Standards not met:	48%
56%	

Standards nearly met:	31 %
25%	

Standards met:	16 %
15%	

Standards Exceeded:	5 %
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We did not meet this goal. Small classes create large fluctuations from year to year.

2015-2016

Beginning of year:	Middle of year:
44% At risk	45% At Risk
17% Some Risk	22% Some Risk
39% Low Risk	33% Low Risk

ACCELERATED READER

Goal was to Increase "Average Correct" by 5 %
and Increase "At/Above 85 %" by 5 %.

This goal was not fully met. Average Correct increased by 1 % and "At/Above 85%" increased by 2%.

2014-2015 AR: _____ 2015-2016 AR:

14-15 Average Correct: 77% **15-16 Average Correct: 78%**

14-15 At/Above 85%: 40% **15-16 At/Above 85%: 42%**

14-15 Below 85%: 60% **14-15 Below 85%: 58%**

SBAC:

14-15 School wide results:

	Math *152 Students
ELA/ Literacy * 151 tested	

Standards not met:	48%
56%	

Standards nearly met:	31 %
25%	

4%

GPA:

Goal is to Maintain GPA above 3.50

PARENT SURVEY:

Goal is to Maintain above 90% positive rating.

15-16 92% Positive Survey Results

TEACHER MISSASSIGNMENT:

Maintain 0% missassignment.

STUDENT ACCESS TO INSTRUCTINAL MATERIALS:

Goal: Maintain 100%

CCSS: ADOPTED COMMON CORE MATERIALS:

All students have access to CCSS in math and will have access to ELA in 16-17. T

Agendas for Early Release PD

All teachers will participate in PD dealing with effective methods of CCSS implementation.

Calendars and Class Schedules:

All students, including SWD, have access to a broad course of study which includes GATE, Music, Art, sports and enrichment activities.

Student recognition logs:

Students will be able to receive a variety of social and academic monthly, quarterly and year end

Standards met: 16 %
15%

Standards Exceeded: 5 %
4%

GPA:

Goal was to Maintain GPA above 3.50

15-16 GPA is 3.57 thus meeting this goal

PARENT SURVEY:

Goal was to Maintain above 90% positive rating

2014-2015 Survey: 92% Positive **15-16 92% Positive Survey Results**

Parent Survey was administered via a google docs survey which resulted in 40 responses compared to 32 in 14-15.

TEACHER MISSASSIGNMENT:

Maintain 0% missassignment. **Rate in 15-16 is 0% thus meeting this goal.**

STUDENT ACCESS TO INSTRUCTIONAL MATERIALS:

Goal: Maintain 100% **15-16: 100%**

CCSS: ADOPTED COMMON CORE MATERIALS:

All students have access to CCSS in math and will have access to ELA in 15-16. **This goal was met as evidenced by the Board in September 2015 certifying that all students have the proper materials.**

Agendas for Early Release PD

	awards.		<p>All teachers will participate in PD dealing with effective methods of CCSS implementation. This goal was met through sign in sheets and agendas for each each meeting.</p> <p>Calendars and Class Schedules:</p> <p>All students, including SWD, have access to a broad course of study which includes GATE, Music, Art, sports and enrichment activities. This goal was met as evidenced through class schedules, teacher lesson plans, and enrichment activities performed during the 15-16 school year.</p> <p>Student recognition logs:</p> <p>Students will be able to receive a variety of social and academic monthly, quarterly and year end awards. This goal was met as evidenced by proper records being kept in the office. All records are kept in the office with the school secretary. These records are maintained for students, teachers and parents to see.</p> <p>Student recognition. PTO added a SWAG award this year. Students Working to Achieve Greatness is a monthly award given to 3 students in each class. The recipients are chosen by the classroom teacher. PTO puts on a different activity each month for these students. Activities include Fire Safety, movies, art projects, sports activities, etc.</p>
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LCAP Year: 2015-16

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

<p>Implementation of Common Core Standards:</p> <p>1. Professional Development</p> <p>Focus to be ELA in 15-16</p> <p>1. Teacher Collaboration</p> <p>Focus to be ELA and PBIS</p> <p>1. Purchase appropriate technology to supplement Common Core Standards. This includes both computers and software.</p> <p>2. Prepare students to be college and/or career ready.</p>		<p>Regular Ed Teacher salaries: \$529,740 (0000/1400-1100)</p> <p>Prof. Development: \$6,361 (4035)</p> <p>Technology: \$4,500 0000-4445/4450 \$1834 (3010-4445)</p>	<p>Common Core Standards were continued to be implemented in 15-16. The plan was to focus on ELA, however, the teachers were still in much need of implementing Math Common Core Standards in 15-16 as the new textbooks and switch over to Common Core was a much larger undertaking than expected. The District will research and adopt new ELA textbooks by the end of 16-17.</p> <p>Teacher Collaboration was very effective as teachers worked within our district and outside of our district to incorporate Common Core Standards. The Eel River Valley Administrators are working on implementing a region wide collaboration plan that will team up teachers from different schools to collaborate on topics of their choice.</p> <p>Chrome books were purchased bringing the total up to 90 devices across 6,7,8 grades giving us a 1:1 ratio of devices to students.</p>	<p>Regular Education Teacher salaries: \$548,969 (0000/1400-1100)</p> <p>Prof. Development: \$6,250 (4035)</p> <p>Technology \$12,350 (0000-4445/4450)</p>	
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

Accelerated Reader program k-8 Dibels Assessment K-3		AR: \$1918 Dibels Coordinator: \$500	Accelerated Reader was used in grades 1-8 for all students. This program is widely used and enjoyed by teachers, parents and students. Dibbles Assessment was fully utilized in grades K-3. The District paid a teacher to serve as the DIBBLES Coordinator and track results as well as assist teachers with any questions or concerns.	Accelerated Reader \$1918 DIBELS COORDINATOR \$500
Scope of service:	LEA-WIDE Grades: All		Scope of service:	LEA-WIDE Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Hire .25 FTE computer technician to assist with maintenance of the computer lab, chrome books and our wireless system.		\$3,600 0000 -2100	This did not happen in 15-16 as our current Director of Maintenance and Transportation took this as part of his current job. The Superintendent also spent time assisting in this area. Wireless Internet system was expanded to cope with the increase in Chromebooks. A system called Rukus was purchased through E-Rate monies to accommodate the additional devices.	See explanation above. Rukus cost was not available at this time.
Scope of service:	LEA-WIDE Grades: All		Scope of service:	LEA-Wide 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>
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<p>What changes in actions, servivces, and expenditures</p>	<p>Data will need to be collected over at least another year prior to making a decision to change services based on DIBBLES goal not being meet.</p> <p>We are pleased that the Accelerated Reader scores increased in 15-16. They did not meet the goal of a 5 % increase. After 16-17, we will decide if a 5 % increase is too large. Perhaps an increase of 2% annually will be acceptable.</p> <p>SBAC Data for 2015 is the first year we have official results for our District. This data will be used to compare 2016 results. As this was the first year and the test was still unfamiliar to the students we will set a goal of increasing those who Met or Exceed the standards by 10%. 2015 Math results are 21% and ELA results are 19%. Since this was the first year we recieved SBAC scores, we decided our goal for 16-17 needed to be established and put in this section.</p>
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<p>Original Goal from prior year LCAP:</p>	<p>All students in high need areas will reach high academic standards</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 X 7 _8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: Stanwood A. Murphy</p> <p>Grades: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups: Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities</p>	<p>Actual Annual Measurable Outcomes: Percentage of goals reached by IEP students:</p>

	<p>EL Testing/Re-designation/Intervention</p> <p>CELDT</p> <p>Schedules and Attendance Records for EL Students</p> <p>Outcome</p> <p>Increase by 5% goals Met vs Not met</p> <p><u>2014-2105</u>: 61% of the IEP goals were met in the District</p> <p>Maintain 100% of EL students receiving services.</p> <p>Increase Re-designation % after student participates for 5 years.</p> <p>Increase # of students making progress in English language Development</p> <p>All EL students have EL Development pull-out support and access to CC aligned instruction</p>	<p>Goal was to Increase by 5% goals Met vs Not met by our SWD.</p> <p><u>2014-2015</u>: 61% of the IEP goals were met in the District</p> <p>Superintendent/Principal and Resource teacher attended all IEP meetings and tracked the success of all SWD. Even though not all goals were met, all students made progress to achieving their individual goals.</p> <p>2015-2016: 68 %of the IEP goals were met in the District</p> <p>CELDT: Re-designation OF EL Students:</p> <p>Goal was to Increase Re-designation % after student participates for 5 years. 2 students were re-classified in 15-16</p> <p>EL Intervention:</p> <p>Goal was to Maintain 100% of EL students receiving services.We met this goal in 15-16 as evidenced through EL Coordinator log.</p> <p>CELDT:</p> <p>Goal was to Increase # of students making progress in English language Development. In 15-16, the District had 16 EL students. 2 were re-classified and 4 new ones joined our district, leaving us a total of 14 EL students. Teachers reported that all students have made progress in English Language Development throughout the school year as evidenced on Report Cards and Progress Reports.</p> <p>Schedules and Attendance Records for EL</p>
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		<p>Students</p> <p>Goal was to have all EL students have EL Development pull-out support and access to CC aligned instruction. All EL students received EL pull out services in 15-16 through April 1st with the EL Coordinator. After April, the students received specialized intervention inside the regular education classroom as administered by the classroom teacher.</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>

<p>Tier 1 Intervention:</p> <p>1. Professional Development for classroom teachers so that they are up to date on all current intervention techniques.</p> <p>2. Purchase intervention programs that are based on the needs of the students. Their needs should be evaluated by proper data collected by the teachers.</p> <p>3. Teacher collaboration time. This time is used for teachers to work in groups to develop and evaluate the programs in the District. Students are released at 1 PM every Wednesday for this valuable time.</p> <p>4. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.</p> <p>5. Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly.</p>		<p>PD: \$6,361 (4035)</p> <p>Intervention Supplies: \$1500 (0000-4310)</p> <p>*suppl/conc</p> <p>Intervention Materials \$1,000 (6010-4310)</p> <p>*suppl/conc</p> <p>Teacher Assistants \$80,685 (0000-2100/2900) \$29,238 (5820-2100) \$21,598</p> <p>*suppl/conc</p>	<p>Tier 1 Intervention:</p> <p>All teachers who requested additional support through PD were granted by the District. The majority of the PD was done in-house by our two Resource Teachers. Requests on program assistance were reviewed both formally and informally by the Superintendent. These training were conducted to help the teacher make accommodations in their daily classroom activities so that the low level intervention needs can be met without pulling the students out of class. All classrooms have paraprofessionals that assist in the Tier 1 intervention needs.</p> <p>Teacher collaboration time. This time is used for teachers to work in groups to develop and evaluate the programs in the District. Students are released at 1 PM every Wednesday for this valuable time.</p> <p>Our ASES(after school program) has a required component called "homework time". Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students besides simply helping with homework.</p>		<p>PD: \$6,250 (4035)</p> <p>Intervention Supplies \$1,500 (0000-4310)</p> <p>Inervention Materials \$1,000 (0000/6010-4310)</p> <p>Teacher Assistants \$57,700 (0000-2100/2900)</p> <p>\$37,598 (5820-2100)</p> <p>\$6,544 (3010-2100)</p>
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input 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 checked="" type="checkbox"/> Other (Redesignated fluent English proficient, English Learners, Students with Disabilities)</p>
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<p>Tier II and III pull out intervention:</p> <ol style="list-style-type: none"> 1. Resource Teacher and Paraprofessional to be part time intervention teacher. 2. Purchase intervention programs that are based on the needs of the students. Their needs should be evaluated by proper data collected by the Special Education teachers. 3. Professional development will be centered around best proven pull out intervention programs and techniques. Special Education Teachers will work collaboratively with other Special Education teachers in the Eel River Valley. 4. Define guidelines for qualifying for Tier II/III intervention and establish guidelines for how students will move in and out of the pull out intervention program. 5. Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students. <p>Student Study team</p> <ol style="list-style-type: none"> 1. SST Coordinator 2. Superintendent 3. Teacher 4. ASES Coordinator 	<p>Intervention Aide: \$6,355 (3010-2100)</p> <p>Sp Ed Teacher: \$10,000 (3310-1104)</p> <p>Intervention Materials \$1,000 (0000-4310)</p> <p>SST Coordinator: \$500.00</p> <p>Supt Time: \$4,700</p> <p>ASES Coordinator: \$1,500</p>	<p>Tier II and III pull out intervention:</p> <ol style="list-style-type: none"> 1. In addition to their regular Special Education caseloads, the resource instructors and resource paraprofessionals worked daily throughout the school year with students in need of intervention services. Time was dedicated throughout the day to work with students in individual and small group settings. 2. Data was collected by general education and special education instructors in order evaluate a student's need for intervention services. Intervention materials were then purchased that met the needs of students receiving intervention. 3. Professional development occurred weekly throughout the school year for all education instructors. Best-proven practices for classroom instruction and intervention instruction were topics during staff professional development and during teacher collaboration time. Special Education Instructors were allowed to work collaboratively with other Special Education Instructors throughout the Eel River Valley during the dedicated collaboration schedule and on an as needed basis as determined by the instructors. 4. Guideline for referring students to intervention were developed the instructional staff. Those guidelines were then used to; evaluate the effectiveness of the referral process; determine whether the student was making adequate improvements; or determine if the student should continue intervention. 5. Classroom teachers worked with the ASES staff to develop intervention plans that followed students from the classroom in to the after school program. 	<p>Intervention Aide: \$6544 (3010-2100)</p> <p>Sp Ed Teacher: \$10,000 (3310-1104)</p> <p>Intervention Materials \$1,000 (0000-4310)</p> <p>SST Coordinator: \$500.00</p> <p>Supt Time: \$4,700</p> <p>ASES Coordinator: \$1,500</p>
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Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
School and District Secretary will devote time and resources to insure services are being provided to all students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much(approx. 10%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making referrals to outside community resources and other needed services.		School/District Secretary \$74,297 (0000-2406) *suppl/conc (\$7,430) Postage expenses \$1000 (0000-5950)	Our School and District Secretary are the first line of contact for all parents and students here at Scotia School. They performed all of the above actions and services throughout the school year. They both work very close with the Superintendent to insure that all of the needs of our families are addressed.	School/District Secretary \$74,297 (0000-2406) *suppl/conc (\$7,430) Postage expenses \$1000 (0000-5950)	
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		

<p>Superintendent will devote time and resources to meet the specific needs of all students, including low -income students. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.</p>		<p>Superintende nt Time \$15,000 (0000-1301) *suppl/conc</p>	<p>Superintendent devoted time and resources to meet the specific needs of all students, including low - income students. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.</p> <p>Superintendent coordinated with RemiVista, Changing Tides and the Scotia Bluffs Community Center to assist families with individual student counseling needs. This year we also coordinated with the Rio Dell Community Center to provide a variety of services to our families ranging from transportation for medical appointments to creating family plans to help improve the home environment. Almost all of the families assisted fall in the low-income range.</p> <p>The Superintendent attended all the Student Study Teams in 15-16 as evidenced by the SST team notes.</p>	<p>Superintendent Time \$15,000 (0000-1301) *suppl/conc</p>
<p>Scope of service:</p>	<p>LEA WIDE Grades: All</p>		<p>Scope of service:</p> <p>LEA WIDE Grades: All</p>	
<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

School Librarian will assist the District with scheduled intervention time to promote higher learning and literacy skills.		Librarian Time \$3,578 (0000-2216) *suppl/conc	Our School Librarian assists at various times during the school day with students in need. This is traditionally students receiving TIER 2 or 3 Intervention as well as students who require assistance inside the classroom during work time.		Librarian Time \$2187 (0000-2216) *suppl/conc
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Provide high quality nutrition Program 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all low income students		School contributes \$15,000 to 5310 in order to fully offer high quality meals *suppl/conc	We have a very active and involved cafeteria. They listen to the requests by parents and students to always be improving the meals provided. This is often very tough to do as the nutrition guidelines from the State are very strict. We were audited by the State and passed with flying colors this year.		School contributes \$20,487 to 5310 in order to fully offer high quality meals *suppl/conc
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><u>Improve Tier 1 Intervention:</u></p> <p>Resource teacher to assist teachers in developing targeted Intervention plans.</p> <p><u>Improve Tier II and III pull out intervention:</u></p> <p>Resource Teacher and Paraprofessional to be part time intervention teacher providing data driven intervention programs</p> <p>Purchase needed programs</p>		<p>District's Special Education contribution targeted at low income students: \$150,570 (0000-8989)</p>	<p>Tier 1 Intervention was addressed in an action above.</p> <p>The District developed a Tier 3 intervention guideline to assist the Student Study Teams to best assign children to a pull out program.</p> <p>Intervention Criteria: This is the agreed upon criteria for a student to qualify for a TIER III pull out program with one of our resource teachers:</p> <ol style="list-style-type: none"> 1.Students who have been on the "Watch List". Essentially, this is a list of students who the regular ed. teacher has discussed with the resource teacher. Most of the time the resource teacher has been assisting the regular ed teacher with curriculum and instructional ideas. 2.Students making great effort but falling short of grade level. 3.Student with high motivation to learn. 4.Students who have had valid intervention attempts by the regular education teacher(shown with data), but classroom intervention has not been successful. Preferably after school intervention has been attempted. 5.Students with good attendance history. 6.Grade level focus on K-3rd. 	<p>District's Special Education contribution targeted at low income students: \$157,452 (0000-8989)</p>	
<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
<u>Teacher after school Intervention.</u> All 9 Regular education teachers provide 4 days a week of Intervention time. Students are determined through the District's SST process.		After School Teacher Intervention program: \$ 50,516 (0000/1400-1100) *suppl/conc	All 9 Regular education teachers provided 4 days a week of Intervention time. Students are determined through the District's SST process. In the lower grades, specific intervention programs are used such as Barton, and in the upper grades, the teachers use this time to assist with homework and re-teach concepts to a small group of students.		Teacher afterschool intervention (9) \$50,516114 days X 1 hr X \$44 X 9 Teachers + statutory
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		

<u>Teacher Collaboration.</u> Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.		Teacher collaboration time: \$ 48,744. (0000/1400-1100) *suppl/conc	Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development. This is the most valuable time for the teachers. The Superintendent organized thier time based on requests and by the needs of the individual teacher.	Teacher collaboration time: \$ 48,744. (0000/1400-1100) 36 weeks X \$44 X11 teachers X2.5 hours + Statutory *suppl/conc
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
Materials and supplies specifically targeted to improve low-income student performance and social building skills.		Material and supply costs: \$ 2,500 (0000-4310) *suppl/conc	The District is always willing to purchase needed materials as requested by the teachers. The school does not ask for any donations of supplies from the families.	Material and supply costs: \$ 2,500 (0000-4310) *suppl/conc
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.</p>		<p>Training of volunteer time: \$25,233</p> <p>*suppl/conc</p>	<p>Teachers worked closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom. Most classes have 2 to 3 regular volunteers in grades K-3 grade. 4th and 5th grade average 1-2 volunteers per week. 6,7,8 volunteers are seldom used to work with children in the classroom, however, they volunteer in more outside activities such as sporting events, music events and fundraising. All teachers report providing instruction and training to volunteers at a rate of one hour per week.</p>	<p>Training of volunteer time: \$16,248. This is time that the teachers spend training and assisting parents in their duties as volunteers. 30 weeks X 1 hour X 11 Teachers X \$44 +statutory</p> <p>*suppl/conc</p>
<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-WIDE</p> <p>Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Purchase EL intervention materials that are appropriate for the needs of the English Language Learners.</p> <p>Purchase EL testing materials in order to check resignation potential of EL students.</p> <p>Pull-out intervention: EL coordinator will pull students to give them extra intervention as needed.</p>		<p>EL Coordinator/Teacher time devoted to assisting EL students after regular school day ends \$5760</p> <p>(0000-1100)</p> <p>Additional materials not purchased through Resource 4203: \$1,000 (0000-4310)</p>	<p>No new materials needed to be purchased this academic year as we have an abundance from previous years. EL testing materials were purchased in order to check resignation potential of EL students. We participated in a pilot program that involved having the students tested on ipads. We received a new ipad for participating in the program.</p> <p>Pull-out intervention: As stated earlier, EL students were pulled out in the afternoons to meet their needs.</p>	<p>EL Coordinator/Teacher time devoted to assisting EL students after regular school day ends \$5760</p> <p>(0000-1100)</p> <p>No new EL materials purchased in 15-16.</p>
<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other(EL)</p>	

Superintendent translates documents and assists during parent conferences.		Superintendent's time translating documents and translating during conferences \$1,000 (0000-1301) *suppl/conc	Superintendent translates documents and assists during parent conferences as well as translates notes to parents upon request.	Superintendent's time translating documents and translating during conferences \$1,000 (0000-1301) *suppl/conc
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ 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			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ 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	
What changes in actions, services, and expenditures	At the end of the 15-16 school year, our EL Coordinator resigned from her position and a new one will have to be hired. The person hired and their skill set may determine the increase or decrease of services that are offered.			

Original Goal from prior year LCAP:	Goal #3 Increase parent participation.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 X 7 X 8 Local:
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Goal Applies to:	Schools:	Stanwood A. Murphy Grades: All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>PTO Sign-In Sheets:</p> <p>Goal is to Increase meeting attendance by 10%.</p> <p>14-15 PTO General Meetings: Average 7.38 people per meeting</p> <p>15-16 PTO General meetings: Average 10.43 people per meeting</p> <p>Volunteer Sign-In Sheets:</p> <p>Goal is to Increase total number of classroom volunteers by 10%.</p> <p>Attendance Records for Open house, Back to School Night:</p> <p>Goal was to Increase Family attendance by 10%.</p> <p>Data from automated calls/emails:</p> <p>Goal is to Maintain or increase # of automated calls</p>		<p>PTO Sign-In Sheets:</p> <p>Goal was to increase meeting attendance by 10%. PTO participation increased by 41% in 15-16</p> <p>14-15 PTO General Meetings: Average 7.38 people per meeting</p> <p>15-16 PTO General meetings: Average 10.43 people per meeting</p> <p>Volunteer Sign-In Sheets:</p> <p>Goal was to Increase total number of classroom volunteers by 10%. Data not yet available for 15-16</p> <p>Attendance Records for Open house, Back to School Night:</p> <p>Goal was to Increase Family attendance by 10%. Back to School night is May 25, 2016</p> <p>Data from automated calls/emails:</p> <p>Goal to Maintain or increase # of automated calls. Auto calls were increased in 15-16, most messages were sent as voice, text and email. Email and texts are a new addition in 15-16</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Increase Parent Volunteers in the classroom: 1. Send out automated messages for class events 2. Survey parents 3. Professional Development for parent volunteers 4. Translate letter and notes sent home to Spanish.		Alert Now System \$500.00 (0000-5800) Printed Materials \$100.00 Professional Development: Hourly teacher rate based on participation interest.	Although we do not have data to compare 14-15 to 15-16 on parent participation levels, all teachers reported that parents appreciated the training and the welcome feel at our school. A question on our annual parent survey is : "Parents and families are provided multiple opportunities to be involved in their child's educational experience at Scotia School 100 % of the parents reported that they Stongly Agree(75%) or Agree(25%) with this question. Another question is: "I feel welcome and respected at Scotia School." 93% of the parents reptred Stongly Agree or Agree with thtis statement.		Alert Now System \$500.00 (0000-5800) Printed Materials \$100.00 Professional Development: Hourly teacher rate based on participation interest.
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Increase parent participation in PTO:</p> <ol style="list-style-type: none"> 1. Send out automated phone messages 2. Directly calling parents who have expressed interest 3. PTO on Facebook 4. PTO Newsletter 5. Translate items when needed 		<p>Alert Now as mentioned above.</p> <p>Superintendent's Time. Amount will vary based on need.</p>	<p>PTO has been very active with facebook and promoting school events. They have made many phone calls to promote our school as well. They brought back our school carnival, created a system for teachers to request funds, created a web site and had numerous fundraisers.</p>	<p>Alert Now as mentioned above.</p> <p>Superintendent's Time. Amount will vary based on need.</p>
<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA WIDE</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Increase parent participation at special school events such as back to school night and open house.</p> <ol style="list-style-type: none"> 1. Automated Phone calls/emails 2. Newsletter announcements 3. Offer food at events 4. Translate invitation 		<p>Alert Now as mentioned above.</p> <p>Printed Materials \$500.00 (0000-4310)</p> <p>Food \$500.00 (0000-4310)</p> <p>Superintende nt's Time \$500.00 (0000-1303)</p>	<p>Automated phone calls and texts for special event were used approximately once a month. Automated emails were used for surveys or items that were deemed not as urgent. Superintendent sent out monthly newsletter informing parents on a variety of topics. PTO supplied a free dinner at the Back to School in September and the Rio Dell Community Center cooked a free meal for our Open House in May.</p>	<p>Alert Now as mentioned above.</p> <p>Printed Materials \$500.00 (0000-4310)</p> <p>Food \$500.00 (PTO and Community Center)</p> <p>Superintendent' s Time \$500.00 (0000-1303)</p>	
Scope of service:	<p>LEA WIDE</p> <p>Grades: All</p>		Scope of service:	<p>LEA WIDE</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
What changes in actions, servivces, and expenditures		<p>The District neglected to collect data from Open House and Back to School Night in 15-16. No data can be addressed in the annual update. This data will be collected much better in 16-17 and beyond.</p>			

<p>Original Goal from prior year LCAP:</p>	<p><u>Goal #4</u> Improve overall school climate</p>		<p>Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Stanwood A. Murphy Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> Healthy Kids Survey Community meeting feedback District Generated Survey measures parent and student perceptions of school Suspension rates as reported in CALPADS Expulsion rates as reported in CALPADS, currently 0%</p> <p><u>Outcome</u> Increase family participation by 10% and establish with stakeholders areas of concern in Healthy Kids Survey that need improvements. Increase percentage of families who attend Community input meetings by 5 % Maintain over 90% positive feedback from district generated survey regarding perception of the school. Maintain suspension rate below 2 % 14-15 Suspension rate: 1.3 % Maintain Expulsion rate under 1 %</p>		<p>Actual Annual Measurable Outcomes:</p> <p>Healthy Kids Survey We decided not to conduct a parent survey as we have our own parent survey. We used the teacher and student Healthy Kids Survey. Results have not been released for 2016.</p> <p>Community meeting feedback Increase percentage of families who attend Community input meetings by 5 %. We had the same number of parents attend the community meetings in 15-16 as 14-15. Even though we had the same number of parents came to the Community meetings, we saw an increase in PTO attendance and believe that parents pick and choose what activities to participate in and most prefer PTO. The teachers and administration is very approachable and most parents communicate in person, on the phone or email with the school regarding concerns and/or ideas.</p> <p>District Generated Survey measures parent and student perceptions of school</p>

	<p>14-15 Expulsion rate: 0%</p>		<p>Maintain over 90% positive feedback from district generated survey regarding perception of the school. The parent survey was send out via email and the google docs link sent home in the May newsletter. To date, the positive response is well over 90%.</p> <p>Suspension rates as reported in CALPADS</p> <p>Maintain suspension rate below 2 %</p> <p>14-15 Suspension rate: 1.3 %. Suspension rate to date for 2015-16 is 1.3%.</p> <p>Expulsion rates as reported in CALPADS, currently 0%</p> <p>Maintain Expulsion rate under 1 %</p> <p>14-15 Expulsion rate: 0%. Current 15-16 expulsion rate is 0%</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>

<p>Campus condition:</p> <ol style="list-style-type: none"> 1. Complete and publish our annual FIT report 2. Survey parents on school cleanliness and appearance 3. Devote staff time to landscaping 		<p>Superintendent's Time \$500.00 (0000-1303)</p> <p>Material Costs \$200 (0000-4310)</p> <p>Maintenance Time 15% \$12,000 (0000-2213 & 0210-2213)</p>	<p>All of the following was completed in 15-16:</p> <ol style="list-style-type: none"> 1. Complete and publish our annual FIT report 2. Survey parents on school cleanliness and appearance 3. Devote staff time to landscaping 4. High Rock inmates were used to do major clean up projects during school breaks. 		<p>Superintendent's Time \$500.00 (0000-1303)</p> <p>Material Costs \$1211 (0000-4377)</p> <p>Maintenance Time 15% \$12,000 (0000-2213 & 8150-2213)</p>
<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Increase School Pride:</p> <ol style="list-style-type: none"> 1. Incorporate all grade levels in athletic pep-rallies. 2. Designate "Spirit Days" 3. Encourage community service with students 4. Provide school memorabilia for sale in the office. <p>Open Scotia Gym and Pool</p> <p>Cross Age Tutoring</p>		<p>Superintendent's Time 10% \$9,400</p>	<p>Basketball pep rallies were held for all grades prior to the boy's and girl's Crescent City Jaycees basketball tournaments.</p> <p>Every Friday is "Spirit Day" % of students wearing school colors is calculated monthly and class awards are given to winning class.</p> <p>PTO sells t-shirts, sweatshirts, stickers , etc with Scotia School logo.</p> <p>Cross age tutoring is done in K-3 and 6-8</p>	<p>Superintendent's Time 10% \$9,400</p>
<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA WIDE</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ 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>Associated Student Body</p> <ol style="list-style-type: none"> 1. Stipend for teacher coordinator 2. Student Training 3. Student elections 		<p>ASB Stipend \$500 (0000-1150)</p>	<p>No staff member wanted to take on ASB in 15-16</p>	<p>Stipend not paid in 15-16</p>
<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA WIDE</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Increase athletic Program to include 4th and 5th grade student-athletes</p>		<p>Athletic Director \$1,000 (0000-1135)</p>	<p>Track, boys basketball and girls basketball included 4th and 5th grade students.</p>	<p>Athletic Director \$1,500 (0000-1135)</p>
<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Increase Attendance</p> <ol style="list-style-type: none"> 1. Phone calls on absent students 2. Increase frequency of SARB letters and phone calls home 3. Solve student issues promptly 		<p>Secretary Time \$2,000 (0000-2406)</p> <p>Superintendent's Time for SARB \$1,000 (0000-1303)</p>	<p>Personal contact was made once students missed their 8th day of school. Letters sent after 10 and parent meetings were requested after 15 days.</p> <p>P2 in 14-15 was 94.87 % P2 in 15-16 is 94.20 %</p> <p>We did not refer students to the local SARB, however, since we did not have an increase in attendance %, we will add that to our plan next year.</p>	<p>Secretary Time \$2,000 (0000-2406)</p> <p>Superintendent's Time for SARB \$1,000 (0000-1303)</p>
<p>Scope of service:</p>	<p>LEA WIDE</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA Wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Increase Art at School and in ASES Program</p> <ol style="list-style-type: none"> 1. Professional Development 2. Guest artists 		<p>Guest Artists \$1,000 (6010-5800)</p> <p>Professional Development for ASES workers \$2,000 (6010-5201)</p>	<p>We brought in several artists in our ASES program as well as a ecology/art grant that provided services to many of our students.</p>	<p>Our guest artists were on a grant and did not cost the district any money.</p> <p>ASES only spent \$100 on PD to date.</p>

Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Counseling Services 1. Write grant through local program. Increase referrals to Remivista and Changing Tides		\$0	The District received counseling services from RemiVista, Changing Tides and Scotia Bluffs Community Center. Over 25 students were served in 15-16 through these three agencies.		Superintendent's time was addressed in an earlier Action
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide high quality nutrition Program 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all students		School contributes \$15,000 to 5310 in order to fully offer high quality meals	The District Provides high quality nutrition meals to all students. Breakfast is free to all who want to eat and the lunches meet the State guidelines for nutrition. Our Food Services Director is always motivating the children with posters, games and contests to encourage healthy habits.	School contributes \$20,487 to 5310 in order to fully offer high quality meals
Scope of service:	LEA WIDE Grades: All		Scope of service:	LEA WIDE Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, servivces, and expenditures	In 16-17, the Community Input meetings will coincide with the PTO meeting in order to streamline the input from stakeholders. The district is looking at purchasing Second Step as a positive way to address the small amount of student issues that occur at school. Stakeholders agreed to look into another type of Healthy kids survey as it is only administered to 5th and 7th graders and is not a true representation of the overall population.			

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:		280710
<u>2016-2017</u>		
<p>The Scotia Union School District is allocating supplemental and concentration funds (\$280,710) to meet the needs of our low-income, English learners and foster youth who attend our District. These students comprise 63% of our entire school enrollment. Many of our services that target this population are provided districtwide. Our dedicated staff understands our student population and works diligently to meet all the special needs of this population. The District will continue to meet these needs through highly qualified teachers, classroom paraprofessionals, counseling services, and a dedicated administrative staff. Teachers devote time after school to assist students in achieving their highest potential as well as time during school hours to train and assist parent volunteers to best meet the needs of the students. A portion of our school librarian's time and resources are devoted to providing academic and social intervention specifically towards our most needy students. Teachers and administration collaborate weekly specifically to meet the needs of struggling students of which many fall into the categories of low-income, EL or foster youth. The district office staff serves as a liaison between the families and the school to ensure that all student and family needs are being met, guiding families through all available resources. We believe that our programs fully meet the 8 State priorities and funds are appropriately spent in order to accomplish this task.</p>		
SACS	SERVICE	\$\$
2406	School Secretary/ District Secretary	\$7,062
1301/1303	Superintendent/Principal Time	\$5,000
2216	Librarian's Intervention Time	\$1,664
2100	Classroom aides	\$66,101
3412	H/W	\$31,070

8916	Contribution to 5310	\$20,623
1100	Teacher afterschool intervention(9)	\$50,516
	114 days X 1 hr X \$44 X 9 Teachers + statutory	
1100	Parent training	\$16,248
	30 weeks X 1 hour X 11 Teachers X \$44 +statutory	
1100	Teacher Collaboration	\$48,744
	36 weeks X \$ 44X11 teachers X2.5 hours + Statutory	
3411	H/W	\$26,242
	Based on Teacher time listed above	
4310	Materials	\$3,500
1205	.2 Counselor	\$9,293
3411	H/W for Counselor	\$2,855
	Total	\$288,918

- 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.

18.79

%

For 2016-2017

The proportionality percentage for the 2016-2017 school year is 18.98%. The services by regular education teachers, special education teachers, District support staff, District administration and classroom support staff will be increased by at least 18.79% as the District is estimating spending \$ 288,919 specifically devoted to the academic and social progress of this population. This is over and above the \$280,710 minimum of the Supplemental and Concentration Grant calculated by the State for the 16-17 school year, which represents an 18.98% increase. Our staff is devoted to meeting the needs of the low income, EL and foster youth students in our District. Since 63% of our District's population fit into these categories, the Additional staff time and district expenses are well established showing the district's commitment to serving the needs of all students. It is our belief that we will meet or exceed the expected outcomes established in the 15-16 school year due to the District's commitment to serving our special population of low income, EL and foster youth students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).