

**Introduction:**

The **Southern Humboldt Unified School District** is a geographically mountainous area about half the size of Rhode Island. It covers approximately 773 square miles of steep terrain, deep river valleys, large Redwood State Parks, coastal mountain ranges and a small ocean fishing community. Employment in the southern part of Humboldt County is supplied mostly by timber, commercial fishing, tourism, the school district and state agencies.

The Southern Humboldt Unified School District consists of what was formerly nineteen separate school districts. These original nineteen independent districts were combined into one unified district in 1948.

The district is currently comprised of four elementary schools, one junior high, one high school and Osprey Learning Center, which is an umbrella for alternative programs including Independent Study and Continuation classes. Our current enrollment is 800 students.

**LEA:** Southern Humboldt Joint Unified

**Contact:** Catherine Scott, Superintendent, cscott@sohumusd.com, (707)943-1789

**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

At the October 2015 Board Meeting, the Board of Trustees reviewed the LCAP Timeline which outlined the activities surrounding the creation of this plan. Dates were set for three LCAP Townhall Meetings.

**Opportunities for input:**

Parent/Community/Staff: We held three townhall meetings around the district focusing on data from the different school sites. We promoted these meetings by sending a letter to all the parents/guardians in the district explaining the new system and requesting input, postings on our Facebook pages with reminders, radio shows, news paper articles and utilization of the district phone all-call system 24 hours before each meeting.

On October 20, 2015, we met at Casterlin Elementary School to discuss Casterlin Elementary and South Fork High School. This meeting was well attended with four staff members and three parents present. On October 26, 2015, we met at Redway Elementary to review Redway, Whitethorn, Miranda Junior High and South Fork High School data. One parent attended this meeting. On November 9, 2015, we met at South Fork High School to review data for Agnes J. Johnson Elementary, Miranda Junior High and South Fork High School. Two teachers and the South Fork High School secretary were in attendance.

Parent Advisory Committee: In the letter that was sent out to all homes in the district and at each of the Townhall meetings we asked for volunteers for the Parent Advisory Committee. We also made phone calls requesting participation of those parents who would represent specific groups within the community. We held a Parent Advisory Meeting on November 5, 2015. Four parents were in attendance.

Staff: Two meetings were scheduled at two different sites to allow for the staff to have input on the LCAP. The first one was held at Redway Elementary School on March 23rd. No staff attended. The second was

As in the 2014-2015, stakeholders meetings indicated that class size and grade level configurations were top priority for most stakeholders. One ongoing major concern for the small elementary schools was the multiple grade levels in one classroom. Dropping attendance rates were noticed by all stakeholder groups.

Student discussion focused around the length of lunch times, the need for AP classes, more foreign languages and more electives. Students were also concerned about gym space availability for sports teams. Concern was also shared about the lack of performing arts space on campus.

The Board of Trustees expressed concern about the appearance of Dabs and harder drugs on campus and in the community. The board also expressed concern about dropping attendance rates and dropping National School Lunch Program participation.

Overall, input indicated that the district is moving in a positive direction.

<p>held at South Fork High School on April 20th.</p> <p><u>Bargaining Units:</u> CSEA consultation was held on March 30th. SHTA consultation was held on April 21st.</p> <p><u>Students:</u> On February 25, 2016, the Board of Trustees met with students grade 7-12 at a Board Meeting. Students came to the meeting with pre-written questions and suggestions focused on the 8 priorities.</p> <p><u>Board of Trustees:</u> The Board holds an annual retreat to discuss goals and progress of the district. This year, the retreat was held earlier so that the input received from the Board of Trustees could be incorporated into the LCAP. The retreat was held on January 21, 2016.</p>	
<p><b>Annual Update:</b></p> <p>At the above referenced meetings, discussion was also held about progress towards meeting our LCAP Goals for the 2015-2016 year. Updated data that was available was presented and discussed.</p>	<p><b>Annual Update:</b></p> <p>Input from stakeholder groups indicated an overall approval of the progress made. Stakeholders were pleased with class sizes at most sites, and the additional staff hired.</p>

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

### Instructions:

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and

each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

level.

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?



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

<b>GOAL:</b>	All students will have a safe, clean learning environment		Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 _7 X 8 Local: N/A
<b>Identified Need:</b>	Current district attendance rate is 95% as evidenced by P2 Attendance Report Currently, 33% of 7th graders score high on the school connectedness scale on the 2012 CHKS. High School Dropout Rates 2011-12 rate 6% High School Graduation Rates 2011-12 rate 84.31% We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise		
<b>Goal Applies to:</b>	<b>Schools:</b>	All Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metric: Suspension data as reported in SchoolWise</u></b></p> <p><b><u>Expected:</u></b> Suspension rates will decrease an additional .05</p> <p><b><u>Metric: Expulsion Data as Reported in SchoolWise</u></b></p> <p><b><u>Expected:</u></b> Maintain 0% or decrease by .05</p>		

**Metric: Attendance Rates as Reported in Schoolwise**

**Expected:** Current attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance.

**Metric: Connected Reported by 7th Graders as Reported in the CHKS**

**Expected:** Rate will increase to 45%

**Metric: Facilities in Good Repair as Documented in the Williams Inspection Tool**

**Expected:** All areas will receive a rating of fair or better.

**Metric: Parent Participation in Parent Organizations**

**Expected:** Increase additional 5%

**Metric: Chronic Absenteeism as Reported SchoolWise**

**Expected:** Decrease by additional 1%

**Metric: Middle School Dropout Rate**

**Expected:** First junior high dropout rate will be available 2017-2018

**Metric: High School Dropout Rates as Documented in SchoolWise**

**Expected:** reduce .05%

**Metric: High School Graduation Rates as Documented in SchoolWise**

**Expected:** Current graduation rates for each school year will increase by 1% from the previous year until it reaches 95%

**Metric: We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule**

**Expected:** Maintain class offerings

**Metric: Enrollment in Advanced Placement Classes as Evidenced in SchoolWise**

**Expected:** 8 students enrolled

**Metric: Results on President Fitness Test**

**Expected:** Increase 7th grade results by additional 5%

**Metric: Free & Reduced Meal Program Participation**

**Expected:** Increase by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Custodial hours were increased for the 14-15 school year based on a comparison to CASBO recommendations and will continue for the 2016-2017 school year.</p> <p>At the May Meeting of the Board of Trustees, action was taken to increase custodial hours at the Miranda Campuses from 2.5 FTE to 3.0 FTE.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$279,052- RS 0000 LCFF - custodial salaries and benefits</p>

<p>Professional development for custodians to be held organized by the Assistant Director of Maintenance and Operations.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100- RS 0000 LCFF - custodial salaries and benefits</p>
<p>Continue to support PPS credentialed counselor at MJH and SFHS to increase services to the SED/EI population to determine what college services are available for them as well as early detection for needed academic intervention</p>	<p>MJH and SFHS Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$87,516 RS 0001 - Supplementle Concentration Salaries &amp; Benefits</p>
<p>Continue to implement PBIS at all school sites by providing funding for student incentives, meeting times and training.  Provide professional development for Restorative Practices</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,982 RS 0000 &amp; RS 3010 Professional Development paid for from Unrestricted and Title 1.</p>
<p>At the April Board meeting, the Board of Trustees took action to create the position of .5 FTE school secretary and .5 attendance clerk for Miranda Junior High.  It has become increasing apparent that a full time classified clerical support staff is needed at this school to address student and parent needs.</p>	<p>Miranda Junior High- All students Grades: 7th, 8th</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>\$49,340 RS 0000 MJH Salary and Benefits (Supp/Conc)</p>

<p>At the March 2016, Board Meeting, the Board of Trustees took action to increase the position of Vice Principal from .6 FTE to 1.0 FTE.</p> <p>This is necessary due to the vast needs of two schools on one campus.</p>	<p>South Fork High School Miranda Junior High Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$51,347 Increase salary and benefits</p>
<p>Continue to support EL Aide positions as needed at all sites.</p>	<p>District-wide as needed Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$86,946 Rs 0001 EL</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric: Suspension data as reported in SchoolWise</u></b> <b><u>Expected:</u></b> Suspension rates will decrease an additional .05</p>
	<p><b><u>Metric: Expulsion Data as Reported in SchoolWise</u></b> <b><u>Expected:</u></b> Maintain 0% or decrease by .05</p>
	<p><b><u>Metric: Attendance Rates as Reported in Schoolwise</u></b> <b><u>Expected:</u></b> Current attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance.</p>
	<p><b><u>Metric: Connected Reported by 7th Graders as Reported in the CHKSCHKS.</u></b></p>

**Expected:** no data

**Metric: Facilities in Good Repair as Documented in the Williams Inspection Tool**

**Expected:** All areas will receive a rating of fair or better.

**Metric: Parent Participation in Parent Organizations**

**Expected:** Increase additional 5%

**Metric: Chronic Absenteeism as Reported SchoolWise**

**Expected:** Decrease by additional 1%

**Metric: Middle School Dropout Rate**

**Expected:** First junior high dropout rate will be available 2017-2018

**Metric: High School Dropout Rates as Documented in SchoolWise**

**Expected:** reduce .05%

**Metric: High School Graduation Rates as Documented in SchoolWise**

**Expected:** Current graduation rates for each school year will increase by 1% from the previous year until it reaches 95%

**Metric: We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule**

**Expected:** Maintain class offerings

**Metric: Enrollment in Advanced Placement Classes as Evidenced in SchoolWise**

**Expected:** 8 students enrolled

**Metric: Results on President Fitness Test**

**Expected:** Increase 7th grade results by additional 5%

**Metric: Free & Reduced Meal Program Participation**

**Expected:** Increase by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Custodial hours were increased for the 14-15 school year based on a comparison to CASBO recommendations and will continue for the 2017-2018 school year.	All 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	\$279,052- RS 0000 LCFF - custodial salaries and benefits
Professional development for custodians to be held organized by the Assistant Director of Maintenance and Operations.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$100- RS 0000 LCFF



<p>Continue to support PPS credentialed counselor at MJH and SFHS</p> <p>- to increase services to the SED/EI population to determine what college services are available for them as well as early detection for needed academic intervention</p>	<p>MJH and SFHS</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$87,516 RS 0001 LCFF Salaries &amp; Benefits</p>
<p>Continue to implement PBIS and Restorative Practices to create positive school climates.</p>	<p>District-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,982 RS 0000 &amp; RS 3010 Professional Development paid for from Unrestricted and Title 1.</p>
<p>Continue to support EL Aide positions as needed at all sites.</p>	<p>All</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 _ Students with Disabilities _ Homeless _ Other</p>	<p>\$86,946 Rs 0001 EL</p>
<p>Continue to support full time vice principal for the Miranda campuses to create a safe learning environment.</p>	<p>Miranda Junior High</p> <p>South Fork High School</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$51,347 Increase salary and benefits</p>

<p>Continue to support MJH Secretary/Attendance Clerk position to support students, staff and parents</p>	<p>Miranda Junior High  Grades: 7th, 8th</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>\$49,340 RS 0000 MJH Salary and Benefits</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric: Suspension data as reported in SchoolWise</u></b></p>
	<p><b><u>Expected:</u></b> Suspension rates will decrease an additional .05</p>
	<p><b><u>Metric: Expulsion Data as Reported in SchoolWise</u></b></p>
	<p><b><u>Expected:</u></b> Maintain 0% or decrease by .05</p>
	<p><b><u>Metric: Attendance Rates as Reported in Schoolwise</u></b></p>
	<p><b><u>Expected:</u></b> Current attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance.</p>
<p><b><u>Metric: Connected Reported by 7th Graders as Reported in the CHKSCHKS</u></b></p>	
<p><b><u>Expected:</u></b> no data</p>	
<p><b><u>Metric: Facilities in Good Repair as Documented in the Williams Inspection Tool</u></b></p>	
<p><b><u>Expected:</u></b> All areas will receive a rating of fair or better.</p>	
<p><b><u>Metric: Parent Participation in Parent Organizations</u></b></p>	

**Expected:** Increase additional 5%

**Metric: Chronic Absenteeism as Reported SchoolWise**

**Expected:** Decrease by additional 1%

**Metric: Middle School Dropout Rate**

**Expected:** First junior high dropout rate will be available 2017-2018

**Metric: High School Dropout Rates as Documented in SchoolWise**

**Expected:** reduce .05%

**Metric: High School Graduation Rates as Documented in SchoolWise**

**Expected:** Current graduation rates for each school year will increase by 1% from the previous year until it reaches 95%

**Metric: We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule**

**Expected:** Maintain class offerings

**Metric: Enrollment in Advanced Placement Classes as Evidenced in SchoolWise**

**Expected:** 8 students enrolled

**Metric: Results on President Fitness Test**

**Expected:** Increase 7th grade results by additional 5%

**Metric: Free & Reduced Meal Program Participation**

**Expected:** Increase by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Custodial hours were increased for the 14-15 school year based on a comparison to CASBO recommendations and will continue for the 2018-2019 school year.</p>	<p>Agnes J. Johnson Casterlin Miranda Junior High South Fork High School Whitethorn 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>\$279,052- RS 0000 LCFF - custodial salaries and benefits</p>
<p>Professional development for custodians to be held organized by the Assistant Director of Maintenance and Operations.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100- RS 0000 LCFF</p>

<p>Continue to support PPS credentialed counselor at MJH and SFHS to increase services to the SED/EI population to determine what college services are available for them as well as early detection for needed academic intervention</p>	<p>Miranda Junior High South Fork High School Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$87,516 RS 0001 LCFF Salaries &amp; Benefits</p>
<p>Continue implementation of PBIS and Restorative Practices to create positive school climates</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,982 RS 0000 &amp; RS 3010 Professional Development paid for from Unrestricted and Title 1.</p>
<p>Continue to support MJH Secretary/Attendance Clerk position to support students, staff and parents</p>	<p>Miranda Junior High Grades: 7th, 8th</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>\$49,340 RS 0000 MJH Salary and Benefits</p>
<p>Continue to support full time vice principal for the Miranda campuses to create a safe learning environment.</p>	<p>Miranda Junior High South Fork High School Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$51,347 Increase salary and benefits</p>

<p>Continue to support EL Aide positions as needed at all sites.</p>	<p>District-wide as needed Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$86,946 Rs 0001 EL</p>
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<b>GOAL:</b>	Support academic achievement for all students	Related State and/or Local Priorities: _1 X 2 X 3 X 4 X 5 _6 X 7 _8 Local:  Update textbooks to be aligned with the New State Standards.  Implement a seat-based AP course in U.S. History.
<b>Identified Need:</b>	Class size average for the district will be below 25. High School Dropout Rates as documented in Schoolwise 2011-12 rate 6% High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31% We currently offer all courses required for admittance to UC or CSU system as evidenced by high school master schedule Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise	
<b>Goal Applies to:</b>	<b>Schools:</b> All  <b>Grades:</b> All	
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metric: Measure of Student Achievement Using API</u></b></p> <p><b><u>Not Applicable</u></b></p> <p><b><u>Metric: Measure Student Achievement by SBAC</u></b></p> <p><b><u>Expected:</u></b> Increase the number of students scoring proficient or equivalent by 5%</p> <p><b><u>Metric: Measure Student Achievement by Local Measures</u></b></p> <p><b><u>Expected:</u></b> Increase number of students achieving grade level by 5% as measured by benchmark.</p>	

**Metric: Rate of Teacher Mis-Assignment**

**Expected:** There will be no mis-assignment of teachers.

**Metric: Student Access to Standards-Aligned Instructional Materials**

**Expected:** Implement New State Standards based curriculum in ELA grades K-6

**Metric: Implementation of CCSS**

**Expected:** 95% of teachers participate in professional development within the district. 40% of teachers will participate in professional development outside the district.

**Metric: Annual Reports to Board as Part of the LCAP Review Process**

**Expected:** Preponderance of expected outcomes will be attained.

**Metric: Parent Participation in Parent Organizations**

**Expected:** Increase by 5%

**Metric: Chronic Absenteeism as Reported SchoolWise**

**Expected:** Decrease by additional 1%

**Metric: Middle School Dropout Rate**

**Expected:** First junior high dropout rate will be available 2017-2018

**Metric: High School Dropout Rates as Documented in SchoolWise**



**Expected:** Maintain 5%

**Metric: High School Graduation Rates as Documented in SchoolWise**

**Expected:** Current graduation rates for each school year will increase by 1% from the previous year until it reaches 95%

**Metric: We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule**

**Expected:** Maintain class offerings

**Metric: Enrollment in Advanced Placement Classes as Evidenced in SchoolWise**

**Expected:** 8 students enrolled

**Metric: Results on President Fitness Test**

**Expected:** 7th grade results will increase by 5% until they reach 75%

**Metric: EL progress as measured on CELDT**

**Expected:** Establish baseline of percentage of EL students making one level of growth annually.

**Metric: EL Classification Rate**

**Expected:** Establish baseline of percentage of EL students being reclassified as proficient.

**EAP Results**

**Expected:** Percentage of students meeting EAP requirement will increase 2% in both English Language Arts and Math.

**Actual in 2016:**

English Language Arts: 9% met the EAP requirement and 24% conditionally met the requirement

Math: 13% met the requirement and 27% conditionally met the requirement

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain certificated staffing to ensure low class sizes and appropriate grade level configurations.</p> <p>Add three sections to high school schedule to create full time Spanish teaching position.</p>	<p>District-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$ 2,992,264 RS</p> <p>0000 LCFF + RS 4035 ITQ + RS 1100 Lottery - Salaries &amp; Benefits</p> <p>\$41,404 RS</p> <p>1400 Salaries &amp; Benefits (Supp/Conc)</p>

<p>Offer Online AP courses</p> <p>Offer seat-based AP course for US History</p>	<p>SFHS</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$17,508 - RS 1400 salary benefits (1 section)</p>
<p>Offer Integrated 1 Math for 8th graders</p>	<p>MJH</p> <p>Grades: 8th</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>\$61,801 RS 1400 salary and benefits</p>
<p>Continue to support the Director of Student Services position to provide leadership in the following areas:</p> <ul style="list-style-type: none"> <li>-GATE</li> <li>-RTI</li> <li>-Foster Youth</li> <li>-Homeless Students</li> <li>-After School Program</li> <li>-Grant Writing</li> </ul>	<p>District-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RS 0000 LCFF - \$61,583 LCAP Salary &amp; Benefits (Supplemental Concentration)</p>

<p>Provide professional development for New State Standards based curriculum in Math and English Language Arts for Elementary Staff.</p> <p>Provide support for Professional Development Plan for 7-12 in alignment with WASC Self-Study.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Math adoption K-12 RS 3010 \$14,477 Title 1</p>
<p>Maintain the level of aides in classrooms to assist certificated staff</p>	<p>All Elementaries  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</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>\$ 184,182 Salaries and benefits from RS 0000, RS 3010  \$80,886 Salaries and benefits RS 0001 Supplemental Concentration</p>
<p>Continue to update textbooks to be in alignment with New State Standards for all core subjects at all grade levels.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,072 RS 0000, RS 1400, RS 6300, RS 9000 + (7999 000 8550)</p>

<p>Provide incentives at all school sites to students for improved attendance.</p> <p>Maintain the SARB monthly meetings</p> <p>Board review of attendance monthly</p>	<p>District-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,808 Rs 0000</p> <p>Mgmt 4030</p>
<p>In April, the Board of Trustees took action to create a new Special Education classroom at Mlranda Junior High. This classroom will be the Behavior Support Classroom and serve students who struggle with behavior in the mainstream.</p>	<p>Miranda Junior High</p> <p>Grades: 6th, 7th, 8th, 9th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>teacher and aid + benefits=</p> <p>\$101,254 RS</p> <p>6500</p>
<p>To better support Students with Disabilities, the job of Behavior Support Aide has been created and will be filled during the 2016-2017 year.</p>	<p>District-wide as needed</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$33,174 salary and benefits RS</p> <p>6500</p>
<p>Continue to support the increase to full time of the Technology Technician Position to provide better support for technology and the CAASPP testing across the district.</p>	<p>District-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$65,075 0000-0</p> <p>-0000-7200</p> <p>(Supp/Conc)</p>

<p>District EL Coordinator will collect CELDT results and reclassification results for all EL students in district and report results to the administrative team.</p> <p>Administrative Team will establish baseline and target for 2017-2018.</p>	<p>District-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>Not additional expense. Included in administrative salary.</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric: Measure of Student Achievement Using API</u></b></p> <p><b><u>Not Applicable</u></b></p> <p><b><u>Metric: Measure Student Achievement by SBAC</u></b></p> <p><b><u>Expected:</u></b> Increase the number of students scoring proficient or equivalent by 5%</p> <p><b><u>Metric: Measure Student Achievement by Local Measures</u></b></p> <p><b><u>Expected:</u></b> Increase number of students achieving grade level by 5% as measured by benchmark.</p> <p><b><u>Metric: Rate of Teacher Mis-Assignment</u></b></p> <p><b><u>Expected:</u></b> There will be no mis-assignment of teachers.</p> <p><b><u>Metric: Student Access to Standards-Aligned Instructional Materials</u></b></p> <p><b><u>Expected:</u></b> Implement New State Standards based curriculum in ELA grades K-6</p> <p><b><u>Metric: Implementation of CCSS</u></b></p>
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**Expected:** 95% of teachers participate in professional development within the district. 40% of teachers will participate in professional development outside the district.

**Metric: Annual Reports to Board as Part of the LCAP Review Process**

**Expected:** Preponderance of expected outcomes will be attained.

**Metric: Parent Participation in Parent Organizations**

**Expected:** Increase by 5%

**Metric: Chronic Absenteeism as Reported SchoolWise**

**Expected:** Decrease by additional 1%

**Metric: Middle School Dropout Rate**

**Expected:** First junior high dropout rate will be available 2017-2018

**Metric: High School Dropout Rates as Documented in SchoolWise**

**Expected:** Maintain 5%

**Metric: High School Graduation Rates as Documented in SchoolWise**

**Expected:** Current graduation rates for each school year will increase by 1% from the previous year until it reaches 95%

**Metric: We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule**

**Expected:** Maintain class offerings

**Metric: Enrollment in Advanced Placement Classes as Evidenced in SchoolWise**

**Expected:** 8 students enrolled

**Metric: Results on President Fitness Test**

**Expected:** 7th grade results will increase by 5% until they reach 75%

**Metric: EL progress as measured on CELDT**

**Expected:** Establish baseline of percentage of EL students making one level of growth annually.

**Metric: EL Classification Rate**

**Expected:** Establish baseline of percentage of EL students being reclassified as proficient.

**EAP Results**

**Expected:** Percentage of students meeting EAP requirement will increase 2% in both English Language Arts and Math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Maintain certificated staffing to ensure low class sizes and appropriate grade level configurations.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 3,113,210 RS 0000 LCFF + RS 4035 ITQ + RS 1100 Lottery + RS 1400 EPA + RS 3010 Title 1 –  Salaries &amp; Benefits</p>
<p>Offer Online AP courses  Offer seat-based AP course for US History</p>	<p>SFHS  Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$17,508 - RS 1400 salary benefits (1 section)</p>
<p>Offer Integrated 1 Math for 8th graders</p>	<p>MJH  Grades: 8th</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>\$61,801 RS 1400 salary and benefits</p>

<p>Continue to support the Director of Student Services position to provide leadership in the following areas:</p> <ul style="list-style-type: none"> <li>-GATE</li> <li>-RTI</li> <li>-Foster Youth</li> <li>-Homeless Students</li> <li>-After School Program</li> <li>-Grant Writing</li> </ul>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RS 0000 LCFF - \$61,583 LCAP Salary &amp; Benefits</p>
<p>Provide professional development for New State Standards based curriculum in Math and English Language Arts for Elementary Staff.</p> <p>Provide support for Professional Development Plan for 7-12 in alignment with WASC Self-Study.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Math adoption K-12 RS 3010 \$14,477 Title 1</p>
<p>Maintain the level of aides in classrooms to assist certificated staff</p>	<p>All Elementaries Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</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>\$ 184,182 Salaries and benefits from RS 0000, RS 3010  \$80,886 Salaries and benefits RS 0001 Supplemental Concentration</p>

<p>Continue to update textbooks to be in alignment with New State Standards for all core subjects at all grade levels.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,513 RS 0000, RS 6300, RS 9000</p>
<p>Provide incentives at all school sites to students for improved attendance.  Maintain the SARB monthly meetings  Board review of attendance monthly</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,008 Rs 0000 Mgmt 4030</p>
<p>Continue to monitor success of and support growth of the Behavior Support Class.</p>	<p>Miranda Junior High  Grades: 6th, 7th, 8th, 9th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>teacher and aid + benefits= \$101,254 RS 6500</p>
<p>To better support Students with Disabilities, the job of Behavior Support Aide will continue to be supported based on student need.</p>	<p>District-wide as needed  Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$33,174 salary and benefits RS 6500</p>

<p>Continue to support the increase to full time of the Technology Technician Position to provide better support for technology and the CAASPP testing across the district.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$65,075 0000-0-0000-7200 (Supp/Conc)</p>
<p>District EL Coordinator will collect CELDT results and reclassification results for all EL students in district and report results to the administrative team.  Administrative Team will establish baseline and target for 2018-2019.</p>	<p>District-wide Grades: All</p>	<p>_ 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</p>	<p>Not additional expense. Included in administrative salary.</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric: Measure of Student Achievement Using API</u></b> <b><u>Not Applicable</u></b></p>
	<p><b><u>Metric: Measure Student Achievement by SBAC</u></b> <b><u>Expected:</u></b> Increase the number of students scoring proficient or equivalent by 5%</p>
	<p><b><u>Metric: Measure Student Achievement by Local Measures</u></b> <b><u>Expected:</u></b> Increase number of students achieving grade level by 5% as measured by benchmark.</p>
	<p><b><u>Metric: Rate of Teacher Mis-Assignment</u></b> <b><u>Expected:</u></b> There will be no mis-assignment of teachers.</p>

**Metric: Student Access to Standards-Aligned Instructional Materials**

**Expected:** Implement New State Standards based curriculum in ELA grades K-6

**Metric: Implementation of CCSS**

**Expected:** 95% of teachers participate in professional development within the district. 40% of teachers will participate in professional development outside the district.

**Metric: Annual Reports to Board as Part of the LCAP Review Process**

**Expected:** Preponderance of expected outcomes will be attained.

**Metric: Parent Participation in Parent Organizations**

**Expected:** Increase by 5%

**Metric: Chronic Absenteeism as Reported SchoolWise**

**Expected:** Decrease by additional 1%

**Metric: Middle School Dropout Rate**

**Expected:** First junior high dropout rate will be available 2017-2018

**Metric: High School Dropout Rates as Documented in SchoolWise**

**Expected:** Maintain 5%

**Metric: High School Graduation Rates as Documented in SchoolWise**

**Expected:** Increase to 95%

**Metric: We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule**

**Expected:** Maintain class offerings

**Metric: Enrollment in Advanced Placement Classes as Evidenced in SchoolWise**

**Expected:** 8 students enrolled

**Metric: Results on President Fitness Test**

**Expected:** 7th grade results will increase by 5% until they reach 75%

**Metric: EL progress as measured on CELDT**

**Expected:** Establish baseline of percentage of EL students making one level of growth annually.

**Metric: EL Classification Rate**

**Expected:** Establish baseline of percentage of EL students being reclassified as proficient.

**EAP Results**

**Expected:** Percentage of students meeting EAP requirement will increase 2% in both English Language Arts and Math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Maintain certificated staffing to ensure low class sizes and appropriate grade level configurations.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 3,197,742 RS 0000 LCFF + RS 4035 ITQ + RS 1100 Lottery + RS 1400 EPA + RS 3010 Title 1 –  Salaries &amp; Benefits</p>
<p>Offer Online AP courses Offer seat-based AP course for US History</p>	<p>South Fork High School  Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$17,508 - RS 1400 salary benefits (1 section)</p>
<p>Offer Integrated 1 Math for 8th graders</p>	<p>Miranda Junior High  Grades: 8th</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>\$61,801 RS 1400 salary and benefits</p>

<p>Continue to support the Director of Student Services position to provide leadership in the following areas:</p> <ul style="list-style-type: none"> <li>-GATE</li> <li>-RTI</li> <li>-Foster Youth</li> <li>-Homeless Students</li> <li>-After School Program</li> <li>-Grant Writing</li> </ul>	<p>Director of Student Services</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>RS 0000 LCFF - \$61,583 LCAP Salary &amp; Benefits (Supplemental Concentration)</p>
<p>Provide professional development for New State Standards based curriculum in Math and English Language Arts for Elementary Staff.</p> <p>Provide support for Professional Development Plan for 7-12 in alignment with WASC Self-Study.</p>	<p>District-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Math adoption K-12 RS 3010 \$14,477 Title 1</p>
<p>Maintain the level of aides in classrooms to assist certificated staff</p>	<p>All Elementary Schools</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</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>\$ 184,182 Salaries and benefits from RS 0000, RS 3010</p> <p>\$80,886 Salaries and benefits RS 0001 Supplemental Concentration</p>



<p>Continue to update textbooks to be in alignment with New State Standards for all core subjects at all grade levels.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,513 RS 0000, RS 6300, RS 9000</p>
<p>Provide incentives at all school sites to students for improved attendance.  Maintain the SARB monthly meetings  Board review of attendance monthly</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3808 Rs 0000 Mgmt 4030</p>
<p>Continue to monitor success of and support growth of the Behavior Support Class.</p>	<p>Miranda Junior High  Grades: 6th, 7th, 8th, 9th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>teacher and aid + benefits= \$101,254 RS 6500</p>
<p>To better support Students with Disabilities, the job of Behavior Support Aide will continue to be supported based on student need.</p>	<p>District-wide as needed Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$33,174 salary and benefits RS 6500</p>

<p>Continue to support the increase to full time of the Technology Technician Position to provide better support for technology and the CAASPP testing across the district.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$65,075 0000-0-0000-7200 (Supp/Conc)</p>
<p>District EL Coordinator will collect CELDT results and reclassification results for all EL students in district and report results to the administrative team.  Administrative Team will establish baseline and target for 2019-2020.</p>	<p>District-wide Grades: All</p>	<p>_ 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</p>	<p>Not additional expense. Included in administrative salary.</p>

<b>GOAL:</b>	Provide opportunities for all parents, including parents of English Learners and parents of students with disabilities, and stakeholders to participate in decision making.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: Increase parental involvement including parents of SWD in school activities and the LCAP process. Improve communication with parents and guardians including parents of SWD regarding their student(s) progress at school.
<b>Identified Need:</b>	Our attendance at the LCAP meetings has decreased over the last three years.	
<b>Goal Applies to:</b>	<b>Schools:</b>	District-wide
		Grades: All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric: Participation of parents, including parents of students with disabilities, in LCAP planning meetings</u></b></p> <p>'15-'16 Redway Townhall meeting had 1 parent in attendance. Casterlin Townhall had 3 parents in attendance. Miranda Townhall had 0 parents in attendance. Parent Advisory Committee has 4 parents serving on the committee.</p> <p><b><u>Expected:</u></b> The number of parents attending LCAP and other decision making committee meetings will increase until there are 10 parents at the Casterlin Meeting, 20 parents at the Redway Meeting and 20 parents at the Miranda Meeting. Parents of SWD will be included in attendance counts and will increase in numbers by the same percent as others.</p> <p><b><u>Metric:</u></b> Back to School Night Attendance</p> <p><b><u>Expected:</u></b> Set Baseline for all parents and for parents of SWD</p> <p><b><u>Metric:</u></b> Number of Parents utilizing Schoolwise Information</p> <p><b><u>Expected:</u></b> Set Baseline for all parents and for parents of SWD</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the number of parents including of parents of SWD attending Annual Town Hall Meetings about the LCAP.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$149 RS0000 Salaries and Benefits

<p>Increase the number of parents including of parents of SWD attending Back to School Nights at all sites</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$69 RS0000 Salaries and Benefits</p>
<p>Use existing Facebook Pages, create events, share information so parents and community are better informed of events and happenings at school.  Keep Websites updated</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60 RS 0000 Salaries and Benefits</p>
<p>Continue to provide and encourage use by parents of the Schoolwise portal to view student attendance and grades at Miranda Junior High and South Fork High School.</p>	<p>Miranda Junior High South Fork High School  Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$29 RS 0000 Salaries and benefits</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric: Participation of parents, including parents of students with disabilities, in LCAP planning meetings</u></b></p> <p>'15-'16 Redway Townhall meeting had 1 parent in attendance. Casterlin Townhall had 3 parents in attendance. Miranda Townhall had 0 parents in attendance. Parent Advisory Committee has 4 parents serving on the committee.</p> <p><b><u>Expected:</u></b> The number of parents attending LCAP and other decision making committee meetings will increase until there are 10 parents at the Casterlin Meeting, 20 parents at the Redway Meeting and 20 parents at the Miranda Meeting. Parents of SWD will be included in attendance counts and will increase in numbers by the same percent as others.</p> <p><b><u>Metric:</u></b> Back to School Night Attendance</p> <p><b><u>Expected:</u></b> Set Baseline for all parents and for parents of SWD</p> <p><b><u>Metric:</u></b> Number of Parents utilizing Schoolwise Information</p> <p><b><u>Expected:</u></b> Set Baseline for all parents and for parents of SWD</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Increase the number of parents including of parents of SWD attending Annual Town Hall Meetings about the LCAP.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$149 RS0000 Salaries and Benefits</p>

<p>Increase the number of parents including of parents of SWD attending Back to School Nights at all sites</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$69 RS0000 Salaries and Benefits</p>
<p>Use existing Facebook Pages, create events, share information so parents and community are better informed of events and happenings at school.  Keep Websites updated</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60 RS 0000 Salaries and Benefits</p>
<p>Continue to provide and encourage use by parents of the Schoolwise portal to view student attendance and grades at Miranda Junior High and South Fork High School.</p>	<p>Miranda Junior High South Fork High School  Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$29 RS 0000 Salaries and benefits</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metric: Participation of parents, including parents of students with disabilities, in LCAP planning meetings</u></b></p> <p>'15-'16 Redway Townhall meeting had 1 parent in attendance. Casterlin Townhall had 3 parents in attendance. Miranda Townhall had 0 parents in attendance. Parent Advisory Committee has 4 parents serving on the committee.</p> <p><b><u>Expected:</u></b> The number of parents attending LCAP and other decision making committee meetings will increase until there are 10 parents at the Casterlin Meeting, 20 parents at the Redway Meeting and 20 parents at the Miranda Meeting. Parents of SWD will be included in attendance counts and will increase in numbers by the same percent as others.</p> <p><b><u>Metric:</u></b> Back to School Night Attendance</p> <p><b><u>Expected:</u></b> Set Baseline for all parents and for parents of SWD</p> <p><b><u>Metric:</u></b> Number of Parents utilizing Schoolwise Information</p> <p><b><u>Expected:</u></b> Set Baseline for all parents and for parents of SWD</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the number of parents including of parents of SWD attending Annual Town Hall Meetings about the LCAP.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$149 RS0000 Salaries and Benefits



<p>Increase the number of parents including of parents of SWD attending Back to School Nights at all sites</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$69 RS0000 Salaries and Benefits</p>
<p>Use existing Facebook Pages, create events, share information so parents and community are better informed of events and happenings at school.  Keep Websites updated</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60 RS 0000 Salaries and Benefits</p>
<p>Continue to provide and encourage use by parents of the Schoolwise portal to view student attendance and grades at Miranda Junior High and South Fork High School.</p>	<p>Miranda Junior High South Fork High School  Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$29 RS 0000 Salaries and benefits</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?

<b>Original Goal from prior year LCAP:</b>	All students will have a safe, clean learning environment		Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 _7 X 8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric: Suspension data as reported in Schoolwise Expulsion data as reported in Schoolwise Attendance rates as reported in Schoolwise Connected reported by 7th graders as reported in the CHKS, connectedness scale on the 2012 CHKS. Facilities in good repair as documented in the Williams Inspection tool Parent participation in parent organization Chronic Absenteeism as reported Schoolwise Middle School Dropout Rate SHUSD	Actual Annual Measurable Outcomes:	<b><u>Metric1: Suspension data as reported in SchoolWise</u></b>  <b><u>Expected:</u></b> Suspension rates will decrease an additional .05  <b><u>Actual:</u></b> District's suspension rates increased from .08 to .20

does not currently operate a middle school First junior high dropout rate will be available 2017-2018 High School Dropout Rates as documented in Schoolwise 2011-12 rate 6% High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31% We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise Results on President Fitness Test Outcome: Suspension rates will decrease an additional .05 Maintain 0% or decrease by .05 Current attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance. Not applicable in this year as CHKS will not be administered. All areas will receive a rating of fair or better. Areas rated fair will be reviewed and considered for repair Increase by 5% Decrease by 2% N/A Reduce 5.0% Increase to 92% Maintain class offerings 5 students enrolled Increase 7th grade results by additional 5%

Agnes J. Johnson's suspension rate increased from .04 to .41

Casterlin's suspension rate maintained at .00.

Miranda Junior High established a suspension rate of .64.

Redway's suspension rate decreased from .10 to .06.

South Fork's suspension rate decreased from .24 to .12.

Whitethorn's suspension rate increased from .02 to .14.

**Metric 2: Expulsion Data as Reported in SchoolWise**

**Expected:** Maintain 0% or Decrease by .005

**Actual:**

District's expulsion rate increased from .001 to .003.

Agnes J. Johnson's expulsion rate maintained at 0%.

Casterlin's expulsion rate maintained at 0%.

Miranda Junior High established an expulsion rate of .001.

Redway's expulsion rate maintained at 0%,

South Fork's expulsion rate decreased from .004 to .002

Whitethorn's expulsion rate maintained at 0%.

**Metric 3: Attendance Rate is Reported in SchoolWise**

**Expected:** Attendance rates will increase 1% from the previous year until all schools reach 96% attendance.

**Actual:**

District's attendance rate decreased from 91.91% to 91.57%.

Agnes J. Johnson's attendance rate decreased from 92.51% to 91.45%.

Casterlin's attendance rate increased from 89.37% to 90.84%.

Miranda Junior High set a baseline attendance of 90.99%.

Redway's attendance rate increased from 92.81% to 92.49%.

South Fork's attendance rate decreased from 92.14% to 89.76%.

Whitethorn's attendance rates increased from 88.88% to 92.06%.

**Metric 4: Connectedness reported by 7th graders as reported in the CHKS, connectedness scale on the 2012 CHKS.**

**Expected:** Rate will increase by 40%

**Actual:**

This information is not available this year

**Metric 5: Facilities in Good Repair as Documented in the Williams Inspection Tool**

**Expected:** All areas will receive a rating of fair or better. Areas rated fair will be reviewed and considered for repair.

**Actual:**

**Agnes Johnson: 5 out of 8 Fair or Better**

Good: Electrical, Safety, External

Fair: Cleanliness, Structural

Poor: Systems, Interior, Restrooms/Fountains

**Casterlin: 7 out of 8 Fair or Better**

Good: Systems, Cleanliness, Safety, Structural, External

Fair: Electrical, Restrooms/Fountains

Poor: Interior

**Redway: 8 out of 8 Fair or Better**

Good: Systems, Cleanliness, Electrical, Safety

Fair: Interior, Restrooms/Fountains, Structural, External

**Miranda Junior High: 8 out of 8 Fair or Better**

Good: Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, External

**South Fork High School: 8 out of 8 Fair or Better**

Good: Systems, Electrical, Safety,

Fair: Interior, Cleanliness, Restrooms/Fountains, Structural, External

**Whitethorn: 5 out of 8 Fair or Better**

Good: Systems, Restrooms/Fountains, Safety, Structural

Fair: Electrical

Poor: Interior, Cleanliness, External

**Metric 6: Parent Participation in Parent Organizations**

**Expected:** Maintain parent participation in classroom volunteerism, Back to School Nights, Open Houses, Townhall Meetings, Parent Advisory Committee, and the parent ran organizations at each school site.

**Actual:**

The hosts Back to School Night and Open Houses every year at each school site.

The District held three Townhall meetings with 34 parents attending separate meetings.

The District holds annual Parent Advisory Committee meetings. The Committee is comprised of 7 parents with each school site represented.

Each school site has its own parent ran organization.

**Metric 7: Chronic Absenteeism as Reported in School Wise**

**Expected:** Establish Baseline

**Actual:**

District's chronic absenteeims decreased from .28 to .27.

Agnes J. Johnson's chronic absenteeism increased from .27 to .35.

Casterlin's chronic absenteeism decreased from .26 to .24.

Miranda Junior High set a chronic absenteeism rate of .30.

Redway Elementary chronic absenteeism maintained a rate of .23.

South Fork's chronic absenteeism increased from .33 to .35.

Whitethorn's chronic absenteeism decreased from .33 to .17.

**Metric 8: Middle School Dropout Rate**

**Expected:** N/A

**Actual:**

The dropout rate for Miranda Junior High will not be available until the 2017-2018 school year.

**Metric 9: High School Dropout Rates as Documented in SchoolWise**

**Expected:** Reduce to 5.5%

**Actual:**

High School Dropout rates increased from 6.5% in the 2012-2013 school year to 7.5% in the 2013-2014 school year.

**Metric 10: High School Graduation Rates as Documented in SchoolWise**

**Expected:** Increase to 88%

**Actual:**

High School Graduation rates rose from 87.1% in the 2012-2013 school year to 88.68% in the 2013-2014 school year.

**Metric 11: We Currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule**

**Expected:** Maintain class offerings

**Actual:**

The District has maintained class offerings.

**Metric 12: Enrollment in Advanced Placement Distance Learning Classes as evidenced in SchoolWise**

**Expected:** Set Baseline

**Actual:**

The District has 5 students enrolled in Advanced Placement Distance Learning Classes.

**Metric 13: Results on President Fitness Test**

**Expected:** Increase 7th grade results by 5%

**Actual:**

Students meeting four of the six requirements decreased from 17.65 in the 2013-2014 school year to 10% in the 2014-2015 school year.

Students meeting five of the six requirements increased from 21.6% in the 2013-2014 school year to 32.5% in the 2014-2015 school year.

Students meeting six of six requirements increased from 33.3% in the 2013-2014 school year to 40% in the 2014-2015 school year.

**Metric 14: EAP Results**

**Expected:** Set baseline for EAP on CAASSP

**Actual:**

English Language Arts: 9% met the EAP requirement and 24% conditionally met the requirement

Math: 13% met the requirement and 27% conditionally met the requirement



<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
-Custodial hours have been increased for the 14-15 school year based on a comparison to CASBO recommendations and will continue in the 15-16 year. - Professional development for custodians held		\$265,959- RS 0000 LCFF - custodial salaries and benefits	Increased hours for custodian staff were maintained in the 2015-16 school year.  \$255,762  RS0000 Custodial Salaries and benefits
<b>Scope of service:</b>	All Grades: All		Scope of service: All  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

Continue to support PPS credentialed counselor at MJH and SFHS - to increase services to the SED/EI population to determine what college services are available for them as well as early detection for needed academic intervention		\$95,624 RS 0001 LCFF Salaries & Benefits	School Counselor provided the following services to students;  -7th & 8th grade girls weekly Girls Group for one hour-30 7th graders and 15 8th graders.  -Monthly lessons in the 7th grade social studies class on goal setting, career planning, and academic planning for high school.  -All 9th graders in their English classes reviewed their academic plans  -Classroom circles were led classes.  -Sophomore counseling	\$84,597  RS 0001 Salaries and Benefits
<b>Scope of service:</b>	MJH and SFHS Grades: All		Scope of service:  MJH and SFHS  Grades: 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide additional Professional Development for PBIS		\$4,500 RS 3010 Professional Development paid for from Title 1.	Staff from all sites attended a two day training in August for PBIS hosted by HCOE. In addition, our district PBIS coordinator attended the National PBIS Conference. We also received several visit from HCOE PBIS staff to help with training at all sites throughout the year.	\$4650  RS 3010 Professional developement paid from Title 1.

<b>Scope of service:</b>	All Grades: All		Scope of service:	All  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			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain increased certificated and classified staff to support MJH as separate campus- continue to monitor the need for staffing	\$61,814 RS 3010	Staff positions were maintained.  There is a need for additional support staff. At the March Board Meeting, the Board of Trustees took action to increase the vice principal to a full time position.  Projected Title 1 funding was less than anticipated. All the available Title 1 funding for MJH were used to defray cost of staff. We projected to cover cost of two certificated but only covered one.	\$43,559  RS 3010		
<b>Scope of service:</b>	MJH Grades: All		Scope of service:	MJH  Grades: 7th, 8th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Continue to support MJH Booster Club to increase part involvement to assist the students at MJH to be active and successful at school</p>		\$0	<p>Meetings were held to discuss the future of the MJH Boosters. The Miranda Junior High Boosters joined with the very active South Fork Boosters to support athletics at both levels.</p> <p>A new group called Miranda Parent Partnership formed to support student counsel, science fair participation, field trip fundraising.</p>	0
<p><b>Scope of service:</b></p>	<p>MJH Grades: All</p>		<p>Scope of service:</p> <p>MJH</p> <p>Grades: 7th, 8th</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 Technology Coordinator position to full time to better support growing technology infrastructure. Contract with College Consultant to provide additional knowledge and support for all students.</p>		<p>\$12,736 RS 0000 LCFF</p>	<p>Technology Coordinator position was increased from 30 hours per week to 40 hours per week. This additional time allowed for faster response time to technology problems impacting the classroom. It also provided additional support for using CAASPP interim assessments. This position serves as our CAASPP Coordinator.</p>	<p>\$10,467 - RS 0000 \$1,100 - RS 0001</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All 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>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income 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>Continue to support PPS counselor, Increased Certificated staff, custodial staff increased, supporting of the FRC, supporting of the playgroups, attendance clerks, after school tutoring, technology technician, tracking CAHSSE results Director of Student Services position hired in 14/15 will continue to support the development of RTI.</p>	<p>\$102,976 RS 0000 LCFF: + \$46,872 RS 0000 + \$45,676 RS 9020 + \$9,785 RS 4126 + \$59,330 RS 0000 = \$264,639 Salary &amp; Benefits \$50,128 RS 0000 LCFF Salary &amp; Benefits</p>	<p>Increased support for Low Income students was provided by the school counselor, vice principal, custodial staff.</p> <p>Second Step curriculum was delivered to students at elementary school by the vice principal.</p> <p>The School Counselor conducted restorative circles at MJH and SFHS addressing student behavior issues.</p> <p>School Counselor also conducted girls' groups at MJH, oversaw referrals to County Mental Health, worked with 7th grade students to create a six year learning plan/pathway to graduation from high school.</p> <p>District provided areas for First Five Pre-School playgroups at all elementary sites.</p> <p>Attendance clerk conducted outreach to students having attendance issues and provided support to the SARB committee.</p> <p>Students struggling with reading skills were provided afterschool tutoring through the ACES grant at Redway Elementary, Agnes J. Johnson Elementary and Casterlin Elementary.</p> <p>Technology coordinator worked with classroom teachers to incorporate technology into daily instruction.</p> <p>Technology Coordinator coordinated training and administration of CAASPP interim and summative assessments.</p> <p>Director of Student Services provides support to our homeless students, Foster youth, and oversaw the ACES grant.</p>	<p>\$159,286 - RS 0000</p> <p>\$9,261 - RS 6010</p> <p>\$84,597 - RS 0001 (Supp/Conc)</p> <p>\$50,000 - RS 9020</p> <p>\$52,845 - RS 0000 Salary &amp; Benefits</p>
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<b>Scope of service:</b>	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 X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to seek aides for additional support for EL population		\$41,657 RS 0001 EL aides salary & benefits	EL Aide was added to SFHS/MJH thirty hours per week  EL Aide was added at AJJ 7.5 hours per week.  EL Aide was maintained at Redway at 32 hours per week.  EL Aide was added at Casterlin at 2.5 hours per week.  District-wide 14.5 hours provided daily for EL students.	\$67,913 0001 EL aides salary and benefits	
<b>Scope of service:</b>	All Grades: All		Scope of service:	EL 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 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 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>
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<b>What changes in actions, servivces, and expenditures</b>	<b>Additional custodian staff is needed at the Miranda Campuses.</b>
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<b>Original Goal from prior year LCAP:</b>	Support academic achievement for all students	Related State and/or Local Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Metric:</p> <p>Measure of student achievement using API Measure student achievement by SBAC Measure student achievement by local measures Rate of Teacher mis-assignment Student access to standards-aligned instructional materials Implementation of CCSS Annual reports to board as part of the LCAP review process. Parent participation in parent organization Chronic Absenteeism as reported Schoolwise Middle School Dropout Rate SHUSD does not currently operate a middle school First junior high dropout rate will be available 2017-2018 High School Dropout Rates as documented in Schoolwise 2011-12 rate 6% High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31% We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by</p>	<p>Actual Annual Measurable Outcomes:</p> <p><b><u>Metric 1: Measure of Student Achievement Using API</u></b></p> <p><b><u>Expected:</u></b> N/A</p> <p><b><u>Actual:</u></b></p> <p>N/A</p> <p><b><u>Metric 2: Measure Student Achievement by Using SBAC</u></b></p> <p><b><u>Expected:</u></b> Increase the number of students scoring proficient or equivalent by 5%.</p> <p><b><u>Actual:</u></b></p> <p><b><u>ELA-Small Schools</u></b></p>



high school master schedule Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise Results on President Fitness Test

Outcome:

Set baseline Increase the number of students scoring proficient or equivalent by 5% Set baseline for Math benchmarks Determine what local measures will be tracked for each grade span in ELA There will be no mis-assignment of teachers Implement TK-6 CCSS aligned math instructional materials as evidenced by Annual Board Resolution on Sufficiency of Instructional Materials. Review ELA CCSS aligned instructional materials if available from the state. 95% of teachers participate in professional development within the district. 35% of teachers will participate in professional development outside Preponderance of expected outcomes will be attained. Increase additional 5% Decrease by 2% N/A Reduce 5.0% Increase to 92% Maintain class offerings 5 students enrolled Increase 7th grade results by additional 5%

Agnes J. Johnson set a ELA SBAC baseline of 39%.

Casterlin set a ELA SBAC baseline of 43%.

Whitethorn set a ELA SBAC baseline of 19%.

**ELA-Redway**

3rd grade set a ELA SBAC baseline of 22%.

4th grade set a ELA SBAC baseline of 22%.

5th Redway set a ELA SBAC baseline of 43%.

6th Redway et a ELA SBAC baseline of 24%

**ELA-Miranda Junior High**

7th grade set a ELA SBAC baseline of 45%.

8th grade set a ELA SBAC baseline of 42%.

**ELA-South Fork**

11th grade set a ELA SBAC baseline of 30%.

**Math-Small Schools**

Agnes J. Johnson set a Math SBAC baseline of 26%.

Casterline set a Math SBAC baseline of 43%.

Whitethorn set a Math SBAC baseline of 34%.

**Math-Redway**

3rd grade set a Math SBAC baseline of 28%.

4th grade set a Math SBAC baseline of 13%.

5th grade set a Math SBAC baseline of 15%.

6th grade set a Math SBAC baseline of 40%.

**Math-Miranda Junior High**

7th grade set a Math SBAC baseline of 31%.

8th grade set a Math SBAC baseline of 26%.

**Math-South Fork**

11th grade set a Math SBAC baseline of 13%.

**Metric 3: Measure Student Achievement by Local Measures**

**Expected:** Set baseline for Math benchmarks. Determine what local measures will be tracked for each grade span in ELA.

**Actual:**

This is the first year of the Math curriculum, the baseline will be established at the end of the year. The District was piloting two different ELA curriculum, the baseline for ELA will be established in the 2016-2017 school year.

**Metric 4: Rate of Teacher Misassignment**

**Expected:** There will be no misassignment of teachers.

**Actual:**

No teachers were misassigned.

**Metric 5: Student Access to Standards Aligned Instructional Materials**

**Expected:** Implement TK-6 CCSS aligned math instructional materials as evidenced by Annual Board Resolution on Sufficiency of Instructional Materials. Review ELA CCSS aligned instructional material.

**Actual:**

Grades TK-6 implemented EnVision Math

curriculum.

On May 12, 2016, the Board of Trustees took action to adopt the National Geographic Reach curriculum for English Language Arts.

**Metric 6: Implementation of CCSS**

**Expected:** 95% of teachers participate in professional development within the district. 30% of teachers will participate in professional development outside the district.

**Actual:**

95% of teachers participated in professional development within the district. 8% of teachers participated in professional development outside of the district.

**Metric 7: Annual Reports to the Board as Part of the LCAP Process**

**Expected:** Maintain district class size average at 25 or below.

**Actual:**

District's Average Class Size increased from 19.20 in 2014-2015 to 19.90 in 2015-2016.

Agnes J. Johnson's Average Class Size decreased from 23.67 in 2014-2015 to 20.25 in 2015-2016.

Casterlin's Average Class Size maintained at 12.67.

Miranda Junior High's Average Class Size increases from 21.40 in 2014-2015 to 21.60 in 2015-2016.

Redway's Average Class Size decreased from 21.08 in 2014-2015 to 21.08 in 2015-2016.

South Fork's Average Class Size increased from 17.54 in 2014-2015 to 18.00 in 2015-2016.

Whitethorn's Average Class Size maintained at 19.50.

**Metric 8: Parent Participation in Parent Organizations**

**Expected:** Maintain parent participation in classroom volunteerism, Back to School Nights, Open Houses, Townhall Meetings, Parent Advisory Committee, and the parent ran organizations at each school site.

**Actual:**

Each school hosted a Back to School Night in the fall. All elementary schools and the junior high hosted an Open House in the spring.

The District held three Townhall meetings with 4 parents attending separate meetings.

The District holds annual Parent Advisory Committee meetings. The Committee is comprised of 4 parents with each school site represented.

Each school site has its own parent ran organization.

**Metric 9: Chronic Absenteeism as Reported in SchoolWise**

**Expected:** Establish Baseline

**Actual:**

District's chronic absenteeism decreased from .28 to .27.

Agnes J. Johnson's chronic absenteeism increased from .27 to .35.

Casterlin's chronic absenteeism decreased from .26 to .24.

Redway's suspension rate decreased from .10 to

.06.

Miranda Junior High set a chronic absenteeism rate of .30.

South Fork's chronic absenteeism increased from .33 to .35.

Whitethorn's chronic absenteeisms decreased from .33 to .17.

**Metric 10: Middle School Dropout Rate**

**Expected:** N/A

**Actual:**

The dropout rate for Miranda Junior High will not be available until the 2017-2018 school year.

**Metric 11: High School Dropout Rates as Documented in SchoolWise**

**Expected:** Reduce to 5.5%

**Actual:**

High School Dropout rates increased from 6.5% in the 2012-2013 school year to 7.5% in the 2013-2014 school year.

**Metric 12: We Currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule**

**Expected:** Maintain class offerings

**Actual:**

The District has maintained class offerings.

**Metric 13: Enrollment in Advanced Placement Distance Learning Classes as Evidenced in SchoolWise**

		<p><b><u>Expected:</u></b> Set Baseline</p> <p><b><u>Actual:</u></b></p> <p>The District has 5 students enrolled in Advanced Placement Distance Learning Classes.</p> <p><b><u>Metric 14: Results on President Fitness Test</u></b></p> <p><b><u>Expected:</u></b> Increase 7th grade results by 5%</p> <p><b><u>Actual:</u></b></p> <p>Students meeting four of the six requirements decreased from 17.65 in the 2013-2014 school year to 10% in the 2014-2015 school year.</p> <p>Students meeting five of the six requirements increased from 21.6% in the 2013-2014 school year to 32.5% in the 2014-2015 school year.</p> <p>Students meeting six of six requirements increased from 33.3% in the 2013-2014 school year to 40% in the 2014-2015 school year.</p> <p><b><u>Metric 15: EAP Results</u></b></p> <p><b><u>Expected:</u></b> Set baseline for EAP on CAASSP</p> <p><b><u>Actual:</u></b></p> <p>English Language Arts: 9% met the EAP requirement and 24% conditionally met the requirement</p> <p>Math: 13% met the requirement and 27% conditionally met the requirement</p>
<b>LCAP Year: 2015-16</b>		
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Maintain Highly Qualified certificated staffing to ensure low class sizes and appropriate grade level configurations.		\$2,317,630 RS 0000 LCFF + RS 4035 ITQ + RS 1100 Lottery + RS 1400 EPA – Salaries & Benefits	Class sizes and configurations remained basically the same as they were in the previous year.		\$2,455,323 - RS 0000 LCFF +RS 4035 ITQ +RS 1100 Lottery+ RS 1400 EPA Total Salaries and Benefits
<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Implement online AP courses and support staff training for SFH based AP courses		\$1,000 RS 0000 LCFF Possible fee for student participation	Online AP courses were offered as well as a class time staffed with a teacher to provide support for the students. Enrollment was limited to one student.  We will continue to offer online AP courses.  Plans are being made for a staff member to be trained in AP during the summer of '16 so that we can offer AP U.S. History during the '16-'17 school year.		\$1525 RS 0000

<b>Scope of service:</b>	SFHS Grades: 9th, 10th, 11th, 12th		Scope of service:	SFHS Grades: 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Offer Integrated 1 Math for 8th graders		RS 0000 - \$52,245 LCAP Salary & Benefits	We offer a course called Advance Math to 8th graders which satisfies the requirements of Integrated 1. Successful students are enrolled in Integrated 2 upon entering 9th grade.		\$50,898 RS 1400
<b>Scope of service:</b>	MJH Grades: 7th, 8th		Scope of service:	MJH Grades: 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



<p>Continue to support the Director of Student Services position to provide leadership in the following areas: - Review process for Gate program and begin process to create program -Create RTI team for district to determine intervention needs for each site</p>		<p>\$9,050 RS 4035 ITQ, PD for staff to utilize while doing RTI</p>	<p>Director of Student Service position is maintained.</p> <p>All third graders were assessed for the GATE program. Teachers of students believed to qualify for the program could refer a student for assessment.</p> <p>Students representing all elementary sites attended the GATE Academy at HSU.</p> <p>A pilot of RTI was conducted at Agnes J. Johnson. New curriculum was purchased and a dedicated pull out time was used. Student scores improved.</p>		<p>\$53,073 RS 0000</p> <p>\$1,500 RS 0000</p> <p>\$61 Trip 1281</p> <p>\$4484 RS 4126</p> <p>The projected cost of \$9,050 addressed only the cost of administration of starting up the RTI program. The \$53,073 was the actual cost of the director portion of the job which administered RTI, GATE, Homeless and Foster Youth Services.</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All Elementary Students</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</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			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Provide training opportunities for staff for the new K-6 math curriculum. Agree to formative benchmark assessments for district.		Elementary math adoption RS 6300 lottery \$14,120	One day of optional training was provided in June and a second day of required training was held in August. An optional 3 hour training was held in the spring.  There are benchmarks in the curriculum every four topics, however, pacing has been an issue this year as it is the first time we have implemented the curriculum.	\$38,305 RS 0000 & 1400  \$5317 RS 3010	
<b>Scope of service:</b>	All Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	All Elementary Schools  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue to implement CCSS with teacher lead team Provide Professional Development in areas of Common Core, Classroom Management and Technology.		\$5,500 RS 3010 Title 1 Professional Development cost paid from Title 1	An Elementary Curriculum Committee was convened to lead the implementation of the new math curriculum and the ELA adoption.  Meetings were held as needed throughout the school year.  Early release Wednesdays were used for CAASPP trainings, Classroom Management training, PBIS trainings as well as staff meetings and collaboration time around PBIS, Math and ELA.  At the high school level, Wednesdays were use for CAASPP trainings, WASC and PBIS trainings.		\$6,445 RS 0000
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Maintain the level of aides in classrooms to assist certificated staff		\$112,775 - RS 3010 Title 1 Salaries & Benefits	All Title 1 funding available to Elementary sites was used to hire general ed classroom aides.  Aides provided individualized attention to the students of all the elementary schools:  Agnes J. Johnson Elementary    78  Casterline Elementary            39  Redway Elementary                264  Whitethorn Elementary          75		\$147,097 RS 3010
<b>Scope of service:</b>	All Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		<b>Scope of service:</b>	All Elementary Schools  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other		

<b>What changes in actions, services, and expenditures</b>	<p>We were unable to determine benchmarks for math this year. It was the first time to use the curriculum so pacing was the main topic. Professional Development is planned for the beginning of school to review the use of Benchmarks with the new Math Curriculum. Elementary Curriculum Committee will set dates for collaboration meetings by which time certain benchmark assessment will need to be given.</p> <p>New State Standards ELA curriculum was adopted by the state. SHUSD piloted two K-6 curriculums. At the May board meeting, the Board of Trustees took action to adopt the National Geographic Reach Program for our K-6 classrooms.</p> <p>Only one student enrolled in online AP Classes. SFHS Social Studies Teacher has enrolled in an AP training during the summer so a seat-based AP class will be offered in the fall. Also, counseling staff is being more proactive in advertising the online offering.</p>
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### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

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

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	519546
<p>For 2016-17 Goal 1: SHUSD's increase for 2016-17 is \$519,546 in Supplemental &amp; Concentration grants money: The District has actually increased expenditures to \$524,849,</p> <ol style="list-style-type: none"> <li>1. PPS Counselor 1FTE MJH/SFHS \$87,516. Oversee PBIS, which will decrease bullying on campus and create a more positive school climate resulting in fewer absences, decreased dropout rates, higher academic achievement. This position will also provide earlier detection for students needing academic intervention. Schoolwide</li> <li>2. Director of Student Services .50 FTE \$61,583. Coordinate services for English Learners and RFEP and outreach to families for additional support. District</li> <li>3. Vice Principal increase to 1 FTE \$51,347, provide additional support at Miranda Campus. This position will provide additional support for In School Suspension. Assist with attendance phone calls; assist with campus supervision which is needed. School-wide</li> <li>4. Spanish Teacher increase to 1FTE \$41,404. School-wide</li> <li>5. Office Attendance II Classified \$49,340. Monitor attendance, outreach to families, and prepare documentation for SARB. School-wide</li> <li>6. Technology Technician 1 FTE \$65,075. Ensure technology at all sites is functions for student and staff use, support staff in CAASPP testing. District-wide</li> <li>7. EL Aides 1FTE \$86,946 provide direct service to EL/RFEP population. District-wide</li> <li>8. Classified Aides for classrooms to help LI students \$81,638. Distric-wide</li> </ol>	

- 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.

8.60	%
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For 2016-17 Southern Humboldt will provide services costing \$524,849 for LI and EL students. The support services which were identified as most effective to serve needs of LI and EL students are detailed above in 3a. These services will improve outcomes for the unduplicated count groups by more than 8.60%, and the dollar amount of the costs to provide them exceeds the Minimum Proportionality Percentage equivalent of 8.60%.

By improving campus climate, technology resources and support for attendance, school success will improve for all students.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:

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

- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June



30).

(3) Divide (1) by (2).