

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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: 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

Scotia Union Elementary

Contact Name and Title

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Superintendent

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Stanwood A. Murphy Elementary School offers both a small, supportive learning environment and a departmentalized program for middle-school students. Our highly-qualified teachers provide rigorous research-based curriculum, preparing our students for high school. The teaching staff offers the newest research-based language arts, math, science and social studies curricula, all which have components that interface with our interactive whiteboards. We recently adopted new Language Arts curriculum that is aligned to the California State Standards. The entire staff works very hard to continue our Common Core State Standards alignment in math. The district is in the beginning of a two year planning stage to adopt Social Studies and Next Generations Science Standards curriculum. Additionally, we support art and music for every student.

Scotia has 197 students enrolled with the following demographics: 77% White; 13% Hispanic; 6% American Indian or Alaska Native; 3% Other; 67% of our students are on the Free and/or Reduced Lunch Program; 6% are English Language Learners; 16% students with disabilities.

California School Dashboard indicates the school district has made growth in language arts but did not make significant growth in the math. The district has made adjustments to our math instruction and supplemental materials this year and are anticipating a growth in the spring 2018 test results. This data, along with significant stakeholder engagement input has informed and influenced this plan to increase intervention targets and professional development in the area of math and language arts.

The Metrics and other information relative to high schools are not relevant to Scotia Union Elementary School District, a K-8 district, and are not included in the LCAP. These include: Priority 4: percentage of students who have successfully completed a-g courses or approved CTE sequences, percentage who

have passed the AP exam with a score of 3 or higher, percentage who demonstrate college preparedness via EAP or subsequent indicators. Priority 5: High School dropout rates, High School graduation rates. The State API (Academic Performance Index) is no longer being calculated by the State.

LCAP Highlights

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

The Scotia Union Elementary School District 2018/19 LCAP will focus on providing a high quality education to all of our students. A large portion of the plan allows for hiring highly qualified teachers and staff that will work with and inspire students in our school. The LCAP also allows for common planning and collaboration time in order for the staff to best meet the needs of all students, including socioeconomic disadvantaged, language learners, foster and homeless youth, and our special education population. Intervention strategies and opportunities for student requiring academic supports are another key feature to the 2018/19 LCAP implementation. School climate as well as Social and Emotional support for students is another key element to our spending plan. The district continues to support a part time counselor and will devote time to our school-wide Social and Emotional curriculum that brings greater awareness and support to a wide range of social issues and students' emotional learning needs.

Student activities continue to be an important aspect of a child's school experience. Extra-curricular sports, music, ASB and more are all supported in our spending plan. Parent and community involvement is also an important aspect of the 2018/19 LCAP. School to home communication, family classroom volunteers, and school sponsored events help to strengthen family support of the school and student activities.

Some additional highlights from the 2018/19 LCAP include:

Cafeteria and transportation Fund Support.

According to the Dashboard we made our target in ELA, but not in Math. This is an area where additional time and targeted instruction will need to be a priority.

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

The Scotia staff has worked diligently to increase the knowledge base of our students. Students school wide have made significant progress in the area of language arts. ELA increased from 19.1 points but we are still 23.5 below level 3.

The Scotia staff has put in time and energy to develop the district wide Intervention plan. While it still has room for improvement, the teacher and support staff are able to track student academic improvement especially in the areas of reading and math.

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

The Scotia staff and the state dashboard have identified that Students with Disabilities (SWD) will require additional academic support in Language Arts and Math. While school wide increases in academic success are evident in language arts as shown in the state Dashboard, the staff would prefer to see greater growth for this population of students. The math scores for all students are low with no significant growth this year. Scores remain low for SWD’s and our Hispanic population saw a significant decline. Math instruction was a major focus the year and the supplemental materials were added this year. It is anticipated that the school will realize an increase in math scores especially in the sub groups that declined and remain below average. The district also sees a need in increasing family participation in school and at school events.

Three sub group under the suspension rate indicator are significantly lower than the rest of the indicators (SWD 5.7%, SED 3.4% and White 2.5%). The Scotia staff will review the academic data and develop supports and intervention plans to support those students that require additional assistance in reaching their academic goals.

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

The dashboard indicates our Hispanic students have significant declines in the area of math and language arts. The district will need to review our intervention strategies to insure that students that fall under these categories receive the necessary behavior supports to increase the achievement level of this sub category. The math scores for SWD’s are significantly low and dropped again last year. A review of the math instruction this year is anticipated in realize an increase in SWD math scores.

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.

Increased or Improved Services

Our Low-income, English Learners and foster youth population will benefit by receiving instruction from appropriately qualified and certificated teachers and staff. The weekly time allotted to professional

development and collaborations will allow for the staff to properly design and implement supports for increased academic achievement. Additionally, intervention services will be provided by a part time intervention teacher and classroom aides to include targeted, small group, pull out reading intervention instruction. Our English learner students will receive instruction that enables them to access appropriate grade level curriculum in all subjects. We will ensure that parents and students receive appropriate administrative support and communication from school regarding their academic progress and suggestions for how they can assist in the education of their children. The district will continue to support and improve on our transportations services and supporting the nutrition needs of our students.

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

\$2,161,541

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,656,268

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.

\$2,000 – Donations account (0015)

\$181,396 – Prop 39 (6230)

\$69,580 – STRS On-Behalf Pension Contributions (7690)

\$115,126 utilities

\$137,171 – Central Office (district-wide services and contracts, insurance, legal fees, misc expenses)

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$1,751,462

Annual Update

LCAP Year Reviewed: 2017-18

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 reach high academic standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Dibles Assessment

Metric: Goal is to Decrease % "At Risk" by 3%

Baseline: 2016-2017 Beginning of year: 51% At risk Middle of year: 58% At Risk

17/18:

Decrease At Risk to 48%

Beginning of year: 48.5% At risk

Middle of year: 56.6% At Risk

17/18:

Beginning of year:

35% At risk

18% Some Risk

47% Low Risk

Middle of year:

37% At risk

26% Some Risk

37% Low Risk

Target Met

Accelerated Reader

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

Baseline: Average Correct: 79%

At/Above 85%: 36%

17/18: Increase Average Correct: 81%

Increase At/Above 85%: 38%

17/18:

Increase Average Correct: 76% Target was not met

Increase At/Above 85%: 43.1% Target was met

Expected

Metric: Goal will be determined based on 2017/18 school year baseline.

Baseline: Accelerated Math was purchased part of the way through the 2016/17 school year. Full implementation in the classrooms has not occurred therefore a baseline for the beginning and middle of the year will be determined starting with the 2017/18 school year.

17/18: Goal will be determined based on 2017/18 school year baseline.

Actual

Accelerated Math (AM) was purchased at the start of the school year. Classroom use of the AM was sporadic. The testing software was not purchased that accompanied AM which made baseline data results impossible to collect. AM will not be purchased in the 18/19 school year.
Target Not Met

Expected

CAASPP

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

Baseline: 2016-2017 School wide results for 155 student: Math Standards not met: 23% Standards nearly met: 42% Standards met: 25% Standards Exceeded: 11% Distance from Level 3: 27.3 pts . This is an increase of 36.4 pts from the prior year resulting in a Yellow (Average) Performance Level ELA/Literacy Standards not met: 38% Standards nearly met: 28% Standards met: 29% Standards Exceeded: 5% Distance from Level 3: 42.6 pts. This is an increase of 23.6 pts from the prior year resulting in a Yellow (Average) Performance Level

17/18: Math Goal

Standards met: 28%

Standards Exceeded: 14%

Decrease distance from Level 3 by 5 points to 22.3 points below level 3

ELA/Literacy Goal

Standards met: 32%

Standards Exceeded: 8%

Decrease distance from Level 3 by 13 points to 29.6 points below level 3.

Actual

CAASPP

2016-2017 School wide results for 133 student:

Math

Standards not met: 30.5% Standards nearly met: 39.91% Standards met: 25.53% Standards Exceeded: 12.06% Distance from Level 3: 28.2 pts . This is an increase of 0.9 pts from the prior year resulting in a Orange (Low) Performance Level

ELA/Literacy

Standards not met: 32.39% Standards nearly met: 28.17% Standards met: 31.69% Standards Exceeded: 7.75% Distance from Level 3: 23.5 pts. This is a decrease of 19.1 pts from the prior year resulting in a Yellow (Average) Performance Level

Math Goal

Standards met: 25.53%

Standards Exceeded: 12.06%

Distance from Level 3: 28.2 - Target not Met

ELA/Literacy Goal

Standards met: 31.69%

Standards Exceeded: 7.75%

Distance from Level 3: 23.5 points . Target Met

Expected

GPA

Metric: Goal is to Maintain 6th through 8th grade GPA above 3.00

Baseline: 2016-2017 GPA: 2.97

17/18: Increase to at least 3.00

Parent Survey

Metric: Goal is to Maintain above 90% positive rating.

Baseline: 2016-2017 Rating: 92% Positive

17/18: Maintain above 90% positive rating

Teacher Mis-Assignment

Metric: Maintain 0% miss assignment.

Baseline: 2016-2017: 0% miss-assignment.

17/18: 0% miss-assignment.

Actual

17/18 GPA: 3.12.

Target was met.

17/18: Parents surveyed indicated a 95.05% positive rating for the school. 15% of those surveyed indicated the campus was not as presentable as they would have liked.

Target was met.

17/18: All of the Scotia teaching staff is appropriately placed and have 0% miss-assignment.

Target was met.

Expected

Student Access to Instructional Materials

Metric: Goal: Maintain 100%

Baseline: 2016-2017: 100%

17/18: 100%

Adopted CC Instructional Materials

Metric: All students have access to CCSS in math and ELA

Baseline: 2016-2017: All students have access to CCSS in math and will have access to ELA in 17-18.

17/18: All students have access to CCSS in math and ELA.

Actual

All Scotia students have access to approved instructional materials. There have been no Williams Acts complaints this school year.

17/18: 100%

Target was met.

17/18: All students have access to approved Common Core State Standard materials in the areas of math and language arts.

Target was met.

Expected

Profesional Development for CCSS Alignment

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

Baseline: 2016-2017: All teachers will participate in PD on how to effectively implement CCSS in the classroom Grades TK through 3 implemented the use of standards based report cards.

17/18: All teachers will participate in PD on how to effectively implement CCSS in the classroom
Grades TK through 3 will uses Common Core standards based report cards.

Class Schedules

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

Baseline: 2016-2017: All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities.

17/18: All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities.

Actual

17/18: All teachers participated in weekly professional development on how to effectively implement Common Core State Standard in the classroom. Our instructors in Grades TK through 3 use a Common Core State Standard based report card to report back to families on their child's progress.

ELA Adpotion 2017: California Journeys, Houghton Mifflin (K-5)
Math Adoption 2014: McGraw-Hill

Target was met.

17/18: All students, including SWD, have access to a broad course of study including board approved Common Core State Standard materials, GATE, weekly classroom music by certificated music teacher, art opportunities in the classroom, extracurricular sports, and various classroom, and school-wide enrichment activities.

Target was met.

Expected

Student Recognition

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

Baseline: 2016-2017: All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.

17/18: All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.

Percentage of goals reached by students with IEPs

Metric: Goal is to increase by 3% goals met vs. not met by our SWD.

Baseline: 2016-2017: 65% of the IEP goals were met.

17/18: 68% of the IEP goals met

Actual

17/18: All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.

Students earning recognition this year include

Citizen of the Month: 90 students

Student of the Month: 90 students

Students Will Achieve Greatness: 180 students

Box Tops: 90 students

PAW-sitive Paw: 180 students were recognized over the course of the year. The actual number of PAW-sitive Paws earned by students each far exceeds 180 since students can potentially earn more than one a day for being SAFE, RESPECTFUL and RESPONSIBLE.

Target was met.

17/18: Our resource, speech and support staff have worked diligently to support our students with disabilities (SWD) this school year. 73% of our SWD have met their IEP goals.

Target was met

Expected

Redesignations of EL students
Metric: Goal is to Increase Re-designation % after student participates for 5 years.

Baseline: 2016-2017: 0% Re-designation

17/18: 10% Re-designation

EL Intervention
Metric: Goal is to Maintain 100% of EL students receiving services

Baseline: 2016-2017: 100% of EL student receive services

17/18: 100% of EL student receive services

CELDT Progress
Metric: Goal is to Increase # of students making progress in English language Development as shown in the annual ELPAC Test.

Baseline: 2016-2017: 70% are making progress

17/18: 74% making progress

Actual

Students have transitioned from the CELDT to the ELPAC in the 2017/19 school year. Currently, there are no students close to re-designation. Data from the ELPAC will be published after the LCAP is completed and will be published in the 2019/20 LCAP.

17/18: 100% of EL student receive services both in and out of the classroom. Our instructors provide appropriate materials for EL students. Our classroom aides work one on one and in small groups of our small EL population. Our Intervention Teacher also works with EL students to increase academic achievement. The ASES staff provide after school academic support in small group settings for EL students enrolled in the after school program.
Target was met.

17/18: Testing was changed from the CELDT, which tested in the fall, to the ELPAC, which tests in the spring. 2017/18 data will not be available until fall of 2018. 2017/18 data will be reported on the 2019/20 LCAP.

Expected

Schedule and Attendance records for EL Students
 Metric: Goal is to have all EL students have EL Development pullout support and access to CC aligned instruction.

Baseline: 2016-2017: 100% of EL students receive support and have access to CC ELA/ELD aligned instruction

17/18: 100% of EL students receive support and have access to CC ELA/ELD aligned instruction

Actual

17/18: 100% of EL students receive support in the classroom and from support staff and have access to Common Core State Standard ELA/ELD aligned instruction
 ELA Adpotion 2017: California Journeys, Houghton Mifflin (K-5)

Target was met.

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

Planned Actions/Services

Purchase: Accelerated Reader K-8 Accelerated Math K-8 Dibels Assessment K-3

Actual Actions/Services

The district purchased Accelerated Reader K-8, Accelerated Math K-8, Dibels Assessment K-3 and Type to Learn.

Budgeted Expenditures

Amount \$4,788
 Source LCFF Supplemental
 Budget Reference Computer software (4450)

Estimated Actual Expenditures

Amount \$3978
 Source LCFF Supplemental
 Budget Reference Computer software (4450)

Action 2

Planned Actions/Services

Implementation of Common Core Standards:
 Teachers will prepare students to be college and/or career ready. Professional Development to focus on English Language Arts and Math
 Purchase appropriate technology to match Common Core needs.

Actual Actions/Services

Implementation of Common Core Standards:
 Teachers worked daily to implement and teach students to increase achievements levels in all academic areas, especially in the areas on Language Arts and Math. Technology was purchased to meet common core needs. Teachers bought various iPad apps for the their classrooms. Other school wide software purchased included Type to Learn and Star Fall. Teachers participated in professional development through the HCOE/ERVA collaborative with a focus on core curriculum and trauma informed practice. Our new teachers were trained in Step Up to Writing.

Budgeted Expenditures

Amount
 2a. \$947,103
 2b. \$5,000
 2c. \$16,029

Source
 2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1)
 2b. Lottery (1100)
 2c. Title II/Educator Effectiveness (4035/6264)

Budget Reference
 2a. Teacher salaries and benefits
 2b. Materials and supplies
 2c. Professional Development (52xx)

Estimated Actual Expenditures

Amount
 2a. \$984,624
 2b. \$5,000
 2c. \$16,029

Source
 2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1)
 2b. Lottery (1100)
 2c. Title II/Educator Effectiveness (4035/6264)

Budget Reference
 2a. Teacher salaries and benefits
 2b. Materials and supplies
 2c. Professional Development (52xx)

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

EL students:

3a. Teachers will prepare students to be college and/or career ready. Pull-out intervention will be administered by the EL coordinator or designee.

Translation of documents and interpretive services will be provided to EL student families as needed. The after school program will coordinate with the EL coordinator to meet the needs of EL students who attend the program.

3.b Purchase EL intervention materials as needed. This will include materials for a pull out program with the EL coordinator as well as regular education classroom materials to assist the EL students. Purchase EL testing materials.

EL students:

3a. Teachers met weekly to prepare students to be college and/or career ready. Intervention was administered by the instructors and instructional aides. Translation of documents and interpretive services were provided to EL student families during the school year. The after school program coordinated with classroom instructors to meet the needs of EL students who attend the program.

3.b EL intervention materials were purchased to support EL students for increased academic achievement

Amount

3a. Included in Goal 1 Action 2
3b. \$500

Source 3b. LCFF Supplemental

Budget Reference 3.b Materials and Supplies

Amount

3a. Included in Goal 1 Action 2
3b. \$545.86

Source 3b. Title III

Budget Reference 3.b Materials and Supplies

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Foster Youth and low-income student academic performance
 Purchase materials and supplies specifically targeted to improve Foster Youth and low-income student academic performance and social building skills.

4a. Purchase materials and supplies specifically targeted to improve Foster Youth and low-income student academic performance and social building skills.
 4b. Partially Fund Foster Youth Liaison through Fortuna Elementary School District.

Amount
 \$2500

 Source
 LCFF Supplemental

 Budget Reference
 Materials and supplies

Amount
 \$2500

 Source
 LCFF Supplemental

 Budget Reference
 Materials and supplies

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Teacher Collaboration Teachers will collaborate 2.5 hours per week to prepare students to be college and/or career ready; hold professional development to focus on English Language Arts and Math; share and develop instructional strategies to focus on EL, foster youth and low-income students.

Teachers collaborated 2.5 hours each week throughout the school year. Collaborations focused the newly adopted English Language Arts curriculum and continued Math curriculum implementation. Staff also shared and developed instructional strategies that focused on instructional strategies for assisting EL, foster youth and low-income students. The staff also reviewed CAASPP scores for our students and developed strategies to address the low achievements levels in math and how to continue progress in Language Arts. Use of interim assessments and strategies to encourage students to achieve at the potential were also addressed during the year.

Amount
\$74,869

Source
LCFF Supplemental

Budget Reference
Certificated salaries and benefits (1000-8980)

Amount
\$74,869

Source
LCFF Supplemental

Budget Reference
Certificated salaries and benefits (1000-8980)

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Student Services School and District Secretary will devote time and resources to insure services are being provided to all students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 10%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making outside community resources and other needed services.

Student Services School and District Secretary devoted time and resources to insure services are being provided to all students. This included: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much of the secretary's time is spent going above and beyond for our un-duplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making outside community resources and other needed services.

Amount
\$121,169

Source
resource 0000/function 2700 & 7200/object 2406, 3xx2 LCFF

Budget Reference
Classified salaries and benefits

Amount
\$123,227

Source
resource 0000/function 2700 & 7200/object 2406, 3xx2 LCFF

Budget Reference
Classified salaries and benefits

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

School Librarian will assist the District to promote higher learning, literacy skills, enrichment, and research skills.

The school librarian assisted all students including EL, foster youth and low-income students with literacy skills and enrichment, and helped student develop increased skills for researching projects in the library.

Amount
\$5,494

Source
LCFF Supplemental

Budget Reference
Classified salaries and benefits (function 2420)

Amount
\$10,951

Source
LCFF Supplemental

Budget Reference
Classified salaries and benefits (function 2420)

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Superintendent/Principal will devote time and resources to meet the specific needs of all students, including low income students, foster youth and English learners. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.

Superintendent/Principal devoted time and resources to meet the specific needs of all students, including low income students, foster youth and English learners. Services included but were not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serving as a liaison between the school and families.

Amount
\$114,755

Source
resource 0000/function 2700 & 7100/object 13xx, 3xx1 LCFF

Budget Reference
Certificated salaries and benefits (function 2700/7100)

Amount
\$115,649

Source
resource 0000/function 2700 & 7100/object 13xx, 3xx1 LCFF

Budget Reference
Certificated salaries and benefits (function 2700/7100)

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Paraprofessional time:
Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly. Paraprofessionals will focus on EL, foster youth and low-income students during intervention time.

Paraprofessional time:
Classroom paraprofessionals assisted students in academic and social awareness in the classroom and in small groups. Paraprofessionals worked with children directly including our EL, foster youth and low-income students during intervention time.

Amount
\$67,514

Source
LCFF Supplemental

Budget Reference
Classified salaries and benefits

Amount
\$71,092

Source
LCFF Supplemental

Budget Reference
Classified salaries and benefits

Action 10

Planned Actions/Services

After school Intervention All 11 teachers provide 3 days a week of Intervention time. Students are determined through the District's SST process.

Actual Actions/Services

After school Intervention All 11 teachers provide 3 days a week of Intervention time. Students are determined through the District's SST process.

Budgeted Expenditures

Amount
Included in Goal 1 Action 2

Estimated Actual Expenditures

Amount
Included in Goal 1 Action 2

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Classroom Volunteer Training
Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.

Classroom Volunteer Training
Teachers work closely with parent volunteers weekly to train and guide volunteers to assist in the classroom.

Amount
Included in Goal 1 Action 2

Amount
Included in Goal 1 Action 2

Action 12

Planned Actions/Services

Tier 1 Intervention: Professional Development for classroom teachers so that they are up to date on all current intervention techniques.

Purchase intervention programs as needed that are based on the needs of the students. Their needs will be evaluated by data collected by the teachers.

Teacher collaboration time. Teachers participate in professional development opportunities to develop and evaluate instruction, assess and monitor student progress, and

Actual Actions/Services

Tier 1 Intervention: Professional Development for classroom teachers so that they are up to date on all current intervention techniques.

Purchased intervention programs that are based on the needs of the students. Student needs were evaluated by data collected by the teachers.

Teacher collaboration time. Teachers participated in professional development opportunities to develop and evaluate instruction, assess and monitor student progress, and

Budgeted Expenditures

Amount
Included in Goal 1 Action 2
12a. \$181,193
12b. \$26,049
12c. \$8,848
12d. \$1098

Source
12a. LCFF Base Grant, Title I (3010), Special Education (3310/6500) REAP (5820), ASES (6010)
12b. ASES (6010)
12c. ASES (6010)
12d. ASES (6010)

Budget Reference
12a. Paraprofessional classified

Estimated Actual Expenditures

Amount
Included in Goal 1 Action 2
12a. \$158,610
12b. \$8,362
12c. \$600

Source
12a. LCFF Base Grant, Title I (3010), Special Education (3310/6500) REAP (5820), ASES (6010)
12b. ASES (6010)
12c. ASES (6010)

Budget Reference
12a. Paraprofessional classified salaries and benefits
12b. Materials and supplies

Planned Actions/Services

consider intervention strategies for students. Students are released at 1 PM every Wednesday for this valuable time.

Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.

Paraprofessional time:
Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly. Resource teacher will assist classroom teachers in developing targeted intervention plans.

Actual Actions/Services

consider intervention strategies for students. Students were released at 1 PM every Wednesday for this valuable time.

Include ASES (after school program). Classroom teachers worked closely with the after school staff to determine what programs and services ASES could provide to struggling students.

Paraprofessional time:
Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly. Resource teacher will assist classroom teachers in developing targeted intervention plans.

Budgeted Expenditures

salaries and benefits
12b. ASES Coordinator
classified salaries and benefits
12c. Materials and supplies
12d. Professional development
(52xx)

Estimated Actual Expenditures

12c. Professional development
(52xx)

Action 13

Planned Actions/Services

Tier II and III pull out intervention: Student requiring intervention will be evaluated using data collected by the classroom teacher and Special Education teacher. Resource Teacher and Resource Paraprofessionals will be part time intervention instructors as time is available. Purchase intervention programs that are based on the needs of the students. Professional development will be centered on best-proven pull out intervention programs and techniques. Special Education Teachers will work collaboratively with other Special Education teachers in the Eel River Valley. Continually use and update guidelines for qualifying for Tier II/III intervention. Include ASES (after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.

Actual Actions/Services

Tier II and III pull out intervention: Students requiring intervention were evaluated using data collected by the classroom teacher and Special Education teacher.

A 0.59 FTE Intervention Teacher was hired to work with all Tier II intervention students. Students are selected through the SST process and parent referral.

Professional development was centered on best-proven pull out intervention programs and techniques.

Special Education Teachers worked collaboratively with other Special Education teachers in the Eel River Valley.

Include ASES (after school program). Classroom teachers worked closely with the after school staff to determine what

Budgeted Expenditures

Amount
Included in Goal 1 Action 2
Included in Goal 1 Action 12

Estimated Actual Expenditures

Amount
Included in Goal 1 Action 2
Included in Goal 1 Action 12

Planned Actions/Services

Student Study Team members:
SST Coordinator Superintendent
Teacher ASES Coordinator

Actual Actions/Services

programs and services ASES
could provide to struggling
students.

Student Study Team members:
SST Coordinator Superintendent
Teacher ASES Coordinator

Budgeted Expenditures

Estimated Actual Expenditures

Action 14

Planned Actions/Services

Home to School Transportation:
Provide transportation to all
students including low income,
foster and homeless youth and EL
population

Actual Actions/Services

Home to School Transportation:
Provided transportation to all
students including low income,
foster and homeless youth and
EL population

Budgeted Expenditures

Amount \$35,714

Source LCFF Supplemental

Budget Reference Object 8988

Estimated Actual Expenditures

Amount \$20,810

Source LCFF Supplemental

Budget Reference Object 8988

Action 15

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Home to School Transportation:
Provide transportation to all
students

Home to School Transportation:
Provided transportation to all
students

Amount
15a. \$4,371
15b. \$14,392
15c. \$11,251

Source
Transportation (0210)

Budget Reference
15a. classified salaries and
benefits
15b. supplies and fuel
15c. services and contracts

Amount
15a. \$4,371
15b. \$10,692
15c. \$11,251

Source
Transportation (0210)

Budget Reference
15a. classified salaries and
benefits
15b. supplies and fuel
15c. services and contracts

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

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.

Scotia instructors participate in week staff development and collaboration in order to focus on curriculum development and Common Core alignment. Teacher Collaboration was very effective as teachers worked within and outside of our district to incorporate Common Core Standards. The Eel River Valley Administrators (ERVA), along with the Humboldt County Office of Education (HCOE) implemented a region wide collaboration plan for teachers from different schools to collaborate on topics of their choice. While the district did not participate in the year long professional development, staff gained valuable information from the professional development.

Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.

All 9 Regular education teachers provided 4 days a week of Intervention time. Students were determined through the District's SST process. In the lower grades, specific intervention programs are used such as Barton, and in the upper grades, the teachers use this time to assist with homework and re-teach concepts to a small group of students. A part time (0.59 FTE) Intervention Teacher was hired to work with all Tier II/III intervention students. Students are selected through the SST process and parent referral.

All EL students received EL specialized intervention inside the regular education classroom as administered by the classroom teacher with additional help from our intervention instructor.

The Superintendent coordinated with DHHS and RemiVista to assist families with individual student counseling needs. This year we also coordinated with the Rio Dell Community Center to provide a variety of services to our families ranging from transportation for medical appointments to creating family plans to help improve the home environment and providing weekend meals to families in need. All of the families assisted fall in the low-income range.

Teachers worked closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom. Most classes have 2 to 3 regular volunteers in grades K-3 grade. 4th and 5th grade average 1-2 volunteers per week. 6,7,8 volunteers are seldom used to work with children in the classroom, however, they volunteer in more outside activities such as sporting events, music events and fundraising. All teachers report providing instruction and training to volunteers at a rate of one hour per week

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

Common Core Standards continued to be implemented in 17-18. The District adopted new ELA textbooks in the 17/18 school year: California Journeys, Houghton Mifflin. The district saw an increase in CAASPP scores this year as a result of intense professional development in the area of Language. Math scores declined and the district did not meet the target. Math will continue to be a priority in addition to English Language Arts due to the new adoption.

Collaboration time has been very valuable for the teaching staff. The Superintendent organized collaboration time to focus on Language Arts and Math. intervention strategies and requests and needs of the teacher.

Intervention time has been effective for the participating student. The intervention process continues to evolve as the staff develops the policies and procedures for qualifications, monitoring and assessing the effectiveness of the intervention program. The part time intervention teacher has been very successful in assisting struggling Tier II and Tier III students but will have a reduced FTE as a result of declining enrollment and budget short falls. Our librarian was also effective in working with all students including our unduplicated populations but will also realize a reduced FTE due to declining enrollment and budget short falls.

Our School and District Secretary are the first line of contact for all parents and students here at Scotia School. They performed all of the above actions and services throughout the school year. They both work very close with the Superintendent to insure that all of the needs of our families are addressed, especially for our unduplicated population which continues to grow each year (63% in 16/17 to 68% in 18/19) even though our school population is in decline (212 in 16/17 to 197 in 17/18).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Budgeted Expenditures and Estimated Actual Expenditures stayed relatively consistent in this goal.

The cost for Accelerated Reader and Accelerated Math (G1A1) was estimated last year to be higher than the actual cost. Actual setup and subscription costs did not come in to the district until August 2017. There was an increase in salaries for all staff due to recent salary negotiations (G1A2). The librarian

amount all so increased because of additional FTE this school year. (G1A7). Tier 1 Intervention (G1A12) budget estimates were different due to increases in 2017/18 FTE for for the ASES coodinator and adjustments in the daily rate of pay for the ASES aides. Transportation budget estimates (G1A14) were lower than this year due to a retirement at the beginning of the school year. The district advertised for a replacement driver but was unsuccessful in finding a replacement during the school year.

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.

A 0.59 FTE Intervention Teacher was hired to work with all Tier II intervention students. the intervention was very effective this year, but due to declining enrollment and the need to reduce costs, the interventions position will be reduced to .2 FTE (G1A13). The library position increased FTE during the 2017/18 school in order to assist our unduplicated population but will be reduced to 5 hours weekly in the 2018/18 school year due to declining enrollment and the need to reduce costs (G1A7).

Goal 2

Increase parent participation.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Metric: PTO Sign-In Sheets: Goal is to Increase meeting attendance by 10%.

Baseline: 2016-2017 PTO General meetings: Average 8 people per meeting

17/18: 9 people per meeting

Actual

18/19. The average PTO meeting attendance was 5. The PTO meeting time was changed to after school on Wednesdays in the hope that more parents could attend. Classroom PTO support was also reduced due to more parents working and being unable to assist.

Target Not Met

Expected

Metric: Volunteer Sign-In Sheets: Goal is to Increase total number of classroom volunteers by 5%.

Baseline: 2016-2017 Monthly average Classroom volunteers: 15

17/18: classroom volunteers 16

Metric: Attendance Records for Open house, Back to School Night: Goal is to Increase Family attendance by 2%.

Baseline: 2016-2017 attendance at school wide events. Back to School Night: 98 Families Open House: 110

17/18: Attendance at school-wide events. Back to School Night: 100 Families Open House: 112

Actual

17/18 Volunteers

Grades K-3:

Weekly 10.

Monthly to help with other activities 13

Grades 4-8:

Weekly 0.

Monthly to help with other activities 15

Target was met.

17/18: Attendance at school-wide events.

Back to School Night: 117 Families

TK/K: 15

1: 12

2: 11

3: 12

4: 8

5: 13

6: 12

7: 9

8: 25

Open House data will not be collected until May of each year.

Target was met.

Expected

Metric:
Data from automated calls/emails: Goal is to Maintain or increase # of automated calls.

Baseline: 2016-2017 Automated Family Contact Monthly Average: 2

17/18: Automated Family Contact Monthly Average: 4

Metric:
Student with Disabilities: All parents of SWD will attend yearly IEP's

Baseline: All parents of SWD will attend yearly IEP's

17/18: All parents of SWD will attend yearly IEP's

Actual

17/18: Automated Family Contact Monthly Average

Automated calls were used for the first time this year to contact families of absent students on a daily basis.

Automated calls for special events and announcements averaged 4 per month.

Target was met.

17/18: All parents of SWD did attend the yearly IEP meeting.

Target was met.

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase parent participation in PTO: Send out automated phone messages announcing school activities PTO on Facebook Translate letters and notes sent home to Spanish when needed Encourage parents to participate/register through social media, flyers and personal contact

The automated phone messages system was used to announcing school activities throughout the school year. Regular PTO presence on the PTO and district Facebook page did occur. Letters and notes sent home to Spanish speaking families was less regular but phone calls and personal contact was made encourage parents to participate.

Amount: Included in Goal 1 Action 2 \$2000
 Source: LCFF Base Grant
 Budget Reference: SchoolWise Parent Alert System (obj 5637)

Amount: Included in Goal 1 Action 2 \$621
 Source: LCFF Base Grant
 Budget Reference: SchoolWise Parent Alert System (obj 5637)

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase Parent Volunteers in the classroom: Send out automated messages through calls, texts and emails for class events. Survey parents on desire to volunteer. Professional Development for parent volunteers to be done by teachers. Translate letters and notes sent home to Spanish when needed.

Increased Parent Volunteers in the classroom in the lower grades was realized. Volunteers in the upper grades is not consistent. The automated messages through calls, texts and emails for class events was utilized when needed. Survey parents on desire to volunteer Professional Development for parent volunteers to be done by teachers Translation to Spanish of letters and notes were not sent home consistently but phone calls and meeting were made in Spanish to those families that requested interpretation services

Amount: Included in Goal 1 Action 2

Amount: Included in Goal 1 Action 2

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase parent participation at special school events such as back to school night and open house. Use automated Phone calls/emails/texts Monthly Newsletter announcement. Offer food at events. Translate invitations and newsletters as needed

Parent participation at special school events such as back to school night and open house was increased this school year. The automated Phone calls/emails/texts were used daily to inform parents of students absences. The automated system was also used to announce special events. The monthly newsletter was revised and included more event announcements. Food was offered at Back to School Night. Translation of invitations and newsletters were not completed consistently throughout the school year, but phone calls and meeting were made in Spanish to those families that requested interpretation services

Amount: Included in Goal 2 Action 1

Amount: Included in Goal 2 Action 1

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

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.

Parental participation on the school is an essential piece for overall school success. The PTO and classroom volunteers play an important part of that success. The district PTO has been faced with decreased participation and a change in leadership that occurred just prior to the start of the school year. Recruiting efforts to increase participating in meetings and activities began over the summer and into the start of the school year. Flyers were sent home to each family, messages were posted on Facebook and reminders were made in the school newsletter to inform families of meetings and activities. Monthly meeting reminders continue to be sent home and personal contact by PTO members as well as the superintendent are made as an attempt to boost participation in PTO meetings.

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

While participation in school wide events increased this school year, attendance at PTO meetings decreased. Remaining PTO leadership have worked diligently to keep the PTO active during this time of decreased participation. Classroom volunteers in the upper grades continue to remain non-existent although parent participation in outside of school activities for the 8th grade are high due to the yearly class trip. Regularly scheduled parent volunteers in the lower grades were inconsistent due to increased number of parents working. Special classroom activities realized an increase in parent participation due to personal invitations to attend and actual interest in the activity.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were a few differences between Budgeted Expenditures and Estimated Actual Expenditures this year. SchoolWise autodialer was less than half of the estimated cost. The cost for the autodialer was unknown when the LCAP was being developed last year.

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.

There were no changes made to the goal this year. The district and PTO was hoping to increase parent involvement in PTO meetings and events, but the opposite occurred; attendance and parent involvement has decreased. The PTO is currently deciding on whether to continue or not next school year. Without additional parents taking an active role in leadership and events, the PTO may cease to exist at Scotia. At this time, PTO involvement is still an LCAP goal and will remain so until a decision is made to dissolve.

Goal 3

Improve overall school climate

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Metric: Community meeting feedback: Increase percentage of families who attend Community input meetings by 5%.

Baseline: 2016-2017 Community Input Attendance: 4

Goal 17/18: Community Input Attendance: 6

Actual

17/18: Community Input Attendance: 11
Target was met.

Expected

Metric: District Generated Survey measures parent and student perceptions of school: Maintain over 90% positive feedback from district-generated survey regarding Student Achievement, Student Engagement, School Climate, Parent Involvement Student Safety, Course Access, and Connectedness to the School. The parent survey will be sent out via email and the google docs link sent home in the May newsletter.

Baseline: 2016-2017 Parent and Community Climate Survey Positive Feedback: 92% 2015-16 California Healthy Kids Survey (CHKS): 75% of Grade 5 students feel connected to the school and 85% feel safe at school

Goal 17/18: Parent and Community Climate Survey: Maintain a minimum of 90% positive feedback Increase Grade 5 percentages of students of feel connected safe at school on the CHKS by 3% until 90% positive feedback is reached. Establish a baseline with Grades 7.

Actual

17/18: Parent and Community Climate Survey: 95.05% Positive Feedback

California Health Kids Survey

Grade 5 percentages of students that feel connected and safe at school on the CHKS:

Connected: 100%

Safe: 100%

Grade 7 percentages of students that feel connected and safe at school on the CHKS:

Connected: 80%

Safe: 76%

The 5th grade target was met and a baseline was developed with the 7th grade.

Scotia Staff members: percentages of staff that feel connected and safe at school based on survey results :

Connected: 100%

Safe: 94%

Target was Met.

Expected

Metric: Suspension rates as reported in CALPADS: Maintain suspension rate below 2%

Baseline: 2016-2017 Suspension Rate: 1.95%

Goal 17/18: Suspension Rate: 1.95%

Metric: Expulsion rates as reported in CALPADS: Maintain Expulsion rate under 1 %

Baseline: 2016-2017 Expulsion Rate: 0.00%

Goal 17/18: Expulsion Rate: 0.00%

Metric: Middle School Drop Out Rate: Maintain 0 % Middle School Drop out Rate

Baseline: 2016-2017 Drop-out rate: 0.00%

Goal 17/18: Drop-out rate: 0.00%

Actual

17/18: Suspension Rate: 1.5%
Target was met.

17/18: Expulsion Rate: 0.00%
Target was met.

17/18: Drop-out rate: 0.00%
Target was met.

Expected

Metric: Attendance Rate: Increase attendance rate by .05% annually until 97% rate is achieved.

Baseline: 2016-2017 Attendance Rate: 94.72%

Goal 17/18: Attendance Rate: 94.77%

Metric: Chronic Absenteeism: Lower percentage of those students who are chronically absent by 1% annually.

Baseline: 2016-2017 Chronically Absent Students: 16.4%

Goal 17/18: Chronically Absent Students: 15.4%

Metric: FIT Report: Will report at 90% good annually

Baseline: 2016-2017 FIT Report: 96.94%

Goal 17/18: FIT Report: 96.94%

Actual

17/18: Attendance Rate: 95.11 % as of March 1, 2018
Target was met.

17/18: Chronically Absent Students: 14.79% of March 1, 2018
Target was met.

17/18: FIT Report: 96.94% as of August 2017
Target was met.

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

Planned Actions/Services

Associated Student Body: Stipend for teacher coordinator, Student Training, Student elections

Actual Actions/Services

The Associated Student Body coordinator was hired at the beginning of the school year. The ASB meets regularly to plan school activities, fund raise, and increase school spirit on campus.

Budgeted Expenditures

Amount: \$4,728
Source: LCFF Base Grant
Budget: Teacher Other pay/stipend (obj 1150/3xx1)

Estimated Actual Expenditures

Amount: The stipend for the ASB coordinator is \$500
Source: LCFF Base Grant
Budget: Teacher Other pay/stipend (obj 1100/2160)

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Campus condition: Complete and publish our annual FIT report. Survey parents on school cleanliness and appearance. Devote staff time to landscaping. Utilize High Rock workers during school breaks to work on campus condition projects.

The district completed and published our annual FIT report in August of 2017. Our parents were surveyed on school cleanliness and appearance with 85% of the those responding the campus is clean and well cared for. The maintenance staff primarily use their time to clean the facility. Landscaping and other maintenance is done during the time when students are not in session. High Rock workers came to school during summer and spring breaks to work on campus condition projects.

Included in Goal 1 Action 8
2a. \$93,532 2b. \$17,949 2c. \$9,595

Source
LCFF Base Grant (0000) & Routine Maintenance (8150)

Budget Reference
2a. Classified salaries and benefits (function 81xx)
2b. Supplies
2c. Services (excluding utilities 55xx and 59xx)

Included in Goal 1 Action 8
2a. \$79,019
2b. \$6050
2c. \$11,609

Source
LCFF Base Grant (0000) & Routine Maintenance (8150)

Budget Reference
2a. Classified salaries and benefits (function 81xx)
2b. Supplies
2c. Services (excluding utilities 55xx and 59xx)

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Counseling Services: Increase referrals to Remi Vista and Changing Tides. Maintain a 0.2 school counselor

Counseling Services: Increased referrals to DHHS were made as necessary. DHHS has been forwarding off the referrals to Remi Vista. The district is not currently working with Changing tides. The district maintained our 0.2 school counselor this school year and plans to continue the part time position.

Amount: \$19,249

Source: LCFF Supplemental

Budget Reference: Certificated salaries and benefits (function 3110)

Amount: \$19,541

Source: LCFF Supplemental

Budget Reference: Certificated salaries and benefits (function 3110)

Action 4

Planned Actions/Services

Increase Art opportunities at school and in ASES. Program Professional Development for instructors and ASES staff. Invite guest artists to campus to work with students.

Actual Actions/Services

The ASES program increased art activities this school year. A guest artist worked with students for 12 weeks. The ASES coordinator and staff provided additional art activities during the school year. The ASES coordinator attended regular professional development activities throughout the school year including the BOOST Conference.

Budgeted Expenditures

Amount: \$ 2000

Source: ASES (6010)

Budget Reference: classified Salaries and Benefits

Estimated Actual Expenditures

Amount: \$850

Source: ASES (6010)

Budget Reference: classified Salaries and Benefits

Action 5

Planned Actions/Services

Athletic Opportunities: Maintain athletic program in grades 4th-8th to include: volleyball, basketball, and track and field.

Actual Actions/Services

The district maintained its athletic program for students in grades 4th-8th. Included were: 6th/7th and 8th grade volleyball teams; 6th/7th and 8th grade girls basketball team; 5th, 6th/7th and 8th grade boys basketball team; and track and field for student in grades 5 through 8.

Budgeted Expenditures

Amount: \$2,837

Source: LCFF Base Grant (0000)/Lottery (1100)

Budget Reference:
Activities/Athletic Director Stipend – certificated salaries and benefits (113x/3xx1)

Estimated Actual Expenditures

Amount: \$1,772

Source: LCFF Base Grant (0000)/Lottery (1100)

Budget Reference:
Activities/Athletic Director Stipend – certificated salaries and benefits (113x/3xx1)

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase Attendance: Contact absent student families using the auto dialer and attendance staff. Increase frequency of SARB letters when necessary. Student issues that could result in attendance problems will be handled promptly. Superintendent/Principal will conference with parents/guardians of frequently absent students.

Contact to families of absent students was increased by use of the auto dialer. Daily calls were made to all students that had not contacted the attendance staff to excuse the absence. SARB letters were sent as needed. Attendance analysis was completed throughout the school year to identify student attendance issues. Contact to frequently absent students was initiated by the superintendent through phone calls, letter home and meetings at school.

Amount:
 Included in Goal 2 Action 1
 Included in Goal 1 Action 6
 Included in Goal 1 Action 8

Amount:
 Included in Goal 2 Action 1
 Included in Goal 1 Action 6
 Included in Goal 1 Action 8

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase School Pride:
 Incorporate all grade levels in athletic pep-rallies. Designate "Spirit Days" as Fridays.. Have monthly prizes to classes with most spirit wear. Encourage community service with students. Increase opportunities for Cross Age Tutoring.

Fridays were designated as "Spirit Days." Monthly prizes to classes with most spirit wear, Student on the Month and Citizen of the Month were awarded at the end of each month. The school held a sports Pep Rally to recognize fall and winter sports teams. The school wide "Fun Run" is held yearly in May. Cross Age Tutoring was encouraged this school year but was not fully implemented school wide.

Amount: Included in Goal 1 Action 8

Amount: Included in Goal 1 Action 8

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide high quality nutrition Program: The school participates in the state Free Breakfast program for all students. The school will supply healthy and nutritious lunches that meet or exceed state and national nutrition guidelines to all low income students

The school participates in the state Free Breakfast program for all students. Our kitchen prepares healthy and nutritious breakfast and lunches that meet or exceed state and national nutrition guidelines to all students including our EL, foster youth and low income population.

Amount: \$28,071
 Source: LCFF Supplemental
 Budget Reference: Nutrition Program contribution Supplemental Concentration (obj 7616)

Amount: \$30,662
 Source: LCFF Supplemental
 Budget Reference: Nutrition Program contribution Supplemental Concentration (obj 7616)

Action 9

Planned Actions/Services

Purchase SecondStep anti-bullying program. Train entire staff on SecondStep.

Actual Actions/Services

SecondStep was purchased for the lower grades last school year. The middle school version of SecondStep was not purchased this school year. The staff is evaluating the need for additional training as well as middle school implementation of SecondStep.

Budgeted Expenditures

Amount: \$1200 Included in Goal 1 Action 2
 Source: Lottery (1100)
 Budget Reference: Materials and supplies

Estimated Actual Expenditures

Amount:: \$0.00

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

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.

The school started off well when a staff member agreed to become the ASB adviser. She has done an excellent job with our students and advising them as they increase school pride on out campus. The visual condition of the school campus continues to be an priority. Our FIT Report was completed in August prior to the start to the school year with a GOOD rating (96.94%). Landscaping maintenance is an ongoing weekly activity. Our school counselor is shared between 2 other schools and comes in each Friday to work with students requiring social and emotional support. The district contracted with a local artist to work with students in our ASES program during the 3rd trimester. Sports activities are important to many of our students and include: Track, basketball and volleyball in grades 5th through 8th. The Superintendent met informally with parents, community members and during Community Input meetings in order to generate interest in school wide initiatives and LCAP engagement. The District provides high quality nutrition meals to all students including our 68% unduplicated student population. Breakfast is free to all who want to eat and all meals surved meet the State guidelines for nutrition. The district purchased a new autodialer program this year that included automated attendance notifications to families. Spirit Days are each Friday. Students look forward to dressing in Blue each week as they compete to have the school mascot take residence in their class room the following month.

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

The ASB has had a successful year implementing new school wide activities. The visual condition of the school campus continues to be an priority. Our FIT Report continues to rate GOOD each year and landscaping maintenance is an ongoing weekly activity. Our school counselor provides an important support to all students in need. Our ASES artist provided an opportunity for our students artist to expand the ability to produced amazing projects. Over 50% of of out students in grades 5 to 8 participated in extra-curricular sports including Track, basketball and volleyball in grades. The Superintendent continued to solicit input from community members and parents for the LCAP and other school projects and saw a slight increase in parent and community participation. The District Provides high quality nutrition meals to all students. Our Food Services Director is always motivating the children with posters, games and contests to encourage healthy habits. Use of the new autodialer program had a positive effect on our average

daily attendance and chronic absentee rate. Students look forward to dressing in Blue each week as they compete to have the school mascot take residence in their class room the following month.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were a few material differences between Budgeted Expenditures and Estimated Actual Expenditures. SecondStep was not purchased for the grades 6-8 and need will be reevaluated in the 2018/19 School year.. The ASB advisory stipend was actually less than budgeted for in the original draft. Custodial costs were less than anticipated due to reductions in staff time after an employee retired. The ASES Art stipend was less than anticipated. The visiting artist also used outside grant money as part of her hours this year and many of the art supplies were donated to the school.

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.

Use of SecondStep In the lower grades has been positive, but was not purchased in the upper grades. Use of SecondStep in the upper grades will be reevaluated for next school year.

Stakeholder Engagement

LCAP Year: 2018-19

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?

The district sponsored three (3) LCAP planning open houses for parents and community members on January 31, February 8, and February 14. Current goals were reviewed and participants were given the opportunity to prioritize goals for the 2018/19 school year. The annual update and future goals settings are closely related and many of the conversations with stakeholders moved in and out of both topics simultaneously. The district monthly newsletter invited LCAP input with the superintendent for families that were unable to attend any scheduled meetings.

Stakeholder input identified that out of 22 questions on the parent survey pertaining to our program, 21 questions had an 85% or higher positive response rate from parents. The 1 question that was less than 85% positive will be addressed in Goal 3 Action 3 as we work to remediate parent concerns.

The district consulted with the, Scotia Teachers Association, certificated and classified staff during by-weekly staff meetings. Current goals were reviewed at the beginning of the school. Beginning in February and then continuing into March, the staff reviewed the effectiveness of the current goals and prioritized goals for the 2018/19 school year. The staff reviewed the current goals and decided to revise the three district goals to better reflect the intent of the goals. The revised wording of the three goals were also reviewed and approved at other stakeholder meeting.

The ASB Officers were given the opportunity to review and give feedback during their LCAP planning meeting. Students were helpful in prioritizing student engagements and community Goals and Actions. The School board was given presentations at the March and April meetings. The board reviewed the budget side of the LCAP during their May meeting. The Board reviewed the effectiveness of the current goals and prioritized goals for the 2018/19 school year.

In such a small district, it should be noted that there is constant communication between the parents and the school. Parents are much more likely to

give opinions and suggestions at various meetings including parent-teacher conferences, student discipline meetings, in the hallways during back to school night, PTO functions and while picking up and dropping of their child to and from school. In general, LCAP input meetings were lightly attended, however, many stakeholders provided casual input throughout the year.

Impact on LCAP and Annual Update

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

Attendance at the LCAP planning open house events was low, but the district was given valuable input to help prioritize future goals for academic success, school climate, and parent/community participation.

Staff meetings and school board planning sessions were the most valuable in reviewing the current LCAP and planning the 2018/19 LCAP. Input included the need for continued support in the areas of instruction, curriculum support, academic intervention, and social/emotional support for students. The staff reviewed the current goals and decided to revise the three district goals to better reflect the intent of the goals. The revised wording of the three goals were also reviewed and approved at other stakeholder meeting.

The Board of Trustees are aware of the policy and fiscal situation of the district. The majority of the Board is comprised of parents in the district and this dual role allowed them to have a unique insight on the development of the LCAP. The board supported the revision of the three goals statements. They were also supportive of the existing actions and agreed a revision was not necessary. Fiscal review of the actions was deemed necessary due to declining enrollment and the need to remain fiscally conservative.

Informal input from parents and community members centered on school climate and the status of school gym renovation. The need for continued social and emotional support confirmed the decision to support the .2 counselor position. Parents were also supportive of the current intervention program and how it affected their own child's academic success. All were supportive of the intervention program and hope for it to stay. Financial constraints will mean that intervention time may decrease, but it will remain in the future LCAP.

The students who voiced their opinions on future goals discussed the need for our gym to be open and our sports program increased in the future. The students voiced a need to have the ASB program continue.

The input from all stakeholders confirmed that the district values academic success for all students.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Increase student achievement levels by offering a broad course of study that improves the foundation for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 7, 8

Local Priorities:

Identified Need:

All students in the Scotia Union School District need to achieve their highest possible potential. Having 58% of the K-3 students labeled "At Risk" according to our Dibels Assessment needs to be decreased to a more manageable number. 38% of our 3-8 grade students scored "standards not met" on the 2016 SBAC English Language Arts assessment and 23% in Math also scored "standards not met". Students who need extra support should have the resources available so that they can progress at the same rate as students who do not need extra

support. The District should strive for more than 65% of the IEP goals being met.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dibels Assessment: Goal is to Decrease % "At Risk" by 3%	2016-2017 Beginning of year: 51% At risk Middle of year: 58% At Risk	Assessment Goal: Decrease At Risk to 48% Beginning of year: 48.5% At risk Middle of year: 56.6% At Risk	Assessment Goal: Decrease At Risk Beginning of year: 51% At risk Middle of year: 55% At Risk	Assessment Goal: Decrease At Risk Beginning of year: 59.5% At risk Middle of year: 53.5% At Risk
Accelerated Reader Goal is to Increase "Average Correct" by 3% and Increase "At/Above 85% by 3%	2016-2017 AR: Average Correct: 79% At/Above 85%: 36%	Increase Average Correct: 81% Increase At/Above 85%: 38%	Increase Average Correct: 83% Increase At/Above 85%: 40%	Increase Average Correct: 85% Increase At/Above 85%: 42%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Accelerated Math
Goal will be determined based on 2017/18 school year baseline.

Accelerated Math was purchased part of the way through the 2016/17 school year. Full implementation in the classrooms has not occurred therefore a baseline for the beginning and middle of the year will be determined starting with the 2017/18 school year.

Goal will be determined based on 2017/18 school year baseline.

Accelerated Math will not be used in the 18/19 school year

Accelerated Math will be used in the 19/20 school year

Metrics/Indicators

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

Baseline

2016-2017 School wide
results for 155 student:
Math
Standards not met: 23%
Standards nearly met:
42% Standards met: 25%
Standards Exceeded: 11%
Distance from Level 3:
27.3 pts . This is an
increase of 36.4 pts from
the prior year resulting in a
Yellow (Average)
Performance Level

ELA/Literacy
Standards not met: 38%
Standards nearly met:
28% Standards met: 29%
Standards Exceeded: 5%
Distance from Level 3:
42.6 pts. This is an
increase of 23.6 pts from
the prior year resulting in a
Yellow (Average)
Performance Level

2017-18

Math Goal
Standards met: 28%
Standards Exceeded: 14%
Decrease distance from
Level 3 by 5 points to 22.3
points below level 3

ELA/Literacy Goal
Standards met: 32%
Standards Exceeded: 8%
Decrease distance from
Level 3 by 13 points to
29.6 points below level 3.

2018-19

Math Goal
Standards met: 31%
Standards Exceeded:
17%
Decrease distance from
Level 3 by 5 points to 17.3
points below level 3

ELA/Literacy Goal
Standards met: 35%
Standards Exceeded: 11%
Decrease distance from
Level 3 by 13 points to
16.6 points below level 3.

2019-20

Math Goal
Standards met: 34%
Standards Exceeded: 20%
Decrease distance from
Level 3 by 5 points to 12.3
points below level 3

ELA/Literacy Goal
Standards met: 38%
Standards Exceeded: 14%
Decrease distance from
Level 3 by 13 points to 3.6
points below level 3.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
GPA: Goal is to Maintain 6th through 8th grade GPA above 3.00	2016-2017 GPA: 2.97	Increase to at least 3.00	Maintain over 3.00 GPA	Maintain over 3.00 GPA
Parent Survey: Goal is to Maintain above 90% positive rating.	2016-2017 Rating: 92% Positive	Maintain above 90% positive rating	Maintain above 90% positive rating	Maintain above 90% positive rating
Teacher Miss- assignment: Maintain 0% miss assignment.	2016-2017: 0% miss-assignment.	0% miss-assignment.	0% miss-assignment.	0% miss-assignment.
Student Access to Instructional Materials: Goal: Maintain 100%	2016-2017: 100%	Maintain 100%	Maintain 100%	100%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

CCSS: Adopted CC Instructional Curriculum:
All students have access to CCSS in math and ELA

2016-2017: All students have access to CCSS in math and will have access to ELA in 17- 18.

All students have access to CCSS in math and ELA.

All students have access to CCSS in math and ELA.

All students have access to CCSS in math and ELA.

Agendas for Early Release PD and CCSS Alignment
All teachers will participate in PD dealing with effective methods of CCSS implementation.

2016-2017: All teachers will participate in PD on how to effectively implement CCSS in the classroom
Grades TK through 3 implemented the use of standards based report cards.

All teachers will participate in PD on how to effectively implement CCSS in the classroom
Grades TK through 3 will use Common Core standards based report cards.

All teachers will participate in PD on how to effectively implement CCSS in the classroom
Grades TK through 3 will use Common Core standards based report cards.

All teachers will participate in PD on how to effectively implement CCSS in the classroom
Grades TK through 3 will use Common Core standards based report cards.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

2016-2017: All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities.

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

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

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

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

2016-2017: All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.

All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.

All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.

All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of goals reached by IEP students: Goal is to Increase by 3% goals Met vs. Not met by our SWD.	2016-2017: 65% of the IEP Goals were met.	68% of the IEP Goals met	71% of the IEP Goals met	74% of the IEP Goals met
CELDT/ELPAC: Re-designation OF EL Students: Goal is to Increase Re-designation % after student participates for 5 years.	2016-2017: 0% Re-designation	10% Re-designation	15% Re-designation	20% Re-designation
EL Intervention: Goal is to Maintain 100% of EL students receiving services	2016-2017: 100% of EL students receiving services	100% of EL students receiving services	100% of EL students receiving services	100% of EL students receiving services

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress	English learners meeting CELDT criterion: 51%	English learners meeting ELPAC criterion - New ELPAC Baseline	English learners meeting ELPAC criterion: increase by 1%	English learners meeting ELPAC criterion: increase by 1%
All EL students have EL Development pullout support and access to CC aligned instruction	2016-2017: 100% of EL students receive support and have access to CC ELA/ELD aligned instruction	100% of EL students receive support and have access to CC ELA/ELD aligned instruction	100% of EL students receive support and have access to CC ELA/ELD aligned instruction	100% of EL students receive support and have access to CC ELA/ELD aligned instruction

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:

Students to be Served

Location(s)

N/A

N/A

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

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Purchase:
Accelerated Reader K-8
Accelerated Math K-8
Dibels Assessment K-3

2018-19 Actions/Services

Increase Academic Assessments and support opportunities for students.
1a. Computer Programs: Accelerated Reader K-8, DIBELS, Type to Learn
1b. Dibels Coordinator stipend
1c. Student Services and Testing Coordinator

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$4788

1a. \$2000
1b. \$601
1c. \$3003

Year	2017-18	2018-19	2019-20
Source	LCFF Supplemental	1a. LCFF Supplemental 1b. LCFF Supplemental 1c. LCFF Supplemental	
Budget Reference	Computer software (4450)	1a. Computer software (4450) 1b. Dibels Stipend Certificated (obj 1150 and benefits) 1c. Coordinator Stipend (obj 1150 and benefits)	

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implementation of Common Core Standards:
 2a. Teachers will prepare students to be college and/or career ready.
 2b. Purchase appropriate technology to match Common Core needs.
 2c. Professional Development to focus on English Language Arts and Math

Implementation of Common Core Standards:
 2a. Teachers will prepare students to be college and/or career ready.
 2b. Purchase appropriate technology to match Common Core needs.
 2c. Professional Development to focus on English Language Arts and Math

Implementation of Common Core Standards:
 2a. Teachers will prepare students to be college and/or career ready.
 2b. Purchase appropriate technology to match Common Core needs.
 2c. Professional Development to focus on English Language Arts and Math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2a. \$947,103 2b. \$5,000 2c. \$16,029	2a. \$852,106 2b. \$5,000 2c. \$2000	2a. \$895,022 2b. \$5,000 2c. \$2000

Year	2017-18	2018-19	2019-20
Source	2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1), Title I (resource 3010, object 11xx/3xx1) 2b. Lottery (1100) 2c. Title II/Educator Effectiveness (4035/6264)	2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1), Title I (resource 3010, object 11xx/3xx1) 2b. LCFF Supplemental 2c. Title II (4035)	2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1), Title I (resource 3010, object 11xx/3xx1) 2b. Lottery (1100) or S/C 2c. Title II (4035)
Budget Reference	2a. Teacher salaries and benefits 2b. Materials and supplies 2c. Professional Development (52xx)	2a. Teacher salaries and benefits 2b. Materials and supplies (obj 4445) 2c. Sub salaries and benefits (1140)	2a. Teacher salaries and benefits 2b. Materials and supplies 2c. Professional Development (52xx)

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3a. Teachers will prepare students to be college and/or career ready. Pull-out intervention will be administered by the EL coordinator or designee. Translation of documents and interpretive services will be provided to EL student families as needed. The after school program will coordinate with the EL coordinator to meet the needs of EL students who attend the program.

3b. Purchase EL intervention materials as needed. This will include materials for a pull out program with the EL coordinator as well as regular education classroom materials to assist the EL students. Purchase EL testing materials.

3a. Teachers will prepare students to be college and/or career ready. Pull-out intervention will be administered by the EL coordinator or designee. Translation of documents and interpretive services will be provided to EL student families as needed. The after school program will coordinate with the EL coordinator to meet the needs of EL students who attend the program.

3b. Purchase EL intervention materials as needed. This will include materials for a pull out program with the EL coordinator as well as regular education classroom materials to assist the EL students. Purchase EL testing materials.

3c. EL coordinator stipend

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3a. Included in Goal 1 Action 2 3b. \$500	3a. Included in Goal 1 Action 2 3b. \$700 3c. \$601	
Source	3a. Included in Goal 1 Action 2 3b. LCFF Supplemental	3a. Included in Goal 1 Action 2 3b. LCFF Supplemental 3c. LCFF Supplemental	
Budget Reference	3a. Included in Goal 1 Action 2 3b. Materials and Supplies	3a. Included in Goal 1 Action 2 3b. Materials and Supplies 3c. Teacher Other Pay/stipend (obj 1150 and benefits)	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Foster Youth and low-income student academic performance
Purchase materials and supplies specifically targeted to improve Foster Youth and low-income student academic performance and social building skills.

Foster Youth and low-income student academic performance
4a. Purchase materials and supplies specifically targeted to improve Foster Youth and low-income student academic performance and social building skills.
4b. Foster Youth liaison

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2500	4a. \$2500 4b. \$500	

Year	2017-18	2018-19	2019-20
Source	LCFF Supplemental	4a. LCFF Supplemental 4b. LCFF Supplemental	
Budget Reference	Materials and supplies	4a. Materials and supplies 4b. Inter-LEA transfer (Goal 1191, Obj 5819)	

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teacher Collaboration
 Teachers will collaborate 2.5 hours per week to prepare students to be college and/or career ready; hold professional development to focus on English Language Arts and Math; share and develop instructional strategies to focus on EL, foster youth and low-income students.

Teacher Collaboration
 Teachers will collaborate 2.5 hours per week to prepare students to be college and/or career ready; hold professional development to focus on English Language Arts and Math; share and develop instructional strategies to focus on EL, foster youth and low-income students.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$74,869	\$74,869	
Source	LCFF Supplemental	LCFF Supplemental	
Budget Reference	Certificated salaries and benefits (1000-8980)	Certificated salaries and benefits (8980)	

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Student Services
School and District Secretary will devote time and resources to insure services are being provided to all students. This will include but is not limited to: school

2018-19 Actions/Services

Student Services
School and District Secretary will devote time and resources to insure services are being provided to all students including EL, foster youth and low income students. This

2019-20 Actions/Services

N/A

attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 10%) of the secretary's time is spent going above and beyond or our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making outside community resources and other needed services.

will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 20%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making outside community resources and other needed services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,169	\$114,362	
Source	resource 0000/function 2700 & 7200/object 2406, 3xx2 LCFF	LCFF resource 0000/function 2700 & 7200/object 2406, 3xx2	
Budget Reference	Classified salaries and benefits	Classified salaries and benefits	

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School Librarian will assist the District to promote higher learning, literacy skills, enrichment, and research skills.

School Librarian will assist the District to promote higher learning, literacy skills, enrichment, and research skills.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$5,494	\$6452.00	
Source	LCFF Supplemental	LCFF Supplemental	
Budget Reference	Classified salaries and benefits (function 2420)	Classified salaries and benefits (function 2420)	

Action #8

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Unchanged

2017-18 Actions/Services

Superintendent/Principal will devote time and resources to meet the specific needs of all students, including low income students, foster youth and English learners. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.

for 2018-19

Modified

2018-19 Actions/Services

Superintendent/Principal will devote time and resources to meet the specific needs of all students, including low income students, foster youth and English learners. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.

for 2019-20

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$114,755	\$117,220	
Source	resource 0000/function 2700 & 7100/object 13xx, 3xx1 LCFF	LCFF Base Grant (resource 0000/function 2700 & 7100/object 13xx, 3xx1)	

Budget Reference

Certificated salaries and benefits
(function 2700/7100)

Certificated salaries and benefits
(function 2700/7100)

Action #9

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Paraprofessional time:
 Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly. Paraprofessionals will focus on EL, foster youth and low-income students during intervention time.

Paraprofessional time:
 Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly. Paraprofessionals will focus on EL, foster youth and low-income students during intervention time.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$67,514	\$75,257	
Source	LCFF Supplemental	LCFF Supplemental	
Budget Reference	Classified salaries and benefits	Classified salaries and benefits	

Action #10

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

After school Intervention
All 11 teachers provide 3 days a week of Intervention time. Students are determined through the District's SST process.

After school Intervention
All teachers provide after school Intervention to students in need of additional academic support.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Included in Goal 1 Action 2

Included in Goal 1 Action 2

Source	Included in Goal 1 Action 2	Included in Goal 1 Action 2	
Budget Reference	Included in Goal 1 Action 2	Included in Goal 1 Action 2	

Action #11

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Classroom Volunteer Training
 Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included in Goal 1 Action 2		
Source	Included in Goal 1 Action 2		
Budget Reference	Included in Goal 1 Action 2		

Action #12

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Tier 1 Intervention:
Professional Development for classroom teachers so that they are up to date on all current intervention techniques.

Purchase intervention programs as needed that are based on the needs of the students. Their needs will be evaluated by data collected by the teachers.

Teacher collaboration time. Teachers participate in professional development opportunities to develop and evaluate instruction, assess and monitor student progress, and consider intervention

Tier 1 Intervention:
Teachers provide academic intervention opportunities for students. They develop and evaluate instruction, assess and monitor student progress, and consider intervention strategies for students. Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly.

12a. Classroom teachers work closely with the afterschool coordinator and ASES staff to determine what interventions, programs and services ASES can provide to struggling

N/A

strategies for students. Students are released at 1 PM every Wednesday for this valuable time.

Include ASES(after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.

Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly.

Resource teacher will assist classroom teachers in developing targeted intervention plans.

students.

12b. Resource teacher will assist classroom teachers in developing targeted intervention plans.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

<p>Amount</p>	<p>Included in Goal 1 Action 2 12a. \$181,193 12b. \$26,049 12c. \$8,848 12d. \$1098</p>	<p>12a. \$69,701 12b. \$124,381</p>	
<p>Source</p>	<p>12a. LCFF Base Grant, Title I (3010), Special Education (3310/6500) REAP (5820), ASES (6010) 12b. ASES (6010) 12c. ASES (6010) 12d. ASES (6010)</p>	<p>12a. ASES (6010) 12b. Special Education (3310/6500)</p>	
<p>Budget Reference</p>	<p>12a. Paraprofessional classified salaries and benefits 12b. ASES Coordinator classified salaries and benefits 12c. Materials and supplies 12d. Professional development (52xx)</p>	<p>12a ASES Coordinator and aides classified salaries and benefits 12b. Special Education Certificated salaries and benefits</p>	

Action #13

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Tier II and III pull out intervention:

Student requiring intervention will be evaluated using data collected by the classroom teacher and Special Education teacher.

Resource Teacher and Resource Paraprofessionals will be part time intervention instructors as time is available.

Tier II and III pull out intervention:

13a. Student requiring intervention beyond Tier 1 will be evaluated using data collected by the classroom teacher and Special Education teacher. Resource Teacher and Resource Paraprofessionals will be part time intervention instructors as time is available.

13b. Intervention Instructor: Student requiring intervention beyond Tier 1 will work with the Intervention Teacher. Students will be assigned based on an SST referral. Student

N/A

Purchase intervention programs that are based on the needs of the students.

Professional development will be centered on best-proven pull out intervention programs and techniques.

Special Education Teachers will work collaboratively with other Special Education teachers in the Eel River Valley.

Continually use and update guidelines for qualifying for Tier II/III intervention. Include ASES (after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.

Student Study Team members:
SST Coordinator Superintendent Teacher
ASES Coordinator

Study Team members: SST Coordinator, superintendent, teacher, parent.
13c. Purchase intervention programs that are based on the needs of the students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	Included in Goal 1 Action 2 Included in Goal 1 Action 12	13a. Included in Goal 1 Action 2 13b. \$18,653 13c. \$1466	
Source	Included in Goal 1 Action 2 Included in Goal 1 Action 12	13a. Included in Goal 1 Action 2 13b. Title 1 (3010) 13c. LCFF Supplemental	
Budget Reference	Included in Goal 1 Action 2 Included in Goal 1 Action 12	13a. Included in Goal 1 Action 2 13b. Certificated Salaries and benefits 13c. Materials and Supplies	

Action #14

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Home to School Transportation:
Provide transportation to all students including low income, foster and homeless youth and EL population

Home to School Transportation:
Provide transportation to all students including low income, foster and homeless youth and EL population

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,714	\$27,745	
Source	LCFF Supplemental	LCFF Supplemental	
Budget Reference	Object 8988	Object 8988	

Action #15

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

New

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

Home to School Transportation:
Provide transportation to all students

2018-19 Actions/Services

Home to School Transportation:
Provide transportation to all students

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15a. \$4,371 15b. \$14,392 15c. \$11,251	\$14,163	
Source	Transportation (0210)	Transportation (0210)	
Budget Reference	15a. classified salaries and benefits 15b. supplies and fuel 15c. services and contracts	Classified salaries and benefits supplies and fuel (obj. 4361, 4364, 4365, 4366) services and contracts (obj. 5635, 5800, 5864, 5866, 5884)	

Action #16

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Student Services
 School and Secretary will devote time and resources to insure services are being provided to all students including EL, foster youth and low income students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 20%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making outside community resources and other needed services.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$11,918	
Source	N/a	LCFF Supplemental	
Budget Reference	N/a	Classified Salary and Benefits (8980)	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Promote the engagement of parents and students in the Scotia School learning community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

Parent Participation at school events, parent-teacher conferences, PTO meetings, Board Meetings, and School Site Council has been very low and the district believes that the overall education of our students is a team effort that involves the school and the family.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Volunteer Sign-In Sheets:
Goal is to Increase total number of classroom volunteers by 5%.

2016-2017 Monthly average Classroom volunteers: 15

classroom volunteers 16

classroom volunteers 17

classroom volunteers 18

Attendance Records for Open house, Back to School Night:
Goal is to Increase Family attendance by 2%.

2016-2017 attendance at school wide events.

Back to School Night: 98 Families

Open House: 110

Attendance at school-wide events.

Back to School Night: 100 Families

Open House: 112

Attendance at school-wide events.

Back to School Night: 102 Families

Open House: 114

Attendance at school-wide events.

Back to School Night: 104 Families

Open House: 116

Data from automated calls/emails:
Goal is to Maintain or increase # of automated calls.

2016-2017 Automated Family Contact Monthly Average: 2

Automated Family Contact Monthly Average: 4

Automated Family Contact Monthly Average: 4

Automated Family Contact Monthly Average: 4

All Parents of Students with Disabilities (SWD) will attend yearly IEP's

100% All parents or guardians of SWD attended the yearly IEP.

100% All parents or guardians of SWD will attend yearly IEP's.

100% All parents or guardians of SWD will attend yearly IEP's.

100% All parents or guardians of SWD will attend yearly IEP's

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:

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Increase parent participation in PTO:

Send out automated phone messages announcing school activities

PTO on Facebook

Translate letters and notes sent home to Spanish when needed

Encourage parents to participate/register through social media, flyers and personal contact

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Increase parent participation in the Scotia Parent Teacher Organization (PTO)

Parent participation will increase through the following methods:

1a. The Scotia Teachers, administration and staff will encourage parent to join and participate in the PTO; Encourage parents to participate/register through social media, flyers and personal contact

1b. The district will Send out automated phone messages announcing school activities

1c. Translate letters and notes sent home to Spanish when needed

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	Included in Goal 1 Action 2 \$2000	1a. Included in Goal 1 Action 2 and 8 1b. \$650 1c. Included in Goal 1 Action 6	
Source	LCFF Base Grant	1a. Included in Goal 1 Action 2 and 8 1b. LCFF Base Grant 1c. Included in Goal 1 Action 6	
Budget Reference	SchoolWise Parent Alert System (obj 5637)	1a. Included in Goal 1 Action 2 1b. SchoolWise Parent Alert System (obj 5637) 1c. Included in Goal 1 Action 6	

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase Parent Volunteers in the classroom:

Send out automated messages through calls, texts and emails for class events

Survey parents on desire to volunteer

Professional Development for parent volunteers to be done by teachers

Translate letters and notes sent home to Spanish when needed.

Increase Parent Volunteers in the classroom:

2a. Send out automated messages through calls, texts and emails for class events

2b. Survey parents on desire to volunteer

2c. Professional Development for parent volunteers to be done by teachers

2d. Translate letters and notes sent home to Spanish when needed.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	Included in Goal 1 Action 2	2a. Included in Goal 2 Action 1 2b. Included in Goal 1 Action 2 2c. Included in Goal 1 Action 2 2d. Included in Goal 1 Action 6	
Source	Included in Goal 1 Action 2	2a. Included in Goal 2 Action 1 2b. Included in Goal 1 Action 2 2c. Included in Goal 1 Action 2 2d. Included in Goal 1 Action 6	
Budget Reference	Included in Goal 1 Action 2	2a. Included in Goal 2 Action 1 2b. Included in Goal 1 Action 2 2c. Included in Goal 1 Action 2 2d. Included in Goal 1 Action 6	

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase parent participation at special school events such as back to school night and open house.

Use automated Phone calls/emails/texts
Monthly Newsletter announcement

Offer food at events

Translate invitations and newsletters as needed

Increase parent participation at special school events such as back to school night and open house.

3a. Use automated Phone calls/emails/texts
Monthly Newsletter announcement

3b. Offer food at events paid for by PTO

3c. Translate invitations and newsletters as needed

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included in Goal 2 Action 1	3a. Included in Goal 2 Action 1 3b. 0.00 3c. Included in Goal 2 Action 6	
Source	Included in Goal 2 Action 1	3a. Included in Goal 2 Action 1 3b. PTO sponsored event 3c. Included in Goal 2 Action 6	
Budget Reference	Included in Goal 2 Action 1	3a. Included in Goal 2 Action 1 3b. PTO sponsored event 3c. Included in Goal 2 Action 6	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

Provide a safe, welcoming, and inclusive learning environment where students are connected and engaged in their education.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Identified Need:

With less than 2% of our parent population attending PTO, Board and LCAP meetings, it is necessary to increase this participation to receive better feedback on school climate. Even with a small percentage of students suspended in the District; it is believed that increasing the school climate will increase student achievement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Community meeting
feedback
Increase
percentage of
families who attend
Community input
meetings by 5 %.

2016-2017 Community
Input Attendance: 4

Community Input
Attendance: 6

Community Input
Attendance: 8

Community Input
Attendance: 10

District Generated Survey measures parent and student perceptions of school
Maintain over 90% positive feedback from district-generated survey regarding Student Achievement, Student Engagement, School Climate, Parent Involvement Student Safety, Course Access, and Connectedness to the School. The parent survey will be sent out via email and the google docs link sent home in the May newsletter.

2016-2017 Parent and Community Climate Survey
Positive Feedback: 92%

2015-16 California Healthy Kids Survey (CHKS): 75% of Grade 5 students feel connected to the school and 85% feel safe at school

Parent and Community Climate Survey: Maintain a minimum of 90% positive feedback

Increase Grade 5 percentages of students of feel connected safe at school on the CHKS by 3% until 90% positive feedback is reached.

Establish a baseline with Grades 6-8 and staff.

Parent and Community Climate Survey: Maintain a minimum of 90% positive feedback

Increase percentages of students that feel connected and safe at school on the CHKS by 3% until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback

Increase percentages of staff that feel connected and safe at school until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback

Parent and Community Climate Survey: Maintain a minimum of 90% positive feedback

Increase percentages of students that feel connected and safe at school on the CHKS by 3% until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback

Increase percentages of staff that feel connected and safe at school until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback

<p>Suspension rates as reported in CALPADS Maintain suspension rate below 2%</p>	<p>2016-2017 Suspension Rate: 1.95% 2016-2017 Expulsion Rate: 0.00%</p>	<p>Suspension Rate: 1.95% Expulsion Rate: 0.00%</p>	<p>Suspension Rate: 1.95% Expulsion Rate: 0.00%</p>	<p>Suspension Rate: 1.95% Expulsion Rate: 0.00%</p>
<p>Expulsion rates as reported in CALPADS Maintain Expulsion rate under 1 %</p>	<p>2016-2017 Expulsion Rate: 0.00%</p>	<p>Expulsion Rate: 0.00%</p>	<p>Expulsion Rate: 0.00%</p>	<p>Expulsion Rate: 0.00%</p>
<p>Middle School Drop Out Rate Maintain 0 % Middle School Drop out Rate</p>	<p>2016-2017 Drop-out rate: 0.00%</p>	<p>Drop-out rate: 0.00%</p>	<p>Drop-out rate: 0.00%</p>	<p>Drop-out rate: 0.00%</p>
<p>Attendance Rate: Increase attendance rate by .05% annually until 97% rate is achieved.</p>	<p>2016-2017 Attendance Rate: 94.72%</p>	<p>Attendance Rate: 94.77%</p>	<p>Attendance Rate: 94.82%</p>	<p>Attendance Rate: 94.87%</p>

Chronic Absenteeism:
Lower percentage of those students who are chronically absent by 1% annually.

2016-2017 Chronically Absent Students: 16.4%

Chronically Absent Students: 15.4%

Chronically Absent Students: 14.4%

Chronically Absent Students: 13.4%

FIT Report:
Will report at 90% good annually

2016-2017 FIT Report: 96.94%

FIT Report: 96.94%

FIT Report: 96.94%

FIT Report: 96.94%

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:

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Associated Student Body:
Stipend for teacher coordinator
Student Training
Student elections

Associated Student Body:
Stipend for teacher or classified Associated Student Body coordinator. The coordinator will work with students, train students in how to run a student government organization, hold elections of officers, fund raise, and assist students run school wide events.

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$4728

\$500

Source	LCFF Base Grant	LCFF Base Grant	
Budget Reference	Teacher Other pay/stipend (obj 1150/3xx1)	Teacher Other pay/stipend (obj 1150/3xx1)	

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

Campus Condition:

Complete and publish our annual FIT report

Survey parents on school cleanliness and appearance

Devote staff time to landscaping

Utilize High Rock workers during school breaks to work on campus condition projects

2018-19 Actions/Services

Campus Condition:

2a. Complete and publish our annual FIT report

2b. Survey parents on school cleanliness and appearance

2c. Clean and maintain the school building and campus. Devote staff time to landscaping

2d. Utilize High Rock workers during school breaks to work on campus condition projects

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Included in Goal 1 Action 8
 2a. \$79,019
 2b. \$6050
 2c. 11,609

2a. Included in Goal 1 Action 8
 2b. Included in Goal 1 Action 8
 2c. \$93,773
 2d. 500

Included in Goal 1 Action 8
 2a. \$81,000
 2b. \$6050
 2c. 11,609

Source	LCFF Base Grant (0000) & Routine Maintenance (8150)	2a. Included in Goal 1 Action 8 2b. Included in Goal 1 Action 8 2c. LCFF Base Grant (0000) & Routine Maintenance (8150) 2d. LCFF Base Grant (0000) & Routine Maintenance (8150)	LCFF Base Grant (0000) & Routine Maintenance (8150)
Budget Reference	2a. Classified salaries and benefits (function 81xx) 2b. Supplies 2c. Services (excluding utilities 55xx and 59xx)	2a. Included in Goal 1 Action 8 2b. Included in Goal 1 Action 8 2c. Classified salaries and benefits (function 8xxx), Supplies (function 43XX, 563X) 2d. Services (excluding utilities 55xx and 59xx)	2a. Classified salaries and benefits (function 8xxx) 2b. Supplies 2c. Services (excluding utilities 55xx and 59xx)

Action #3

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

Students to be Served

Location(s)

N/A

N/A

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

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Counseling Services:
Increase referrals to Remi Vista and Changing Tides
Maintain a 0.2 school counselor

2018-19 Actions/Services

Counseling Services:
3a. Continue to make referrals to Remi Vista and Changing Tides
3b. Maintain a 0.2 school counselor

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,541	\$20,340	
Source	LCFF Supplemental	LCFF Supplemental	

Budget Reference

Certificated salaries and benefits (function 3110)

Certificated salaries and benefits, includes inter-LEA service (function 3110, includes obj 5819)

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

Increase Art opportunities at school and in ASES Program

Professional Development for instructors and ASES staff

Invite guest artists to campus to work with students

2018-19 Actions/Services

Increase Art opportunities at school and in ASES Program

4a. Provide art materials for students

4b. Invite guest artists to campus to work with students

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	4a. \$300 4b. \$700	
Source	ASES (6010)	ASES (6010)	
Budget Reference	Contract services	4a. Materials and Supplies (Obj 4310) 4b. Classified Salary and Benefits (Obj 2160)	

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Athletic Opportunities:
Maintain athletic program in grades 4th-8th to include: volleyball, basketball, and track and field.

2018-19 Actions/Services

Athletic Opportunities:
5a. Maintain athletic program in grades 4th-8th to include: volleyball, basketball, and track and field.
5b. Athletic Director Stipend

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	5a. \$2700 5b. \$1700	
Source	LCFF Base Grant (0000)/Lottery (1100)	5a. LCFF Base Grant (0000)/Lottery (1100) 5b. LCFF Base Grant (0000)	
Budget Reference	Activities/Athletic Director Stipend – certificated salaries and benefits (113x/3xx1, 1743)	5a. Activities Stipends – certificated and classified salaries and benefits (113x/3xx1, 1743) 5b. Activities/Athletic Director Stipend – certificated salaries and benefits (113x/3xx1, 1743)	

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Increase Attendance

Contact absent student families using the auto dialer and attendance staff

Increase frequency of SARB letters when necessary

Student issues that could result in attendance problems will be handled promptly

Superintendent/Principal will conference with parents/guardians of frequently absent students.

2018-19 Actions/Services

Increase Attendance

6a. Contact absent student families using the auto dialer and attendance staff

6b. Increase frequency of SARB letters when necessary

6c. Student issues that could result in attendance problems will be handled promptly

6d. Superintendent/Principal will conference with parents/guardians of frequently absent students.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included in Goal 2 Action 1 Included in Goal 1 Action 6 Included in Goal 1 Action 8	6a. Included in Goal 2 Action 1 6b. Included in Goal 1 Action 8 6c. Included in Goal 1 Action 6 6d. Included in Goal 1 Action 8	
Source	Included in Goal 2 Action 1 Included in Goal 1 Action 6 Included in Goal 1 Action 8	6a. Included in Goal 2 Action 1 6b. Included in Goal 1 Action 8 6c. Included in Goal 1 Action 6 6d. Included in Goal 1 Action 8	
Budget Reference	Included in Goal 2 Action 1 Included in Goal 1 Action 6 Included in Goal 1 Action 8	6a. Included in Goal 2 Action 1 6b. Included in Goal 1 Action 8 6c. Included in Goal 1 Action 6 6d. Included in Goal 1 Action 8	

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase School Pride
Incorporate all grade levels in athletic pep-rallies.

Designate "Spirit Days" as Fridays.

Have monthly prizes to classes with most spirit wear. Encourage community service with students

Increase opportunities for Cross Age

Increase School Pride
7a. Incorporate all grade levels in athletic pep-rallies.
7b. Designate "Spirit Days" as Fridays.
7c. Have monthly prizes to classes with most spirit wear.
7d. Encourage community service with students
7e. Increase opportunities for Cross Age Tutoring

N/A

Tutoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included in Goal 1 Action 8	7a. Included in Goal 1 Action 8 7b. Included in Goal 1 Action 8 7c. Included in Goal 1 Action 8 7d. Included in Goal 1 Action 2 7e. Included in Goal 1 Action 2	
Source	Included in Goal 1 Action 8	7a. Included in Goal 1 Action 8 7b. Included in Goal 1 Action 8 7c. Included in Goal 1 Action 8 7d. Included in Goal 1 Action 2 7e. Included in Goal 1 Action 2	
Budget Reference	Included in Goal 1 Action 8	7a. Included in Goal 1 Action 8 7b. Included in Goal 1 Action 8 7c. Included in Goal 1 Action 8 7d. Included in Goal 1 Action 2 7e. Included in Goal 1 Action 2	

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide high quality nutrition Program:
The school participates in the state Free Breakfast program for all students

The school will supply healthy and nutritious lunches that meet or exceed state and national nutrition guidelines to all low income students

Provide high quality nutrition Program:
The school will supply healthy and nutritious lunches that meet or exceed state and national nutrition guidelines to all low income students

Provide high quality nutrition Program:
The school will supply healthy and nutritious lunches that meet or exceed state and national nutrition guidelines to all low income students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,662	\$24,000	\$34,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Nutrition Program contribution Supplemental Concentration (obj 7616)	Nutrition Program contribution Supplemental/Concentration (obj 7616)	Nutrition Program contribution Supplemental/Concentration (obj 7616)

Action #9

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Purchase SecondStep anti-bullying program

Train entire staff on SecondStep.

2018-19 Actions/Services

Train entire staff on SecondStep.

2019-20 Actions/Services

Train entire staff on SecondStep.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Include in Goal 1 Action 2	Include in Goal 1 Action 2	Include in Goal 1 Action 2
Source	Lottery (1100)	Include in Goal 1 Action 2	Include in Goal 1 Action 2
Budget Reference	Materials and supplies	Include in Goal 1 Action 2	Include in Goal 1 Action 2

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 237,682

Percentage to Increase or Improve Services

16.36 %

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.

The Scotia Union School District is allocating supplemental and concentration funds to meet the needs of our low-income, English learners and foster youth who attend our District. These students comprise 63% of our entire school enrollment. Many of our services that target this population are provided districtwide. The District will continue to meet these needs through highly qualified teachers, classroom paraprofessionals, counseling services, and a dedicated administrative staff. Teachers devote time after school to assist students in achieving their highest potential as well as time during school hours to train and assist parent volunteers to best meet the needs of the students. Teachers and administration collaborate weekly specifically to meet the needs of struggling students of which many fall into the categories of low-income, EL or foster youth. The district office staff serves as a liaison between the families and the school to ensure that all student and family needs are being met, guiding families through all available resources.

Services provided for unduplicated pupils include:

Goal 1, Action 1 Purchase Accelerated Reader/Math. Purchase AR/AM computer program to increase the academic achievement levels in the areas of math and reading fluency.

Goal 1, Action 3 Intervention materials for EL students. Purchase targeted instructional materials for EL students to increase the academic achievement levels.

Goal 1, Action 4 Purchasing materials and supplies for Foster Youth and Low-income. Purchase targeted instructional materials for foster youth and low income students to increase the academic achievement levels.

Goal 1, Action 5 Collaboration time to support students. Teachers will collaborate to prepare students to be college and/or career ready; hold professional development to focus on English Language Arts and Math; share and develop instructional strategies to focus on our unduplicated student population.

Goal 1, Action 7 School Librarian to assist with literary skills. Library Techs provide needed information for students in research, computer skills, and appropriately leveled books, and target extra support to unduplicated students.

Goal 1, Action 9 Aide time. Paraprofessionals can lower the adult-to-student ration, and can be assigned to target extra support to unduplicated students.

Goal 1, Action 14 Provide home to school transportation to EL, foster youth and low-income students. Unduplicated students often require school and home transportation in order to increased attendance rates and learning support services.

Goal 3, Action 3 Provide counselling services to students. Unduplicated students need additional qualified adults to assist with their behavioral, social and emotional needs including suicide prevention, emotional instability, anti-bullying, citizenship, drug addiction, anger management, and addressing childhood trauma.

Goal 3, Action 8 Provide high quality nutrition program. Research shows that proper nutrition increases a student's ability to focus while in class thus assisting in increased academic achievement.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$256,952

Percentage to Increase or Improve Services

17.66%

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.

The Scotia Union School District is allocating supplemental and concentration funds to meet the needs of our low-income, English learners and foster youth who attend our school. These students comprise 68% of our entire school enrollment. Many of our services that target this population are provided district-wide. The District will continue to meet these needs through highly qualified teachers, classroom paraprofessionals, counseling services, additional classified staff, and a dedicated administrative staff. Teachers devote time after school to assist students in achieving their highest potential. Teachers and administration collaborate weekly specifically to meet the needs of struggling students of which many fall into the categories of low-income, EL and foster youth. The district office staff serves as a liaison between the families and the school to ensure that all student and family needs are being met, guiding families through all available resources. School nutrition services and transportation are another important aspect of supporting students each school day.

Services provided for unduplicated pupils include:

Goal 1, Action 1 Increase Academic Assessments and support opportunities for students.

Purchase Accelerated Reader computer program to increase the academic achievement levels in the areas of math and reading fluency. Purchase DIBELS to monitor reading fluency in the grades K to 3. Purchase Type to Learn for students to increase keyboarding skills. Pay stipends for the DIBELS and Student Services/Testing coordinator

Goal 1, Action 2 Purchase appropriate technology to match Common Core needs.

Purchase targeted appropriate technology for our unduplicated population of students to increase their academic achievement levels.

Goal 1, Action 3 Intervention materials for EL students.

Purchase targeted instructional materials for EL students to increase their academic achievement levels. Pay the stipend for the EL coordinator

Goal 1, Action 4 Purchasing materials and supplies for Foster Youth and Low-income.

Purchase targeted instructional materials for foster youth and low income students to increase the academic achievement levels. Pay for the Foster Youth Liaison that is hosted by the Fortuna Elementary School District.

Goal 1, Action 5 Collaboration time to support students.

Teachers will collaborate to prepare students to be college and/or career ready; hold professional development to focus on English Language Arts and

Math; share and develop instructional strategies to focus on our unduplicated student population.

Goal 1, Action 6 Student Services

School and District Secretary will devote time and resources to insure services are being provided to all students including EL, foster youth and low income students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 20%) of the secretary's time is spent going above and beyond our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making outside community resources and other needed services.

Goal 1, Action 7

School Librarian to assist with literary skills. Library Techs provide needed information for students in research, computer skills, and appropriately leveled books, and target extra support to unduplicated students.

Goal 1, Action 9 Aide time.

Paraprofessionals can lower the adult-to-student ration, and can be assigned to target extra support to unduplicated students.

Goal 1, Action 13 Tier 2 and 3 Intervention

.2 intervention teacher

Materials and supplies will be purchased to support students requiring intervention beyond Tier 1.

Goal 1, Action 14 Provide home to school transportation to EL, foster youth and low-income students. Unduplicated students often require school and home transportation in order to increased attendance rates and learning support services.

Goal 3, Action 3 Provide counselling services to students.

Unduplicated students need additional qualified adults to assist with their behavioral, social and emotional needs including suicide prevention, emotional instability, anti-bullying, citizenship, drug addiction, anger management, and addressing childhood trauma.

Goal 3, Action 8 Provide high quality nutrition program.

Research shows that proper nutrition increases a student's ability to focus while in class thus assisting in increased academic achievement.