

LCAP Year ☒ 2017–18☐ 2018☐ 2019

Local Control Accountability Plan and Annual Update (LCAP)

[Addendum:](#) General instructions & regulatory requirements.

[Appendix A:](#) Priorities 5 and 6 Rate Calculations

[Appendix B:](#) Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Eureka City Schools

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Eureka City Schools (ECS) serves students in grades Pre-K through twelve. The District has nine schools; one preschool, four elementary schools, two middle schools, one comprehensive high school and one continuation high school. Our district also provides an adult school in partnership with the College of the Redwoods. ECS is the largest of the thirty-one school districts in Humboldt County with a student enrollment of approximately 3,800. The District

covers a wide geographic area with students matriculating into our secondary schools from five “feeder districts,” South Bay, Cutten-Ridgewood, Kneeland, Garfield and Freshwater.

We are known throughout the region for our innovative and award-winning programs. Eureka High School was recently recognized as an AVID (Advancement Via Individual Determination) Site of Distinction and boasts the most comprehensive Career and Technical Education offerings in the Region. STEAM programs are available to students at the middle and elementary levels. We understand that for student outcomes to improve our staff and faculty must be provided ongoing professional learning opportunities. As a district, we have made a commitment to investing in an Instructional Coaching team to provide much of this ongoing professional development.

To serve our very diverse student population, ECS has many initiatives in place and takes advantage of several State and Federally funded grants. Notably, the District is currently in the third year of implementation of a Federal School Climate Transformation Grant (SCTG) where the focus is improving school climate through Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP). More information regarding this initiative may be found at the following website: <http://hbascp.weebly.com/>. The District has also been awarded a grant for Arts Integration. The North Coast Arts Integration Project is a \$2.2M four-year grant to integrate arts into the core curriculum in the ECS as well as the Klamath Trinity Schools from grades TK to eight. More information regarding this initiative may be found at the following website: <http://www.artsintegration.net/>

ECS also receives funding through Title III to serve our EL and Immigrant population, Title IV to support the academic achievement of our American Indian students, and operates an after-school program at our elementary and middle school sites through the After School Education and Safety Program (ASES).

The District at a Glance:

Vision Statement:

Inspiring academic **Excellence**, **Creativity**, and the confidence to **Succeed - ECS**

Mission Statement:

Eureka City Schools, in partnership with families and communities, promotes academic success and career readiness for every student. We are committed to:

- Ensuring rigorous and innovative programs through high standards of teaching and learning
- Providing a safe and supportive learning environment
- Embracing our diversity as a strength
- Promoting creative expression, critical thinking and digital literacy
- Offering relevant learning opportunities to help guarantee a sustainable future

- Developing responsible, productive, and ethical citizens for our communities and the world.

Strategic Goals:

- **Curriculum, Instruction and Assessment:** Design, implement, evaluate, and improve instructional programs to ensure every student meets the District standards.
- **Human Resources:** Recruit, select, develop, evaluate and retain the highest quality staff.
- **Student Services:** Design, implement, evaluate, and improve programs and services to support success for all students.
- **Family and Community Partnerships:** Design, implement, evaluate, and improve partnerships that support the goals and objectives of the District.
- **Facilities and Equipment:** Provide an environment that is safe, clean and attractive that promotes student learning and fosters student, staff, and community pride.
- **Alternative and Optional Educational Programs and Services:** Design, implement, evaluate, and improve quality alternative and optional educational programs and services for our students, families and communities.
- **Financial Planning:** In alignment with the strategic plan, design, implement, evaluate, and improve a planning process to ensure that the human, financial and capital resources are efficiently and effectively allocated.

Demographics:

Numbers:

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	0	626	626
Foster Youth	0	63	63
Homeless Youth	0	371	371
Migrant Education	0	11	11
Students with Disabilities	0	494	494
Socioeconomically Disadvantaged	0	2,466	2,466
All Students	0	3,767	3,767

Percentages

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	0.0%	16.6%	16.6%
Foster Youth	0.0%	1.7%	1.7%
Homeless Youth	0.0%	9.8%	9.8%
Migrant Education	0.0%	0.3%	0.3%
Students with Disabilities	0.0%	13.1%	13.1%
Socioeconomically Disadvantaged	0.0%	65.5%	65.5%
All Students	0	3,767	3,767

According to the California School Dashboard, we have much to celebrate and growth still to be made. The following chart is a summary of performance at this point. This data, along with significant stakeholder engagement input has informed and influenced this plan.

Student Group Report

Eureka City Schools - Humboldt County

Enrollment: 3,734

Socioeconomically Disadvantaged: 65%

English Learners: 16%

Foster Youth: N/A

Grade Span: K-Adult

Reporting Year:

Spring 2017 ▼

Charter School: No

Equity Report

Status and Change Report

Detailed Reports

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A						*				
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>			N/A	N/A			*		*	*		*	*	
<u>College / Career Available Fall 2017. Select for Grade 11 assessment results.</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A						*				
<u>Mathematics (3-8)</u>			N/A	N/A						*				

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Goals that we aspire to achieve are

- Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Based on stakeholder input and a review of data we have increased the services for English Learners to close the achievement gap. Additionally, we are expanding our AVID offerings to include both middle schools and one of our elementary schools. Professional Development remains a focus, and to this end we have expanded our "Teacher Academy" workshops to include a separate special education strand in addition to expanding the Academy to the secondary level.

- Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Improving school climate was another key need identified by our stakeholders. This need is also evidenced by our suspension data. For 2017-2018, the District is improving services for students in the area of school climate by adding a "Behavior Coach" who will provide strategies and interventions to be used by district staff in improving behavioral outcomes for students.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

California Dashboard - District Successes

Academic Performance:

- Improved English Learner progress on CAASPP
- Improved student performance in English language arts for all students
- High graduation rate

School Climate:

- Decreased suspension rate

The District will continue to provide the actions and services from the 2016-2017 school year that positively influenced the outcome data for these two goals.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

California Dashboard - District Areas of Concern

In analyzing the CA Dashboard for Eureka City Schools there are several significant “needs” that are illustrated by “red” and “orange” student performance outcomes. Specifically, the following areas of need exist:

Suspension Rate:

- “Red” - Students with Disabilities, African American students, and American Indian students
- “Orange” - Socioeconomically Disadvantaged students, Hispanic students, students of Two or More races

Graduation Rate:

- “Red” - Students with Disabilities

English Language Arts Assessment:

- “Red” - Students with Disabilities, African American students, and American Indian students

Math Assessment:

- “Red” - Students with Disabilities, American Indian students, and students of Two or More Races

Of particular concern to the District are those performance outcomes where there has been either a decline (math and ELA assessment) or an increase (Suspension Rates).

Suspension Rate:

- Increased Significantly: African American students
- Increased: Students with Disabilities

Graduation Rate:

- Decreased Significantly - Students with Disabilities

English Language Arts Assessment:

- Declined: Students with Disabilities and American Indian

Math Assessment:

- Declined Significantly: American Indian students
- Declined: Students with Disabilities, Filipino students, and students of Two or More races

Through a focus on two goals ECS will provide take actions and provide services that will improve student outcomes in the areas noted above. These goals are:

#1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

#2. All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Outcomes will be improved through the strategic allocation of personnel resources, additional programs (such as EL at all sites) and, the continued adoption of (and professional development in) CCSS aligned instructional materials and practices. In the area of school climate (represented by “Suspension Rate”) the District will focus on providing staff with professional development on alternatives to suspension as well as providing personnel resources to support students exhibiting “Tier II” and “Tier III” behaviors.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Suspension Rate:

Our Students with Disabilities, African American, and Native American students were suspended at a rate of 2 performance levels above “all students.” The District continues to focus on school climate and is including “culturally responsive” curriculum and teaching strategies to improve climate outcomes for these identified groups.

Graduation Rate:

Although our graduation rate for all students is high (93.2%) our Students with Disabilities underperform by two levels for this measure (67.7%). The District will continue to allocate a .8 FTE District Special Education Coach to work with teachers in improving this outcome. Furthermore, the District is making a concerted effort in recruiting Special Education staff by offering a bonus signing incentive.

English Language Arts Performance on CAASPP:

Our Students with Disabilities, African American, and Native American students are performing two or more levels below “all students.” For 2017-2018 the District has adopted a school calendar that embeds three professional development days within the school year for professional development. Topics include Constructing Meaning and Culturally Relevant Teaching that we see as helping us close the achievement gaps between these groups.

Math Performance on CAASPP:

Students with Disabilities and Native American Students are performing two levels below “all students” in this area. In 2016-2017 the District adopted a new TK-5 common-core aligned math curriculum (Everyday Mathematics) and in 2017-2018 a new math curriculum (College Prep Mathematics) is being adopted for the middle levels. Additionally, a new math curriculum was adopted in 2016-2017 for our Students with Disabilities in the Special Day Classes. By providing ongoing professional development for staff with these new materials we would expect to see improvements in performance outcomes for these students.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

See sections above.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$42,968,484
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$34,900,267

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$599,517 Unrestricted Lottery (Materials, Supplies, Insurance cost) (RS 1100)
 \$97,180 Transition Partnership Program (TPP) Workability program for students with special needs - Provide caseworkers to assist students' with preparing for job placement. (RS 3410)
 \$50,479 Carl Perkins Grant provides materials & supplies to the CTE program at Eureka High School (RS 3550)
 \$58,990 Title III English Learner and Immigrant Ed - Salaries, Materials & supplies. (RS 4201 & 4203)
 \$80,326 Title VI Indian Education - Instructional Assistants plus PD, materials & supplies. (RS 4510)
 \$78,760 Homeless Ed Grant - Salaries for Homeless Children's Coordinator plus materials, supplies & services. To provide services and supplies to homeless children so they can attend school. (RS 5630)
 \$78,260 Medi-Cal Billing dollars for .2 of Psychologist, plus materials & services not included in the LCAP. (RS 5640)
 \$581,857 ASES Program- Coordinators, Assistants, & MOU with City of Eureka for Rec. Leaders, materials & supplies. (RS 6010)
 \$247,434 Prop 39 Clean Energy Jobs materials & services. (RS 6230)
 \$60,294 Educator Effectiveness Funding for Teacher, admin and classified PD (RS 6264)
 \$266,667 Career Tech Ed Incentive Grant (CTEIG) - CE classes at EHS and Zoe Barnum (RS 6387)
 \$20,063 Agricultural Vocational Ed - Supplies for the CTE Program at EHS. (RS 7010)
 \$1,024,659 STRS-On-Behalf Pension Contribution
 \$117,459 Donation Accounts - Various donations received throughout the year - each donation is spent according to the purpose of the donation. (RS 9XXX)
 \$1,269,846 General Administrative Cost - Assist Supt., Confidential Secretaries, Director of Fiscal Services, misc. supplies and travel cost (RS 0000, Function 7200)
 \$7,617 Central Support - Delivery driver, misc supplies and repair cost. (RS 0000, function 7500)
 \$129,587 Planning, Research & Development - .25 Assist. Supt and benefits, misc materials, rentals, leases, etc. (RS 0000, function 7510)
 \$74,773 Warehouse & Distributing - operations salaries and benefits, stores, other misc. (RS 0000, function 7540)
 \$2,503,153 School Administration - Principals, Assist Principals, Secretaries, office supplies, dues and memberships, etc.
 \$544,281 Other Instructional Resource - Computer Tech salaries and benefits
 \$177,015 Home and Hospital cost not included in the LCAP

\$33,716,373

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Focus Goal 1.1: Ensure all students have access to CCSS aligned instructional materials and student supplies.

Focus Goal 1.2: Increase the delivery of high quality instruction through ongoing professional development.

Focus Goal 1.3: Provide competitive salaries and benefits to recruit and maintain a high-quality staff.

Focus Goal 1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.

Focus Goal 1.5: Increase the number of students who graduate college and career ready.

Focus Goal 1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates.

Focus Goal 1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL Strategic Plan: 1, 3, 4, 6, 7, 8, 9, 10, 11, 13

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Metrics:

- 1.1 District Williams Report, Annual Board Resolution on Sufficiency of Instructional Materials, Curriculum/ materials inventory including ELA-ELD materials
- 1.1 Student enrollment
- 1.2 Participation rate in trainings (sign-in sheets)
- 1.3 Compensation schedules for identified districts
- 1.3 CALPADS credential report
- 1.4 Technology survey and inventory
- 1.4 Board minutes to reflect approval of technology plan
- 1.4 Facility Inspection Tool (FIT) of clean and safe facilities
- 1.5 SBAC
- 1.5 Interim Based Assessments
- 1.5 Classroom Based measures
- 1.5 Graduation Rates
- 1.5 Sections offered at secondary sites
- 1.5 CSU/UC Required Courses
- 1.5 Students individualized 4+ year plans
- 1.5 EAP
- 1.5 AP Courses Offered and Enrollment Rate
- 1.6 SBAC
- 1.6 Interim Based Assessments
- 1.6 Classroom Based measures
- 1.6 Multiple measures including for example DRA, STAR Reading and Math, and Curriculum/Teacher Based Assessments
- 1.6 CELDT
- 1.6 Reclassification Rate
- 1.7 GATE Universal Screening tool
- 1.7 Survey students and/or teachers to determine participation
- 1.7 Number of students enrolled in Visual and Performing Arts
- 1.7 Inventory of supplies and condition of materials by teacher account
- 1.7 Course offering for VAPA
- 1.7 Participation sign in sheets for teachers and questionnaire
- 1.7 Career Technical Education (CTE) data Perkins Program completers
- 1.7 Bi-Literacy Seal

Outcomes:

1.1 All students have access to ELA/Math Common Core Aligned materials

1.1 Increase access to independent reading materials for students - to include purchasing EL-specific supplementary materials and intervention support materials for targeted subgroups

1.2 All teachers will participate in professional development activities that support the successful implementation of the Common Core State Standards

1.2 All teachers responsible for science instruction will participate in Next Generation Science Standards training

1.3 Increased positions filled and retention of staff (not including retirements) by ensuring that salaries are competitive with other selected districts

1.3 Maintain 100% teachers appropriately credentialed, certified, or assigned

1.4 20% increase to industry standard ratio of 2:1 students to computers

1.4 Completion of a 5-year technology plan by newly formed technology committee

1.4 Maintain each school facility with an overall FIT rating of "Good" and create a plan for repair when rating is less than "Good"

1.1 ECS is Williams Act compliant. TK-Alg 2 are all common core aligned in mathematics. We have purchased supplementary Intervention materials (Fountas and Pinnel for each elementary).

1.2 Professional development was provided to all teachers prior to the start of the school year (Argument writing, performance tasks- Secondary and math-Elementary)

Instructional Coach provided PD for all teachers responsible for science instruction prior to the school year and throughout the year.

1.3 99% teachers are appropriately credentialed, certified, or assigned

1.4 Districtwide- 1.8:1

No technology plan has been developed.

All sites, other than EHS, received a "Good" rating. Modernization plans are in place for EHS.

1.5 ELA- 33% 2015 to 36% 2016

ELA	2015	2016
3-5	27%	32%
6-8	30%	34%
9-12	54%	57%

1.5 Increase the number of all students meeting or exceeding the standards in Math and ELA by 10% (Math from 24% in 2015-2016 to 26% in 2016-2017 and ELA from 33% in 2015-2016 to 36% in 2016-2017) according to SBAC reporting

1.5 All individual student scores on SBAC will increase by a minimum of 10%

1.5 Integrate Math and ELA CCSS into all subject areas

1.5 Increase to 100% (from 82% in 2015-2016) freshman students having a 4+ year high school and post-graduate plan.

1.5 Increase EAP scores in ELA and Math: College Ready from 23% to 35% in ELA and from 10% to 25% in Math; Conditional from 34% to 50% in ELA and from 15% to 35% Math

Math- 24% 2015 to 28% 2016

Math	2015	2016
3-5	23%	26%
6-8	26%	29%
9-12	23%	32%

1.5 "Argument Writing" PD for all secondary teachers prior to the school year

1.5 91% 284 of 313 freshmen have a 4+ year plan

1.5 Early Assessment Program

College Ready	
2015	2016
EHS ELA 25% Math 11%	EHS ELA 25% Math 11%
Zoe ELA 0% Math 0%	Zoe ELA 4% Math 0%
District ELA 21% Math 9%	District ELA 23% Math 10%

Conditionally Ready	
EHS ELA 37% Math 16%	EHS ELA 34% Math 24%
Zoe ELA 0% Math 0%	Zoe ELA 21% Math 0%
District ELA 33% Math 14%	District ELA 31% Math 22%

1.5 Increase from 62% to 67% the number of students who pass the AP Exam with a score of 3 or higher

1.5 AP exam passing rates- 61.8% 2015 to 53% 2016

1.5 Graduation rate-

2015	2016
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1.5 Increase graduation rate from 87% to 95%

1.5 Maintain the enrollment of students in one or more AP classes (194 students in 1 or more AP classes in 2016) and the % of total student body who take at least 1 AP Exam (21.6% in 2015).

1.6 Increase the number of students who are English Learners and/or Socio-economic Disadvantaged to meet or exceed the standards in Math and ELA by 15%

1.6 Individual EL and SED student scores increase by a minimum of 15%

1.6 Increase the Reclassification Rate by 5% (in 2014 and 2015 reclassification rate was 10%).

1.6 Gap between foster youth and general student population will decrease 10% on each metric

1.6 Gap between homeless and general student population will decrease 10% on each metric

1.6 Increase by 10% the number of students who gain at least one CELDT level

91.9%	95.2%
ECS	ECS
82.9%	84.6%
Zoe	Zoe
93.2%	97.5%
EHS	EHS
FY-60%	FY 83.3%
SED-	SED
91.6%	93.1%
EL-89.9%	EL 90.3%

1.5 Enrolled in one or more AP course 17.7% 2015-16 to 18.2% 2016-17

1.6 EL/SED CAASPP

ELA	2015	2016
EL	11%	14%
SED	24%	27%
Math		
EL	6%	9%
SED	17%	21%

1.6 Reclassification Rate- For 2015-2016 we had 34 out of 600 students were Reclassified (5.6%)

1.6 55% of intervention students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA

1.7 Increase the number of students who receive the Seal of Bi-Literacy by 5%

1.7 All students will maintain access to a broad course of study and there will be a 10% increase in participation for the Visual and Performing Arts

1.7 Develop a scope and sequence for student and teacher VAPA experiences TK-12

1.7 Ensure all students entering the district after third grade are provided assessment to determine if they are GATE eligible

1.7 5% increase in CTE program completers earning certification

1.7 Increase percentage of students enrolled in CTE classes at the secondary level by 5%

1.6 Foster Youth- not significant sub group

1.6 Homeless- not separated as a subgroup

1.6 CELDT Level -36% of the EL students gained at least one CELDT Overall

1.6 Intervention- 42% have made 1 year or more of growth as of March, 2017

1.7 Bi-Literacy rate- 39 students 2015 to 38 students 2016

VAPA

Enrolled in VAPA at EHS	2016-17
Duplicated count (2 or more courses)	740
Unduplicated count	365

1.7 ECS follows the VAPA framework

1.7 All third-grade students were GATE assessed this year

1.7 Increase number of students participating in academic events within the community by 5%

1.7 Increase to 40% of all 12th grade students completing A-G requirements

1.7 CTE increase of 5% in enrollments

2015	2016
570 enrollments	587 enrollments
403 students of 1093 36.9%	424 students of 1106 38.3%

1.7 Academic Events data not easily tabulated

1.7

2015	2016
32%	33%
“on track” this year is 76 out of a total of 236 (that includes SDC non-diploma track)” 30% of 227 seniors in June	83 “on track” out of 254 total seniors including SDC, Foreign Exchange, CIS and H&H

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED	ACTUAL
<p>1.1</p> <p>a. Select, acquire and implement curriculum: CCSS aligned, ELD, class sets for use at school, and replacement materials</p> <p>b. Ensure targeted subgroups have access to school supplies that they might not otherwise be able to bring to school. Supplies will be made available for intervention and ELD classes, as well.</p> <p>c. Provide a district librarian</p> <p>d. Provide library tech hours for all sites based on enrollment</p> <p>e. Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for TK-8; Accelerated Math for 6-8)</p>	<p>1.1</p> <p>a. Everyday Math curriculum was adopted for grades TK- 5 after a vigorous and robust selection process that included piloting two other possible choices. Consumable materials were replaced for all adopted texts. Intervention materials for reading/ language arts were purchased from Fountas and Pinnell/ Leveled Literacy Intervention for all elementary grades.</p> <p>b. Monitoring of student needs for supplies was done at each school by the principal with special attention given to the materials and supplies needs of the targeted subgroups.</p> <p>c. The district librarian expanded her services to include direct teacher support at the elementary levels with keyboarding instruction. The librarian also helped develop a textbook and novel adoption process for the District.</p> <p>d. Part-time library techs were in place at all school sites. Some of the library tech hours were augmented by site Title 1 dollars.</p> <p>e. Reading materials and assessments (Accelerated Reader and STAR 360 for TK-8; Accelerated Math for 6-8) were provided as specified. However, the use of STAR 360 and AM was not consistent at each site.</p>

Expenditures

BUDGETED

a. \$250,000

RS 0212-OB 4110

a. \$150,224

RS 6300-OB 4110

b. \$19,859

RS 0010-OB 4310

b. \$90,686

RS 3150-OB 4xxx

b. \$6,374

RS 3410-OB43XX

b. \$112,789

RS 0001-OB 4xxx (S/C)

c. \$100,700

RS 0000 - FN2420 - OB1202/3xx1 (S/C)

d. \$68,810

RS 0001 - FN2420 - OB2216/3xx2 (S/C)

e. \$66,000

RS 3010-5800

ESTIMATED ACTUAL

a. \$0.00 RS 0212

a. \$94,594

RS 6300-OB 4110

b. \$0

RS 0010-OB 4310

b. \$22,904

RS 3010/3150-OB 4310

b. \$389

RS 3410-OB43XX

b. \$40,000

RS 0001-OB 4xxx (S/C)

c. \$108,098

RS 0000 - FN2420 - OB1202/3xx1 (S/C) MGMT 1509

d. \$65,637

RS 0001 - FN2420 - OB2216/3xx2 (S/C)

e. \$66,496 RS 3010/5800

Action

2

Actions/Services

PLANNED

1.2

a. Provide collaboration time for teachers.

b. Create a leadership team to facilitate teacher proficiency for NGSS implementation.

c. Instructional Coach will facilitate a training for all secondary science teachers in NGSS.

d. Instructional Coaches will facilitate a grade level span training for all elementary teachers and a content area training for all secondary teachers.

e. Instructional Coaches will facilitate New Teacher and SPED Teacher Academies

f. All teachers will participate in one additional District day of professional development (over 2015-2016) for CCSS implementation training

ACTUAL

1.2

a. Each Monday students were released one hour earlier than Tuesday-Friday. Following an every-other collaboration/staff meeting schedule, teaches met in either grade-level or department teams to plan or work on a specific professional development activity related to the District Instructional norms.

b. Our Secondary Instructional Coach for science met with all secondary science teachers to develop a plan for NGSS implementation.

c. The Science Instructional Coach facilitated a training for all secondary science teachers in NGSS at the beginning of the year that provided a foundation for science instruction with a focus on teaching strategies and inquiry-based learning. She participated in, sometime led, County-wide professional development activities for NGSS.

d. During the professional development days at the beginning of the year the instructional coaches led a number of different training sessions. Focus areas for these offerings included school climate and the power of effective feedback.

e. Instructional Coaches facilitated monthly Elementary Teacher and SPED Teacher Academies. These were attended regularly by 20+ teachers. During several academies, guest presenters provided expert input on best practices for the topic covered.

f. All teachers participated in one additional District day of professional development (over 2015-2016). This occurred in the week prior to students starting school. Topics for this day included the following: TK-5 Writing across the curriculum followed by 3 breakout sessions (TK-K, 1-2, 3-5 grade span), Science /writing, use of ELD/ Framework/ materials, Report Cards & Assessments

Expenditures

BUDGETED	ESTIMATED ACTUALS
a. \$460,000 RS 0000-OB 1100- OB 3xx1 (S/C)	a. \$476,547 RS 0000-OB 1100- OB 3xx1
b. See 1.5 f. and 1.6 a.	b. See 1.5 f. and 1.6 a.
c. See 1.5 f. and 1.6 a.	c. See 1.5 f. and 1.6 a.
d. See 1.5 f. and 1.6 a.	d. See 1.5 f. and 1.6 a.
e. See 1.5 f. and 1.6 a.	e. See 1.5 f. and 1.6 a.
f. See 1.3	f. See 1.3

Action

3

Actions/Services

PLANNED

1.3 Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics. The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population are met. To do so, while simultaneously increasing teachers' CCSS instructional preparation, provide an additional Professional Development day within the school calendar for all certificated staff.

ACTUAL

1.3 The hiring and retention of staff remained a significant challenge for the 2016-2017 school year. Despite the increased salaries several key positions were difficult to fill - these included special education and mathematics teachers. The additional professional development day was very important in delivering specific strategies for teachers to support "high risk" students.

Expenditures

BUDGETED

1.3 \$300,908
RS 0000 - OB 1100 - OB 3xx1 (S/C)

\$12,625,000
RS 0000 - OB 1100 - OB 3xxx

ESTIMATED ACTUAL

1.3 \$300,908
RS 0000 - OB 1100 - OB 3xx1 (S/C)

\$12,551,317
RS 0xxx & 1xxx - OB 1100 - OB 3xx1

Action

4

Actions/Services

PLANNED

1.4

a. Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP.

b. Provide staff support for technology use for student learning.

c. Revive the technology committee to develop a plan for technology purchases, professional use by staff, and appropriate student use to promote learning.

d. Maintain facilities and grounds in good repair and replace equipment as needed to meet district standards.

ACTUAL

1.4

a. Through the use of both District and site funds, several computer bundles (sets of 28-36 chromebooks) were purchased for school sites. These devices were used by students for CCSS-based learning activities - including Interim Assessment Blocks at the elementary level.

b. Technology professional development was embedded in content-specific PD throughout the year.

c. A small technology subcommittee was assembled through Curriculum Committee to develop a plan for technology purchases, professional use by staff, and appropriate student use to promote learning. This team met several times during the 2016-2017 school year and developed a "technology matrix."

d. Despite our aging facilities, the maintenance and operations staff of the district worked on several projects associated with the "promise list" from the passage of a school district bond - Measure S.

Expenditures

BUDGETED	ESTIMATED ACTUAL
a. \$63,000 RS 0000 - OB 4445	a. \$9,568 RS 0000 - OB 4445 (MGMT 1513) S&C
a. \$29,600 RS 0000 - OB 4400	a. \$27,148 RS 0000-OB 4400 (MGMT 1513) S&C
b. \$55,669 RS 0000 – OB 2408/3xxx (S/C)	b. 61,424 RS 0000-OB 2408/3XX2 (MGMT 1534) S&C
b. \$17,758 RS 0001 - OB 5725 (S/C)	b. \$17,758 RS 0001-OB 5725 S&C
c. \$0	c. \$0
d. \$764,000 RS 8150 - OB 2xxx - OB 3xxx	d. \$886,414 RS 8150 - OB 2XXX - OB 3XXX
d. \$253,000 RS 8150- OB 4xxx	d. \$215,396 RS 8150- OB 4XXX

Action

5

Actions/Services

PLANNED

1.5

- a. Maintain average Grade Span Adjustment (GSA) levels for TK-3 and average below contracted class size numbers for grades 4-12.
- b. Ensure single grade classes at each elementary site.
- c. Provide summer school instruction for high school students at risk.
- d. Select assessments and implement consistent classroom-based formative and summative assessment at each grade level and train all staff.
- e. Provide release time and/or paid outside of contract time for staff collaboration.
- f. Provide instructional coaches to support all teachers in their ELA and Math instruction for all students.
- g. Provide opportunities for English Language Arts and Math integration through professional development and collaboration.
- h. Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages.

ACTUAL

- a. GSA was carefully tracked throughout the 2016-2017 school year and all sites remained compliant. Unfortunately, this meant that some students who enrolled in the district after the open enrollment period were unable to attend their “school of residence” (according to the school boundaries) and had to enroll in another District school where there was space. Class sizes across the 4-12 grade spans remained below contract thresholds.
- b. Single-grade classes remain a priority for our school board and no combination classes were in place for 2016-2017.
- c. Summer school was offered during June/July 2016 to students who were credit-deficient. These classes were offered either as online classes (Cyber High) or traditional teacher-led classes.
- d. Consistent formative assessments were not developed in 2016-2017 and this will be a priority for the 2017-2018 school year.
- e. Finding adequate substitute coverage for teachers to be released for collaboration was a challenge in 2016-2017. A more practical and realistic approach was to provide teachers with an hourly PD stipend for collaboration work done outside contracted hours.
- f. The instructional coaching team focused their attention in 2016-2017 on supporting new teachers in CCSS implementation for ELA and math as well as all teachers in instructional best practices to support the implementation of District Instructional Norms.
- g. The North Coast Arts Integration Project (NCAIP) was a vehicle for providing teachers with math and English Language Arts integration. Two instructional coaches funded by the NCAIP grant worked individually and in small groups with teachers to support Arts Integration for CCSS in math and ELA.
- h. The instructional coaches for the District provided support for teachers improving student outcomes for literacy and math skills and competencies across the curriculum and content areas.

<p>i. Provide a data tracking system for credentialed staff to monitor student performance, include training for its use.</p> <p>j. Increase post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January.</p> <p>k. Provide Yurok Language course.</p> <p>l. Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment).</p> <p>m. Increase in sections including zero periods.</p> <p>n. Provide instruction and materials in academic research and other college and career skills per CCSS.</p>	<p>i. District staff reviewed several data tracking systems and met with vendors to review their products. Decision was made to continue utilizing MMARS and send two District staff members to PowerSchool University during the summer of 2017 to learn about the data-tracking options for our current student information system (PowerSchool).</p> <p>J. The District Transition Specialist worked with secondary counseling staff to identify at-risk incoming 9th graders and set them up for success at Eureka High School through enrollment in AVID classes or Freshman Seminar where they developed a 5-year plan.</p> <p>k. Yurok class offerings increased in 2016-2017 to include Yurok III/IV thus enabling enrolled students to meet the criteria for the Seal of Biliteracy.</p> <p>l. Several courses at EHS allowed students to dual enroll or concurrently enroll with courses at College of the Redwoods.</p> <p>m. The number of sections allocated at the secondary level were maintained in 2016-2017 vs. 205-2016.</p> <p>n. In 2016-2017 a software called "Turnitin" was extensively used at the high school level. Turnitin provided a means for students to cross-reference their written work with existing literature as well as learn how to appropriately reference existing bodies of work</p>
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Expenditures

BUDGETED

a. \$345,000
RS 0000/1400- OB 1100- OB 3xxx (S/C)

a. \$465,000
RS 0000/1400- OB 1100- OB3xxx (S/C)

b. \$75,000
RS 0000/1400 - OB 1100 - OB3xxx (S/C)

c. \$17,563
RS 0001-GL 1160 (S/C)

d. \$0

e. \$24,374
RS 6264 - OB 1142 - OB 3xxx

f. \$151,468
RS 0001 OB 1105-3XXX,
\$38,150 RS 3010-OB 1307-3XXX,
\$54,500 RS 5818 OB 1307- 3XXX, and
\$16,350 RS 5817 OB 1307- 3XXX

g. \$3,700
RS 4203 - OB 1142-OB 3xxx,
other collaboration is covered in 1.2

h. \$0

i. \$10,000
RS 0000 OB 5800

j. \$236,500
RS 0000 - FN 3100 - OB 1200 - OB3xxx

k. \$30,000

ESTIMATED ACTUAL

a. \$397,313 (4.8 FTE)
RS 0000/1400- OB 1100- OB 3xxx (S/C) MGMT 1522

a. \$529,751 (6.4 FTE)
RS 0000/1400- OB 1100- OB3xxx (S/C) MGMT 1532

b. \$82,774 (1 FTE)
RS 0000/1400 - OB 1100 - OB3xxx (S/C) MGMT 1501

c. \$20,771
RS 0001-GL 1160 (S/C)

d. \$0

e. \$8,483
RS 0000/1142 OB 3XX1

f. \$131,742
RS 0001 OB 1105-OB 3XXX S/C

g. \$0 (The cost was taken out of RS 4203 during the FPM as unallowable expense)
RS 4203 - OB 1142-OB 3xxx,
other collaboration is covered in 1.2

h. \$0

i. \$0

j \$172,752
01-0000-ob 1200 S/C MGMT 1506

k. \$33,109
RS 0000 - OB 1100 - OB 3xxx (S/C) MGMT 1533

RS 0000 - OB 1100 - OB 3xxx (S/C)	m. \$132,438
m. \$120,000	RS 0000/1400 - OB 1100 – OB 3xxx (S/C) MGMT 1507
RS 0000/1400 - OB 1100 – OB 3xxx (S/C)	

Actions/Services

PLANNED	ACTUAL
<p>1.6</p> <p>a. Provide ELA intervention teachers/instructional coach at each elementary site.</p> <p>b. Provide Literacy, Math, and EL technicians.</p> <p>c. Staff intervention at Secondary at the following minimal levels, based on student need .04 FTE Zane, 0.2 FTE Winship, and Eureka High School- 0.6FTE</p> <p>d. Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.</p> <p>e. Provide an EL coordinator for each site.</p> <p>f. Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified techs.</p> <p>g. Provide professional development in working with homeless students to all credentialed staff and classified techs.</p> <p>h. Provide instructional coach for Special Education Teachers, 0.8FTE</p>	<p>a. An ELA intervention teacher/instructional coach was provided at each elementary site. On average, these coaches/intervention teachers split their time 50/50 for each area.</p> <p>b. Literacy, Math, and EL technicians were provided from district funds but they were also supported at some sites by discretionary school site funds approved by school site councils.</p> <p>c. Intervention in ELA and/or math was provided to identified students at the secondary level - .04 FTE Zane, 0.2 FTE Winship, and Eureka High School - 0.6FTE.</p> <p>d. Constructing Meaning (CM) training was provided to secondary staff during the 2016-2017 school year. However, more extensive training is needed as evidenced by EL student scores on CAASPP. Expanding CM training will be a priority for the 2017-2018 school year.</p> <p>e. An EL coordinator was in place at each site. The EL coordinators met either monthly or bi-monthly during the year to analyze student data and discuss ways of improving student outcomes for EL students.</p> <p>f. During the 2016-2017 school year our Foster Youth Liaison worked with staff to develop effective strategies to support the socio-emotional needs of Foster youth. Additionally, the District's School Climate Team provided oversight for training in trauma-informed care in consultation with Dr. Jeffrey Sprague from the University of Oregon.</p> <p>g. There were limited professional development opportunities for staff to learn about working with homeless student. Primarily, such information/training was provided to District leadership staff.</p> <p>h. A 0.8 FTE Special Education Instructional Coach provided training to special education teachers in conducting IEP meetings, IEP paperwork compliance, and best practices for working with students with disabilities. The special education</p>

i. Provide instruction, including accommodations and modifications, to students with exceptional needs.

j. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.

instructional coach also conducted monthly special education Teacher Academy sessions.

i. As specified in individual students' IEPs, regular and special education staff provided instruction, including accommodations and modifications, to students with exceptional needs.

J. Despite the District's efforts to address issues of disproportionality, gaps continue to exist in how students with disabilities perform in academic measures. This will need to be addressed in 2017-2018.

Expenditures

BUDGETED

- a. \$391,532
RS 0001 - OB 1105 - OB 3xxx (S/C)
- b. \$187,365
RS 0001 - OB 2104 - OB 3xxx (S/C)
- c. \$90,000
RS 0000/1400 – OB 1100- OB 3xxx (S/C)
- d. see 1.2
- e. \$4,000
RS 0001 - OB 1150 - OB 3xxx (S/C)
- f. see 1.2
- g. see 1.2
- h. \$74,472
RS 0001 - OB 1903 - OB 3xxx (S/C)
- i. \$0
- j. \$1,452,000
RS 6500 - OB 1104 - OB 3xxx

ESTIMATED ACTUAL

- a. \$357,986
RS 0001 - OB 1105 - OB 3xxx (S/C)
- b. \$215,301
RS 0001 - OB 2104 - OB 3xxx (S/C)
- c. \$99,329
RS 0000/1400 – OB 1100- OB 3xxx (S/C) MGMT 1528
- d. see 1.2
- e. \$4,000
RS 0001 - OB 1150 - OB 3xxx (S/C)
- f. see 1.2
- g. see 1.2
- h. \$78,488
RS 0001 - OB 1903 - OB 3xxx (S/C)
- i. \$0
- j. \$2,262,993
RS 6500 - OB 1104 - OB 3xxx

Actions/Services

PLANNED

1.7

a. Expand student access to advanced study through support for AVID at Winship and advance AVID strategies schoolwide at EHS and through support of Freshman Seminar. Allocate 6 sections at EHS and 1 at Winship. Provide membership fees for EHS and Winship.

b. Provide student access to elementary music programs.

c. Provide additional funding to all secondary school sites for instrument replacement and repair

d. Increase available visual arts supplies and materials for students and replace damaged or worn visual arts supplies and materials.

e. Support formation of Visual and Performing Arts (VAPA) task force to explore increasing opportunities for all students.

f. Elementary and middle school teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction.

g. Develop and communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade.

ACTUAL

1.7

a. Expansion of AVID was one of the successes of 2016-2017. EHS was recognized as an AVID "site of distinction" and plans were put in place to include AVID as a pilot program at one of our elementary schools. During the summer of 2017, twenty-nine ECS staff members will attend the AVID Summer Institute in Sacramento.

b. All 4th and 5th grade students in the District were provided music instruction. Classroom music was offered to all 4th graders whereas either band or strings was offered to 5th grade students.

c. Instrument repair and replacement was supported at each secondary site.

d. As requested by teachers, materials and supplies for students in VAPA were provided.

e. A VAPA Task Force was not formed in 2016-2017. Arts Integration coaches supported Visual and Performing Arts (VAPA) integration TK-8 to explore increasing opportunities for all students.

f. Two instructional coaches worked with individual teachers as well as TK-8 whole-staffs with professional development support to enhance the integration of visual and performing arts with CCSS lessons and instruction.

g. As an "ad hoc" committee designated by the Curriculum Committee, a dedicated team of teachers, coaches, and District staff to refine the GATE identification process as well as services offered to GATE students. A determination was made to move the GATE identification grade level to 4th so that CAASPP data could be considered as part of the eligibility criteria.

h. Through the collaborative work with HCOE the County History Day was a success for students at ECS with two students qualifying to represent the District at the National History Day competition. In VAPA many student projects were

h. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS.

i. Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level, including middle schools to include students who do not traditionally enter these fields.

j. Sustain pathways to achieve Bi-Literacy

displayed (including presentations at the Morris graves Museum) during Eureka “Arts Alive” nights.

i. Career Technical Education (CTE) offerings remained robust at EHS despite a reduction in funding from the State for such programs. A culinary class was added at Zoe Barnum High School, utilizing a state-of-the-art culinary kitchen funded by Measure S monies.

j. As previously noted, a Yurok III/IV class was added to the World language offerings at EHS. Thirty-eight EHS students were awarded the Seal of Biliteracy for the 2016-2017 school year.

Expenditures

BUDGETED

a. \$105,000
RS 0000/1400 - OB 1100- OB 3xxx (S/C)

a. \$28,909
RS 0001 – OB 5300/5210 (S/C)

b. \$195,338
RS 0000 - GL 1228 - OB 1100 – OB 3xxx (S/C)

c. \$18,103
RS 0000 - GL 1228 - OB 4400

c. \$5,967 RS 0000- GL 1228- OB 5635

d. \$7,995
RS 0000 - GL 1228 - OB 4310

e. \$0

f. \$546,764
RS 5817

g. \$649 (10 hrs lead psychologist)
RS 6500 OB 1207 - 3XXX

h. \$820
RS 3010 OB 1309 - 3 XXX

i. \$135,000
RS 0000 - FN 3800 - OB 1100 – OB 3xxx (S/C)

j. \$0

j. \$135,000
RS 0000 - GL 3800 - OB 1100 – OB 3xxx (S/C)

ESTIMATED ACTUAL

a. \$115,883
RS 0000/1400 - OB 1100- OB 3xxx (S/C) MGMT 1503

a. \$30,000
RS 0001 – OB 5300/5210 (S/C)

b. \$167,679
RS 0000 - GL 1228 - OB 1100 – OB 3xxx (S/C) MGMT 1531

c. \$5,205
RS 0000 - GL 1228 - OB 4400

c. \$5,967 RS 0000- GL 1228- OB 5635

d. \$5,323
RS 0000 - GL 1228 - OB 4310

e. \$0

f. \$383,706
RS 5817

g. \$649 (10 hrs lead psychologist)
RS 6500 OB 1207 - 3XXX

h. \$820
RS 3010 OB 1309 - 3 XXX

i. \$118,063
RS 0000 - FN 3800 - OB 1100 – OB 3xxx (S/C) MGMT 1529

j. \$0

j. SEE 1,7 I

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

ECS is Williams Act compliant. CCSS and NGSS implementation are progressing. The district has adopted fully CCSS aligned materials in math for grades TK to 8th and for high school courses up to Algebra II. Teachers are receiving professional development and creating lessons to align existing ELA and science materials to CCSS and NGSS. All secondary teachers received PD on argument writing and performance tasks, while elementary teachers focused on implementation of the math adoption. Our science instructional coach systematically worked with teachers of all grade levels to begin implementation of NGSS. At EHS fully aligned science courses include Biology CP, AP Environmental Science, AP Biology, Sustainable Ag Biology, and Chemistry Ag Soil Science.

99% of ECS teachers are appropriately credentialed, special education is the area of need.

ECS has met the target of 2 students to 1 computer, equity among sites is an issue, ranging from 1.3:1 to 2.5:1. Due to rapid changes in technology, the district will not be writing a 5-year technology plan. All sites in the district received a good or excellent rating on the Facility Inspection Tool (FIT) except Eureka High, which is set to receive major renovations with Measure S.

ECS has improved in all grade bands on the CAASPP ELA and math assessments, but did not meet the targets set in the LCAP metrics. The number of students scoring college ready or conditionally ready maintained in ELA and increased by 8% in math. Focusing on college and career readiness, 91% of Freshmen have a 4-year plan that was developed in Kuder Navigator while enrolled in Freshman Seminar or AVID 9. Math and ELA CCSS standards are being implemented across departments utilizing PD on argument writing, performance tasks and teaching strategies from Constructing Meaning and AVID. AP enrollment has increased, but the number of students passing with a 3+ has decreased.

EL reclassification rate is lower moving from 10% to 5.6%, largely due to issues of testing data to use for reclassification. Students increasing at least one CELDT level went up from 33.6% to 36%.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

At TK-5, the instructional coach has facilitated an introduction to inquiry science PD based on the NGSS. At 6-8, teachers have worked with the instructional coach to develop a scope and sequence for the NGSS integrated model and on inquiry lessons centered around the Performance Expectations. Adopting Everyday Math at the elementary level and more CCSS aligned curriculum at the High School should lead to an increase in CAASPP scores 3-5 and 11. The middle schools are reviewing another curriculum adoption due to not seeing the kind of growth expected from the prior year's adoption.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Language/Arts Textbook adoption did not occur. ECS is still in the information gathering process. \$250K RS 0212 and \$55,730 unspent RS 6300. \$72,789 of materials and supplies were not spent. Materials and supplies for unduplicated students were purchased from Title I dollars instead of the Supplemental and Concentration Grant \$53,432 allocated for computers was not spent. Computer purchases were process under Categorical funds. \$122,414 more was spent towards Routine Maintenance than was budgeted - The District has more projects and roof replacements than was anticipated. The EPA allocation changed, which is normal during the course of the year - There were more salaries paid for out of EPA due to the change in allocation of \$64,751 which means less salaries were paid for out of RS 0000. The District moved a Counselor from Sup/Con to the Climate Grant which left \$63,748 of unspent dollars. The District spent \$810,993 more on Special Education teachers than anticipated as ECS had the need to provide more Special Ed teachers. The District anticipated spending \$546,764 of the Arts Integration Grant, but only spent \$383,706 - The remaining balance will be used to carry the grant out one more year. The District estimated spending \$12,625,000 of LCFF monies for teacher salaries and benefits (Action 3 - 1.3). However the actual amount spent was \$12,551,317; a difference of \$73,683. This difference is due to OPEB and salaries being over-budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes in metrics were made due to ability to find data. Some metrics are not reported as significant sub groups and data is unavailable. Corrections to metrics to align metric to the new dashboard or data reported by CDE were also made. All CAASPP testing data is from CDE website and not district level MMARS system. Metrics for 2017-18 for CAASPP and EAP are aligned to county and state averages as the desired target. While sign in sheets for PD were collected, there is no way to calculate data due to the changing types and number of professional development offered. AP pass rate declined, 2016 was first year of AP class also being dual enrolled.

As a result of the LCAP analysis the following changes were made for Goal #2:

Action/Service:

1.6A. c. Provide staffing to support students who are English Learners and/or Socio-economic Disadvantaged. Increase sections of EL support at middle school level by 2 at Zane and 2 at Winship over 2016-2017 section allocations. This change was made after receiving recommendations from Federal Program Monitoring site visiting team regarding services needed for EL students and low income students (Title 1) as well as by identifying a need to improve student outcomes by analyzing data.

1.6B I. Provide an EL coordinator for each site and ELD teacher for each elementary site. This change was made after receiving recommendations from Federal Program Monitoring site visiting team regarding services needed for EL students and after analyzing the achievement gap that exists for EL students when compared to all students. Also, with an increased emphasis on EL support and services there is a need to ensure program oversight from an EL coordinator.

1.7 a. Expand student access to advanced study through support for AVID at Zane and Grant and advance AVID strategies schoolwide at Winship and EHS. This change was made after reviewing local performance data on student successes in the school where AVID strategies were already deeply implemented (EHS). By expanding the implementation of AVID strategies to both middle schools and one elementary school (as a pilot), we can expect improved student outcomes for our targeted populations.

Goal

2

All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Focus Goal 2.1: Increase student attendance with an emphasis on improving attendance for targeted groups.

Focus Goal 2.2: Increase promotion and graduation rates for all students. Focus Goal 2.3: Decrease suspension and expulsion rates for all students.

Focus Goal 2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.

Focus Goal 2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.

Focus Goal 2.6: Increase partnerships with community agencies, businesses, and institutions

State and/or Local Priorities
Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Strategic Plan: 2, 4, 5, 12

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Metrics:

2.1 Daily and Monthly attendance rates worksheets

2.2 Graduation rates

2.2 High school dropout rates

2.2 Middle School dropout rates

2.3 SWPRD Report/ Annual Report

2.4 California Healthy Kids Survey (CHKS) data question-
connectedness (table
4.4)

2.4 Tiered Fidelity Inventory

2.4 California Physical Fitness Test (PFT)

2.4 Teacher schedules

2.5 Parent Satisfaction/Stakeholder Survey

2.5 Tiered Fidelity Inventory 1.11

2.6 Community Academic Events

Survey Outcomes:

2.1 Increase student attendance to at least 95.75% at each
site and district-wide

2.1 Reduce the number of interdistrict transfers by at least
50 students and/or increase district-wide enrollment by at
least 50 students. Reduce interdistrict transfers out of the

2.1 During the 2015-16 school year: ECS's attendance rate was 94.8%, This goal was not met.

2.1 The District currently has 856 interdistrict transfers. During the 2016-17 school year, an Interdistrict committee was established to determine ways to bring students back to ECS. Increased positive public relations, social media presence, and print media have been products of this committee.

District by 50, moving from 680 in 2015-16 to 630 in 2016-2017

2.2 Increase by 2% (from 87%) the graduation rates for all cohort students and significant subgroups (FY, SED, EL)

2.2

	Cohort :	FY	SES	EL
2014-15	91.9%	60%	91.6%	89.9%
2015-16	95.2%	83.3%	93.1%	90.3%

Increase from 14-15 to 15-16: 3.3% (MET)

2.2 Decrease by 5% (from 8% to 3%) the high school dropout rates (non-completion/ no records picked-up)

2.2

2013-14	7.6%
2014-15	4.7%

Decrease: 2.9% (NOT MET)

2.2 Decrease from 0.6% to 0.3% (which is State average) the Middle School Dropout Rate

2.2

	Zane	Winship
2013-14	6%	0%
2014-15	0%	2%

(MET)

2.3 Decrease district-wide suspension rates to below 5% for all students and Subgroups

2.3

	Suspension Rate
--	-----------------

2.3 Decrease the disproportionality gap in suspension rate to no greater than 1% between all subgroups (EL, SWD, FY, SED, Homeless)

2013-14	8.0%
2014-15	6.9%
2015-16	10.02%

2014-15 to 2015-16 Increased by 3.3%
(NOT MET)

2.3

	Suspension Rates
2013-2014 TOTAL EL SWD FY SED Homeless	7.9% .46% Unavailable Unavailable 6.5% Unavailable
2014-2015 TOTAL EL SWD FY SED Homeless	6.9% .64% Unavailable Unavailable 9.8% Unavailable

(NOT MET)

2.3 Decrease expulsion rate by 25%

2.3 -

	Expulsions
2014-15	6
2015-16	5

2.4 5% increase in positive CHKS responses for perceived safety.

Decreased 16.6% (NOT MET)

2.4 Perceived Safety

	2014-15	2015-16
Elementary	75%	79%
Secondary	61.25%	58.25%

Elementary increased by 4%

Secondary decreased by 3% (NOT MET)

2.4 Maintain 97% in elementary and raise secondary to 90% for connectedness

2.4 Connectedness

	2014-15	2015-16
Elementary	97%	95%
Secondary	86.6%	89.6%

2.4 Increase to 80% in perceived safety at the elementary and 65% at the secondary level

2.4 Safety

	2015-16
Elementary	79%
Secondary	58.25%

2.4 Achieve 80% on Tiered Fidelity Inventory (TFI) Tier 2 at all elementary and middle school sites

Not Met

2.4 TFI-Tier 2 Percentages

Alice Birney	42%
Grant	65%

2.4 5% increase in PFT passing rate of at least five components in grades 5, 7, and 9

Lafayette	62%
Washington	73%
Zane	81%
Winship	19%

Not Met

2.4 Physical Fitness Testing (PFT)

5th:	+ 1.7%
7th:	+2.9%
9th:	+3.9%

(not MET)

2.5 All parent/guardian communications will be translated/interpreted in a language other than English for schools that meet the CDE required thresholds

2.5 Increase by 5% the number of stakeholders attending LCAP input meetings or returning LCAP feedback surveys

2.5 100% of communication from Alice Birney (only school with 15% in Spanish or Hmong) translated. (MET)

2.5 Score of 2 on the Tiered Fidelity Inventory at each site

2.5

2015-16: 164 Participants

2016-17: 294 Participants

(met)

2.6 Increase percentage of students participating in school to community events by 5%

2.5 Un-reportable. A score of 0,1, or 2, is given on each question of the TFI. The outcome could have stated that each site receives a score of 80% on the TFI.

2.6 Benchmark: 2015-16: 73 students participated in community events based on our survey. Preliminary number for 2016-2017 is 261.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED	ACTUAL
2.1 a. Maintain transportation for students living outside of a mile to attend school	2.1 a. Transportation was provided to students who lived outside established non-transportation zones. The District's policy is to provide transportation to elementary students living more than 1.5 miles from school and secondary students living more than 2 miles away from school. The District also provides busing to homeless students to their school of residence.
b. Monitor Powerschool for attendance and A2A for non- attendance tracking and reporting	B. Each school has an attendance clerk responsible for maintaining attendance records and following up on any attendance issues at their school. Each attendance clerk calls home for all students' absences and excessive tardies. Attendance rates were reviewed regularly at District Leadership meetings on a semi-monthly basis. The District continues to contract with A2A for non-attendance tracking and reporting and more communication with families on attendance issues. The Marshall Family Resource Center also provided assistance in working with homeless and foster students on attendance issues.
c. Incentivizing salary increase for bargaining group(s) tied to increase in enrollment/decrease in interdistrict transfers	c. A Committee on Inter-district Reduction was formed to develop actions that were targeted to decreasing the number of interdistrict students out (568). Collective bargaining agreement was amended to include the following provision "For every 50 students added in enrollment, teachers' salary schedule will be increased by .5% ongoing provided that the 50 student added is a result of reducing the next loss of interdistrict transfers."

Expenditures

<p>d. District Committee on Interdistrict Reduction will develop action plans for increasing initial enrollment and maintaining District student count</p>	<p>d. District Committee on Interdistrict Reduction developed action plans for increasing initial enrollment and maintaining District student count. The active committee produced an “Annual Report to the Community” report that was provided to all parents and community stakeholders. Also, this committee worked to develop a social media presence resulting in all schools and a variety of programs having Facebook pages to communicate with the community. Other projects of this committee this year was to assist in “branding” the district with new school and district logos, and adjusting parent nights to better coincide with the District’s open enrollment window.</p>
<p>BUDGETED</p> <p>a. \$420,887 RS 0210- OB 8988 (S/C)</p> <p>b. \$39,500 RS 0000- FN 7200- OB 5800 (S/C)</p> <p>c. See 2.3</p> <p>d. \$0</p>	<p>ESTIMATED ACTUAL</p> <p>a. \$420,887 RS 0210- OB 8988 - (S/C)</p> <p>b. \$39,500 RS 0000- FN 1110-1000 OB 5800 (S/C) MGMT 1502</p> <p>c. See 2.3</p> <p>d. \$0</p>

Action

2

Actions/Services

PLANNED

2.2 a. Provide a transition specialist to assist with transitions from Pre to K, 5th to 6th, 8th to 9th, and 12th to college and career 0.5 FTE

b. Provide Freshman seminar or AVID 9 to all 9th graders

c. Record keeping of risk ratio for all 9th grade students

ACTUAL

2.2 a. The transition specialist worked with school staff to identify and support activities that facilitated a smooth transition for students from grades 5 to 6, 8 to 9, and 12 to college and career. Activities included presentations to grades that were transitioning, provided assistance in 9th grade seminar and AVID courses, and “Grad Walk” opportunities for graduating seniors to go back to their previous school to encourage younger students.

b. 269 9th grade students participated in Freshman seminar. 78 9th grade students participated in AVID 9.

c. Through the attendance office at Eureka High and with the assistance of the 9th grade seminar course, record keeping of risk ratio for all 9th grade students were kept including attendance and academics. Behavior was tracked and associated risk ratios were produced using the District’s SWIS (behavior tracking and data-based decision-making software from the University of Oregon) web application.

Expenditures

BUDGETED

a. \$47,660
RS 0001 OB 1105/3XXX

b. see 1.7

c. see 2.2 a.

BUDGETED

a. \$51,625
RS 0001 OB 1105/3XXX S/C

c. see 1.7

c. see 2.2 a.

Action

3

Actions/Services

PLANNED	ACTUAL
2.3 a. Follow the School Climate Implementation Plan	2.3 a. The District continued its School Climate Implementation Plan, produced originally during the 2015-16 school year with the help of Jeff Sprague from the University of Oregon, implementation and monitored its progress this school year. The implementation includes implementation of a multi-tiered system of support for behavior including PBIS and Restorative Practice, alignment of data systems, reducing suspensions and expulsions, and developing culturally relevant curriculum. The District Climate Team, Leadership, and our consultant meet regularly to move the plans developed in 2015-16 forward. More progress on these objectives will continue next year.
b. Develop Alternatives to Suspension Matrix/ Ed Code (School Climate Implementation Plan/SCIP 4)	b. With the help of the District Climate Team, the assistant principals from the secondary schools meet regularly to develop alternatives to suspension. At Eureka High School, the alternatives made the suspension rates for many behavior issues drop significantly. More work will continue as alternatives require administrators to monitor closely the activities used instead of suspension, thus requiring additional time and resources. The District Climate Team, Leadership, and Jeff Sprague continue to work towards increasing the District's alternatives to suspension.
c. Increase positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation (SCIP 1)	c. The District measures its implementation of Positive Behavior Intervention and Supports (PBIS) in the fall and spring of each school year. During 2016-2017, all schools are at or nearly at an 80% level to tier 1 implementation of PBIS. Tier 2 implementation is above 60% at all but two schools. First through eleventh grade teachers were trained in Restorative Practices in 2016-17, in a four-part community building circles coaching session. The District Climate Team members met with individual teachers from all sites to provide opportunities to watch, assist, and be coached when facilitating circles. Further coaching will be provided in the future.
G	
d. Alignment of data systems (SCIP 2)	d. Further improvements were made this year in our alignment of data systems. We updated student information from PowerSchool into SWIS, at the beginning of each trimester. In addition, our SWIS facilitator is now certified in facilitating SWIS- Check in Check out, by the University of Oregon.

Expenditures

BUDGETED	ESTIMATED ACTUAL
a.-d. \$713,000	a.-d. \$587,600
RS 5818	RS 5818

Action

4

Actions/Services

PLANNED	ACTUAL
2.4	2.4
a. Implement PBIS and Restorative Practices	a. The District measures its implementation of Positive Behavior Intervention and Supports (PBIS) in the fall and spring of each school year. During 2016-2017, all schools are at or nearly at an 80% level to tier 1 implementation of PBIS. Tier 2 implementation is above 60% at all but two schools.
b. Provide Professional Development in Restorative Practices	b. Approximately 25 to 28, first through eleventh grade teachers were trained in Restorative Practices in 2016-17, in a four-part community building circles coaching session. The District Climate Team members met with individual teachers from all sites to provide opportunities to watch, assist, and be coached when facilitating circles. Further coaching will be provided in the future.
b. Provide coaching by PBIS TOSAs	b. The PBIS TOSAs provided individual, grade level, school level, and district level coaching to teachers and staff in the District. They also provided leadership to the PBIS teams and the District's PBIS Site Representatives Meetings.
c. Provide PBIS Tier 2 Check in Check Out	c. Tier 2 Check In Check Out (CICO) was provided to all students found in need of this intervention. This intervention was provided by the SSC and mentors at the elementary level and a designated teacher and mentors at the secondary level. In April, our SWIS facilitator was certified as a CICO-SWIS facilitator as well.

<p>e. Ensure all teachers are maintaining Physical Education required minutes</p> <p>f. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc.)</p> <p>g. Provide Health Aides</p> <p>h. Provide Gang Related Intervention Program coordinator for secondary students</p> <p>i. Provide Board Certified Behavior Analyst (BCBA)</p> <p>j. Provide CPI Training/De-escalation techniques and training for staff</p> <p>k. Provide Student Services Coordinators for each elementary site</p>	<p>e. Principals regularly monitored minutes of physical education at each of our school sites as well, as monitoring and discussing results of California Fitnessgram testing to increase the fitness level of all students.</p> <p>f. The District maintains representatives at Safe Routes to School task force meetings. Through a partnership with Public Health, bike clubs were present at two elementaries and one middle school this year. The district maintains a fleet of twenty-eight bicycles, associated equipment and a moveable storage trailer to promote safe traveling to and from school and physical well-being of its students.</p> <p>g. Health aides were again provided this year. Health Aides provide an essential service to our students including, but not limited to, first aid, disaster preparation, and health screenings.</p> <p>h. The Gang Related Intervention Program (GRIP) coordinator provided assistance for all secondary schools. This individual worked with a variety of students helping to provide a positive influence to all students in need of this intervention. He also worked with teachers and staff to provide training when necessary and assisted with school administrator as needed.</p> <p>i. Our Board Certified Behavior Analyst (BCBA) provided school personnel assistance in working with challenging behaviors at our school sites. The BCBA provided assistance in developing behavior plans, recognizing the functions of behavior and assisting in improving school climate issues.</p> <p>j. CPI Training/De-escalation techniques training was provided throughout the school year by the CBCA and a site principal. The District provides this training for all classified staff and encourages the certificated staff to attend the trainings. Elements of the training are retaught in the context of specific job positions (example- classified monitor training had an element of de-escalation training in it).</p>
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	<p>k. Student Services Coordinators are provided at each elementary site. These individuals provide assistance to students and families on behavior, academics, attendance, and other educational issues. They also assist with classified staff and help to provide a positive school climate.</p>
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Expenditures

BUDGETED	ESTIMATED ACTUAL
a-d. See 2.3	See 2.3 a.-d.
\$0	e.. \$0
f. \$0	f. \$0
g. \$30,353	g. \$.31,428 (RS 0000, GL 1191, FN 3140, OB 2217/3XXX) MG 1530
RS 0000- FN 3140-OB 2217- OB 3xxx (S/C)	S/C
h. \$73,903	h.. \$72.629 (RS 0001, GL 7110, FN 3900 MGMT 2350) S/C
RS 0001- OB 2400- OB 3xxx- mgmt. 2350	i. \$88,509 (RS 0001, GL 1191/FN 3900 OB 2305/3XXX) S/C
(S/C)	j. \$300 (RS 0000/GL 1191/ FN 3130/OB 5300 & 4310)
i. \$74,472	k.. \$218.698 (RS 0001/GL 7110, FN 3900/ OB 2400/3XXX) S/C
RS 0001- FN 3900	
OB 2305- 3xxx (S/C)	
k. \$182,620	
RS 0001- FN 3900- OB 2400- OB 3xxx (S/C)	

Action

5

Actions/Services

PLANNED

2.5

a. Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums

b. Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.

c. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, open stakeholder meetings, board meetings, and on-line and paper surveys.

ACTUAL

2.5

a. Newsletters were translated as needed at required sites throughout the 2016-2017 school year. The coordinator of the Marshall Family Resource Center is the Foster Youth Liaison for the District and provides school sites assistance in communication. The Marshall Family Resource center also provides assistance in communication through visitations, outreach, clothing, and access to community resources, with socio-economically disadvantaged and homeless students.

b. All PTA's actively encourage participation throughout the school year. Membership drives happened at the beginning of the 2016-17 school year and events such as art nights, holiday craft fairs, and others, were used to engage the community into our schools.

Restorative conferences were used when appropriate to encourage students to be a positive member of the school community. Parents were encouraged to assist and be active in helping to solve behavior issues and provide restoration to all that may have been harmed.

c. All families are always encouraged to be active members of their school communities. During the 2016-2017 school year, the LCAP writing team visited one of their school site council meetings to solicit input for our stakeholders. Administrators at each site actively encourage input throughout the school year from all members of their school community as well. Paper and online surveys were done by parents, guardians, community members, school staff members, and students this year. 2016-2017 stakeholder input doubled compared to 2015-2016.

Expenditures

BUDGETED

a. \$22,600 RS 0000- FN 7200- OB 5800 (S/C)

b. \$0

c. \$0

ESTIMATED ACTUAL

a. \$13,129 RS 0000/FN 2490/OB 5637 MGMT 4005 S/C MGMT 1514

b. \$0

c. \$0

Action

6

Actions/Services

PLANNED

2.6

a. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, VAPA

b. Partner with community resources/agencies to promote student physical well-being (e.g. HSU Kinesiology, Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc.)

ACTUAL

2.6

a. ECS worked with a variety of community organizations this school year. Students danced in a local music festival, performed in the community's parade, competed in our local university's math festival, and displayed art and museums and shows throughout the year. Two students from our middle school were sent to Washington DC to participate at the national level in the History Day competition.

b. The District maintains representatives at Safe Routes to School task force meetings. Through a partnership with Public Health, bike clubs were present at two elementaries and one middle school this year. The district maintains a fleet of twenty-eight bicycles, associated equipment and a moveable storage trailer to promote safe traveling to and from school and physical well-being of its students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
a. \$0	a. \$0
b. \$0	b. \$0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

GOAL 2

Describe the overall implementation of the actions/services to achieve the articulated goal.

School attendance rates were monitored. Transportation was provided to students living outside of a mile. A committee was formed to develop actions to increase enrollment and decrease interdistrict transfers. The District and the bargaining group worked out an incentivized salary increase tied to enrollment. A transition specialist was hired. Freshman Seminar and AVID 9 were provided to all Eureka High freshmen. Risk ratio was tracked for all 9th grade students. The School Climate Implementation Plan was followed. An "Alternatives to Suspension" Matrix was developed. Positive Behavior Interventions and Supports (PBIS) and Restorative Practice were continued. Professional Development in Restorative Practices was provided. A PBIS TOSA provided coaching to staff. Tier 2 Check-in Check-out was implemented at school sites. Physical Education minutes were maintained, and support for extra-curricular activities which promote physical well-being were supported. Health Aides were provided. A Gang Related Intervention Program coordinator was provided for secondary students. There is a Board Certified Behavior Analyst. Staff received CPI Training/De-escalation techniques training. Each elementary site has a Student Services Coordinator. Families and community members were invited to attend and/or provide input via PTA, Board Meetings, School Site Council, and English Learner Advisory Committees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our actions produced mixed results. While our attendance rates did not improve, our graduation rates increased to 95.2% (2015-2016). Our dropout rate decreased by 2.9%, which did not meet the target of 5%. We were close to meeting our expulsion rate (decreased by 16.6%, goal was 25%.) Our suspension rates increased. We saw an improvement in our positive CHKS responses in secondary, however, our positive elementary responses decreased. In terms of our PBIS implementation, we reached 79% at the elementary level on the Tiered Fidelity Inventory Tier 2, while in secondary, we were at 56.25%, both below our goal of 80%. Our goal of translating our parent/guardian communication was met. Based on initial results, we expect to see a significant increase in students participating in community events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the auto-dialer was overestimated by \$9,471. The cost for the Board Certified Behavioral Analyst was underestimated by \$14,037.
The District underspent the Climate Transformation Grant by \$125,400. ECS spent the amount needed for the 2016/17 school year, then remaining balance will be spent in 2017/18.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of the LCAP analysis the following changes were made for Goal #2:

Action/Service 2.4 I: "Provide Universal Screening and Progress Monitoring tools for assessment of student behavior by teachers and staff." A decision was made to include this because teachers need to have baseline data regarding risk factors/student needs in a consistent way so as to direct resources and supports.

Action/Service 2.4 m.: Provide Behavior Coach to work with staff on classroom management including specific supports for Tier 2 and 3 behaviors - 1.0 FTE. This additional action/service was established in response to a growing need - identified by staff - for support and training in how to address Tier II and Tier III behaviors in the classroom and how to appropriately provide students with alternatives to suspension.

Stakeholder Engagement

LCAP Year

☒ 2017–18

☐ 2018

☐ 2019

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

During the LCAP development process input was sought in the following ways:

Eight (8) stakeholder meetings. Writing team met with school site councils at all elementary schools and both middle schools, high school faculty, and conducted two District-wide community stakeholder meetings.

- Three (3) online surveys (certificated staff, classified staff and parents/guardians)
- Paper surveys for students at elementary (1 school), middle (1 school) and high (1 school)
- 6 consultation meetings (2 with ETA, 2 with CSEA, and 2 with DELAC)
- Stakeholder involvement (in-person or completed surveys) from 290 + individuals (more than double the number from 2015-2016)

Site-specific input meetings conducted with school site councils (each site council fulfilled the role of a parent advisory committee specific to each site). At these meetings members of the LCAP writing team conducted a presentation that included a summary of 2016-2017 outcome data for each goal (as per the Annual Update). Following the presentation, the individuals present formed small groups and worked together to identify needs and propose possible actions and services. The meetings were held as follows:

4/12/17 @ Alice Birney

4/26/17 @ Zane

4/26/17 @ Washington

5/4/17 @ Grant

5/5/17 @ Winship

5/10/2017 @ Lafayette

District-Wide Input Meeting (for District staff, parents, and community members). The same process occurred here as for the site-specific meetings. The meetings were held as follows:

4/26/17 @ Lincoln Campus Cafeteria

5/3/17@ ECS District Office

6/27/17: *Public Hearing for LCAP*

6/29/17: *Final Approval of District LCAP*

Board Meetings: The Board was provided with regular updates on the 2017-2018 LCAP development during meetings on 11/07/16, 2/2/17, 4/13/17, 4/21/17, 5/23/17, and 6/2/17. During these meetings the Board and the public) were provided with an overview of the progress for LCAP development. All stakeholder input was provided to the Board and proposed actions and services were discussed for 2017-2018.

Consultation meetings. ETA and CSEA: *April and May, 2017: Consultation meetings with the Eureka Teachers Association and CSEA (two for each group).* During these meetings a member of the writing team and the director of personnel met with the presidents of the respective bargaining units to review the planned actions and services for 2017-2018 and to gather feedback from these representatives regarding these planned actions and services.

DELAC: *3/28/17 and 5/30/2017 DELAC* During these meetings the same input format was followed as for the site-specific input meetings. A translator was provided for non-English speaking participants. Childcare was also provided. Key documents were translated into Spanish.

Cabinet Review: The 5-member District Cabinet were regularly updated on the progress of the LCAP throughout the 2016-2017 school year. On 6/6/17 Cabinet made a final review and provided some minor edits to the proposed actions and services.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Following the input meetings the writing team met and spent more than eight (8) hours reviewing the input. The following factors were considered by the writing team:

- How does the input relate to the goals?
- What is in the current plan that aligns to the input?
- What are “high impact” actions and services that support the goals
- What are the fiscal parameters?

Significant Input Trends and Issues Relative to Goal #1:

- Keep class sizes low
- Provide fine arts opportunities for all students
- CTE opportunities for middle and high
- AVID K-12
- Improve services for EL students

Other areas noted multiple times (on surveys and/or during in-person stakeholder meetings):

- Intervention/ Coaching
- After school programs
- Facilities
- Classroom Aides
- Data Tracking System
- Student computer ratio (improve)
- PD for Substitute teachers

Significant Input Trends and Issues Relative to Goal #2:

- Improve parent outreach
- Provide Professional Development (PD) for PBIS & Restorative P.
- PD for monitors (Elem. and Middle)
- Provide Counselors
- Maintain Student Service Coordinators
- Training with CPI

Other areas noted multiple times (on surveys and/or during in-person stakeholder meetings):

- Maintain Transportation Services
- Support/Resources to address Tier II and Tier III behaviors

As a result of this input the writing team considered changes to actions and services to the 2017-2018 LCAP. Knowing the limited fiscal parameters, the writing team prioritized changes to the LCAP relative to improved services for English Learners and improving School/District climate

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	<p>All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.</p> <p>Focus Goal 1.1: Ensure all students have access to CCSS aligned instructional materials and student supplies.</p> <p>Focus Goal 1.2: Increase the delivery of high quality instruction through ongoing professional development.</p> <p>Focus Goal 1.3: Provide competitive salaries and benefits to recruit and maintain a high quality staff.</p> <p>Focus Goal 1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.</p> <p>Focus Goal 1.5: Increase the number of students who graduate college and career ready.</p> <p>Focus Goal 1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates.</p> <p>Focus Goal 1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.</p>		

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Strategic Plan: 1, 3, 4, 6, 7, 8, 9, 10, 11, 13

Identified Need

Students need high quality instruction and curriculum in safe, clean, and functional, accessible, and attractive classrooms, facilities, and grounds.

California Dashboard - District Areas of Concern associated with Goal 1:

In analyzing the CA Dashboard for Eureka City Schools there are several significant "needs" associated with Goal 1 that are illustrated by "red" and "orange" student performance outcomes. Specifically, the following areas of need exist:

Graduation Rate:

- “Red” - Students with Disabilities

English Language Arts Assessment:

- “Red” - Students with Disabilities, African American students, and American Indian students

Math Assessment:

- “Red” - Students with Disabilities, American Indian students, and students of Two or More Races

Of particular concern to the District are those performance outcomes associated with Goal 1 where there has been a decline (math and ELA assessment):

Graduation Rate:

- Decreased Significantly - Students with Disabilities

English Language Arts Assessment:

- Declined: Students with Disabilities and American Indian

Math Assessment:

- Declined Significantly: American Indian students
- Declined: Students with Disabilities, Filipino students, and students of Two or More races

1.1 Although our students’ scores continue to increase, by analyzing our CAASPP scores from 2015-16, it is evident that there is a need to improve the quality of instruction and curriculum to meet the increasing demands of CCSS implementation. Focus areas include gaps between all students and significant sub groups such as socio-economically disadvantaged and EL students. Furthermore, our targeted subgroups (EL, foster, homeless, socioeconomically disadvantaged) require access to district-provided student supplies.

1.3 ECS recognizes the difficulty in recruiting and retaining quality staff. Like many districts throughout California, ECS has several certificated and classified positions unfilled. Efforts need to be made to encourage new teachers and other staff to our district as well as find ways to retain the quality staff that we already have employed. High-risk students need the highest quality instruction to close the achievement gap.

1.4 The demands of CCSS and specifically online curriculum resources and assessment necessitate an increase in the district-wide technology infrastructure. Additionally, with aging facilities, ECS needs to commit resources to maintaining and improving safe, clean, and attractive schools.

1.5 SBAC data reveals an achievement gap in regard to our significant subgroups. In response to this gap, our students need to have access to a multi-tiered system of supports (including differentiated materials) with a focus on language arts and math. Based on data regarding high school students demonstrating college and career readiness (EAP college readiness rates, A-G requirement rates) ECS needs to increase

the number of students A-G qualified or as CTE pathway completers.

1.6 ECS recently completed a Federal Program Monitoring review and needs were identified within the ELD program. There is a need for systems, teacher professional development and additional student time in ELD.

1.7 Students who graduate from ECS should be prepared to experience success in a global society through multiple pathways including access to visual and performing arts, CTE, and AVID classes. ECS also offers music starting in 4th grade, but is struggling to hire qualified music teachers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Metric</u> 1.1 District Williams Report, Annual Board Resolution on Sufficiency of Instructional Materials, Curriculum/ materials inventory including ELA-ELD materials 1.1 Implementation of State Standards - # of content areas where CCSS aligned curriculum is being utilized	ECS is Williams Act compliant.TK-Alg 2 are all common core aligned in mathematics. We have purchased supplementary Intervention materials (Fountas and Pinnel for each elementary). Utilize “EL Achieve curriculum” at all elementary levels to support EL students in accessing CCSS 1.1. CCSS-aligned materials have been adopted in the following subject areas and grade spans: Math: T-K through 5, and 9-12	Maintain Williams Act compliance. Pilot and adopt CCSS ELA materials for grades TK-5. Continue Utilization of “EL Achieve curriculum” at all elementary levels to support EL students in accessing CCSS 1.1 Adopt CCSS-aligned materials for the following areas: Math- 6-8 Social Science: 11-12 Social Science: 6-8 Pilot CCSS-aligned materials for TK-5 ELA	Maintain Williams Act compliance. Adopt CCSS ELA materials for grades TK-5. Continue utilization of “EL Achieve curriculum” at all elementary levels to support EL students in accessing CCSS 1.1 Adopt CCSS-aligned materials for the following areas: ELA - TK-5	Maintain Williams Act compliance. Implement teacher use of CCSS ELA materials for grades TK-5. Continue utilization of “EL Achieve curriculum” at all elementary levels to support EL students in accessing CCSS 1.1 Pilot CCSS-aligned materials for the following areas: ELA - 6-8 NGSS - 6-12
<u>Metric</u> 1.2 District enrollment reports (CBEDS)	Increase of .9% 2015 to 2016 at CBEDS, 33 students	Increase enrollment by 1% year over year	Increase enrollment by 1% year over year	Increase enrollment by 1% year over year

<u>Metric</u> 1.3 Compensation schedules for identified districts 1.3 CALPADS credential report	99% teachers are appropriately credentialed, certified, or assigned	100% of teachers appropriately credentialed	100% of teachers appropriately credentialed	100% of teachers appropriately credentialed
<u>Metric</u> 1.4 Technology survey and inventory 1.4 Board minutes to reflect approval of technology plan 1.4 Facility Inspection Tool (FIT) of clean and safe facilities "Good"	1.8:1- Student to industry standard technology, including teacher stations, and tablets/kindles Maintain each school facility with an overall FIT rating of "Good" (less than "good" is acceptable if there is a plan in place for modernization)	Establish a new baseline of industry standard ratio of students to computers to not include teacher stations and tablets/kindles only in grade levels identified in technology plan Maintain each school facility with an overall FIT rating of "Good" (less than "good" is acceptable if there is a plan in place for modernization)	Increase # of student computers to bring ratio of students to computers to 1.5:1 - not including teacher stations, and tablets/kindles (based on tech committee recommendations) Maintain each school facility with an overall FIT rating of "Good" (less than "good" is acceptable if there is a plan in place for modernization)	Increase # of student computers to bring ratio of students to computers to 1:1 not including teacher stations, and tablets/kindles Maintain each school facility with an overall FIT rating of "Good" (less than "good" is acceptable if there is a plan in place for modernization)

Metric

1.5 SBAC results

1.5 Interim Based Assessments

1.5 Classroom Based measures

1.5 Graduation Rate

1.5 Sections offered at secondary sites

1.5 CSU/UC Required Courses A-G completion rate

1.5 Student's individualized 4+ year plans

1.5 EAP-Early Assessment Program

1.5 AP Courses Enrollment Rate and Pass Rate

ELA- 33% 2015 to 36% 2016

ELA	2015	2016
3-5	27%	32%
6-8	30%	34%
11	54%	57%

Math- 24% 2015 to 28% 2016

Math	2015	2016
3-5	23%	26%
6-8	26%	29%
11	23%	32%

Graduation rate-

Increase ELA from 36% to 42% for students who met or exceeded to = county average
 ELA (3-8) on dashboard increase to 25 or less points below level 3. Improve SWD, African Am, Am Indian from red to orange
 ELA 11th increase from 57% to 60%

Increase Math from 28% to 33% for students who met or exceeded to = county average
 Math (3-8) increase to 40 or less points below level 3. Improve SWD and Am Indian from red to orange
 Math 11th increase from 32% to 35

Graduation rate-

2016	2017
------	------

As reported on the Dashboard, improve SBAC scores by one performance level for "all students" and for English Learners, Students with Disabilities, African American and Native American Students in ELA and Math

Maintain graduation rate level at blue on Dashboard for students at EHA and Zoe Barnum

As reported on the Dashboard, improve SBAC scores by one performance level for "all students" and for English Learners, Students with Disabilities, African American and Native American Students in ELA and Math

Maintain graduation rate level at blue on Dashboard for students at EHS and Zoe Barnum

2015	2016
91.9% ECS 82.9% Zoe 93.2% EHS	95.2% ECS 84.6% Zoe 97.5% EHS
FY-60% SED- 91.6% EL-89.9%	FY 83.3% SED 93.1% EL 90.3%

30% seniors A-G eligible

91% of Freshmen have 4 year plan

Early Assessment Program

College Ready	
2015	2016
EHS ELA 25% Math 11%	EHS ELA 25% Math 11%
Zoe	Zoe

95.2% ECS 84.6% Zoe 97.5% EHS	maintain 95% 86% Zoe maintain 95%+
FY 83.3% SED 93.1% EL 90.3%	FY 86% SED 95% EL 92

Move from green to blue on dashboard

Increase A-G by 3% to 33%

Maintain 90%+ of Freshmen with 4 year plan

EAP

College Ready	
2016	2017
EHS ELA 25% Math 11%	EHS ELA 27% Math 14%
Zoe ELA 4% Math 0%	Zoe ELA 7% Math 3%
District ELA 23% Math 10%	District ELA 26% Math 13%
Conditionally Ready	

Increase A-G eligible students by 5% over 2017-2018 numbers

Maintain 90%+ of Freshmen with 4 year plan

EAP

College Ready	
2017	2018
EHS ELA 27% Math 14%	EHS ELA 30% Math 17%
Zoe ELA 7% Math 3%	Zoe ELA 10% Math 6%
District ELA 26% Math 13%	District ELA 29% Math 16%

Increase A-G eligible students by 5% over 2018-2019 numbers.

Maintain 90%+ of Freshmen with 4 year plan

EAP

College Ready	
2018	2019
EHS ELA 30% Math 17%	EHS ELA 33% Math 20%
Zoe ELA 10% Math 6%	Zoe ELA 13% Math 9%
District ELA 29% Math 16%	District ELA 32% Math 19%

	<table><tr><td>ELA 0% Math 0%</td><td>ELA 4% Math 0%</td></tr><tr><td>District ELA 21% Math 9%</td><td>District ELA 23% Math 10%</td></tr><tr><td colspan="2">Conditionally Ready</td></tr><tr><td>EHS ELA 37% Math 16%</td><td>EHS ELA 34% Math 24%</td></tr><tr><td>Zoe ELA 0% Math 0%</td><td>Zoe ELA 21% Math 0%</td></tr><tr><td>District ELA 33% Math 14%</td><td>District ELA 31% Math 22%</td></tr></table> <p>Enrolled in one or more AP course 17.7% 2015-16 to 18.2% 2016-17</p> <p>AP exam passing rates- 61.8% 2015 to 53% 2016</p>	ELA 0% Math 0%	ELA 4% Math 0%	District ELA 21% Math 9%	District ELA 23% Math 10%	Conditionally Ready		EHS ELA 37% Math 16%	EHS ELA 34% Math 24%	Zoe ELA 0% Math 0%	Zoe ELA 21% Math 0%	District ELA 33% Math 14%	District ELA 31% Math 22%	<table><tr><td>EHS ELA 34% Math 24%</td><td>EHS ELA 37% Math 30%</td></tr><tr><td>Zoe ELA 21% Math 0%</td><td>Zoe ELA 24% Math 0%</td></tr><tr><td>District ELA 31% Math 22%</td><td>District ELA 33% Math 24%</td></tr></table> <p>Increase number of students enrolled in one or more AP course to 20%</p> <p>Maintain AP pass rate of greater than 55% for 2017 due to 5 sections of AP being Dual Enrolled</p>	EHS ELA 34% Math 24%	EHS ELA 37% Math 30%	Zoe ELA 21% Math 0%	Zoe ELA 24% Math 0%	District ELA 31% Math 22%	District ELA 33% Math 24%	<table><tr><td colspan="2">Conditionally Ready</td></tr><tr><td>EHS ELA 37% Math 30%</td><td>EHS ELA 40% Math 34%</td></tr><tr><td>Zoe ELA 24% Math 0%</td><td>Zoe ELA 27% Math 0%</td></tr><tr><td>District ELA 33% Math 24%</td><td>District ELA 34% Math 26%</td></tr></table> <p>Increase number of students enrolled in one or more AP course from 20% to 25%</p> <p>Maintain AP pass rate of greater than 55% for 2017 due to 5 sections of AP being Dual Enrolled</p>	Conditionally Ready		EHS ELA 37% Math 30%	EHS ELA 40% Math 34%	Zoe ELA 24% Math 0%	Zoe ELA 27% Math 0%	District ELA 33% Math 24%	District ELA 34% Math 26%	<table><tr><td colspan="2">Conditionally Ready</td></tr><tr><td>EHS ELA 40% Math 34%</td><td>EHS ELA 43% Math 37%</td></tr><tr><td>Zoe ELA 27% Math 0%</td><td>Zoe ELA 30% Math 0%</td></tr><tr><td>District ELA 34% Math 26%</td><td>District ELA 35% Math 28%</td></tr></table> <p>Increase number of students enrolled in one or more AP course from 25% to 30%</p> <p>Maintain AP pass rate of greater than 55% for 2017 due to 5 sections of AP being Dual Enrolled</p>	Conditionally Ready		EHS ELA 40% Math 34%	EHS ELA 43% Math 37%	Zoe ELA 27% Math 0%	Zoe ELA 30% Math 0%	District ELA 34% Math 26%	District ELA 35% Math 28%
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Metric 1.6 CAASPP	EL/SED CAASPP <table><tr><td>ELA</td><td>2015</td><td>2016</td></tr><tr><td>EL</td><td>11%</td><td>14%</td></tr><tr><td>SED</td><td>24%</td><td>27%</td></tr></table>	ELA	2015	2016	EL	11%	14%	SED	24%	27%	Increase the number of students who are English Learners and/or Socio-economic Disadvantaged to meet or exceed the standards as follows: EL/SED CAASPP <table><tr><td>ELA</td><td>2016</td><td>2017</td></tr></table>	ELA	2016	2017	Increase the number of students who are English Learners and/or Socio-economic Disadvantaged to meet or exceed the standards as follows: EL/SED CAASPP <table><tr><td>ELA</td><td>2017</td><td>2018</td></tr></table>	ELA	2017	2018	Increase the number of students who are English Learners and/or Socio-economic Disadvantaged to meet or exceed the standards as follows: EL/SED CAASPP <table><tr><td>ELA</td><td>2018</td><td>2019</td></tr><tr><td>EL</td><td>20%</td><td>23%</td></tr></table>	ELA	2018	2019	EL	20%	23%													
ELA	2015	2016																																				
EL	11%	14%																																				
SED	24%	27%																																				
ELA	2016	2017																																				
ELA	2017	2018																																				
ELA	2018	2019																																				
EL	20%	23%																																				

Math		
EL	6%	9%
SED	17 %	21%

1.6 Intervention- 42% of elementary students have made 1 year or more of growth as of March, 2017

1.6 (36% of the EL students gained at least one CELDT Overall in 2017)
Establish baseline data in ELPAC for English Learners

1.6 Reclassification Rate-
For 2015-2016: 34 out of
600 students were
Reclassified (5.6%)

1.6 CAASPP scores in ELA and math for EL and SED

EL	14%	17%
SED	27%	30%
Math		
EL	9%	15%
SED	21%	25%

55% of elementary and 65% of secondary intervention students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA

Maintain the number of EL students who make progress on the ELPAC at 36%

Increase the Reclassification rate from 5.6% to 8%.

Improvement in CAASPP scores in ELA and math for EL and SED groups (see tables in 1.6 above) by Increasing number of ELD sections at the middle schools by 2 per site. Provide EL teacher at Elementary site based on number of EL 1s, 2s and 3s. Maintain ELD sections at EHS

EL	17%	20%
SED	30%	33%
Math		
EL	15%	21%
SED	25%	29%

55% of elementary and 65% of secondary intervention students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA

Increase the
Reclassification rate from
8% to 12%.

Improvement in CAASPP scores in ELA and math for EL and SED groups (see tables in 1.6 above)
Maintain number of ELD sections at the middle

SED	33%	36%
Math		
EL	21%	27%
SED	29%	33%

55% of elementary and 65% of secondary intervention students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA

Increase the Reclassification rate from 12% to 16%.

Improvement in CAASPP scores in ELA and math for EL and SED groups (see tables in 1.6 above)
Maintain number of ELD sections at the middle schools by 2 per site. Provide EL teacher at

<p>1.6 Records maintained by special education instructional coach for professional development for general and special education teachers as well as coaching logs for 1:1 work with individual teachers</p>	<p>groups (see tables in 1.6 above) by providing 2 sections of ELD at each of the middle schools and 3 sections at EHS</p> <p>1.6 100% of students with disabilities are provided with services and programs specified in their IEPs such as speech and language, resource, SDC, and special “out of District” placements, delivered by appropriately credentialed special education staff.</p>	<p>1.6 100% of students with disabilities are provided with services and programs specified in their IEPs such as speech and language, resource, SDC, and special “out of District” placements, delivered by appropriately credentialed special education staff.</p>	<p>schools by 2 per site. Provide EL teacher at Elementary site based on number of EL 1s, 2s and 3s. Maintain ELD sections at EHS</p> <p>1.6 100% of students with disabilities are provided with services and programs specified in their IEPs such as speech and language, resource, SDC, and special “out of District” placements, delivered by appropriately credentialed special education staff.</p>	<p>Elementary site based on number of EL 1s, 2s and 3s. Maintain ELD sections at EHS</p> <p>1.6 100% of students with disabilities are provided with services and programs specified in their IEPs such as speech and language, resource, SDC, and special “out of District” placements, delivered by appropriately credentialed special education staff.</p>						
<p>Metric</p> <p>1.7 GATE Universal Screening tool</p> <p>1.7 Survey students and/or teachers to determine participation</p> <p>1.7 Inventory of supplies and condition of materials by teacher account</p> <p>1.7 Course offering for VAPA</p> <p>1.7 Participation sign in sheets for teachers and questionnaire</p> <p>1.7 Career Technical</p>	<p>100% of 3rd graders were tested in 2017</p> <p>1.7 CTE increase of 5% in enrollments</p> <table><tr><th>2015</th><th>2016</th></tr><tr><td>570 enrollments</td><td>587 enrollments</td></tr><tr><td>403 students of 1093 36.9%</td><td>424 students of 1106 38.3%</td></tr></table> <p>1.7 Academic Events</p> <p>1.7 Bi-Literacy rate- 39</p>	2015	2016	570 enrollments	587 enrollments	403 students of 1093 36.9%	424 students of 1106 38.3%	<p>ECS GATE plan is to transition to testing of 4th graders rather than students in 3rd grade. This year will be a transition year.</p> <p>40% of students enrolled in one or more CTE courses</p> <p>For students eligible for Seal of Biliteracy award - Maintain 35+</p>	<p>Assess 100% of 4th grade students for GATE</p> <p>40% of students enrolled in one or more CTE courses</p> <p>For students eligible for Seal of Biliteracy award - Maintain 35+</p>	<p>Assess 100% of 4th grade students for GATE</p> <p>40% of students enrolled in one or more CTE courses</p> <p>For students eligible for Seal of Biliteracy award - Maintain 35+</p>
2015	2016									
570 enrollments	587 enrollments									
403 students of 1093 36.9%	424 students of 1106 38.3%									

Education Enrollment	students 2015 to 37 students 2016																											
	A-G eligibility	A-G eligibility	A-G eligibility	A-G eligibility																								
	<table><tr><th>2016</th><th>2017</th></tr><tr><td>32%</td><td>33%</td></tr><tr><td>“on track this year is 76 out of a total of 236 (that includes SDC non diploma track)” 30% of 227 seniors in June</td><td>83 on track out of 254 total seniors including SDC, Foreign Exchange, CIS and H&H</td></tr></table>	2016	2017	32%	33%	“on track this year is 76 out of a total of 236 (that includes SDC non diploma track)” 30% of 227 seniors in June	83 on track out of 254 total seniors including SDC, Foreign Exchange, CIS and H&H	<table><tr><th>2017</th><th>2018</th></tr><tr><td>33%</td><td>38% on track</td></tr><tr><td>83 on track out of 254 total seniors including SDC, Foreign Exchange, CIS and H&H</td><td></td></tr></table>	2017	2018	33%	38% on track	83 on track out of 254 total seniors including SDC, Foreign Exchange, CIS and H&H		<table><tr><th>2018</th><th>2019</th></tr><tr><td>38%</td><td>41%</td></tr><tr><td></td><td></td></tr></table>	2018	2019	38%	41%			<table><tr><th>2019</th><th>2020</th></tr><tr><td>41%</td><td>44%</td></tr><tr><td></td><td></td></tr></table>	2019	2020	41%	44%		
2016	2017																											
32%	33%																											
“on track this year is 76 out of a total of 236 (that includes SDC non diploma track)” 30% of 227 seniors in June	83 on track out of 254 total seniors including SDC, Foreign Exchange, CIS and H&H																											
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2018	2019																											
38%	41%																											
2019	2020																											
41%	44%																											
1.7 Bi-Literacy Seal																												
1.7 A-G Eligibility																												

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> School wide OR <input type="checkbox"/> Limited to Unduplicated Student		
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>1.1A</p> <p>a. Ensure targeted subgroups have access to school supplies</p> <p>b. Provide a district librarian</p> <p>c. Provide library tech hours for all sites based on enrollment</p>	<p>1.1A</p> <p>a. Ensure targeted subgroups have access to school supplies</p> <p>b. Provide a district librarian</p> <p>c. Provide library tech hours for all sites based on enrollment</p>	<p>1.1A</p> <p>a. Ensure targeted subgroups have access to school supplies</p> <p>b. Provide a district librarian</p> <p>c. Provide library tech hours for all sites based on enrollment</p>

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

1.1 A. \$150,844

1.1 B. \$115,585

1.1 C. \$74,307

Amount

1.1 A. \$150,844

1.1 B. \$115,585

1.1 C. \$74,307

Amount

1.1 A. \$150,844

1.1 B. \$115,585

1.1 C. \$74,307

Source	1.1 A.RS 0001 S/C 1.1 B.RS 0001 S/C 1.1 C.RS 0001 S/C	Source	1.1 A.RS 0001 S/C 1.1 B.RS 0001 S/C 1.1 C.RS 0001 S/C	Source	1.1 A.RS 0001 S/C 1.1 B.RS 0001 S/C 1.1 C.RS 0001 S/C
Budget Reference	1.1 A. Materials & Supplies 1.1 B. Salary & Benefits (8980) 1.1 C. Salary & Benefits	Budget Reference	1.1 A. Materials & Supplies 1.1 B. Salary & Benefits (8980) 1.1 C. Salary & Benefits	Budget Reference	1.1 A. Materials & Supplies 1.1 B. Salary & Benefits (8980) 1.1 C. Salary & Benefits

Action 1B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Elementary: d-f Middle: d-f High: d and e <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> School wide OR <input type="checkbox"/> Limited to Unduplicated Student	
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____13	

ACTIONS/SERVICES

2017-18**2018-19****2019-20**

<input type="checkbox"/> New x Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
1.1B d. Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials to include purchasing EL-specific supplementary materials and intervention support materials for targeted subgroups e. Ensure all students have access to school supplies f. Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for TK-8; Accelerated Math for 6-8)	1.1B d. Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials to include purchasing EL-specific supplementary materials and intervention support materials for targeted subgroups e. Ensure all students have access to school supplies f. Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for TK-8; Accelerated Math for 6-8)	1.1B d. Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials to include purchasing EL-specific supplementary materials and intervention support materials for targeted subgroups e. Ensure all students have access to school supplies f. Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for TK-8; Accelerated Math for 6-8)

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount	1.1 D. \$255,775 1.1 D. \$151,208 1.1 E. \$84,341 1.1 F. \$66,000	Amount	1.1 D. \$255,775 1.1 D. \$151,208 1.1 E. \$80,613 1.1 F. \$66,000	Amount	1.1 D. \$255,775 1.1 D. \$151,208 1.1 E. \$69,127 1.1 F. \$66,000
Source	1.1 D. RS 0212 LCFF 1.1 D. RS 6300 1.1 E. RS 3150 1.1 F. RS 0000 LCFF	Source	1.1 D. RS 0212 LCFF 1.1 D. RS 6300 1.1 E. RS 3150 1.1 F. RS 0000 LCFF	Source	1.1 D. RS 0212 LCFF 1.1 D. RS 6300 1.1 E. RS 3150 1.1 F. RS 0000 LCFF

Budget
Reference

1.1 D Object 4110
1.1 D Object 4110
1.1 E Instruction/OB 4310
1.1 F FN 7200/OB 5800

Budget
Reference

1.1 D Object 4110
1.1 D Object 4110
1.1 E Instruction/OB 4310
1.1 F FN 7200/OB 5800

Budget
Reference

1.1 D Object 4110
1.1 D Object 4110
1.1 E Instruction/OB 4310
1.1 F FN 7200/OB 5800

Action **2A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

X English Learners X Foster Youth X Low Income

Scope of Services

X LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>1.2A</p> <p>1.2 a. Provide collaboration time for teachers.</p> <p>b. Maintain a leadership team to facilitate teacher proficiency for NGSS implementation.</p> <p>c. Instructional Coach will facilitate a training for all elementary teachers in NGSS.</p> <p>d. Instructional Coaches will facilitate a grade level span training for all elementary teachers and a content area training for all secondary teachers.</p> <p>e. Instructional Coaches will facilitate Elementary, Secondary, and, SPED Teacher Academies.</p> <p>f. All teachers will participate in one additional District day of professional development (over 2015-16) for the purpose of CCSS implementation training.</p>	<p>1.2A</p> <p>1.2 a. Provide collaboration time for teachers.</p> <p>b. Maintain a leadership team to facilitate teacher proficiency for NGSS implementation.</p> <p>c. Instructional Coach will facilitate a training for all elementary teachers in NGSS.</p> <p>d. Instructional Coaches will facilitate a grade level span training for all elementary teachers and a content area training for all secondary teachers.</p> <p>e. Instructional Coaches will facilitate Elementary, Secondary, and, SPED Teacher Academies.</p> <p>f. All teachers will participate in one additional District day of professional development (over 2015-16) for the purpose of CCSS implementation training.</p>	<p>1.2A</p> <p>1.2 a. Provide collaboration time for teachers.</p> <p>b. Maintain a leadership team to facilitate teacher proficiency for NGSS implementation.</p> <p>c. Instructional Coach will facilitate a training for all elementary teachers in NGSS.</p> <p>d. Instructional Coaches will facilitate a grade level span training for all elementary teachers and a content area training for all secondary teachers.</p> <p>e. Instructional Coaches will facilitate Elementary, Secondary, and, SPED Teacher Academies.</p> <p>f. All teachers will participate in one additional District day of professional development (over 2015-16) for the purpose of CCSS implementation training.</p>

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

1.2 A. \$300,908
 1.2 B. \$0
 1.2 C,D, E Referenced in 1.5 F
 1.2 F. Cost Referenced in 1.2 A

Amount

1.2 A. \$300,908
 1.2 B. \$0
 1.2 C,D, E Referenced in 1.5 F
 1.2 F. Cost Referenced in 1.2 A

Amount

1.2 A. \$300,908
 1.2 B. \$0
 1.2 C,D, E Referenced in 1.5 F
 1.2 F. Cost Referenced in 1.2 A

Source	1.2 A. RS 0001 S/C 1.2 B. 0 1.2 C,D,E Referenced in 1.5 F 1.2 F. Referenced in 1.2 A	Source	1.2 A. RS 0001 S/C 1.2 B. 0 1.2 C,D,E Referenced in 1.5 F 1.2 F. Referenced in 1.2 A	Source	1.2 A. RS 0001 S/C 1.2 B. 0 1.2 C,D,E Referenced in 1.5 F 1.2 F. Referenced in 1.2 A
Budget Reference	1.2 A. Salary & Benefits (8980) 1.2 B. 0 1.2 C,D,E Referenced in 1.5 F 1.2 F. Referenced in 1.2 A	Budget Reference	1.2 A. Salary & Benefits (8980) 1.2 B. 0 1.2 C,D,E Referenced in 1.5 F 1.2 F. Referenced in 1.2 A	Budget Reference	1.2 A. Salary & Benefits (8980) 1.2 B. 0 1.2 C,D,E Referenced in 1.5 F 1.2 F. Referenced in 1.2 A

Action 2B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____		
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input checked="" type="checkbox"/> Specific Grade spans: TK-8		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		

[Location\(s\)](#)☐ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____[ACTIONS/SERVICES](#)**2017-18****2018-19****2019-20**

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>1.2B</p> <p>g. Through the North Coast Arts Integration Project (NCAIP) Two 1.0 FTE instructional coaches will provide direct one-on-one and whole group professional development to teachers and support staff in grades TK-8 in the integration of the arts to support CCSS. Additionally, a .15 FTE NCAIP Director will provide oversight for these services and ensure that student outcome data is collected to determine overall effectiveness.</p>	<p>1.2B</p> <p>g. Grant funding no longer available</p>	<p>1.2B</p> <p>g. Grant funding no longer available</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
1.2 B \$549,919 1.2 B RS 5817 1.2 B Certif. Sal \$190,454 Stat/Ben \$73,111 Mat. And Sup \$52,869 Travel/Svcs. \$206,253 Ind. Costs \$27,232		

Action **3A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
--

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> School wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.3A The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population are met. To do so, while simultaneously increasing teachers' instructional preparation, maintain an additional Professional Development day within the school calendar for all certificated staff.	1.3A The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population are met. To do so, while simultaneously increasing teachers' instructional preparation, maintain an additional Professional Development day within the school calendar for all certificated staff.	1.3A Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics. The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population are met. To do so, while simultaneously increasing teachers' instructional preparation, maintain an additional Professional Development day within the school calendar for all certificated staff.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

1.3 A \$476,547

Amount

1.3 A \$476,547

Amount

1.3 A \$476,547

Source	1.3 A RS 0001 S/C	Source	1.3 A RS 0001 S/C	Source	1.3 A RS 0001 S/C
Budget Reference	1.3 A Salary & Benefits (8980)	Budget Reference	1.3 A Salary & Benefits (8980)	Budget Reference	1.3 A Salary & Benefits (8980)

Action **3B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.3B Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics.	1.3B Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics.	1.3B Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	1.3B \$10,839,537	Amount	1.3B \$11,302,591	Amount	1.3B \$11,337,059
Source	Unrestricted LCFF	Source	Unrestricted LCFF	Source	Unrestricted LCFF
Budget Reference	Teacher Salary & Benes Including Continuation & Independent Study	Budget Reference	Teacher Salary & Benes Including Continuation & Independent Study	Budget Reference	Teacher Salary & Benes Including Continuation & Independent Study

Action **4A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
Scope of Services	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> School wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
--	--	--

<p>1.4A</p> <p>a. Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP.</p> <p>b. Provide staff support for technology use for student learning.</p> <p>c. Modify the technology committee to develop a plan for technology purchases, professional use by staff, and appropriate student use to promote learning.</p>	<p>1.4A</p> <p>a. Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP.</p> <p>b. Provide staff support for technology use for student learning.</p> <p>c. Maintain technology committee to develop a plan for technology purchases, professional use by staff, and appropriate student use to promote learning.</p>	<p>1.4A</p> <p>a. Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP.</p> <p>b. Provide staff support for technology use for student learning.</p> <p>c. Maintain the technology committee to develop a plan for technology purchases, professional use by staff, and appropriate student use to promote learning.</p>
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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

1.4 A \$66,000
1.4 A \$17,758
1.4 B.\$61,424
1.4 C \$0

Amount

1.4 A \$66,000
1.4 A \$17,758
1.4 B.\$61,424
1.4 C \$0

Amount

1.4 A \$66,000
1.4 A \$17,758
1.4 B.\$61,424
1.4 C \$0

Source

1.4 A RS 0001
1.4 A RS 0001
1.4 B RS 0001
1.4 C 0

Source

1.4 A RS 0001
1.4 A RS 0001
1.4 B RS 0001
1.4 C 0

Source

1.4 A RS 0001
1.4 A RS 0001
1.4 B RS 0001
1.4 C 0

Budget
Reference

1.4 A Computer's/Equipment
 1.4 A OB 5725 Tech Support
 1.4 B Salary & Benefits (8980)
 1.4 C 0

Budget
Reference

1.4 A Computer's/Equipment
 1.4 A OB 5725 Tech Support
 1.4 B Salary & Benefits (8980)
 1.4 C 0

Budget
Reference

1.4 A Computer's/Equipment
 1.4 A OB 5725 Tech Support
 1.4 B Salary & Benefits (8980)
 1.4 C 0

Action **4B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)
☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____
OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services
☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____
ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>1.4B</p> <p>d. Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.</p>	<p>1.4B</p> <p>d. Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.</p>	<p>1.4B</p> <p>d. Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.</p>

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

1.4 D \$805,138
 1.4 D \$219,687
 1.4 D \$100,702
 1.4 D \$99,040
 1.4 D \$2,151,363
 1.4 D \$42,910

Amount

1.4 D \$860,429
 1.4 D \$164,396
 1.4 D \$100,702
 1.4 D \$99,040
 1.4 D \$2,203,087
 1.4 D \$42,910

Amount

1.4 D \$872,640
 1.4 D \$152,185
 1.4 D \$100,702
 1.4 D \$99,040
 1.4 D \$2,275,738
 1.4 D \$42,910

Source	1.4 D RS 8150 1.4 D RS 8150 1.4 D RS 8150 1.4 D RS 8150 1.4 D RS 0000 1.4 D RS 0000	Source	1.4 D RS 8150 1.4 D RS 8150 1.4 D RS 8150 1.4 D RS 8150 1.4 D RS 0000 1.4 D RS 0000	Source	1.4 D RS 8150 1.4 D RS 8150 1.4 D RS 8150 1.4 D RS 8150 1.4 D RS 0000 1.4 D RS 0000
Budget Reference	1.4 D Salary & Benefits 1.4 D All Supplies/OB 4XXX 1.4 D All Repair & SVCS/OB5XX 1.4 D All Capital Proj./OB 6XXX 1.4 D Salary & Benes FN 8XXX 1.4 D Materials OB 4XXX	Budget Reference	1.4 D Salary & Benefits 1.4 D All Supplies/OB 4XXX 1.4 D All Repair & SVCS/OB 5XXX 1.4 D All Capital Proj/6XXX 1.4 D Salary & Benes FN 8XXX 1.4 D Materials OB 4XXX	Budget Reference	1.4 D Salary & Benefits 1.4 D All Supplies/OB 4XXX 1.4 D All Repair & SVCS/OB 5XXX 1.4 D All Capital Proj/6XXX 1.4 D Salary & Benes FN 8XXX 1.4 D Materials OB 4XXX

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> School wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Elementary: 1.5 a, b, d, e, f, g, h, i, Middle: 1.5 a, d, e, f, g, h, i, j, m High: 1.5 a, d, e, f, g, h, i, j, k, l, m <input type="checkbox"/> Specific Grade spans: _____		

[ACTIONS/SERVICES](#)

2017-18
2018-19
2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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<p>1.5 a. Maintain average Grade Span Adjustment levels for TK-3 and average below contracted class size numbers for grades 4-12.</p> <p>b. Ensure single grade classes at each elementary site.</p> <p>c. Provide summer school instruction for high school students at risk.</p> <p>d. Select assessments and implement consistent classroom based formative and summative assessment at each grade level and train all staff.</p> <p>e. Provide release time and/or paid outside of contract time for staff collaboration.</p> <p>f. Provide instructional coaches to support all teachers in their ELA and Math instruction for all students.</p> <p>g. Provide opportunities for English Language Arts and Math integration through professional development and collaboration.</p> <p>h. Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages.</p> <p>i. Provide a data tracking system for credentialed staff to monitor student performance, include training for its use.</p> <p>j. Increase post-secondary education planning through high school and middle school counseling services, especially at</p>	<p>1.5 a. Maintain average Grade Span Adjustment levels for TK-3 and average below contracted class size numbers for grades 4-12.</p> <p>b. Ensure single grade classes at each elementary site.</p> <p>c. Provide summer school instruction for high school students at risk.</p> <p>d. Select assessments and implement consistent classroom based formative and summative assessment at each grade level and train all staff.</p> <p>e. Provide release time and/or paid outside of contract time for staff collaboration.</p> <p>f. Provide instructional coaches to support all teachers in their ELA and Math instruction for all students.</p> <p>g. Provide opportunities for English Language Arts and Math integration through professional development and collaboration.</p> <p>h. Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages.</p> <p>i. Provide a data tracking system for credentialed staff to monitor student performance, include training for its use.</p> <p>j. Maintain post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January.</p> <p>k. Provide Yurok Language courses</p>	<p>1.5 a. Maintain average Grade Span Adjustment levels for TK-3 and average below contracted class size numbers for grades 4-12.</p> <p>b. Ensure single grade classes at each elementary site.</p> <p>c. Provide summer school instruction for high school students at risk.</p> <p>d. Select assessments and implement consistent classroom based formative and summative assessment at each grade level and train all staff.</p> <p>e. Provide release time and/or paid outside of contract time for staff collaboration.</p> <p>f. Provide instructional coaches to support all teachers in their ELA and Math instruction for all students.</p> <p>g. Provide opportunities for English Language Arts and Math integration through professional development and collaboration.</p> <p>h. Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages.</p> <p>i. Provide a data tracking system for credentialed staff to monitor student performance, include training for its use.</p> <p>j. Maintain post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January.</p> <p>k. Provide Yurok Language courses</p>
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the middle school level prior to 9th grade balloting in January.

k. Provide Yurok Language courses

l. Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment). Investigate increase in sections including zero periods.

m. Provide instruction and materials in academic research and other college and career skills per CCSS.

l. Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment). Investigate increase in sections including zero periods.

m. Provide instruction and materials in academic research and other college and career skills per CCSS.

l. Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment). Investigate increase in sections including zero periods.

m. Provide instruction and materials in academic research and other college and career skills per CCSS.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>1.5 A.\$345,000 1.5 A.\$465,000 1.5 B.\$82,774 1.5 C.\$17,894 1.5 D \$0 1.5 E Cost Referenced in 1.2A 1.5 F. \$390,002 1.5 F \$99,329 1.5 G Referenced in 1.2 A 1.5 H \$0 1.5 I \$39,500 1.5 J \$172,752 1.5 K \$33,109 1.5 L \$120,000 1.5 M Cost Referenced in 1.1 A</p> <p>Source</p> <p>1.5 A RS 0001 1.5 A RS 0001 1.5 B RS 0001 1.5 C RS 0001 1.5 D 0 1.5 E Referenced in 1.2 A 1.5 F RS 0001 1.5 G Referenced in 1.2 A 1.5 H 0 1.5 I RS 0001</p>	<p>Amount</p> <p>1.5 A.\$345,000 1.5 A.\$465,000 1.5 B.\$82,774 1.5 C.\$17,894 1.5 D \$0 1.5 E Cost Referenced in 1.2A 1.5 F. \$390,002 1.5 F \$99,329 1.5 G Referenced in 1.2 A 1.5 H \$0 1.5 I \$39,500 1.5 J \$172,752 1.5 K \$33,109 1.5 L \$120,000 1.5 M Cost Referenced in 1.1 A</p> <p>Source</p> <p>1.5 A RS 0001 1.5 A RS 0001 1.5 B RS 0001 1.5 C RS 0001 1.5 D 0 1.5 E Referenced in 1.2 A 1.5 F RS 0001 1.5 G Referenced in 1.2 A 1.5 H 0 1.5 I RS 0001</p>	<p>Amount</p> <p>1.5 A.\$345,000 1.5 A.\$465,000 1.5 B.\$82,774 1.5 C.\$17,894 1.5 D \$0 1.5 E Cost Referenced in 1.2A 1.5 F. \$390,002 1.5 F \$99,329 1.5 G Referenced in 1.2 A 1.5 H \$0 1.5 I \$39,500 1.5 J \$172,752 1.5 K \$33,109 1.5 L \$120,000 1.5 M Cost Referenced in 1.1 A</p> <p>Source</p> <p>1.5 A RS 0001 1.5 A RS 0001 1.5 B RS 0001 1.5 C RS 0001 1.5 D 0 1.5 E Referenced in 1.2 A 1.5 F RS 0001 1.5 G Referenced in 1.2 A 1.5 H 0 1.5 I RS 0001</p>

Budget
Reference

1.5 J RS 0001
1.5 K RS 0001
1.5 L RS 0001
1.5 M Referenced in 1.1 A

1.5 A Salary & Benes (8980)
1.5 A Salary & Benes (8980)
1.5 B Salary & Benes (8980)
1.5 C Salary & Benefits
1.5 D 0
1.5 E Referenced in 1.5 A
1.5 F Salary & Benefits
1.5 G Referenced in 1.2 A
1.5 H 0
1.5 I Licensing/Powerschool
(8980)
1.5 J Salary & Benes (8980)
1.5 K Salary & Benes (8980)
1.5 L Salary & Benes (8980)
1.5 M Referenced in 1.1 A

Budget
Reference

1.5 J RS 0001
1.5 K RS 0001
1.5 L RS 0001
1.5 M Referenced in 1.1 A

1.5 A Salary & Benes (8980)
1.5 A Salary & Benes (8980)
1.5 B Salary & Benes (8980)
1.5 C Salary & Benefits
1.5 D 0
1.5 E Referenced in 1.5 A
1.5 F Salary & Benefits
1.5 G Referenced in 1.2 A
1.5 H 0
1.5 I Licensing/Powerschool
(8980)
1.5 J Salary & Benes (8980)
1.5 K Salary & Benes (8980)
1.5 L Salary & Benes (8980)
1.5 M Referenced in 1.1 A

Budget
Reference

1.5 J RS 0001
1.5 K RS 0001
1.5 L RS 0001
1.5 M Referenced in 1.1 A

1.5 A Salary & Benes (8980)
1.5 A Salary & Benes (8980)
1.5 B Salary & Benes (8980)
1.5 C Salary & Benefits
1.5 D 0
1.5 E Referenced in 1.5 A
1.5 F Salary & Benefits
1.5 G Referenced in 1.2 A
1.5 H 0
1.5 I Licensing/Powerschool
(8980)
1.5 J Salary & Benes (8980)
1.5 K Salary & Benes (8980)
1.5 L Salary & Benes (8980)
1.5 M Referenced in 1.1 A

Action **6A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)
☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)☒ English Learners☒ Foster Youth☒ Low Income[Scope of Services](#)☐ LEA-wide☒ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)[Location\(s\)](#)☐ All schools☒ Specific Schools: **Elementary:** All except "c" and "i" **Middle:** All except "a" **High:** All except "a" and "c" ☐ Specific Grade spans: _____[ACTIONS/SERVICES](#)**2017-18****2018-19****2019-20**☐ New ☒ Modified ☐ Unchanged☐ New ☒ Modified ☐ Unchanged☐ New ☐ Modified ☒ Unchanged

1.6A	1.6A	1.6A
a. Provide ELA intervention teachers at each elementary site.	a. Provide ELA intervention teachers at each elementary site.	a. Provide ELA intervention teachers at each elementary site.
b. Provide Literacy, Math, and EL technicians.	b. Provide Literacy, Math, and EL technicians.	b. Provide Literacy, Math, and EL technicians.
c. Provide staffing to support students who are English Learners and/or Socio-economic Disadvantaged. Increase sections of EL support at middle school level by 2 at Zane and 2 at Winship over 2016-2017 section allocations.	c. Provide staffing to support students who are English Learners and/or Socio-economic Disadvantaged. Maintain sections of EL support at middle school level.	c. Provide staffing to support students who are English Learners and/or Socio-economic Disadvantaged. Maintain sections of EL support at middle school level.
d. Provide appropriate technology infrastructure (including teacher access to copiers, printers, computers)	d. Provide appropriate technology infrastructure (including teacher access to copiers, printers, computers)	d. Provide appropriate technology infrastructure (including teacher access to copiers, printers, computers)
e. Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.	e. Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.	e. Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.
f. Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified techs.	f. Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified techs.	f. Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified techs.
g. Provide professional development in working with homeless students to all credentialed staff and classified techs.	g. Provide professional development in working with homeless students to all credentialed staff and classified techs.	g. Provide professional development in working with homeless students to all credentialed staff and classified techs.
h. Staff intervention at Secondary at the following minimal levels, based on student need 0- .4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE	h. Staff intervention at Secondary at the following minimal levels, based on student need 0- .4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE	h. Staff intervention at Secondary at the following minimal levels, based on student need 0- .4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE
i. Provide instructional coach for Special Education Teachers, 0.8FTE	i. Provide instructional coach for Special Education Teachers, 0.8FTE	i. Provide instructional coach for Special Education Teachers, 0.8FTE

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BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount

1.6 A. Referenced in 1.6 C
 1.6 B. \$102,728
 1.6 B \$107,672
 1.6 C \$270,095
 1.6 D \$13,139
 1.6 D \$13,855
 1.6 E Cost Referenced in 2.1A
 1.6 G Referenced in 2.1A
 1.6 H Referenced in 1.6 A
 1.6 I \$82,543

Amount

1.6 A. Referenced in 1.6 C
 1.6 B. \$102,728
 1.6 B \$107,672
 1.6 C \$270,095
 1.6 D \$13,139
 1.6 D \$13,855
 1.6 E Cost Referenced in 2.1A
 1.6 G Referenced in 2.1A
 1.6 H Referenced in 1.6 A
 1.6 I \$82,543

Amount

1.6 A. Referenced in 1.6 C
 1.6 B. \$102,728
 1.6 B \$107,672
 1.6 C \$270,095
 1.6 D \$13,139
 1.6 D \$13,855
 1.6 E Cost Referenced in 2.1A
 1.6 G Referenced in 2.1A
 1.6 H Referenced in 1.6 A
 1.6 I \$82,543

Source

1.6 A RS 0001
 1.6 B RS 0001
 1.6 C RS 0001
 1.6 D RS 0001
 1.6 D RS 0001 (8980)
 1.6 E Referenced in 2.1A
 1.6 G Referenced in 2.1A
 1.6 H Referenced in 1.6 A
 1.6 I RS 0001

Source

1.6 A RS 0001
 1.6 B RS 0001
 1.6 C RS 0001
 1.6 D RS 0001
 1.6 D RS 0001 (8980)
 1.6 E Referenced in 2.1A
 1.6 G Referenced in 2.1A
 1.6 H Referenced in 1.6 A
 1.6 I RS 0001

Source

1.6 A RS 0001
 1.6 B RS 0001
 1.6 C RS 0001
 1.6 D RS 0001
 1.6 D RS 0001 (8980)
 1.6 E Referenced in 2.1A
 1.6 G Referenced in 2.1A
 1.6 H Referenced in 1.6 A
 1.6 I RS 0001

Budget
Reference

1.6 A Salary & Benes (8980)
 1.6 B Salary & Benes (8980)
 1.6 C Salary & Benes (8980)

Budget
Reference

1.6 A Salary & Benes (8980)
 1.6 B Salary & Benes (8980)
 1.6 C Salary & Benes (8980)

Budget
Reference

1.6 A Salary & Benes (8980)
 1.6 B Salary & Benes (8980)
 1.6 C Salary & Benes (8980)

1.6 D Contract SVCS (8980)
 1.6 D Maint Agreements
 1.6 E Referenced in 1.2A
 1.6 G Referenced in 1.2A
 1.6 H Referenced in 1.6A
 1.6 I Salary & Benefits

1.6 D Contract SVCS (8980)
 1.6 D Maint Agreements
 1.6 E Referenced in 1.2A
 1.6 G Referenced in 1.2A
 1.6 H Referenced in 1.6A
 1.6 I Salary & Benefits

1.6 D Contract SVCS (8980)
 1.6 D Maint Agreements
 1.6 E Referenced in 1.2A
 1.6 G Referenced in 1.2A
 1.6 H Referenced in 1.6A
 1.6 I Salary & Benefits

Action 6B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities and English Learners_____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.6B	1.6B	1.6B
j. Provide instruction, including accommodations and modifications, to	j. Provide instruction, including accommodations and modifications, to	j. Provide instruction, including accommodations and modifications, to students with exceptional needs.

<p>students with exceptional needs.</p> <p>k. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.</p> <p>I. Provide an EL coordinator for each site and ELD teacher for each elementary site</p> <p>M. Provide Psychologist services for identification and assessment of students with disabilities.</p> <p>N. Utilize services of Humboldt County Office of Education (HCOE) to provide special education programs to students with disabilities. These specialized services are not available within ECS and target pre-school aged students and TK-12 students with significant cognitive challenges</p>	<p>students with exceptional needs.</p> <p>k. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.</p> <p>I. Provide an EL coordinator for each site and ELD teacher for each elementary site</p> <p>M. Provide Psychologist services for identification and assessment of students with disabilities.</p> <p>N. Continue to utilize services of Humboldt County Office of Education (HCOE) to provide special education programs to students with disabilities. These specialized services are not available within ECS and target pre-school aged students and TK-12 students with significant cognitive challenges</p>	<p>k. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.</p> <p>I. Provide an EL coordinator for each site and ELD teacher for each elementary site</p> <p>M. Provide Psychologist services for identification and assessment of students with disabilities.</p> <p>N. Continue to utilize services of Humboldt County Office of Education (HCOE) to provide special education programs to students with disabilities. These specialized services are not available within ECS and target pre-school aged students and TK-12 students with significant cognitive challenges</p>
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BUDGETED EXPENDITURES

2017-18

Amount

1.6 J \$710,046
 1.6 K.\$2,269,614
 1.6 K.\$1,612,378
 1.6 K.\$5,772,844
 1.6 I. \$143,091

2018-19

Amount

1.6 J \$710,046
 1.6 K.\$2,347,854
 1.6 K.\$1,732,878
 1.6 K \$5,984,694
 1.6 I. \$143,091

2019-20

Amount

1.6 J \$710,046
 1.6 K.\$2,363,486
 1.6 K.\$1,821,067
 1.6 K \$6,204,633
 1.6 I. \$143,091

	1.6 M. \$987,649 1.6 N \$2,281,330		1.6 M. \$1,003,874 1.6 N \$2,281,330		1.6 M. \$1,116,677 1.6 N \$2,281,330
Source	6 J. RS 6500 6 K. RS 6500/3310 1.6 K. RS 6500/3310 1.6 K. RS 6500 1.6 I. RS 3010 1.6 M. RS 6500 1.6 N RS 0000	Source	6 J. RS 6500 6 K. RS 6500/3310 1.6 K. RS 6500/3310 1.6 K. RS 6500 1.6 I. RS 3010 1.6 M. RS 6500 1.6 N RS 0000	Source	6 K. RS 6500 6 K. RS 6500/3310 1.6 K. RS 6500/3310 1.6 K. RS 6500 1.6 I. RS 3010 1.6 M. RS 6500 1.6 N RS 0000
Budget Reference	1.6 K. Special Ed Services 58X 1.6 K. Special Ed Teachers & Benefits 1.6 K. Special Ed Aides & Benefits 1.6 K Contribution (8989) 1.6 I. OB 1100/1105 & Benes 1.6 M. OB 1207/3XXX 1.6 N Object 7142	Budget Reference	1.6 K. Special Ed Services 58XX 1.6 K. Special Ed Teachers & Benefits 1.6 K. Special Ed Aides & Benefits 1.6 K Contribution (8989) 1.6 I. OB 1100/1105 & Benes 1.6 M. OB 1207/3XXX 1.6 N Object 7142	Budget Reference	1.6 K. Special Ed Services 58XX 1.6 K. Special Ed Teachers & Benefits 1.6 K. Special Ed Aides & Benefits 1.6 K Contribution (8989) 1.6 I. OB 1100/1105 & Benes 1.6 M. OB 1207/3XXX 1.6 N Object 7142

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All

☐ Students with Disabilities

☐ [Specific Student Group(s)] _____

[Location\(s\)](#)☐ All schools☐ Specific Schools: _____☐ Specific Gradespans: _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)☒ English Learners☒ Foster Youth☒ Low Income[Scope of Services](#)☐ LEA-wide☒ Schoolwide**OR**☐ Limited to Unduplicated Student Group(s)[Location\(s\)](#)☐ All schools☒ Specific Schools: 1.7 a.: EHS, Zane, Winship, and Grant, 1.7 b.: All elementary schools, 1.7 c.: Zane, Winship and EHS, 1.7 g.: Elementary and Middle schools only, 1.7 j and k.: Middle and High Schools, 1.7 l.: High Schools (EHS and Zoe Barnum), 1.7 d., e., f., h. l., : All schools☐ Specific Gradespans: _____**ACTIONS/SERVICES****2017-18****2018-19****2019-20**☐ New ☒ Modified☐ Unchanged☐ New ☒ Modified

Unchanged

☐ New☐ Modified☒ Unchanged

<p>1.7 a. Expand student access to advanced study through support for AVID at Zane and Grant and advance AVID strategies schoolwide at Winship and EHS.</p> <p>b. Provide student access to elementary music programs.</p> <p>c. Provide funding to all secondary school sites for instrument repair and replacement.</p> <p>d. Maintain available visual arts supplies and materials for students.</p> <p>e. Replace damaged or worn visual arts supplies and materials</p> <p>f. Support the maintenance of a Visual and Performing Arts (VAPA) task force to explore increasing opportunities for all students.</p> <p>g. Elementary and middle school teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction.</p> <p>h. Continue to communicate a protocol for identifying potential GATE students, especially targeting students new to the District after 4th grade.</p> <p>i. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS.</p> <p>j. Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level to include students who do not traditionally enter these</p>	<p>1.7 a. Maintain student access to advanced study through support for AVID at Zane and Grant and advance AVID strategies schoolwide at Winship and EHS.</p> <p>b. Provide student access to elementary music programs.</p> <p>c. Provide funding to all secondary school sites for instrument repair and replacement.</p> <p>d. Maintain available visual arts supplies and materials for students.</p> <p>e. Replace damaged or worn visual arts supplies and materials</p> <p>f. Support the maintenance of a Visual and Performing Arts (VAPA) task force to explore increasing opportunities for all students.</p> <p>g. Elementary and middle school teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction.</p> <p>h. Continue to communicate a protocol for identifying potential GATE students, especially targeting students new to the District after 4th grade.</p> <p>i. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS.</p> <p>j. Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level to include students who do not traditionally enter these</p>	<p>1.7 a. Maintain student access to advanced study through support for AVID at Zane and Grant and advance AVID strategies schoolwide at Winship and EHS.</p> <p>b. Provide student access to elementary music programs.</p> <p>c. Provide funding to all secondary school sites for instrument repair and replacement.</p> <p>d. Maintain available visual arts supplies and materials for students.</p> <p>e. Replace damaged or worn visual arts supplies and materials</p> <p>f. Support the maintenance of a Visual and Performing Arts (VAPA) task force to explore increasing opportunities for all students.</p> <p>g. Elementary and middle school teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction.</p> <p>h. Continue to communicate a protocol for identifying potential GATE students, especially targeting students new to the District after 4th grade.</p> <p>i. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS.</p> <p>j. Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level to include students who do not traditionally enter these</p>
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fields.

k. Ensure that CTE pathways are available to students beginning in middle school.

l. Sustain pathways to achieve Bi-Literacy.

fields.

k. Ensure that CTE pathways are available to students beginning in middle school.

. Sustain pathways to achieve Bi-Literacy.

fields.

k. Ensure that CTE pathways are available to students beginning in middle school.

. Sustain pathways to achieve Bi-Literacy.

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount

1.7 A.\$115,883
 1.7 A. \$39,280
 1.7 B \$195,338
 1.7 C \$7,000
 1.7 D-F Referenced in 1.1 A
 1.7 G Referenced in 1.2 A
 1.7 H \$0
 1.7 I \$0
 1.7 J-L.\$118,063

Amount

1.7 A.\$115,883
 1.7 A. \$39,280
 1.7 B \$195,338
 1.7 C \$7,000
 1.7 D-F Referenced in 1.1 A
 1.7 G Referenced in 1.2 A
 1.7 H \$0
 1.7 I \$0
 1.7 J-L.\$118,063

Amount

1.7 A.\$115,883
 1.7 A. \$39,280
 1.7 B \$195,338
 1.7 C \$7,000
 1.7 D-F Referenced in 1.1 A
 1.7 G Referenced in 1.2 A
 1.7 H \$0
 1.7 I \$0
 1.7 J-L.\$118,063

Source

1.7 A RS 0001
 1.7 A RS 0001
 1.7 B RS 0001
 1.7 C RS 0001
 1.7 D-F Referenced in 1.1 A
 1.7 G Referenced in 1.2 A
 1.7 H 0
 1.7 I 0
 1.7 J-L RS 0001

Source

1.7 A RS 0001
 1.7 A RS 0001
 1.7 B RS 0001
 1.7 C RS 0001
 1.7 D-F Referenced in 1.1 A
 1.7 G Referenced in 1.2 A
 1.7 H 0
 1.7 I 0
 1.7 J-L RS 0001

Source

1.7 A RS 0001
 1.7 A RS 0001
 1.7 B RS 0001
 1.7 C RS 0001
 1.7 D-F Referenced in 1.1 A
 1.7 G Referenced in 1.2 A
 1.7 H 0
 1.7 I 0
 1.7 J-L RS 0001

Budget
Reference

1.7 A Salary & Benes (8980)
 1.7 A Registration Fees & Travel
 1.7 B Salary & Benes (8980)
 1.7 C Instrument Repair (8980)
 1.7 D-F Referenced in 1.1 A

Budget
Reference

1.7 A Salary & Benes (8980)
 1.7 A Registration Fees & Travel
 1.7 B Salary & Benes (8980)
 1.7 C Instrument Repair (8980)
 1.7 D-F Referenced in 1.1 A
 1.7 G Referenced in 1.2 A
 1.7 H 0

Budget
Reference

1.7 A Salary & Benes (8980)
 1.7 A Registration Fees & Travel
 1.7 B Salary & Benes (8980)
 1.7 C Instrument Repair (8980)
 1.7 D-F Referenced in 1.1 A
 1.7 G Referenced in 1.2 A
 1.7 H 0

1.7 G Referenced in 1.2 A
1.7 H 0
1.7 I 0
1.7 J-L Salary & Benes (8980)

1.7 I 0
1.7 J-L Salary & Benes (8980)

1.7 I 0
1.7 J-L Salary & Benes (8980)

	<input type="checkbox"/> New	X Modified	<input type="checkbox"/> Unchanged
<u>Goal 2</u>	<p>All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.</p> <p>Focus Goal 2.1: Increase student attendance with an emphasis on improving attendance for targeted groups.</p> <p>Focus Goal 2.2: Increase promotion and graduation rates for all students.</p> <p>Focus Goal 2.3: Decrease suspension and expulsion rates for all students.</p> <p>Focus Goal 2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.</p> <p>Focus Goal 2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.</p> <p>Focus Goal 2.6: Increase partnerships with community agencies, businesses, and institutions</p>		

State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
	COE <input type="checkbox"/> 9 <input type="checkbox"/> 10
	LOCAL Strategic Plan: 2, 4, 5, 12

Identified Need

Students, families, and the community need to feel valued, connected, and engaged. ECS District needs to address and eliminate racial and disability based disparities in discipline, reduce peer-to-peer and staff-to-student harassment based on race, gender, and/or disability, and empower staff members to promote and maintain a positive and inclusive school environment.

California Dashboard - District Areas of Concern associated with Goal 2

In analyzing the CA Dashboard for Eureka City Schools there are several significant “needs” that are illustrated by “red” and “orange” student performance outcomes associated with Goal 2. Specifically, the following areas of need exist:

Suspension Rate:

- “Red” - Students with Disabilities, African American students, and American Indian students
- “Orange” - Socioeconomically Disadvantaged students, Hispanic students, students of Two or More races

Of particular concern to the District are those performance outcomes associated with Goal 2 where there has been an increase (Suspension Rates).

Suspension Rate:

- Increased Significantly: African American students
- Increased: Students with Disabilities

Although our overall suspension rate declined (-1%) for all students, the overall percentage remains high (6.9%). Suspension rates increased in 2014-15 for students with disabilities (+0.3%), African-American students (+2.8%) and American Indian students (+1.4%).

Our student attendance rate has declined (P2-2017 = 94.49% vs P2-2016=95.03%)

The California Healthy Kids Survey (CHKS) provides connectedness information for our elementary and secondary students in grades 5, 7, 9, 11 and non-traditional schools. In elementary 2014-15, 97% of students felt there was at least one adult that they felt “connected to.”

TFI- The Tiered Fidelity Inventory (TFI) is a multi-tiered survey that rates our implementation of PBIS and RP strategies.

Positive Behavior Interventions and Supports (PBIS) is an infrastructure and accompanying strategies for achieving positive behavior in our schools. It is currently being used in all our schools.

Restorative Practice is a methodology for building community and restoring harm when behavior issues arise, These practices were primarily started at EHS, but are now being used in all of our schools. More teachers are being trained each year in these strategies by the District Climate Team.

According to stakeholder input this year, there is an identified need to address students exhibiting disruptive and defiant behaviors. There is a need for staff development in providing alternatives to suspension, de-escalation strategies, and staff wellness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Student attendance as tracked by monthly attendance rates spreadsheets. Through the use of PowerSchool and Attention to	95.75%	Raise overall district attendance rate to 97%.	Maintain district overall attendance rate at 97%	Maintain district overall attendance rate at 97%

<p>Attendance data systems, ECS, assist families, problem-solves barriers, and actively promotes daily school attendance.</p> <p>2.1 Using Dashboard Data (use A2A Attendance Tracking system for 2016-2017) determine chronic absenteeism rate</p>	<p>2016-2017 = 17.57%</p>	<p>Decrease chronic absenteeism rate from 17.57% to 15%</p>	<p>Decrease chronic absenteeism rate from 15% to 13%</p>	<p>Decrease chronic absenteeism rate from 13% to 10%</p>
<p>2.2 Graduation rates as tracked by the California Department of Education's Dashboard website.</p> <p>ECS has a variety of interventions and supports for all students, foster youth (FY), socio-economically disadvantaged (SES), and English learners (EL) to ensure graduation for our students.</p>	<p>2.2</p> <p>2015-16 Cohort: 95.2%</p> <p>FY 83.3%</p> <p>SES 93.1%</p> <p>EL 90.3%</p> <p>Average increase from 14-15 to 15-16: 3.3%</p>	<p>Maintain Cohort graduation rate above 95% and maintain SES and EL above 90%</p> <p>Increase FY to 85%</p>	<p>Maintain Cohort graduation rate above 95% and maintain SES and EL above 90%</p> <p>Increase FY to 87%</p>	<p>Maintain Cohort graduation rate above 95% and maintain SES, FY, and EL above 90%</p>

2.2 High school dropout rates as reported by the California Department of Education's Dataquest website. ECS secondary counselors and administrators work closely with students to develop and monitor successful graduation plans.	2.2 2014-15: 4.7%	Decrease by 2% the high school dropout from 2014-15 rates (non-completion/no records picked-up)	Maintain high school dropout rate of less than 3%.	Maintain high school dropout rate of less than 3%.
<u>Metric</u> 2.2 Middle School dropout rates as reported by the California Department of Education's Dataquest website. ECS middle school	2.2 2013-14 Zane.6%, Winship 0% 2014-15 Zane 0%, Winship 2%	Maintain at 0.3% (State average) the Middle School Dropout Rate	Maintain at 0.3% (State average) the Middle School Dropout Rate	Maintain at 0.3% (State average) the Middle School Dropout Rate

counselors and administrators work closely with students to develop and monitor successful promotion to high school pathways.				
Metric 2.3 Suspension Rates for students based on Dashboard (2014-2015 figures) CA Dashboard % disproportionality gap in suspension rates between all subgroups (EL, SWD, FY, SED, Homeless) Expulsion rate (as determined by SIS data in 2016-2017; Dashboard for 2017-2018 and subsequent years)	2.3 Suspension Rates for students based on Dashboard (2014-2015 figures) All students: 6.9% EL: 2.8% SWD: 13% FY: Not reported SED 8.4% Homeless: Not reported 2.3 - 2014-15 6 expulsions = 4 students (1%)	For all students and all subgroups attain a suspension rate disproportionality (gap between groups) % of < 5% For all students and all subgroups attain a suspension rate of < 5% Decrease expulsion rate from .1% to .075%	For all students and all subgroups maintain a suspension rate disproportionality (gap between groups) % of < 5% For all students and all subgroups maintain a suspension rate of < 5% Maintain expulsion rate below .075%	For all students and all subgroups maintain a suspension rate disproportionality (gap between groups) % of < 5% For all students and all subgroups maintain a suspension rate of < 5% Maintain expulsion rate below .075%

<p>Metric</p> <p>2.4 Using the CHKS determine the % of students who feel connected to at least one caring adult at their school</p> <p>Using CHKS determine the % of students who perceive their school as a safe environment.</p>	<p>2.4 Connectedness:</p> <p>Elem: 2015-16: 95%. Sec: 2015-16: 89.6%.</p> <p>2.4 Perceived Safety:</p> <p>Elem: 2015-16: 79%. Sec: 2015-16: 58.25%.</p>	<p>Increase to 97% in elementary and raise secondary to 90% for connectedness.</p> <p>Increase to 85% in elementary and raise secondary to 70% for perceived safety.</p>	<p>Maintain 97% in elementary and raise secondary to above 90% for connectedness.</p> <p>Increase to 90% in elementary and raise secondary to 75% for perceived safety.</p>	<p>Maintain 97% in elementary and raise secondary to above 90% for connectedness.</p> <p>Maintain at 90% in elementary and raise secondary to 80% for perceived safety.</p>
<p>Metric</p> <p>2.4 Using the Tiered Fidelity Inventory for staff determine the % of implementation of MTSS for students</p>	<p>2.4</p> <p>Alice Birney 42% Grant 65% Lafayette 62% Washington 73% Zane 81% Winship 19%</p>	<p>Raise to 80% the Tiered Fidelity Inventory (TFI) Tier 2 at all elementary and middle school sites</p> <p>Take the Tiered Fidelity Inventory (TFI) Tier 3 at all elementary and middle school sites.</p>	<p>Maintain 80% the Tiered Fidelity Inventory (TFI) Tier 2 at all elementary and middle school sites.</p> <p>Raise to 80% the Tiered Fidelity Inventory (TFI) Tier 3 at all elementary and middle school sites.</p>	<p>Maintain 80% the Tiered Fidelity Inventory (TFI) Tier 2 at all elementary and middle school sites.</p> <p>Maintain 80% the Tiered Fidelity Inventory (TFI) Tier 3 at all elementary and middle school sites.</p> <p>Maintain 80% the Tiered Fidelity Inventory (TFI) Tier 2 at EHS and Zoe.</p> <p>Reach 80% on the Tiered Fidelity Inventory (TFI) Tier 3 at EHS and Zoe.</p>

		Reach 80% on the Tiered Fidelity Inventory (TFI) Tier 2 at EHS and Zoe.	Maintain 80% the Tiered Fidelity Inventory (TFI) Tier 2 at EHS and Zoe. Take the Tiered Fidelity Inventory (TFI) Tier 3 at EHS and Zoe.	
<u>Metric</u> 2.4 The California Department of Education's Physical Fitness Test (PFT) measures six areas of fitness. The baseline % are students who passed 5 of 6 components of the PFT.	2.4 5th: 51.5% 7th: 64.8% 9th: 70.6%	5% increase in PFT passing rate of at least five components in grades 5, 7, and 9	5% increase in PFT passing rate of at least five components in grades 5, 7, and 9	5% increase in PFT passing rate of at least five components in grades 5, 7, and 9
<u>Metric</u> 2.4 Teacher schedules. All elementary Principals collect classroom schedules to ensure physical education required minutes.	2.4 100% compliance with required Physical Education minutes as per Principals' report.	Maintain 100% compliance with required Physical Education minutes as per Principals' report.	Maintain 100% compliance with required Physical Education minutes as per Principals' report.	Maintain 100% compliance with required Physical Education minutes as per Principals' report.

<p>Metric</p> <p>2.5 A Parent Satisfaction/ Stakeholder Survey gives ECS information regarding parent communication.</p> <p>All written and oral communications will be translated or interpreted in a language other than English for schools that meet the 15% guidelines.</p>	<p>2.5 100% of communication from Alice Birney (only school with 15% in Spanish or Hmong) translated. (MET)</p>	<p>Maintain 100% of communication from Alice Birney (only school with 15% in Spanish or Hmong) translated.</p>	<p>Maintain 100% of communication from Alice Birney (only school with 15% in Spanish or Hmong) translated.</p>	<p>Maintain 100% of communication from Alice Birney (only school with 15% in Spanish or Hmong) translated.</p>
<p>Metric</p> <p>2.5 A Parent Satisfaction/ Stakeholder Survey gives ECS information regarding input into our LCAP plan.</p> <p>2.5 Parent participation in IEP meetings for students with disabilities</p>	<p>2.5 2016-17: 294 Participants (met)</p> <p>2016-2017: All parents/guardians of students with disabilities (SWD) invited to attend IEP meetings. Outreach done through letters, and when needed, with follow-up phone calls. 100% attendance at IEP</p>	<p>Increase by 5% the number of stakeholders attending LCAP input meetings or returning LCAP feedback surveys.</p> <p>All parents/guardians of students with disabilities (SWD) invited to attend IEP meetings. Outreach done through letters, and when needed, with follow-up phone calls. 100% attendance at IEP meetings (some required</p>	<p>Increase by 5% the number of stakeholders attending LCAP input meetings or returning LCAP feedback surveys.</p> <p>All parents/guardians of students with disabilities (SWD) invited to attend IEP meetings. Outreach done through letters, and when needed, with follow-up phone calls. 100% attendance at IEP meetings</p>	<p>Increase by 5% the number of stakeholders attending LCAP input meetings or returning LCAP feedback surveys.</p> <p>All parents/guardians of students with disabilities (SWD) invited to attend IEP meetings. Outreach done through letters, and when needed, with follow-up phone calls. 100% attendance at IEP meetings</p>

	meetings (some required several efforts to reschedule)	several efforts to reschedule		
Metric 2.6 A Community Academic Events Survey gives teachers a place to record community events that students participate in.	2.6 2016-2017 = 261.	Increase percentage of students participating in school to community events by 5%	Increase percentage of students participating in school to community events by 5%	Increase percentage of students participating in school to community events by 5%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> School wide OR <input type="checkbox"/> Limited to Unduplicated Student		
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES**2017-18****2018-19****2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	
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<p>2.1 a. Maintain transportation for students living outside established non-transportation zones</p> <p>b. Monitor Powerschool for attendance and A2A for non-attendance tracking and reporting</p> <p>c. Incentivizing salary increase for bargaining group(s) tied to increase in enrollment/decrease in interdistrict transfers</p> <p>d. District Committee on Interdistrict Reduction will develop action plans for increasing initial enrollment and maintaining district student count</p>	<p>2.1 a. Maintain transportation for students living outside of a mile to attend school</p> <p>b. Continue to monitor Powerschool for attendance and A2A for non-attendance tracking and reporting</p> <p>c. Evaluate and adjust salary increase for bargaining group(s) tied to increase in enrollment/decrease in interdistrict transfers</p> <p>d. Put action plans of the District Committee on Interdistrict Reduction into place for increasing initial enrollment and maintaining district student count</p>	<p>2.1 a. Maintain transportation for students living outside of a mile to attend school</p> <p>b. Continue to monitor Powerschool for attendance and A2A for non-attendance tracking and reporting.</p> <p>c. Evaluate and adjust salary increase for bargaining group(s) tied to increase in enrollment/decrease in interdistrict transfers.</p> <p>d. Put action plans of the District Committee on Interdistrict Reduction into place for increasing initial enrollment and maintaining district student count</p>
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BUDGETED EXPENDITURES

2017-18

Amount

2.1 A. \$420,887
2.1 B. \$39,500
2.1 C Cost Referenced in 1.3 A
2.1 D. \$0

Source

2.1 A RS 0001
2.1 B RS 0001
2.1 C Referenced in 1.3A

2018-19

Amount

2.1 A. \$420,887
2.1 B. \$39,500
2.1 C Cost Referenced in 1.3 A
2.1 D. \$0

Source

2.1 A RS 0001
2.1 B RS 0001
2.1 C Referenced in 1.3A
2.1 D 0

2019-20

Amount

2.1 A. \$420,887
2.1 B. \$39,500
2.1 C Cost Referenced in 1.3 A
2.1 D. \$0

Source

2.1 A RS 0001
2.1 B RS 0001
2.1 C Referenced in 1.3A
2.1 D 0

Amount

Source

	2.1 D 0				
Budget Reference	2.1 A Contribution (8984) 2.1 B Contract SVCS (8980) 2.1 C Referenced in 1.3A	Budget Reference	2.1 A Contribution (8984) 2.1 B Contract SVCS (8980) 2.1 C Referenced in 1.3A	Budget Reference	2.1 A Contribution (8984) 2.1 B Contract SVCS (8980) 2.1 C Referenced in 1.3A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> School wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐ All schools☐ Specific Schools: _____☒ Specific Grade spans: 5-12[ACTIONS/SERVICES](#)**2017-18****2018-19****2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>2.2 a. Provide a transition specialist to assist with transitions from 5th to 6th, 8th to 9th, and 12th to college and career 0.5 FTE</p> <p>b. Provide Freshman seminar or AVID 9 to all 9th graders</p> <p>c. Record keeping of risk ratio for all 9th grade students</p>	<p>2.2 a. Provide a transition specialist to assist with transitions from 5th to 6th, 8th to 9th, and 12th to college and career 0.5 FTE</p> <p>b. Provide Freshman seminar or AVID 9 to all 9th graders</p> <p>c. Record keeping of risk ratio for all 9th grade students</p>	<p>2.2 a. Provide a transition specialist to assist with transitions from 5th to 6th, 8th to 9th, and 12th to college and career 0.5 FTE</p> <p>b. Provide Freshman seminar or AVID 9 to all 9th graders</p> <p>c. Record keeping of risk ratio for all 9th grade students</p>

[BUDGETED EXPENDITURES](#)**2017-18****2018-19****2019-20**

Amount	Amount	Amount
<p>2.2 A. \$50,716 S/C</p> <p>2.2 B. Cost referenced in 1.7 A.</p> <p>2.2 C. Cost Referenced in 2.2 A.</p>	<p>2.2 A. \$50,716 S/C</p> <p>2.2 B. Cost referenced in 1.7 A.</p> <p>2.2 C. Cost Referenced in 2.2 A.</p>	<p>2.2 A. \$50,716 S/C</p> <p>2.2 B. Cost referenced in 1.7 A.</p> <p>2.2 C. Cost Referenced in 2.2 A.</p>

Source	2.2 A. RS 0001 2.2 B. Referenced in 1.7 A 2.2 C. Referenced in 2.2 A.	Source	2.2 A. RS 0001 2.2 B. Referenced in 1.7 A 2.2 C. Referenced in 2.2 A	Source	2.2 A. RS 0001 2.2 B. Referenced in 1.7 A 2.2 C. Referenced in 2.2 A
Budget Reference	2.2 A Salary & Benefits 2.2 B. Referenced in 1.7 A 2.2 C. Referenced in 2.2 A.	Budget Reference	2.2 A Salary & Benefits 2.2 B. Referenced in 1.7 A 2.2 C. Referenced in 2.2 A.	Budget Reference	2.2 A Salary & Benefits 2.2 B. Referenced in 1.7 A 2.2 C. Referenced in 2.2 A.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____[ACTIONS/SERVICES](#)**2017-18****2018-19****2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>2.3 a. Follow the School Climate Implementation Plan and monitor implementation through recording of dates for specific actions/services</p> <p>b. Develop Alternatives to Suspension Matrix/ Ed Code</p> <p>c. Increase positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation</p> <p>d. Conduct "Universal Screening" for all students in grades 1-5</p>	<p>2.3 a. Follow the School Climate Implementation Plan and monitor implementation through recording of dates for specific actions/services</p> <p>b. Modify as needed to implement Alternatives to Suspension Matrix/ Ed Code</p> <p>c. Increase positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation</p> <p>d. Conduct "Universal Screening" for all students in grades 1-5</p> <p>e. Implement Tier 3 strategies as recommended by Dr. Jeff Sprague</p>	<p>2.3</p> <p>d. Conduct "Universal Screening" for all students in grades 1-5</p>

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	2.3 A.-D. \$512,075	Amount	2.3 A.-E. \$511,132	Amount	2.3 D. \$2,000
Source	2.3 A.-D. RS 5818	Source	2.3 A.-E. RS 5818	Source	RS 0000
Budget Reference	2.3 A-D Cert. Sal. \$350,000 2.3 Cert Stat. & Ben. \$102,327 2.3 Classif. Sal. \$26,977 2.3 Classif.Stat. & Ben. \$7,014 2.3 Cell Stip. (OB 5911) \$400 2.3 Indir. Costs \$25,357	Budget Reference	2.3 A-E Cert. Sal. \$350,000 2.3 Cert Stat. & Ben. \$102,327 2.3 Classif. Sal. \$26,173 2.3 Classif.Stat. & Ben. \$6,921 2.3 Cell Stip. (OB 5911) \$400 2.3 Indir. Costs \$25,311	Budget Reference	OB 5800

Action **4A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners

☒ Foster Youth

☒ Low Income

Scope of Services

☒ LEA-wide

☐ School wide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☒ Specific Schools: **Elementary:** 2.4A: a, b, c, e, f, g **Middle :** 2.4A: a, b, c, d, e, f

High: 2.4A: a, b, c, d, e, f

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

<p>2.4A</p> <p>a. Ensure all teachers are maintaining Physical Education required minutes</p> <p>b. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc.)</p> <p>c. Provide Health Aides</p> <p>d. Provide GRIP coordinator for secondary students</p> <p>e. Provide Board Certified Behavior Analyst (BCBA), 0.8 FTE</p> <p>f. Provide CPI Training/De-escalation techniques and training for staff</p> <p>g. Provide Student Services Coordinators for each elementary site</p>	<p>2.4A</p> <p>a. Ensure all teachers are maintaining Physical Education required minutes</p> <p>b. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc.)</p> <p>c. Provide Health Aides</p> <p>d. Provide GRIP coordinator for secondary students</p> <p>e. Provide Board Certified Behavior Analyst (BCBA), 0.8 FTE</p> <p>f. Provide CPI Training/De-escalation techniques and training for staff</p> <p>g. Provide Student Services Coordinators for each elementary site</p>	<p>2.4A</p> <p>a. Ensure all teachers are maintaining Physical Education required minutes</p> <p>b. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc.)</p> <p>c. Provide Health Aides</p> <p>d. Provide GRIP coordinator for secondary students</p> <p>e. Provide Board Certified Behavior Analyst (BCBA), 0.8 FTE</p> <p>f. Provide CPI Training/De-escalation techniques and training for staff</p> <p>g. Provide Student Services Coordinators for each elementary site</p>
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>2.4 A. \$0</p> <p>2.4 B. \$0</p>	<p>Amount</p> <p>2.4 A. \$0</p> <p>2.4 B. \$0</p>	<p>Amount</p> <p>2.4 A. \$0</p> <p>2.4 B. \$0</p>

	2.4 C. \$37,767 2.4 D. \$76,859 2.4 E. \$95,226 2.4 F. \$0 2.4 G. \$233,212		2.4 C. \$37,767 2.4 D. \$76,859 2.4 E. \$95,226 2.4 F. \$0 2.4 G. \$233,212		2.4 C. \$37,767 2.4 D. \$76,859 2.4 E. \$95,226 2.4 F. \$0 2.4 G. \$233,212
Source	2.4 C RS 0001 2.4 D RS 0001 2.4 E RS 0001 2.4 G RS 0001	Source	2.4 C RS 0001 2.4 D RS 0001 2.4 E RS 0001 2.4 G RS 0001	Source	2.4 C RS 0001 2.4 D RS 0001 2.4 E RS 0001 2.4 G RS 0001
Budget Reference	2.4 C Salary & Benes (8980) 2.4 D Salary & Benes 2.4 E Salary & Benes 2.4 G Salary & Benes	Budget Reference	2.4 C Salary & Benes (8980) 2.4 D Salary & Benes 2.4 E Salary & Benes 2.4 G Salary & Benes	Budget Reference	2.4 C Salary & Benes (8980) 2.4 D Salary & Benes 2.4 E Salary & Benes 2.4 G Salary & Benes

Action 4B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ English Learners

☐ Foster Youth

☐ Low Income

[Scope of Services](#)

☐ LEA-wide

☐ School wide

OR

☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools

☐ Specific Schools

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New X Modified ☐ Unchanged

☐ New X Modified ☐ Unchanged

☐ New X Modified ☐ Unchanged

<p>2.4B</p> <p>h. Implement PBIS and Restorative Practices</p> <p>i. Provide Professional Development in Restorative Practices</p> <p>j. Provide coaching by PBIS TOSAs</p> <p>k.. Provide PBIS Tier 2 Check-In Check Out</p> <p>l. Provide Universal Screening and Progress Monitoring tools for assessment of student behavior by teachers and staff.</p> <p>m. Provide Behavior Coach to work with staff on classroom management including specific supports for Tier 2 and 3 behaviors - 1.0 FTE</p> <p>N. Provide a counselor at Zane and Winship. Part of the responsibilities will be to improve school climate by addressing Tier II and Tier III behaviors</p>	<p>2.4B</p> <p>h. Implement PBIS and Restorative Practices</p> <p>i. Provide Professional Development in Restorative Practices</p> <p>j. Provide coaching by PBIS TOSAs</p> <p>k. Provide PBIS Tier 3 Strategies for students needing additional interventions</p> <p>l. Provide Universal Screening and Progress Monitoring tools for assessment of student behavior by teachers and staff.</p> <p>m. Provide Behavior Coach to work with staff on classroom management including specific supports for Tier 2 and 3 behaviors - 1.0 FTE</p> <p>N. Provide a counselor at Zane and Winship. Part of the responsibilities will be to improve school climate by addressing Tier II and Tier III behaviors</p>	<p>School Climate Grant funding for items i-n will no longer be available. If actions and services are to be continues other funding sources will need to be utilized</p>
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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	2.4 H-L. Cost referenced in 2.3 A.-D. 2.4 M. \$85,328 2.4 N \$111,796	Amount	2.4 H-L. Cost referenced in 2.3 A.-E. 2.4 M. \$85,328 2.4 N. \$112,739	Amount	
Source	2.4 H-K Referenced in 2.3 A-D 2.4 M. RS 5818 2.4 N. RS 5818	Source	2.4 H-K Referenced in 2.3 A-E 2.4 M. RS 5818 2.4 N. RS 5818	Source	
Budget Reference	2.4 H-K Referenced in 2.3 A-D 2.4 M. OB 1105/3XXX 2.4 N. OB 1207/3XXX	Budget Reference	2.4 A-D Referenced in 2.3 A-E 2.4 M. OB 1105/3XXX 2.4 N OB 1207/3XXX	Budget Reference	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All

☐ Students with Disabilities

☐ [Specific Student Group(s)]

[Location\(s\)](#)☐ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)☒ English Learners☒ Foster Youth☒ Low Income[Scope of Services](#)☒ LEA-wide☐ School wide**OR**☐ Limited to Unduplicated Student Group(s)[Location\(s\)](#)☒ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____**[ACTIONS/SERVICES](#)****2017-18****2018-19****2019-20**☐ New ☒ Modified ☐ Unchanged☐ New ☐ Modified ☒ Unchanged☐ New ☐ Modified ☒ Unchanged

<p>2.5</p> <p>a. Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums</p> <p>b. Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.</p> <p>c. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, open stakeholder meetings, board meetings, IEPs (SWD) and online and paper surveys.</p> <p>d, Provide additional communication to families and community by increasing the number of school newsletters and social media postings.</p>	<p>2.5</p> <p>a. Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums</p> <p>b. Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.</p> <p>c. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, IEP meetings (SWD) open stakeholder meetings, board meetings, and online and paper surveys.</p> <p>d, Provide additional communication to families and community by increasing the number of school newsletters and social media postings.</p>	<p>2.5</p> <p>a. Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums</p> <p>b. Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.</p> <p>c. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, IEP meetings (SWD)open stakeholder meetings, board meetings, and on-line and paper surveys.</p> <p>d, Provide additional communication to families and community by increasing the number of school newsletters and social media postings.</p>
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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

2.5 A Cost referenced in 1.6 D
2.5 B-D \$0

Amount

2.5 A Cost referenced in 1.6 D
2.5 B-D \$0

Amount

2.5 A Cost referenced in 1.6 D
2.5 B-D \$0

Source

2.5 A Referenced in 1.6 D

Source

2.5 A Referenced in 1.6 D

Source

2.5 A Referenced in 1.6 D

Budget
Reference

2.5 A Referenced in 1.6 D

Budget
Reference

2.5 A Referenced in 1.6 D

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e

2.5 A Referenced in 1.6 D

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

X All

☐ Students with Disabilities☐ [Specific Student Group(s)] _____Location(s)

X All schools

☐ Specific Schools: _____☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grades spans: _____		

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
2.6 a. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, VAPA b. Partner with community resources/agencies to promote student physical well-being (e.g. HSU Kinesiology, Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc.)	2.6 a. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, VAPA b. Partner with community resources/agencies to promote student physical well-being (e.g. HSU Kinesiology, Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc.)	2.6 a. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, VAPA b. Partner with community resources/agencies to promote student physical well-being (e.g. HSU Kinesiology, Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc.)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	2.6 A \$0 2.6 B \$0	Amount	2.6 A \$0 2.6 B \$0	Amount	2.6 A \$0 2.6 B \$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year X 2017–18 ~~2018~~ ~~2019~~

Estimated Supplemental and Concentration Grant Funds:

\$ 4,962,252

Percentage to Increase or Improve Services:

17.70 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

For 2017-18

Based on the Governor's May revision the District estimates to receive a 2017-2018 Supplemental & Concentration Grant of \$4,962,252. These funds are calculated based on the Unduplicated number of Socio-Economically Disadvantaged (SED) students, English Learners (EL), and Foster Youth (FY).

ECS's two LCAP goals, focus goals, and actions/services are established to ensure that we have the greatest opportunity to close the achievement gap (clearly identified by analyzing student outcome data for academic achievement, attendance, suspension rates and graduation rates) that exists between "all students" and our targeted populations (EL, Foster Youth, Socioeconomically disadvantaged students, and students with disabilities).

In reviewing the needs of students in Eureka City Schools, it was determined that we would develop a district-wide focus in specific areas. ECS has approximately 65.02% of the unduplicated student subgroup counts. With this significant percentage the District will target all students when implementing goals, district wide, as well as attending to site-specific needs based on student population. The supplemental and concentration dollars (\$4,962.252 for 2017/18) will be used to support services which are designed to be of the greatest benefit to our unduplicated students. The following is a list of Supplemental and Concentration Grant priorities:

EL services District-wide will be considerably bolstered for 2017-2018 in response to findings by a Federal Program Monitoring (FPM) review team. An additional two sections of EL teacher support will be provided in grades 6-8 and each elementary site will have at least a part-time EL teacher (FTE based on EL population counts).

Students in the primary grades will be enrolled in classes with a lower teacher to student ratio and will not be enrolled in combination grade classes. Students in the targeted subgroups need academic and behavioral attention that is better provided by a teacher that is not differentiating over two grade levels. This will have a direct impact on increasing the academic achievement of the targeted group.

It is widely acknowledged that students who are most at-risk of academic failure need the intervention and support of the most skilled teachers. As evidenced by the Dashboard, as well as local assessment data, our targeted student groups (EL, SED, Students with Disabilities) are not progressing in academic parity with non-targeted groups ("all students"). With an unduplicated count of more than 65% it is important that ECS does all that it can to ensure ALL teachers are highly skilled and capable of providing appropriate interventions and supports to improve academic outcomes for struggling students. Therefore, the District will continue to provide teacher salaries and benefits that are competitive with neighboring districts, lest we lose existing skilled staff to higher-paying districts, or fail to attract "top talent." In 2015-2016 the District came to a 3-year contract settlement with the Eureka Teachers Association (ETA). One of the provisions within the agreement was that teachers would attend an additional day (beginning in 2016-2017) of professional development. This additional day is now ongoing and in 2017-2018 will enable the District to provide training to teachers in Constructing Meaning (strategies to support EL and struggling students in ELA), AVID strategies, and implementation of new curriculum.

In circumstances where it is unreasonable for children to walk or ride a bike to school the District will provide transportation services.

A Student Service Coordinator will be staffed at each of the elementary sites to further support targeted students who are in need of services which will contribute to their school success.

Health Aides will be available to promote target students' physical health.

ECS will provide elementary sites with intervention teachers/coaches and literacy/math/EL technicians to fully implement a consistent District wide Multi-Tiered System of Supports (MTSS).

The District will provide intervention support sections at Eureka High School, Zane, and Winship.

ECS will employ employee instructional coaches (TOSAs) to support staff in implementation of Positive Behavioral Intervention and Support (PBIS), Restorative Practices (RP), Common Core State Standards (CCSS), College and Career readiness programs, District Instructional Norms, as well as other research-based best practices to improve instruction or our unduplicated student groups. For 2017-2018 a Behavior Coach will be added to the TOSA staff using School Climate funds.

According to a position paper (2014) by the National Council of Teachers of English (NCTE), “..... for minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance.” ECS has an ongoing commitment to support our targeted students with more individualized instruction. Smaller class sizes also enable teachers to spend more time informally assessing students, checking for understanding and providing meaningful feedback. To accomplish this, in grades TK-3, the District will continue to meet GSA requirements. Additionally in grades 6-12 class sizes will remain at 29 students or below (contract limits are 33 in grades 6-8 and 34 in grades 9-12).

ECS is committed to providing research-based professional development for all staff. In 2017-2018 the professional development “Teacher Academies” will be expanded to include secondary teachers with a specific strand in special education. Collaboration time for certificated staff, facilitated by instructional coaches, HCOE, and other sources will be both embedded into the work day (Monday early release) and provided for teachers after school with stipends.

A Special Education (SPED) instructional coach will be provided to assist our SPED and regular education staff with best practices, supporting students with IEPs.

Training in Constructing Meaning is specifically targeted to meeting the needs of English Learners. In 2017-2018 CM professional development will be expanded “down” to the elementary sites - specifically for grades 3-5 teachers.

Inclusion of music and the arts will enrich the educational opportunities afforded all students.

ECS will focus on increased attendance. We are utilizing these funds for our A2A licensing because we need to keep close track of our targeted populations. Our targeted students suffer academically by missing instruction, and not having support structures with guidance in place to make up for missed instruction.

To support our targeted secondary students to be College and Career ready, ECS will provide funding for AVID, Advanced Placement, Zero Periods, and A-G enrollment, summer school, parent involvement, and graduation /promotion rates in the identified sub- groups, with an expected increase for all students as well as decreased dropout rates, and lower suspension and expulsion rates.

Counselors at the secondary level will track and work with students in completing a 4+ year plan, as will the Transition Specialist (TOSA) work with targeted students transitioning from 5th to 6th, 8th to 9th and 12 to post-secondary.

We will provide a Gang Related Intervention Program coordinator at the high school level to support targeted students by keeping their focus on academics.

ECS will provide a Board Certified Behavior Analyst to work with teachers to provide prevention strategies for our students whose behaviors are potentially preventing them from accessing classroom instruction.

Additionally, there will be training for social-emotional well-being, and training for certificated and classified staff in resiliency and issues of students living in poverty that will meet the needs of all students, but is especially targeted for Foster Youth, English Learners, and Socio-Economically Disadvantaged students.

To expand access for targeted students to appropriate, high quality, and engaging print resources, both narrative and expository, as well as technology to support the CCSS, ECS has employed a district librarian and library technicians.

ECS is committed to upgrading technology hardware and bandwidth, as well as personnel support for wider implementation and student use. Targeted students will be provided with materials and supplies by the District because they may not otherwise have access to school materials.

Many other school districts request supplies to bring to school. ECS does not.

ECS will provide zero period sections at the secondary level so that our targeted students are able to take AP courses, EL classes, and elective classes when they are required to take academic support classes. ECS uses auto dialer to reach out specifically to our families of targeted students.

ECS will provide Career and Technical Education classes to connect the targeted populations to their school, increasing the likelihood that secondary students will attend and not drop out of school. According to the recently released letter, *Education Department Releases Guidance on Gender Equity in Career and Technical Education*,³While this Dear Colleague Letter focuses primarily on gender, it reminds us that other considerations such as race, ethnicity, English language status, and disability are important characteristics in examining CTE access, participation, completion and outcomes."