

Introduction:

LEA: Eureka City Schools

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals,

actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process | Impact on LCAP |
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Describe activities for this year planning for 2016-17

- ECS LCAP Leadership team formed in September 2015. The team consisted of the Assistant Superintendent of Ed Services, the District Instructional Coach, a TOSA from the School Climate Grant, a principal, and the Director of Fiscal Services. This team attended the LCAP Leadership training through ACSA and InnovateEd. Training dates: 9/16; 11/12-13; and 2/9-10. They held several organization and planning meetings from September through December, 2015. Decisions (described in the following bullet) made in that group were communicated to principals and coaches, cabinet, CSEA and ETA presidents, and the school board. Principals presented to staffs.

The leadership team conducted a Principal/Coach LCAP Summit in December with the following objective: Principals and coaches will be able to provide LCAP inspired leadership leading to greater student success at their sites by composing an LCAP elevator speech, reviewing the goals and metrics of the 2015-16 LCAP, viewing CAASPP claims and site data related to the LCAP, preparing to identify lead measures with their sites, resulting in an action plan for meaningful implementation of our LCAP goals at each site.

Stakeholder meeting dates and activities:

1. Open meetings for parents and teachers at each school site during a regularly scheduled (or special) school site council (SSC) meetings. Additionally, at the secondary level, several students attended the SSC meetings and provided input. At these meetings, the LCAP leadership/writing team provided an overview of the LCAP process, current goals, and data from the annual update. These meetings were held on the following dates:

- 1/11/16
- 1/13/16
- 1/21/16
- 1/28/16
- 2/22/16
- 2/24/16
- 3/1/16

2. At the continuation high school (for at-risk youth) the teachers discussed the LCAP with students by using a Power Point presentation

The ECS LCAP Leadership and LCAP Writing Team facilitated a variety of stakeholder meetings. In addition, separate surveys were done for parents, teachers, classified employees. This input was reviewed by the LCAP Writing Team and analyzed through the following guiding questions:

How does the input relate to the current LCAP goals?

What is in the current plan that aligns to the input?

What are "high impact" actions and services that support the goals?

What are the fiscal parameters?

The team also reviewed the input through the lens of the District's Strategic Plan and priority areas that was recently updated by the Eureka City School's Board of Trustees and State 8 Priority Areas.

The LCAP development team met to review the input which had been submitted through survey and in-person meetings with over 200 stakeholders. In analyzing the input the team identified 4 key areas for inclusion in the 2016-17 LCAP. These areas are 1) closing the achievement gap for English Learners, Socio-economically Disadvantaged, and Foster Youth; 2) raising performance levels in mathematics for all students; 3) improving school climate, including student and staff safety and engagement; 4) increasing access and appropriate use of technology.

As a result of the stakeholder involvement, changes were made to the 2016-2017 LCAP plan approved in 2015-2016. An example for each area listed above include the following: 1) Professional development targeting our EL, SED, and FY. 2) Instructional Coach specifically hired to improve mathematic instruction in grades TK-8. 3) Trauma informed practices professional development provided for all certificated staff and an Instructional Coach hired specifically for PBIS and to support students in transition points: elementary to middle, middle to high, and high to college and career. 4) Additional devices will continue to be purchased, and we will reinstate a technology committee which will focus on training and appropriate student use to promote learning. Another significant update to the 2016-2017 LCAP was to consolidate the goals from 3 to 2.

Some suggestions provided by stakeholders could not be implemented due to fiscal, legal constraints, or contract

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| <p>prepared by the LCAP Leadership Team. Students then submitted written input to their teachers and this input was forwarded to the LCAP Leadership Team.</p> <p>3. Additionally, a district wide input meeting was held for all parents, community, and staff on 3/24/16.</p> <p>4. Further input was gathered via separate on-line surveys for parents, teachers & administrators, and classified employees.</p> <p>5. Both the certificated and classified union leadership attended consult meetings; ETA on 3/22/16 and 6/16/16, and CSEA on 3/28/16 and 6/14/16.</p> <p>6. Two consultation meetings were held with the District's English Learner Advisory Committee (DELAC) on 4/20/16 and 5/18/16.</p> <p>7. During the 2015-2016 school year, the Board was provided with regular updates on the development of the 2016-2017 LCAP during meetings on the following dates: 12/10/2015, 02/03/2016, 03/10/2016, 04/21/2016, 6/02/2016, and on 6/21/2016 there was a public hearing and discussion.</p> <p>To ensure participation by the various stakeholders, a variety of outreach methods were utilized: phone call to every parent in the district, radio ads, on-line bulletins, and school & classroom newsletters.</p> | <p>restraints, such as one to one devices for students, alternative placements for certain students, and hiring more teachers.</p> |
| <p>Annual Update:</p> <p>Writing team members requested information for the Annual Update from those sites/individuals responsible for the focus goals/outcomes. The Annual Update with the Outcomes populated was added from March, 2016 through June, 2016.</p> | <p>Annual Update:</p> <p>The writing team reviewed data from 2014-15 and 2015-16. The team also relied on data that had been examined the previous year, such as state testing results (CST, CELDT, CAHSEE, etc.) in Math and English/Language Arts, numbers and results from students with disabilities, unduplicated pupils, and other significant subgroups, and graduation and attendance rates. All of the decisions made by the writing team were based on data from the Annual Update, input from stakeholders, and educational research.</p> |

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

52052.

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

Guiding Questions:

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

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| <p>GOAL:</p> | <p>All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.</p> <p>Focus Goal 2.1: Increase student attendance with an emphasis on improving attendance for targeted groups.</p> <p>Focus Goal 2.2: Increase promotion and graduation rates for all students.</p> <p>Focus Goal 2.3: Decrease suspension and expulsion rates for all students.</p> <p>Focus Goal 2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.</p> <p>Focus Goal 2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.</p> <p>Focus Goal 2.6: Increase partnerships with community agencies, businesses, and institutions of higher education (IHE).</p> | <p>Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: Strategic Plan: 2, 4, 5, 12</p> |
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| <p>Identified Need:</p> | <p>Students, families, and the community need to feel valued, connected, and engaged. ECS District needs to address and eliminate racial and disability based disparities in discipline, reduce peer-to-peer and staff-to-student harassment based on race, gender, and/or disability, and empower staff members to promote and maintain a positive and inclusive school environment.</p> <p>2.1: In order to move us closer to a district-wide goal of 97% student attendance, sites need to continue efforts to promote school attendance especially for targeted groups.</p> <p>2.2: Sites need to continue the decrease in drop-out rates (8% at the High school level and 0.6% at the Middle School Level in 2014-2015) and secondary will need to continue to increase graduation rates (87% in 2014-2015). ECS needs to hire a transition specialist who will track and coordinate services for students who are transitioning to K, 6th, 9th, and post-secondary.</p> <p>2.3: ECS needs to continue provide opportunities for District and site leadership teams to review behavior/suspension data and prevention strategies and to support staffs' use of SWIS and other data and protocols to inform suspension decisions.</p> <p>District leadership needs to develop and implement an "Alternatives to Suspension" menu.</p> <p>We need to increase coaching and support for teachers in implementation of PBIS, RP, and challenging behavior prevention and intervention strategies.</p> <p>ECS staff needs to explore, plan, and implement Culturally Relevant lessons to increase attendance, engagement, and inclusiveness, as outlined in the School Climate Implementation Plan (SCIP 6).</p> <p>2.4: The CHKS, SWPRD, and Staff surveys indicate that sites need to continue to implement the strategies and methodologies in PBIS and Restorative Practices, as well as train all staff on practice, protocols, and preventions, with attention towards training and implementing Restorative Practices at the middle schools.</p> <p>Students need continued support to meet the demands of the Physical Fitness Tests.</p> <p>2.5: Sites and District need to improve gathering data about family member attendance rates to events and work to add opportunities for family involvement and input for decision making.</p> <p>2.6: Secondary sites need to continue dual and concurrent enrollment opportunities and partnerships with institutes of higher education in 2015-16. All sites need to continue opportunities for and document ECS student involvement in county-wide participation in events which originated within the district.</p> | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>All Schools</p> <p>Grades: All</p> |

Applicable Pupil Subgroups: All

LCAP Year 1

Expected Annual Measurable Outcomes:

Metrics:

- 2.1 Daily and Monthly attendance rates worksheets
- 2.2 Graduation rates
- 2.2 High school dropout rates
- 2.2 Middle School dropout rates
- 2.3 SWPRD Report/ Annual Report
- 2.4 California Healthy Kids Survey (CHKS) data question- connectedness (table 4.4)
- 2.4 Tiered Fidelity Inventory
- 2.4 California Physical Fitness Test (PFT)
- 2.4 Teacher schedules
- 2.5 Parent Satisfaction/Stakeholder Survey
- 2.5 Tiered Fidelity Inventory 1.11
- 2.6 Community Academic Events Survey

Outcomes:

- 2.1 Increase student attendance to at least 95.75% at each site and district-wide
- 2.1 Reduce the number of interdistrict transfers by at least 50 students and/or increase district-wide enrollment by at least 50 students. Reduce interdistrict transfers out of the District by 50, moving from 680 in 2015-16 to 630 in 2016-2017
- 2.2 Increase by 2% (from 87%) the graduation rates for all cohort students and significant subgroups (FY, SED, EL)
- 2.2 Decrease by 5% (from 8% to 3%) the high school dropout rates (non-completion/ no records picked-up)
- 2.2 Decrease from 0.6% to 0.3% (which is State average) the Middle School Dropout Rate
- 2.3 Decrease district-wide suspension rates to below 5% for all students and subgroups

| | <p>2.3 Decrease the disproportionality gap in suspension rate to no greater than 1% between all subgroups (EL, SWD, FY, SED, Homeless)</p> <p>2.3 Decrease expulsion rate by 25%</p> <p>2.4 5% increase in positive CHKS responses for safety and connectedness</p> <p>2.4 Maintain 97% in elementary and raise secondary to 90% for connectedness</p> <p>2.4 Increase to 80% in perceived safety at the elementary and 65% at the secondary level</p> <p>2.4 Achieve 80% on Tiered Fidelity Inventory (TFI) Tier 2 at all elementary and middle school sites</p> <p>2.4 5% increase in PFT passing rate of at least five components in grades 5, 7, and 9</p> <p>2.5 All parent/guardian communications will be translated/interpreted in a language other than English for schools that meet the CDE required thresholds</p> <p>2.5 Increase by 5% the number of stakeholders attending LCAP input meetings or returning LCAP feedback surveys</p> <p>2.5 Score of 2 on the Tiered Fidelity Inventory at each site</p> <p>2.6 Increase percentage of students participating in school to community events by 5%</p> | | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |

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| <p>2.1 a. Maintain transportation for students living outside of a mile to attend school</p> <p>b. Monitor Powerschool for attendance and A2A for non-attendance tracking and reporting</p> <p>c. Incentivizing salary increase for bargaining group(s) tied to increase in enrollment/decrease in interdistrict transfers</p> <p>d. District Committee on Interdistrict Reduction will develop action plans for increasing initial enrollment and maintaining District student count</p> | <p>All Schools</p> <p>Grades: All</p> | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>a. \$420,887 RS 0210- OB 8988 (S/C)</p> <p>b. \$39,500 RS 0000- FN 7200- OB 5800 (S/C)</p> <p>c. See 2.3</p> <p>d.\$0</p> |
| <p>2.2 a. Provide a transition specialist to assist with transitions from Pre to K, 5th to 6th, 8th to 9th, and 12th to college and career 0.5 FTE</p> <p>b. Provide Freshman seminar or AVID 9 to all 9th graders</p> <p>c. Record keeping of risk ratio for all 9th grade students</p> | <p>All Schools</p> <p>Grades: All</p> | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>a. \$47,660 RS 0001 OB1105/3XXX</p> <p>b. see 1.7</p> <p>c. see 2.2 a.</p> |
| <p>2.3 a. Follow the School Climate Implementation Plan</p> <p>b. Develop Alternatives to Suspension Matrix/ Ed Code (School Climate Implementation Plan/SCIP 4)</p> <p>c. Increase positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation (SCIP 1)</p> <p>d. Alignment of data systems (SCIP 2)</p> | <p>All Schools</p> <p>Grades: All</p> | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>a.- d. \$713,000 RS 5818</p> |

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| <p>2.4 a. Implement PBIS and Restorative Practices</p> <p>b. Provide Professional Development in Restorative Practices</p> <p>c. Provide coaching by PBIS TOSAs</p> <p>d. Provide PBIS Tier 2 Check in Check Out</p> <p>e. Ensure all teachers are maintaining Physical Education required minutes</p> <p>f. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc)</p> <p>g. Provide Health Aides</p> <p>h. Provide Gang Related Intervention Program coordinator for secondary students</p> <p>i. Provide Board Certified Behavior Analyst (BCBA)</p> <p>j. Provide CPI Training/De-escalation techniques and training for staff</p> <p>k. Provide Student Services Coordinators for each elementary site</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a-d. See 2.3</p> <p>e. \$0</p> <p>f. \$0</p> <p>g. \$30,353 RS 0000- FN 3140- OB 2217- OB 3xxx (S/C)</p> <p>h. \$73,903 RS 0001- OB 2400- OB 3xxx- mgmt 2350 (S/C)</p> <p>i. \$74,472 RS 0001- FN 3900- OB 2305- 3xxx (S/C)</p> <p>k. \$182,620 RS 0001- FN 3900- OB 2400- OB 3xxx (S/C)</p> |
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| <p>2.5 a. Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums</p> <p>b. Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.</p> <p>c. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, open stakeholder meetings, board meetings, and on-line and paper surveys.</p> | <p>All Schools Grades: All</p> | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>a. \$22,600 RS 0000- FN 7200-OB 5800 (S/C)</p> <p>b. \$0</p> <p>c. \$0</p> |
| <p>2.6 a. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, VAPA</p> <p>b. Partner with community resources/agencies to promote student physical well-being (e.g. HSU Kinesiology, Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc)</p> | <p>All Schools Grades: All</p> | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>a. \$0</p> <p>b. \$0</p> |

LCAP Year 2

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Metrics:</p> <p>2.1 Daily and Monthly attendance rates worksheets</p> <p>2.2 Graduation rates</p> <p>2.2 High school dropout rates</p> <p>2.2 Middle School dropout rates</p> <p>2.3 SWPRD Report/ Annual Report</p> |
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2.4 California Healthy Kids Survey (CHKS) data question- connectedness (table 4.4)

2.4 Tiered Fidelity Inventory

2.4 California Physical Fitness Test (PFT)

2.4 Teacher schedules

2.5 Parent Satisfaction/Stakeholder Survey

2.5 Tiered Fidelity Inventory 1.11

2.6 Community Academic Events Survey

Outcomes:

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

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

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

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

2.2 Maintain at 0.3% (which is State average) the Middle School Dropout Rate

2.3 Maintain district wide suspension rates below 5% for all students and subgroups

2.3 Maintain the 1% or less disproportionality gap in suspension rates between all subgroups (EL, SWD, FY, SED, Homeless)

2.3 Decrease expulsion rate by 25%

2.4 5% increase in positive CHKS responses for safety and connectedness

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

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

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

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

2.5 All written and oral communications will be translated/interpreted in a language other than English for schools that meet

| | <p>the CDE required thresholds</p> <p>2.5 Increase by 5% the number of stakeholders attending LCAP input meetings or returning LCAP feedback surveys</p> <p>2.5 Score of 2 on the Tiered Fidelity Inventory at each site</p> <p>2.6 Increase percentage of students participating in school to community events by 5%</p> | | | |
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| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> | |
| <p>2.1 a. Maintain transportation for students living outside of a mile to attend school</p> <p>b. Monitor Powerschool for attendance and A2A for non-attendance tracking and reporting.</p> <p>c. Incentivizing salary increase for bargaining group(s) tied to increase in enrollment/decrease in interdistrict transfers.</p> <p>d. District Committee on Interdistrict Reduction will develop action plans for increasing initial enrollment and maintaining district student count</p> | <p>All schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a. \$418,724 RS 0210- OB 8988 (S/C)</p> <p>b. \$39,500 RS 0000- FN 7200- OB 5800 (S/C)</p> <p>c. See 2.3</p> <p>d.\$0</p> | |
| <p>2.2 a. Provide a transition specialist to assist with transitions from 5th to 6th, 8th to 9th, and 12th to college and career 0.5 FTE</p> <p>b. Provide Freshman seminar or AVID 9 to all 9th graders</p> <p>c. Record keeping of risk ratio for all 9th grade students</p> | <p>All schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a. a. \$47,660 RS 0001 OB1105/3XXX</p> <p>b. see 1.7</p> <p>c. see 2.2a.</p> | |

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| <p>2.3 a. Follow the School Climate Implementation Plan</p> <p>b. Develop Alternatives to Suspension Matrix/ Ed Code (School Climate Implementation Plan/SCIP 4)</p> <p>c. Increase positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation (SCIP 1)</p> <p>d. Alignment of data systems (SCIP 2)</p> | <p>All schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a.- d. \$713,000 RS 5818</p> |
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| <p>2.4 a. Implement PBIS and Restorative Practices</p> <p>b. Provide Professional Development in Restorative Practices</p> <p>c. Provide coaching by PBIS TOSAs</p> <p>d. Provide PBIS Tier 2 Check in Check Out</p> <p>e. Ensure all teachers are maintaining Physical Education required minutes</p> <p>f. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc)</p> <p>g. Provide Health Aides</p> <p>h. Provide GRIP coordinator for secondary students</p> <p>i. Provide Board Certified Behavior Analyst (BCBA)</p> <p>j. Provide CPI Training/De-escalation techniques and training for staff</p> <p>k. Provide Student Services Coordinators for each elementary site</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a-d. See 2.3</p> <p>e. \$0</p> <p>f. \$0</p> <p>g. \$30,353 RS 0000- FN 3140- OB 2217- OB 3xxx (S/C)</p> <p>h. \$75,495 RS 0001- OB 2400- OB 3xxx- mgmt 2350 (S/C)</p> <p>i. \$77,472 RS 0001- FN 3900- OB 2305- 3xxx (S/C)</p> <p>k. \$184,267 RS 0001- FN 3900- OB 2400- OB 3xxx (S/C)</p> |
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| <p>2.5 a. Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums</p> <p>b. Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.</p> <p>c. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, open stakeholder meetings, board meetings, and on-line and paper surveys.</p> | <p>All schools Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>a. \$22,600 RS 0000- FN 7200-OB 5800 (S/C) b. \$0 c. \$0</p> |
| <p>2.6 a. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, VAPA</p> <p>b. Partner with community resources/agencies to promote student physical well-being (e.g. HSU Kinesiology, Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc)</p> | <p>All schools Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>a. \$0 b. \$0</p> |

LCAP Year 3

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Metrics:</p> <ul style="list-style-type: none"> 2.1 Daily and Monthly attendance rates worksheets. 2.2 Graduation rates 2.2 High school dropout rates 2.2 Middle School dropout rates 2.3 SWPRD Report/ Annual Report |
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2.4 California Healthy Kids Survey (CHKS) data question- connectedness (table 4.4)

2.4 Tiered Fidelity Inventory

2.4 California Physical Fitness Test (PFT)

2.4 Teacher schedules

2.5 Parent Satisfaction/Stakeholder Survey

2.5 Tiered Fidelity Inventory 1.11

2.6 Community Academic Events Survey

Outcomes:

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

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

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

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

2.2 Maintain at 0.3% (which is State average) the Middle School Dropout Rate

2.3 Maintain district wide suspension rates below 5% for all students and subgroups

2.3 Maintain the 1% or less disproportionality gap in suspension rates between all subgroups (EL, SWD, FY, SED, Homeless)

2.3 Decrease expulsion rate by 25%

2.4 5% increase in positive CHKS responses for safety and connectedness

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

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

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

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

2.5 All written and oral communications will be translated/interpreted in a language other than English for schools that meet

| | <p>the CDE required thresholds</p> <p>2.5 Increase by 5% the number of stakeholders attending LCAP input meetings or returning LCAP feedback surveys</p> <p>2.5 Score of 2 on the Tiered Fidelity Inventory at each site</p> <p>2.6 Increase percentage of students participating in school to community events by 5%</p> | | | |
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| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> | |
| <p>2.1 a. Maintain transportation for students living outside of a mile to attend school</p> <p>b. Monitor Powerschool for attendance and A2A for non-attendance tracking and reporting.</p> <p>c. Incentivizing salary increase for bargaining group(s) tied to increase in enrollment/decrease in interdistrict transfers.</p> <p>d. District Committee on Interdistrict Reduction will develop action plans for increasing initial enrollment and maintaining district student count</p> | <p>All schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a. \$434,370 RS 0210- OB 8988 (S/C)</p> <p>b. \$39,500 RS 0000- FN 7200- OB 5800 (S/C)</p> <p>c. See 2.3</p> <p>d.\$0</p> | |
| <p>2.2 a. Provide a transition specialist to assist with transitions from 5th to 6th, 8th to 9th, and 12th to college and career 0.5 FTE</p> <p>b. Provide Freshman seminar or AVID 9 to all 9th graders</p> <p>c. Record keeping of risk ratio for all 9th grade students</p> | <p>All schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a. a. \$47,660 RS 0001 OB1105/3XXX</p> <p>b. see 1.7</p> <p>c. see 2.2a.</p> | |

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| <p>2.3 a. Follow the School Climate Implementation Plan</p> <p>b. Develop Alternatives to Suspension Matrix/ Ed Code (School Climate Implementation Plan/SCIP 4)</p> <p>c. Increase positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation (SCIP 1)</p> <p>d. Alignment of data systems (SCIP 2)</p> | <p>All schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a.- d. \$713,000</p> <p>RS 5818</p> |
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| <p>2.4 a. Implement PBIS and Restorative Practices</p> <p>b. Provide Professional Development in Restorative Practices</p> <p>c. Provide coaching by PBIS TOSAs</p> <p>d. Provide PBIS Tier 2 Check in Check Out</p> <p>e. Ensure all teachers are maintaining Physical Education required minutes</p> <p>f. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc)</p> <p>g. Provide Health Aides</p> <p>h. Provide GRIP coordinator for secondary students</p> <p>i. Provide Board Certified Behavior Analyst (BCBA)</p> <p>j. Provide CPI Training/De-escalation techniques and training for staff</p> <p>k. Provide Student Services Coordinators for each elementary site</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a-d. See 2.3</p> <p>e. \$0</p> <p>f. \$0</p> <p>g. \$30,353 RS 0000- FN 3140- OB 2217- OB 3xxx (S/C)</p> <p>h. \$76,235 RS 0001- OB 2400- OB 3xxx- mgmt 2350 (S/C)</p> <p>i. \$77,705 RS 0001- FN 3900- OB 2305- 3xxx (S/C)</p> <p>k. \$207,884 RS 0001- FN 3900- OB 2400- OB 3xxx (S/C)</p> |
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| <p>2.5 a. Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums.</p> <p>b. Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.</p> <p>c. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, open stakeholder meetings, board meetings, and on-line and paper surveys.</p> | <p>All schools Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>a. \$22,600 RS 0000- FN 7200-OB 5800 (S/C) b. \$0 c. \$0</p> |
| <p>2.6 a. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, VAPA</p> <p>b. Partner with community resources/agencies to promote student physical well-being (e.g. HSU Kinesiology, Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc)</p> | <p>All schools Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>a. \$0 b. \$0</p> |

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| GOAL: | <p>All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.</p> <p>Focus Goal 1.1: Ensure all students have access to CCSS aligned instructional materials and student supplies.</p> <p>Focus Goal 1.2: Increase the delivery of high quality instruction through ongoing professional development.</p> <p>Focus Goal 1.3: Provide competitive salaries and benefits to recruit and maintain a high quality staff.</p> <p>Focus Goal 1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.</p> <p>Focus Goal 1.5: Increase the number of students who graduate college and career ready.</p> <p>Focus Goal 1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates.</p> <p>Focus Goal 1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.</p> | <p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: Strategic Plan: 1, 3, 4, 6, 7, 8, 9, 10, 11, 13</p> |
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Identified Need: Students need high quality instruction and curriculum in safe, clean, and functional, accessible, and attractive classrooms, facilities, and grounds.

1.1 By analyzing our CAASPP scores from 2014-15, it is evident that there is a need to improve the quality of instruction and curriculum to meet the increasing demands of CCSS implementation. Furthermore, our targeted subgroups (EL, foster, homeless, socioeconomically disadvantaged) require access to district-provided student supplies.

1.2: Staff was surveyed on identifying a claim area from the SBAC results. Staff determined based on student outcome data that there should be a focus on writing across the curriculum, CCSS, and NGSS professional development. Math claims will need to be determined in the fall.

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

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

1.5: Based on data regarding high school students demonstrating college and career readiness (EAP college readiness rates, A-G requirement rates) ECS needs to improve post-secondary opportunities for students.

1.6: SBAC data reveals an achievement gap in regards to our significant subgroups. In response to this gap, our students need to have access to a multi-tiered system of supports (including differentiated materials) with a focus on language arts and math.

1.7: Students who graduate from ECS should be prepared to experience success in a global society through multiple pathways including access to visual and performing arts, CTE, and AVID classes.

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| Goal Applies to: | Schools: | All Schools |
| | | Grades: All |
| | Applicable Pupil Subgroups: | All |

LCAP Year 1

Expected Annual Measurable Outcomes:

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

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

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

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

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

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

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

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

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

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

1.5 Integrate Math and ELA CCSS into all subject areas

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

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

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

1.5 Increase graduation rate from 87% to 95%

1.5 Maintain the enrollment of students in AP classes (787 in 2015) and the % of students who take at least 1 AP Exam (21.6% in 2015).

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

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

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

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

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

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

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

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

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

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

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

| | 1.7 5% increase in CTE program completers earning certification 1.7 Increase percentage of students enrolled in CTE classes at the secondary level by 5% 1.7 Increase number of students participating in academic events within the community by 5% 1.7 Increase to 40% of all 12th grade students completing A-G requirements | | |
|---|--|---|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <p>1.1 a. Select, acquire and implement curriculum: CCSS aligned, ELD, class sets for use at school, and replacement materials</p> <p>b. Ensure targeted subgroups have access to school supplies that they might not otherwise be able to bring to school. Supplies will be made available for intervention and ELD classes, as well.</p> <p>c. Provide a district librarian</p> <p>d. Provide library tech hours for all sites based on enrollment</p> <p>e. Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for TK-8; Accelerated Math for 6-8)</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a. \$250,000 RS 0212-OB 4110</p> <p>a. \$150,224 RS 6300-OB 4110</p> <p>b. \$19,859 RS 0010-OB 4310</p> <p>b. \$90,686 RS 3150-OB 4xxx</p> <p>b. \$6,374 RS 3410 -OB 43xx</p> <p>b. \$112,789 RS 0001-OB 4xxx (S/C)</p> <p>c. \$100,700 RS 0000-FN2420-OB1202/3xx1 (S/C)</p> <p>d. \$68,810 RS 0001-FN2420-OB2216/3xx2 (S/C)</p> <p>e. \$66,000 RS 3010-5800</p> |

| | | | |
|--|---------------------------------------|---|---|
| <p>1.2 a. Provide collaboration time for teachers.</p> <p>b. Create a leadership team to facilitate teacher proficiency for NGSS implementation.</p> <p>c. Instructional Coach will facilitate a training for all secondary science teachers in NGSS.</p> <p>d. Instructional Coaches will facilitate a grade level span training for all elementary teachers and a content area training for all secondary teachers.</p> <p>e. Instructional Coaches will facilitate New Teacher and SPED Teacher Academies</p> <p>f. All teachers will participate in one additional District day of professional development (over 2015-2016) for the purpose of CCSS implementation training</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a. \$460,000 RS 0000-OB 1100-OB 3xx1 (S/C)</p> <p>b. See 1.5 f. and 1.6 a.</p> <p>c. See 1.5 f. and 1.6 a.</p> <p>d. See 1.5 f. and 1.6 a.</p> <p>e. See 1.5 f. and 1.6 a.</p> <p>f. See 1.3</p> |
| <p>1.3 Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics. The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population are met. To do so, while simultaneously increasing teachers' CCSS instructional preparation, provide an additional Professional Development day within the school calendar for all certificated staff.</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>1.3 \$300,908 RS 0000-OB 1100-OB 3xx1 (S/C)</p> <p>\$12,625,000 RS 0000-OB 1100-OB 3xxx</p> |

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|---|------------------------------------|--|---|
| <p>1.4 a. Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP.</p> <p>b. Provide staff support for technology use for student learning.</p> <p>c. Revive the technology committee to develop a plan for technology purchases, professional use by staff, and appropriate student use to promote learning.</p> <p>d. Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.</p> | <p>All Schools Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>a. \$63,000 RS 0000-OB 4445 a. \$29,600 RS 0000-OB 4400 b. \$55,669 RS 0000-OB 2408/3xxx (S/C) b. \$17,758 RS 0001-OB 5725 (S/C) c. \$0 d. \$764,000 RS 8150-OB 2xxx-OB 3xxx d. \$253,000 RS 8150- OB 4xxx</p> |
| <p>1.5 a. Maintain average Grade Span Adjustment levels for TK-3 and average below contracted class size numbers for grades 4-12.</p> <p>b. Ensure single grade classes at each elementary site.</p> <p>c. Provide summer school instruction for high school students at risk.</p> <p>d. Select assessments and implement consistent classroom based formative and summative assessments at each grade level and train all staff.</p> <p>e. Provide release time and/or paid outside of contract time for staff collaboration.</p> | <p>All Schools Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>a. \$345,000 RS 0000/1400- OB 1100- OB 3xxx (S/C) a. \$465,000 RS 0000/1400-OB 1100- OB 3xxx (S/C) b. \$75,000 RS 0000/1400-OB 1100- OB 3xxx (S/C)</p> |

f. Provide instructional coaches to support all teachers in their ELA and Math instruction for all students.

g. Provide opportunities for English Language Arts and Math integration through professional development and collaboration.

h. Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages.

i. Provide a data tracking system for credentialed staff to monitor student performance, include training for its use.

j. Increase post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January.

k. Provide Yurok Language course.

l. Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment).

m. Increase in sections including zero periods.

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

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

d. \$0

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

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

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

h. \$0

i. \$10,000 RS
0000 OB 5800

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

k. \$30,000 RS
0000- OB 1100-
OB 3xxx (S/C)

m. \$120,000
RS 0000/1400-

| | | | |
|--|---------------------------------------|---|--|
| | | | OB 1100- OB 3xxx (S/C) |
| <p>1.6 a. Provide ELA intervention teachers/instructional coach at each elementary site.</p> <p>b. Provide Literacy, Math, and EL technicians.</p> <p>c. Staff intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE</p> <p>d. Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.</p> <p>e. Provide an EL coordinator for each site.</p> <p>f. Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified techs.</p> <p>g. Provide professional development in working with homeless students to all credentialed staff and classified techs.</p> <p>h. Provide instructional coach for Special Education Teachers, 0.8FTE</p> <p>i. Provide instruction, including accommodations and modifications, to students with exceptional needs.</p> <p>j. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.</p> | <p>All Schools</p> <p>Grades: All</p> | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>a. \$391,532 RS 0001- OB 1105- OB 3xxx (S/C)</p> <p>b. \$187,365 RS 0001- OB 2104- OB 3xxx (S/C)</p> <p>c. \$90,000 RS 0000/1400- OB 1100- OB 3xxx (S/C)</p> <p>d. see 1.2</p> <p>e. \$4,000 RS 0001- OB 1150- OB 3xxx (S/C)</p> <p>f. see 1.2</p> <p>g. see 1.2</p> <p>h. \$74,472 RS 0001- OB 1903- OB 3xxx (S/C)</p> <p>i. \$0</p> <p>j. \$1,452,000 RS 6500- OB 1104- OB 3xxx</p> |
| <p>1.7 a. Expand student access to advanced study through support for AVID at Winship and advance AVID strategies schoolwide at EHS and through support</p> | <p>All Schools</p> <p>Grades: All</p> | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More</p> | <p>a. \$105,000 RS 0000/1400- OB 1100- OB 3xxx</p> |

- of Freshman Seminar. Allocate 6 sections at EHS and 1 at Winship. Provide membership fees for EHS and Winship.
- b. Provide student access to elementary music programs.
- c. Provide additional funding to all secondary school sites for instrument replacement and repair
- d. Increase available visual arts supplies and materials for students and replace damaged or worn visual arts supplies and materials.
- e. Support formation of Visual and Performing Arts (VAPA) task force to explore increasing opportunities for all students.
- f. Elementary and middle school teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction.
- g. Develop and communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade.
- h. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS.
- i. Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level, including middle schools to include students who do not traditionally enter these fields
- j. Sustain pathways to achieve Bi-Literacy

- Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other

- (S/C)
- a. \$28,909 RS 0001-OB5300/5210 (S/C)
- b. \$195,338 RS 0000- GL 1228-OB 1100- OB 3xxx (S/C)
- c. \$18,103 RS 0000- GL 1228-OB 4400
- c. \$5,967 RS 0000- GL 1228-OB 5635
- d. \$7,995 RS 0000- GL 1228-OB 4310
- e. \$0
- f. \$546,764 RS 5817
- g. \$649 (10 hrs lead psychologist) RS 6500 OB 1207 - 3XXX
- h. \$820 RS 3010 OB 1309-3 XXX
- i. \$135,000 RS 0000- FN 3800-OB 1100- OB 3xxx (S/C)

j. \$0
j. \$135,000 RS
0000- GL 3800-
OB 1100- OB
3xxx (S/C)

LCAP Year 2

Expected Annual Measurable Outcomes:

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

- 1.7 Course offering for VAPA
- 1.7 Participation sign in sheets for teachers and questionnaire
- 1.7 Career Technical Education (CTE) data Perkins Program completers
- 1.7 Bi-Literacy Seal
- Outcomes:
- 1.1 All students have access to ELA/Math Common Core Aligned materials
- 1.1 Increase access to independent reading materials for students - to include purchasing EL-specific supplementary materials and intervention support materials for targeted subgroups
- 1.2 All teachers will participate in professional development activities that support the successful implementation of the Common Core State Standards
- 1.2 All teachers responsible for science instruction will participate in Next Generation Science Standards training
- 1.3 Increased positions filled and retention of staff (not including retirements) by ensuring that salaries are competitive with other selected districts
- 1.4 20% increase to industry standard ratio of 2:1 students to computers
- 1.4 Implementation of a 5 year technology plan
- 1.4 Maintain each school facility with an overall FIT rating of "Good" and create a plan for repair when rating is less than "Good"
- 1.5 Increase the number of all students meeting or exceeding the standards in Math and ELA by 10% according to SBAC reporting
- 1.5 All individual student scores on SBAC will increase by a minimum of 10%
- 1.5 Integrate Math and ELA CCSS into all subject areas
- 1.5 Maintain 100% freshman students having a 4+ year high school and post-graduate plan
- 1.5 Increase by 2% the number of students who pass the AP Exam with a score of 3 or higher
- 1.5 Maintain graduation rate at 95%
- 1.5 Increase EAP scores in ELA and Math
- 1.6 Increase the number of students who are English Learners and/or Socio-economic Disadvantaged to meet or exceed the standards in Math and ELA by 15%
- 1.6 Individual EL and SED student scores increase by a minimum of 15%
- 1.6 Increase the Reclassification Rate by 5% (in 2014 and 2015 reclassification rates was 10%).
- 1.6 Gap between foster youth and general student population will decrease 10% on each metric
- 1.6 Gap between homeless and general student population will decrease 10% on each metric
- 1.6 Increase by 10% the number of students who gain at least one CELDT level
- 1.6 55% of intervention students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA
- 1.7 Increase the number of students who receive the Seal of Bi-Literacy by 5%
- 1.7 All students will maintain access to a broad course of study and there will be a 10% increase in participation for the Visual and Performing Arts
- 1.7 Develop a scope and sequence for student and teacher VAPA experiences TK-12
- 1.7 Ensure all students entering the district after third grade are provided assessment to determine if they are GATE

| | eligible 1.7 5% increase in CTE program completers earning certification 1.7 Increase percentage of students enrolled in CTE classes at the secondary level by 5% 1.7 Increase number of students participating in academic events within the community by 5% 1.7 Increase to 40% of all 12th grade students completing A-G requirements | | |
|---|--|--|--|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 1.1 a. Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials b. Ensure targeted subgroups have access to school supplies c. Provide a district librarian d. Provide library tech hours for all sites based on enrollment e. Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for TK-8; Accelerated Math for 6-8) | All Schools Grades: All | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | a. \$150,224 RS 6300-OB 4110 b. \$84,588 RS 3150-OB 4xxx b. \$2,090 RS 3410 -OB 4351 b. \$114,000 RS 0001-OB 4xxx (S/C) c. \$100,700 RS 0000-FN2420-OB1202/3xx1 (S/C) d. \$69,460 RS 0001-FN2420-OB2216/3xx2 (S/C) e. \$66,000 RS 3010-5800 |

| | | | |
|--|---------------------------------------|---|---|
| <p>1.2 a. Provide collaboration time for teachers.</p> <p>b. Maintain a leadership team to facilitate teacher proficiency for NGSS implementation.</p> <p>c. Instructional Coach will facilitate a training for all secondary science teachers in NGSS.</p> <p>d. Instructional Coaches will facilitate a grade level span training for all elementary teachers and a content area training for all secondary teachers.</p> <p>e. Instructional Coaches will facilitate New Teacher and SPED Teacher Academies.</p> <p>f. All teachers will participate in one additional District day of professional development (over 2015-2016) for the purpose of CCSS implementation training.</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a. \$460,000 RS 0000-OB 1100-OB 3xx1 (S/C)</p> <p>b. See 1.5 f. and 1.6 a.</p> <p>c. See 1.5 f. and 1.6 a.</p> <p>d. See 1.5 f. and 1.6 a.</p> <p>e. See 1.5 f. and 1.6 a.</p> <p>f. See 1.3</p> |
| <p>1.3 Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics. The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population are met. To do so, while simultaneously increasing teachers' CCSS instructional preparation, maintain an additional Professional Development day within the school calendar for all certificated staff.</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>3.1 \$300,908 RS 0000-OB 1100-OB 3xx1 (S/C)</p> <p>\$12,625,000 RS 0000-OB 1100-OB 3xxx</p> |

| | | | |
|---|------------------------------------|--|---|
| <p>1.4 a. Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP.</p> <p>b. Provide staff support for technology use for student learning.</p> <p>c. Maintain the technology committee to develop a plan for technology purchases, professional use by staff, and appropriate student use to promote learning.</p> <p>d. Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.</p> | <p>All Schools Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>a. \$63,000 RS 0000-OB 4445</p> <p>a. \$29,600 RS 0000-OB 4400</p> <p>b. \$55,669 RS 0000-OB 2408/3xxx (S/C)</p> <p>b. \$17,758 RS 0001-OB 5725 (S/C)</p> <p>c. \$0</p> <p>d. \$764,000 RS 8150-OB 2xxx-OB 3xxx</p> <p>d. \$253,000 RS 8150- OB 4xxx</p> |
| <p>1.5 a. Maintain average Grade Span Adjustment levels for TK-3 and average below contracted class size numbers for grades 4-12.</p> <p>b. Ensure single grade classes at each elementary site.</p> <p>c. Provide summer school instruction for high school students at risk.</p> <p>d. Select assessments and implement consistent classroom based formative and summative assessments at each grade level and train all staff.</p> <p>e. Provide release time and/or paid outside of contract time for staff collaboration.</p> | <p>All Schools Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>a. \$345,000 RS 0000/1400- OB 1100- OB 3xxx (S/C)</p> <p>a. \$465,000 RS 0000/1400-OB 1100- OB 3xxx (S/C)</p> <p>b. \$75,000 RS 0000/1400-OB 1100- OB 3xxx (S/C)</p> |

f. Provide instructional coaches to support all teachers in their ELA and Math instruction for all students.

g. Provide opportunities for English Language Arts and Math integration through professional development and collaboration.

h. Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages.

i. Provide a data tracking system for credentialed staff to monitor student performance, include training for its use.

j. Increase post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January.

j. Provide Yurok Language course.

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

d. \$0

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

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

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

h. \$0

i. \$10,000 RS
0000 OB 5800

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

k. \$30,000 RS
0000- OB 1100-
OB 3xxx (S/C)

m. \$120,000
RS 0000/1400-

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| | | | OB 1100- OB 3xxx (S/C) |
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| <p>1.6 a. Provide ELA intervention teachers at each elementary site.</p> <p>b. Provide Literacy, Math, and EL technicians.</p> <p>c. Provide staffing to support students who are English Learners and/or Socio-economic Disadvantaged.</p> <p>d. Provide appropriate technology infrastructure (including teacher access to copiers, printers, computers).</p> <p>e. Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.</p> <p>f. Provide an EL coordinator for each site.</p> <p>g. Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified techs.</p> <p>h. Provide professional development in working with homeless students to all credentialed staff and classified techs.</p> <p>i. Staff intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE</p> <p>j. Provide instructional coach for Special Education Teachers, 0.8FTE</p> <p>k. Provide instruction, including accommodations and modifications, to students with exceptional needs.</p> <p>l. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.</p> | <p>All Schools</p> <p>Grades: All</p> | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>a. \$391,532 RS 0001- OB 1105-OB 3xxx (S/C)</p> <p>b. \$193,571 RS 0001- OB 2104-OB 3xxx (S/C)</p> <p>c. \$90,000 RS 0000/1400- OB 1100- OB 3xxx (S/C)</p> <p>d. see 1.2</p> <p>e. \$4,000 RS 0001- OB 1150-OB 3xxx (S/C)</p> <p>f. see 1.2</p> <p>g. see 1.2</p> <p>h. \$74,472 RS 0001- OB 1903-OB 3xxx (S/C)</p> <p>i. \$0</p> <p>j. \$1,452,000 RS 6500- OB 1104-OB 3xxx</p> |
| | | <p><input checked="" type="checkbox"/> All</p> | |

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

b. Provide student access to elementary music programs.

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

d. Maintain available visual arts supplies and materials for students.

e. Replace damaged or worn visual arts supplies and materials.

f. Support the mainenance of a Visual and Performing Arts (VAPA) task force to explore increasing opportunities for all students.

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

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

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

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

All Schools
Grades: All

 _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
 _ Other

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

a. \$28,909 RS
0001-
OB5300/5210
(S/C)

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

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

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

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

e. \$0

f. \$546,764 RS
5817

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

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

i. \$135,000 RS

| | | | |
|---|--|--|---|
| k. Ensure that CTE pathways are available to students beginning in middle school. | | | 0000- FN 3800- OB 1100- OB 3xxx (S/C) |
| l. Sustain pathways to achieve Bi-Literacy | | | j. \$0 |

LCAP Year 3

| | |
|--|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Metrics:</p> <ul style="list-style-type: none"> 1.1 District Williams Report, Annual Board Resolution on Sufficiency of Instructional Materials, Curriculum/ materials inventory including ELA-ELD materials 1.1 Student enrollment 1.2 Participation rate in trainings 1.3 Compensation schedules for identified districts 1.3 CALPADS credential report 1.4 Technology survey and inventory 1.4 Board minutes to reflect approval of technology plan 1.4 Facility Inspection Tool (FIT) of clean and safe facilities 1.5 SBAC 1.5 Interim Based Assessments 1.5 Classroom Based measures 1.5 Graduation Rates 1.5 Sections offered at secondary sites 1.5 CSU/UC Required Courses 1.5 Students individualized 4+ year plans 1.5 EAP 1.5 AP Courses Offered and Enrollment Rate 1.6 SBAC 1.6 Interim Based Assessments 1.6 Classroom Based measures 1.6 Multiple measures including for example DRA, STAR Reading and Math, and Curriculum/Teacher Based Assessments 1.6 CELDT 1.6 Reclassification Rate 1.7 GATE Universal Screening tool 1.7 Survey students and/or teachers to determine participation 1.7 Number of students enrolled in Visual and Performing Arts 1.7 Inventory of supplies and condition of materials by teacher account 1.7 Course offering for VAPA 1.7 Participation sign in sheets for teachers and questionnaire |
|--|---|

1.7 Career Technical Education (CTE) data Perkins Program completers

1.7 Bi-Literacy Seal

Outcomes:

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

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

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

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

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

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

1.4 Implementation of a 5 year technology plan

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

1.5 Increase the number of all students meeting or exceeding the standards in Math and ELA by 10% according to SBAC reporting

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

1.5 Integrate Math and ELA CCSS into all subject areas

1.5 Maintain 100% freshman students having a 4+ year high school and post-graduate plan

1.5 Increase by 2% the number of students who pass the AP Exam with a score of 3 or higher

1.5 Maintain graduation rate at 95%

1.5 Increase EAP scores in ELA and Math

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

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

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

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

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

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

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

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

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

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

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

1.7 5% increase in CTE program completers earning certification

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

| 1.7 Increase number of students participating in academic events within the community by 5% 1.7 Increase to 40% of all 12th grade students completing A-G requirements | | | |
|---|--------------------------------|--|--|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 1.1 a. Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials b. Ensure targeted subgroups have access to school supplies c. Provide a district librarian d. Provide library tech hours for all sites based on enrollment e. Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for TK-8; Accelerated Math for 6-8) | All Schools Grades: All | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | a. \$150,224 RS 6300-OB 4110 b. \$78,732 RS 3150-OB 4xxx b. \$2,090 RS 3410 -OB 4351 b. \$114,000 RS 0001-OB 4xxx (S/C) c. \$100,700 RS 0000-FN2420-OB1202/3xx1 (S/C) d. \$70,721 RS 0001-FN2420-OB2216/3xx2 (S/C) e. \$66,000 RS 3010-5800 |

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| <p>1.2 a. Provide collaboration time for teachers.</p> <p>b. Maintain a leadership team to facilitate teacher proficiency for NGSS implementation.</p> <p>c. Instructional Coach will facilitate a training for all secondary science teachers in NGSS.</p> <p>d. Instructional Coaches will facilitate a grade level span training for all elementary teachers and a content area training for all secondary teachers.</p> <p>e. Instructional Coaches will facilitate New Teacher and SPED Teacher Academies.</p> <p>f. All teachers will participate in one additional District day of professional development (over 2015-2016) for the purpose of CCSS implementation training.</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a. \$460,000 RS 0000-OB 1100-OB 3xx1 (S/C)</p> <p>b. See 1.5 f. and 1.6 a.</p> <p>c. See 1.5 f. and 1.6 a.</p> <p>d. See 1.5 f. and 1.6 a.</p> <p>e. See 1.5 f. and 1.6 a.</p> <p>f. See 1.3</p> |
| <p>1.3 Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics. The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population are met. To do so, while simultaneously increasing teachers' CCSS instructional preparation, maintain an additional Professional Development day within the school calendar for all certificated staff.</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>3.1 \$300,908 RS 0000-OB 1100-OB 3xx1 (S/C)</p> <p>\$12,625,000 RS 0000-OB 1100-OB 3xxx</p> |

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| <p>1.4 a. Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP.</p> <p>b. Provide staff support for technology use for student learning.</p> <p>c. Maintain the technology committee to develop a plan for technology purchases, professional use by staff, and appropriate student use to promote learning.</p> <p>d. Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.</p> | <p>All Schools Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>a. \$63,000 RS 0000-OB 4445</p> <p>a. \$29,600 RS 0000-OB 4400</p> <p>b. \$55,669 RS 0000-OB 2408/3xxx (S/C)</p> <p>b. \$17,758 RS 0001-OB 5725 (S/C)</p> <p>c. \$0</p> <p>d. \$764,000 RS 8150-OB 2xxx-OB 3xxx</p> <p>d. \$253,000 RS 8150- OB 4xxx</p> |
| <p>1.5 a. Maintain average Grade Span Adjustment levels for TK-3 and average below contracted class size numbers for grades 4-12.</p> <p>b. Ensure single grade classes at each elementary site.</p> <p>c. Provide summer school instruction for high school students at risk.</p> <p>d. Select assessments and implement consistent classroom based formative and summative assessments at each grade level and train all staff.</p> <p>e. Provide release time and/or paid outside of contract time for staff collaboration.</p> | <p>All Schools Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>a. \$345,000 RS 0000/1400- OB 1100- OB 3xxx (S/C)</p> <p>a. \$465,000 RS 0000/1400-OB 1100- OB 3xxx (S/C)</p> <p>b. \$75,000 RS 0000/1400-OB 1100- OB 3xxx (S/C)</p> |

f. Provide instructional coaches to support all teachers in their ELA and Math instruction for all students.

g. Provide opportunities for English Language Arts and Math integration through professional development and collaboration.

h. Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages.

i. Provide a data tracking system for credentialed staff to monitor student performance, include training for its use.

j. Increase post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January.

k. Provide Yurok Language course.

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

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

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

d. \$0

e. \$0

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

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

h. \$0

i. \$10,000 RS
0000 OB 5800

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

k. \$30,000 RS
0000- OB 1100-
OB 3xxx (S/C)

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

| | | | |
|---|---------------------------------------|---|---|
| <p>1.6 a. Provide ELA intervention teachers at each elementary site.</p> <p>b. Provide Literacy, Math, and EL technicians.</p> <p>c. Provide staffing to support students who are English Learners and/or Socio-economic Disadvantaged.</p> <p>d. Provide appropriate technology infrastructure (including teacher access to copiers, printers, computers).</p> <p>e. Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.</p> <p>f. Provide an EL coordinator for each site.</p> <p>g. Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified techs.</p> <p>h. Provide professional development in working with homeless students to all credentialed staff and classified techs.</p> <p>i. Staff intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE</p> <p>j. Provide instructional coach for Special Education Teachers, 0.8FTE</p> <p>k. Provide instruction, including accommodations and modifications, to students with exceptional needs.</p> <p>l. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.</p> | <p>All Schools</p> <p>Grades: All</p> | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>a. \$391,532 RS 0001- OB 1105-OB 3xxx (S/C)</p> <p>b. \$199,237 RS 0001- OB 2104-OB 3xxx (S/C)</p> <p>c. \$90,000 RS 0000/1400- OB 1100- OB 3xxx (S/C)</p> <p>d. see 1.2</p> <p>e. \$4,000 RS 0001- OB 1150-OB 3xxx (S/C)</p> <p>f. see 1.2</p> <p>g. see 1.2</p> <p>h. \$74,472 RS 0001- OB 1903-OB 3xxx (S/C)</p> <p>i. \$0</p> <p>j. \$1,452,000 RS 6500- OB 1104-OB 3xxx</p> |
|---|---------------------------------------|---|---|

| | | | |
|---|---------------------------------------|---|--|
| <p>1.7 a. Expand student access to advanced study through support for AVID at Winship and advance AVID strategies schoolwide at EHS and through support of Freshman Seminar. Allocate 6 sections at EHS and 1 at Winship. Provide membership fees for EHS and Winship.</p> <p>b. Provide student access to elementary music programs.</p> <p>c. Provide funding to all secondary school sites for instrument repair and replacement.</p> <p>d. Maintain available visual arts supplies and materials for students.</p> <p>e. Replace damaged or worn visual arts supplies and materials.</p> <p>f. Support the mainenance of a Visual and Performing Arts (VAPA) task force to explore increasing opportunities for all students.</p> <p>g. Elementary and middle school teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction.</p> <p>h. Continue to communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade.</p> <p>i. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS.</p> <p>j. Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level to include students who do not traditionally enter these fields.</p> | <p>All Schools</p> <p>Grades: All</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> | <p>a. \$105,000 RS 0000/1400- OB 1100- OB 3xxx (S/C)</p> <p>a. \$28,909 RS 0001- OB5300/5210 (S/C)</p> <p>b. \$195,338 RS 0000- GL 1228- OB 1100- OB 3xxx (S/C)</p> <p>c. \$18,103 RS 0000- GL 1228- OB 4400</p> <p>c. \$5,967 RS 0000- GL 1228- OB 5635</p> <p>d. \$7,995 RS 0000- GL 1228- OB 4310</p> <p>e. \$0</p> <p>f. \$546,764 RS 5817</p> <p>g. \$649 (10 hrs lead psychologist) RS 6500 OB 1207 - 3XXX</p> <p>h. \$820 RS 3010 OB 1309- 3 XXX</p> <p>i. \$135,000 RS</p> |
|---|---------------------------------------|---|--|

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

l. Sustain pathways to achieve Bi-Literacy

0000- FN 3800-
OB 1100- OB
3xxx (S/C)

j. \$0

Annual Update

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

Guiding Questions:

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

| <p>Original Goal from prior year LCAP:</p> | <p>Goal 1: Eureka City Schools will promote students success by ensuring all students receive high quality curriculum and instruction in clean, modern schools.</p> <p>Focus Goal 1.1:Ensure student achievement through implementation of state academic content and performance standards</p> <p>Focus Goal 1.2:Provide competitive salaries and benefits to recruit and maintain a high quality staff</p> <p>Focus Goal 1.3:Ensure all students, including English Learners, have access to CCSS aligned instructional materials</p> <p>Focus Goal 1.4:Increase the delivery of high quality instruction through ongoing professional development, CCSS professional development, and the implementation of the District Instructional Norms (DINs)</p> <p>Focus Goal 1.5:Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology</p> | | <p>Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|----------|-----|--------|-----|----------|----|------|----|-----|-----|-----|-----|-----|--|----|-----|-----|-----|-----|----|--|----|-----|-----|-----|----|----|-----|----|-----|-----|-----|-----|----|-----|----|-----|-----|-----|-----|----|-----|
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>All</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <p>Grades: All</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Applicable Pupil Subgroups:</p> | <p>All</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Metric</p> <p>1.1 California Assessment of Student Performance and Progress (CAASPP) data</p> <p>1.2 CALPADs Credential Report</p> <p>1.2a A variety of sources including Employee Exit survey, open positions, length of time for positions to be filled, information from both State and HCOE data regarding salary and benefits for each group from comparable school districts within and outside the recruiting area</p> <p>1.3 District Williams Report, Annual Board Resolution on Sufficiency of IM, Curriculum/</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>1.1 CAASPP data- MMARS/CAASPP website % of students who met or exceeded standard in ELA</p> <p>All ECS students: 33%</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>NonSED</th> <th>SED</th> <th>Homeless</th> <th>EL</th> <th>RFEP</th> </tr> </thead> <tbody> <tr> <td>3-</td> <td>27%</td> <td>47%</td> <td>21%</td> <td>23%</td> <td>21%</td> <td></td> </tr> <tr> <td>4-</td> <td>26%</td> <td>43%</td> <td>19%</td> <td>20%</td> <td>8%</td> <td></td> </tr> <tr> <td>5-</td> <td>27%</td> <td>36%</td> <td>23%</td> <td>5%</td> <td>7%</td> <td>44%</td> </tr> <tr> <td>6-</td> <td>25%</td> <td>38%</td> <td>20%</td> <td>15%</td> <td>3%</td> <td>35%</td> </tr> <tr> <td>7-</td> <td>27%</td> <td>40%</td> <td>16%</td> <td>11%</td> <td>3%</td> <td>31%</td> </tr> </tbody> </table> | | All | NonSED | SED | Homeless | EL | RFEP | 3- | 27% | 47% | 21% | 23% | 21% | | 4- | 26% | 43% | 19% | 20% | 8% | | 5- | 27% | 36% | 23% | 5% | 7% | 44% | 6- | 25% | 38% | 20% | 15% | 3% | 35% | 7- | 27% | 40% | 16% | 11% | 3% | 31% |
| | All | NonSED | SED | Homeless | EL | RFEP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3- | 27% | 47% | 21% | 23% | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4- | 26% | 43% | 19% | 20% | 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5- | 27% | 36% | 23% | 5% | 7% | 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 25% | 38% | 20% | 15% | 3% | 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7- | 27% | 40% | 16% | 11% | 3% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

materials inventory including ELA-ELD materials

1.4 Professional Development accounting of district offered trainings, including CCSS implementation

1.5 Facility Inspection Tool (FIT) of clean and safe facilities

1.5a Technology survey and inventory

Outcome

1.1 Establish student baseline proficiency scores for grades and content areas assessed, using CAASPP data

1.2 Maintain 100% of teachers appropriately credentialed, certified or assigned

1.2 Increased positions filled, retention of staff (not including retirements)

1.2a Survey results as baseline

1.3 Maintain Wms requirement for sufficiency of instructional materials for all students including access to CCS and ELD for EL students, and increase materials aligned to CCSS for elementary and secondary students by 20% with a focus on math this year

1.4 95% of all staff will participate in at least 2 district or site offered Professional Development opportunities

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

1.5a 20% increase towards goal of 3:1 ratio or lower student to industry standard computer

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 8- | 37% | 47% | 28% | 0% | 13% | 48% |
| 11- | 54% | 58% | 50% | 17% | 13% | 65% |

% of students who met or exceeded standard in Math

All ECS students: 24%

| | All | Non SED | SED | Homeless | EL | RFEP |
|-----|-----|---------|-----|----------|-----|------|
| 3- | 28% | 51% | 21% | 34% | 8% | |
| 4- | 37% | 22% | 15% | 16% | 12% | |
| 5- | 18% | 28% | 14% | 10% | 0% | 26% |
| 6- | 15% | 27% | 11% | 15% | 0% | 22% |
| 7- | 28% | 43% | 16% | 17% | 3% | 27% |
| 8- | 33% | 39% | 27% | 6% | 4% | 48% |
| 11- | 23% | 27% | 18% | 0% | 13% | 25% |

1.2 CALPADS- 100% of ECS teachers are credentialed and appropriately assigned

1.2 Positions Filled-personnel report: example SCIA, SPED teachers, P11

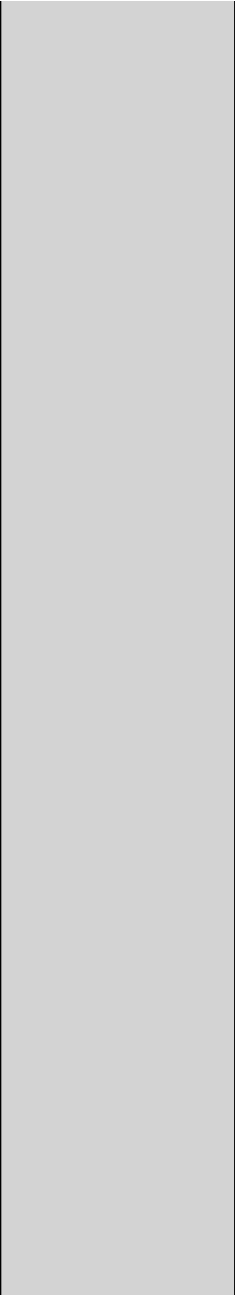
1.2a Exit Survey- yet to be created

1.3 Williams Report- focus on math and ELD materials:

100% compliance Williams Report

Teachers are utilizing aligned supplementary materials, incl ERWC, novel sets/units

Adopted, CCSS aligned textbooks in 2015-16:



TK-5 Math 0%, ELA 0%

6-8 Math 100%, ELA 0%

9-12 Math 100% Algebra 1 and 2

SDC materials Math 0%, ELA 100%

1.4 Professional Development-
Teacher, Classified, Administrators= 100% attended
2 or more professional development opportunities

1.5 FIT- "Good" at all sites

1.5a Student* : Computer Ratio: Overall- 2:1

Alice Birney 1.5:1

EHS 2:1

Grant 1.9:1

Lafayette 2.9:1

Washington 2.6:1

Winship 1.6:1

Zane 1.9:1

Zoe 1.5:1

District Average - 2:1

(includes tablets)

*these numbers include Windows computers,
Chromebooks and Android tablets, Non-District
approved devices are not included

Technology Equipment 2014-
15/2015-16/Difference

Windows PC's:1190/1504/+314

| | | |
|--|--|---|
| | | <p>Chromebooks:480/669/+189</p> <p>Projectors:240/250/+10</p> <p>Digital Presenters: 160/160/+0</p> <p>SmartBoards: 49/40/-9</p> <p>Android Tablets: 55/192/+137</p> <p>Technology-</p> <p>Bandwidth increased by 22 times</p> <p>Wide Area Network speeds Increased by a multiplier of 10</p> <p>More than doubled the number access points and quadrupled the number of WiFi radios by Fall 2016</p> |
|--|--|---|

LCAP Year: 2015-16

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

| | | | | | |
|---|------------------------------------|--|---|---|--|
| <p><u>Sub Goal 1.1.1:</u></p> <p>Provide Professional Development and support to teachers and staff with the implementation of CCSS, ELD, and NGSS instruction, research-based strategies and technology-based learning; implementation of District Instructional Norms</p> | | <p>1.1.1</p> <p>\$15,000 FD 01 LCFF</p> <p>\$125,000 FD 01 RS 3010 intervention/coaches</p> <p>\$22,319 PD FD 01 RS 3010/3150</p> <p>\$26,000 FD 01 RS 0001 Ed Services Support</p> | <p>1.1.1 Coaches provided professional development to all teachers during the pre-service days (8/24-27), as well as at many staff meetings and collaboration days when invited (3-4 times per month, depending on site), regarding CCSS and NGSS, research-based strategies, District Instructional Norms, and ELD.</p> <p>Decrease from expected \$15K to actual of \$743.00 due to other funding sources utilized</p> | <p>1.1.1</p> <p>\$743.00 FD 01 RS 0000/OB 1142</p> <p>\$122,670 FD RS 3010 Coaches FTE 1.3</p> <p>\$22,319 PD FD 01 3010/3150</p> <p>\$25,874.52 FD 01 RS 0001 Ed Services Support (Assist Sup of Ed Services)</p> | |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | |
| <p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | |

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|---|------------------------------------|--|---|---|
| <p><u>Sub Goal 1.1.2:</u></p> <p>Support student instruction by providing access to essential materials and supplies</p> | | <p>1.1.2</p> <p>\$202,561 supplies FD 01 RS 0000/4310</p> <p>\$139,230 maint FD 01 RS 0000/5637</p> <p>\$168,423 sup/maint FD 01 RS 3010/4310/56 37</p> | <p>1.1.2 Access to essential materials and supplies is provided for students and staff. ECS provided copier services through site funded allocations so that teachers could differentiate curriculum and provide access to CCSS aligned materials.</p> <p>Decrease of copier contracts out of RS 3010 due to other funding sources being utilized.</p> | <p>1.1.2</p> <p>\$212,806 Supplies FD 01 RS 0000/4310</p> <p>\$95,637 Maint. FD 01 RS 0000/5637 (Copier & Printer Maintenance)</p> <p>\$0.00 Sup/Maint FD 01 RS 3010/4310/5637</p> <p>\$35,169 Maint Contracts FD 01 RS 3150/5637 (Copier Maintenance Contracts)</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | |

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|---|---|--|---|---|--|
| <p><u>Sub Goal 1.1.3:</u></p> <p>Maintain class size reduction (TK-3); Maintain (4-8) class size below allowable state calculated number; Schedule no combination classes</p> | | <p>1.1.3</p> <p>\$690,400 FD 01 RS 0001</p> | <p>1.1.3 Class size reduction (TK-3) maintained as required by Grade Span Adjustment; 4-12 Class size maintained at contract levels; No combination class TK-5.</p> | <p>1.1.3</p> <p>\$690,400 FD 01 RS 0001 As follows:</p> <p>\$76,000 FD 01 RS 0000 (8980 out of 0001 into 0000) MGMT 1500</p> <p>\$158,400 FD 01 RS 0000 (8980 out of 0001 into 0000) MGMT 1522</p> <p>\$456,000 RD 01 RS 0000 (8980 out of 0001 into 0000) MGMT 1501</p> | |
| <p>Scope of service:</p> | <p>Elementary</p> <p>Zane</p> <p>Winship</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p> | | <p>Scope of service:</p> | <p>All</p> <p>Grades: All</p> | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| Sub Goal 1.1.4: Develop a district assessment program for evaluating formative and summative student data | | 1.1.4 \$23,000 FD 01 0000/5800 | 1.1.4 No action taken as of yet; Schoolnet contract cancelled at the end of 2015-16. | 1.1.4 \$23,000 FD 01 0000/5800 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA wide Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |

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| <p><u>Sub Goal 1.1.5:</u> Provide curricular and instructional support to special education and GATE students Hire a Special Education Coach to support Special Education teachers</p> | | <p>1.1.5 \$574,764 Staffing FD 01 RS 3310 \$1,175,000 Staffing FD 01 RS 6500 \$2,621,403 Staffing FD 01 RS 6500 \$24,275 Materials & Supplies FD 01 RS 6500 \$1,764,565 Chargeback FD 01 RS 3310</p> | <p>1.1.5 Special Day Classes implemented a reading program and is piloting a math program this year. A 0.8 Special Education Coach was hired. 3-8th grade ECS GATE students attended GATE Academy Unfilled positions resulted in a decrease in amount actually spent on salaries.</p> | <p>1.1.5 \$590,980 Staffing FD 01 RS 3310/ob1xxx, 2xxx,3xxx \$699,459 Staffing FD 01 RS 6500 (6500/2XXX/3X XX) \$2,808,109 Staffing FD 01 RS 6500 (6500/1XXX//3X XX) \$11,470 Materials & Supplies FD 01 RS 6500/ob 4XXX \$1,788,054 Chargeback FD RS 6500 OB 7142</p> |
| <p>Scope of service:</p> | <p>LEA Wide Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide Grades: All</p> |

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|--|-----------------------------|--|---|---|--|
| _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other | | |
| Sub Goal 1.2.1: Ensure teachers have the appropriate credential for their assignment, and required certification | | 1.2.1 \$34,800 BTSA FD 01 9012/5800 \$61,600 FD 01 RS 0000 \$11,907,969 teachers FD 01 RS 0000/1400/O B1100 | 1.2.1 All teachers are appropriately credentialed. | 1.2.1 \$34,800 BTSA FD 01 9012/5800 \$61,600 FD 01 RS 0000 (8980 out of 0001 into 0000) MNMG 1512 \$12,052,918 Teachers FD 01 RS 0000/1400/Ob 1100 (Projected) | |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |

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| <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | |
| <p><u>Sub Goal 1.2.2:</u></p> <p>Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics</p> | | <p>1.2.2</p> <p>See 1.1.5, 1.2.1</p> <p>\$14,529,715 all other sal/bene</p> | <p>1.2.2 In providing a reference point for certificated salaries and benefits the District looked at 2014-2015 SABRE report completed by School Services of California that compared salary and benefits with 19 other school districts with similar demographics as approved by the ECS Board of Trustees. The District also looked at HCOE Annual Salary Survey for 2015-2016. A 3-year collective bargaining agreement was reached between the District and the Eureka Teachers Association which included the following</p> <p>Making a one-time salary increase of 3% for 2014-2015 ongoing as of July 1, 2015</p> <p>A \$1,330 increase in each cell of the certificated salary schedule (equivalent to approximately 2%) effective January 1, 2016</p> <p>\$14 increase in benefit for health and welfare for each 1.0 FTE effective January 1, 2016</p> <p>Steps 24 and Steps 27 added to the salary schedule effective July 1, 2016</p> | <p>1.2.2</p> <p>\$12,803,650 All Other Salaries & Benes (Projected) (RS 0000/0001 object 1,2,3 excluding teachers)</p> <p>See 1.1.5, 1.2.1</p> | |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | |

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|---|-----------------------------|--------------------------------|---|-----------------------------|--------------------------------|
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Sub Goal 1.2.3 CSEA compensation will make progress toward agreed upon data points | | 1.2.3 Included in 1.2.2 | 1.2.3 Negotiations are continuing. | | 1.2.3 Included in 1.2.2 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |

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| <p><u>Sub Goal 1.3.1:</u></p> <p>Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials</p> | | <p>1.3.1</p> <p>\$538,934 FD 01 RS 0212</p> <p>\$10,000 FD 01 RS 0001</p> <p>\$150,606 FS 01 RS 6300</p> | <p>1.3.1</p> <p>Williams Act met.</p> <p>TK-5 Teachers piloted and the board adopted math materials to be purchased this year and implemented in 16-17.</p> <p>Our district has sent representatives to the HCOE ELA materials adoption meetings.</p> <p>Last year, we adopted ELA curriculum for SDC and are piloting math this year.</p> <p>9-12 Math text adopted: Alg 1, 2, and Geometry</p> <p>Plato was not purchased by ECS - College of the Redwoods purchased Plato to be used for ECS.</p> | <p>1.3.1</p> <p>\$269,566 FD 01 RS 0212 (Projected to be spent on textbooks)</p> <p>\$357,780 FD RS 6300 (To be spent on textbooks)</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>LEA Wide</p> <p>Grades: All</p> | |
| <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | |
| <p><u>Sub Goal 1.4.1:</u></p> <p>Provide sub time for Professional Development for teachers implementing CCSS, ELD, NGSS, and technology based learning</p> | | <p>1.4.1</p> <p>Included in 1.1.1</p> | <p>1.4.1 Sub time has been provided to teachers for professional development through Title 1, AB 77 funds, Arts Integration, and School Climate grants.</p> | <p>1.4.1</p> <p>Included in 1.1.1</p> |

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| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| <u>Sub Goal 1.5.1:</u> Maintain facilities and grounds in good repair and replace equipment as needed, seek a negotiated formula to allocate classified staff hours sufficient to maintain facilities | | 1.5.1 \$1,342,044 FD 01 LCFF/salaries \$149,371 FD 01 RS 1100/4374 | 1.5.1 Facilities have met "FIT" standards TECS utilized an established formula | 1.5.1 \$1,231,776 FD 01 RS/0000 GL/1193 FN/8260 OB/2xxx OB/3xxx \$149,463 FD 01 RS 1100/4374 Custodial Supplies | |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| Sub Goal 1.5.2: Increase technology infrastructure, bandwidth and wireless access points to provide additional access to technology and provide personnel with implementation and support | | 1.5.2 \$166,000 IT Ops FD 01 LCFF \$501,301 IT Staffing FD 01 LCFF \$17,800 FD 01 RS 0000 | 1.5.2 ECS has increased its bandwidth, increased its speed, and has provided a 2:1 student to computer ratio. ECS has provided personnel for basic tech support and installation and maintenance of equipment. | \$166,000 IT OPS FD 01 LCFF \$450,666 IT Staffing FD 01 LCFF (Mgmt 4005 RS 0000) \$17,800 FD 01 RS 0000 (8980 from RS 0001 to RS 0000) MGMT 1521 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |

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| <p><u>Sub Goal 1.5.3:</u></p> <p>Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP</p> | | <p>1.5.3</p> <p>\$2,878 FD 01 RS 3150</p> <p>\$68,000 Computers FD 01 LCFF</p> | <p>1.5.3 We have met our goal of 3:1 student:computer ratio. See 1.5.2</p> | <p>\$2,485 FD 01 RS 3150</p> <p>\$75,518 Computers FD 01 RS 0000/4445 (8980 from 0001 to 0000) MGMT 1513</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> |
| <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | |
| <p>What changes in actions, servcves, and expenditures</p> | <p>We will consolidate Goal 1 and 2</p> <p>We noticed that our EL and SED populations are not achieving as high as the overall. We will increase research-based strategies that have high impact for these students, such as collective teacher efficacy (common success criteria), feedback (for students and staff), high expectations, and principals as instructional leaders. We will include how to best meet the needs of our students in poverty.</p> <p>We will research CCSS aligned ELA materials for possible adoption. We have sent district representatives to the HCOE's ELA/ELD Adoption meetings. We will be implementing math TK-5 next year, Geometry at the high school level, and reading/math in SDC next year.</p> <p>We will research a district wide data tracking system</p> <p>We will research and implement common assessments, including common success criteria to increase inter-rater reliability, benchmark/interim assessments</p> | | | |

We will implement TK-5 common core report cards in 16-17; and will determine common success criteria

We will research grading practices (consistency, concerned about grade inflation and what an "F" means)

We will research homework practices/policies

We will research standards based report cards at secondary

We will determine why staff leaves, per exit survey (needs to be created)

We will consider the parameters of "required" professional development opportunities for teachers and administrators and increase opportunities to district classified staff of "high impact" professional development activities

There is a perception that we don't have enough technology, although we met our goal of 3:1. We will investigate reasons for this perception and work to bring technology offerings to the attention of staff.

We will provide elementary students with practice in keyboarding skills (Curriculum Committee currently is researching appropriate programs) in preparation for CAASPP and to be college and career ready

We will look at equity in computer access, example- SLI students might have greater access to computers because the teacher has a room full of computers

We will look at scheduling issues to be sure that our lower achieving students have access to materials and equipment that our high achieving students have access to.

Professional development in the area of technology skills is minimal and will be addressed, not only to decrease tech support requests over non-issues (i.e. on the phone training) but to also increase acceptance and comfort of utilizing these new technologies as they become a requirement to perform everyday tasks and to successfully implement the common core and new curriculum. With the ever increasing amount of inventory and network and management complexity, our technicians are understaffed to accommodate the amount of current technology support requests, let alone train users on technology basics and digital tools.

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| <p>Original Goal from prior year LCAP:</p> | <p>Goal 2: Eureka City Schools will increase academic achievement and college and career readiness with supports and interventions in place to eliminate barriers to student success.</p> <p>Focus Goal 2.1:Increase the achievement of English Learners</p> <p>Focus Goal 2.2:Increase the number of students who graduate college and career ready</p> <p>Focus Goal 2.3:Increase opportunities for early access to instruction in preschool through third grade</p> <p>Focus Goal 2.4:Ensure all students have access to three-tiered Academic Response to Instruction and Intervention (RTI2) fully implemented, well-articulated, and consistent year to year with a focus on language arts and math</p> <p>Focus Goal 2.5:Increase student participation in enrichment opportunities and advanced coursework, with an emphasis on underrepresented students</p> | | <p>Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:</p> |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>All</p> | |
| | | <p>Grades: All</p> | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Metric</p> <p>2.1 Title III report, Annual Measurable Achievement Objectives (AMAO) which includes CELDT scores</p> <p>2.1a Reclassification for English Proficiency Rate (RFEP)</p> <p>2.1b California Assessment of Student Performance and Progress (CAASPP) data</p> <p>2.2a Four Year Plan data</p> <p>2.2b Early Assessment Program (EAP) data</p> <p>2.2c A-G data</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>2.1 AMAO 1 (CELDT)14-15 62.8%; 15-16 51.2%; TBA in fall (11.6% decrease) AMAO 2 (CELDT) less than 5 years EL14-15 27.4%; 15-16 16% (11% decrease) EL 5+ years 14-15 45.2%; 15-16 49.4% (4.2% increase) AMAO 3 (Participation rate in state testing) 14-15 99% in ELA/Math; 15-16 TBA</p> <p>2.1a RFEP: Increase from 10% to 12% the number of students EL students reclassified as English Proficient: in 2015 the number of students remained at 10%.</p> <p>2.1b Establish <u>baseline proficiency scores</u> for English Learners- CAASPP met or exceeding standard: All ECS EL students: ELA- 11% Math- 6% 3 ELA-21%; Math-8%</p> |

2.2d California High School Exit Exam (CAHSEE) data

2.2e Bi-Literacy Seal Graduate data

2.2f Career Technical Education (CTE) data Perkins Program completers

2.2g API

2.3 Instructional minutes data, TK-3

2.3a Pre-School Enrollment

2.4 Response to Instruction and Intervention (RTI2) data based on the CDE RTI2 Self-Assessment tool

2.4a Multiple measures including for example DRA, STAR Reading and Math, and Curriculum and Teacher Based Assessments

2.5 Advanced Placement (AP) data

2.5a GATE Universal Screening tool

2.5b AVID Central data

2.5c Multiple measures from Freshman Seminar such as attendance, grade point average, number of D and F's, Kudor Navigator.

2.5d Arts Integration grant data, including ELA/Math assessment results

2.6 Master schedules from secondary. Class schedules for elementary. Elementary music schedules. Art Integration Grant artist/teacher schedules

Outcome

2.1 AMAO 1-3: 2% of EL students will increase in each appropriate AMAO level

2.1a RFEP: Increase by 2% EL students reclassified

4 ELA-8%; Math-12%
5 ELA-7%; Math-0% RFEP: ELA 44% Math 26%,
6 ELA-4%; Math-0% RFEP: ELA 35% Math 22%
7 ELA-3%; Math-3% RFEP: ELA 31% Math 27%
8 ELA-13%; Math-4% RFEP: ELA 48% Math 48%
11 ELA-13%; Math-13% RFEP: ELA 65% Math 25%

2.2a Percent of Freshman students with a Four Year Plan: 2013/14- 84%, 2014/15- 87%; 2015/16- 82%

2.2b Early Assessment Program (EAP) data
2013-14/2014-15

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| College Ready: | College Conditional: |
| ELA 35%/23% | 16%/34% |
| Math 20%/10% | 57%/15% |

2.2c A-G data 2013-14 35%; 2014-15 28%; 2015-16 32%

2.2d California High School Exit Exam (CAHSEE) data- No longer applicable

2.2e Bi-Literacy Seal Graduate- In 2013/14-13 students; In 2014/15- 30 students; In 2015/16 39- students received the Seal of Biliterycy

2.2f Career Technical Education (CTE) data Perkins Program completers- available after July

2.2g API- No Longer Applicable
2.2 62% passed AP tests with a 3+

2.3 Committee's findings presented to all stakeholders- no committee or task force formed in

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| <p>as English Proficient</p> <p>2.1b Establish baseline proficiency scores for English Learners</p> <p>2.2a 100% of grade 8 and 9 students will have a four year high school and postgraduate plan by the beginning of their freshman year</p> <p>2.2b Increase EAP scores in ELA and Math: College Ready by 2%, Conditional by 5%;</p> <p>2.2c Increase A-G course completion by 5%</p> <p>2.2d Increase CAHSEE Proficient rate for all students, EL, SPED, and SES by 5%</p> <p>2.2e 0.02% increase in Bi-Literacy Seal graduates</p> <p>2.2f 5% increase in CTE program completers earning certification</p> <p>2.2g API is Not Applicable for 2014-15</p> <p>2.3 Committee's findings presented to all stakeholders</p> <p>2.3a 10% increase of enrollment in District preschool programs</p> <p>2.4 Increase implementation of three-tiered RTI2 model at all sites 5% in language arts and in math</p> <p>2.4a 55% of students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA</p> <p>2.4b Increase the number of Tier 1 students maintaining proficiency in ELA and math</p> <p>2.5 Increase students enrolled in AP courses and pass exams with 3+ score by 3%</p> <p>2.5a 5% increase in the percent of students identified</p> | <p>2015-16</p> <p>2.3a No change in preschool enrollment</p> <p>2.4 No math intervention in place this year;</p> <p>Reading Intervention- Elementary sites: 1.2 FTE 2014-15; 2.2 FTE 2015-16; Middle School- 3 sections; High School- 5 sections</p> <p>2.4a 46% of elementary students have increased their reading level by more than 1 year or its equivalent in ELA</p> <p>2.4b The number of Tier 1 students maintaining proficiency in ELA and math is yet to be determined (based on CAASPP data)</p> <p>2.5 Number for Students enrolled in AP courses and pass exams with 3+ score by 3% 2013- 68%; 2014- 68%; 2015 -62%</p> <p>2.5a 5% increase in the percent of students identified and participating in GATE/honors programs</p> <p>2.5b 6.5%, 2013-14; 6.7%, 2014-15; 12.6%, 2015-16 There has been a 5.9% increase in AVID enrollment at EHS and Winship: 6%</p> <p>2.5c Freshman Seminar Yet to be determined</p> <p>2.5d Arts Integration data- Same as CAASPP results</p> <p>2.6 All Students, as well as SWD, will maintain access to a broad course of study and will have increased minutes of participation in the Visual and Performing Arts by 20% in middle schools and establish a baseline in elementary schools- This data is unavailable at this time.</p> |
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| | <p>and participating in GATE/honors programs</p> <p>2.5b 5 % increase in AVID enrollment at EHS; Baseline data collected for Winship</p> <p>2.5c Baseline information collected</p> <p>2.5d Baseline information collected</p> <p>2.6 All Students, as well as SWD, will maintain access to a broad course of study and will have increased minutes of participation in the Visual and Performing Arts by 20% in middle schools and establish a baseline in elementary schools</p> | | |
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LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | | |
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| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| <p><u>Sub Goal 2.2.1:</u></p> <p>Increase academic and career counseling services for at-risk students to ensure access and enrollment in all required areas of study see 3.4.4</p> | <p>2.2.1</p> <p>\$473,499 FD 01 RS 0000/1200/3x xx</p> | <p>2.2.1 ECS has maintained secondary counseling personnel. Costs were more than anticipated due to higher staffing levels.</p> | <p>2.2.1</p> <p>\$591,582 FD 01 RS 0000/1200/3XX X</p> | |
| <p>Scope of service:</p> | <p>EHS, Zoe Barnum, Winship, Zane</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>Secondary</p> <p>Grades: All</p> |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| Sub Goal 2.2.2: Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment by funding 4 sections of HROP | | 2.2.2 \$75,000 FD 01 RS 0000/1100/mgmt. 1504 | 2.2.2 An increase to five sections covered at EHS @ \$15,000/section. | 2.2.2 \$75,000 FD 01 RS (8980 out of 0001 into 0000) ob 1100/3XXX MGMT 1504 (HROP) |
| Scope of service: | EHS, Zoe Barnum, Winship, Zane Grades: All | | Scope of service: | Secondary Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| Sub Goal 2.2.3: Increase post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January | | 2.2.3 See 2.2.1 | 2.2.3 82% of students had 4 year plans; incoming students from feeder schools did not have 4 year plans developed | 2.2.3 See 2.2.1 |

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| Scope of service: | EHS, Zoe Barnum, Winship, Zane Grades: All | | Scope of service: | Secondary Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| <u>Sub Goal 2.2.4:</u> Provide access to college prep courses, AP courses, and college courses. Investigate increase in sections including zero periods. Provide instruction and materials in academic research and other college and career skills per CCSS. | | 2.2.4 \$195,000 13 sections FD 01 LCFF \$120,000 8 sections FD 01 RS 0000 | 2.2.4 Eight Sections provided include Zero period, | 2.2.4 \$195,000 13 Sections FD 01 LCFF (\$15,000 per section) \$120,000 8 Sections FD 01 LCFF (\$15,000 per section) | |
| Scope of service: | EHS, Zoe Barnum Grades: All | | Scope of service: | EHS, Zoe Barnum Grades: 9th, 10th, 11th, 12th | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Sub Goal 2.2.5: Increase the number of students who pass the California High School Exit Exam at the <u>proficient</u> level by providing Professional Development, such as Constructing Meaning, and Instructional Coach support for teachers who are implementing research based strategies and methodologies. Provide tutoring and remediation. | | 2.2.5 See 2.1.1, 2.1.2, 1.4.1 | No action taken due to the discontinuance of the CAHSEE | | 0 |
| Scope of service: | EHS, Zoe Barnum Grades: All | | Scope of service: | EHS, Zoe Barnum Grades: 9th, 10th, 11th, 12th | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Sub Goal 2.2.6: Promote Bi-Literacy graduation opportunity, include course options for 5th year Spanish students | | 2.2.6 See 2.2.1 | Bi-literacy programs maintained | | See 2.2.1 |

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| Scope of service: | EHS Grades: All | | Scope of service: | EHS Grades: 9th, 10th, 11th, 12th | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| <u>Sub Goal 2.3.1:</u> Create a committee of teachers and administrators to investigate instructional minutes in TK-3 to provide additional compensated instructional time. | | 2.3.1 \$0 | 2.3.1 We have not created a committee to investigate this action | \$0 | |
| Scope of service: | Elementary Grades: TK, K, 1st, 2nd, 3rd | | Scope of service: | Elementary Grades: TK, K, 1st, 2nd, 3rd | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |

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| <p><u>Sub Goal 2.3.2:</u></p> <p>Create a task force of families, teachers, and administrators to investigate opening a preschool program at an additional campus to provide access for more students and families</p> | | <p>2.3.2</p> <p>\$0</p> | <p>2.3.2</p> <p>A task force has not been created.</p> | <p>See 2.3.2</p> <p>\$0</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>LEA Wide</p> <p>Grades: Preschool</p> | |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | |
| <p><u>Sub Goal 2.4.1:</u></p> <p>Provide instructional coaches to support CCSS, RTI2, and ELD (add NGSS when adopted by state) implementation</p> | | <p>2.4.1</p> <p>See 2.4.3</p> | <p>4 FTE Elementary teachers/coaches: 2.2/1.8</p> <p>2 FTE Secondary teachers/coaches: 1.0/1.0</p> <p>0.8 FTE Secondary teacher/coach: 0.6/0.2</p> | <p>See 2.4.3</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>LEA Wide</p> <p>Grades: All</p> | |

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| <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | |
| <p><u>Sub Goal 2.4.2:</u></p> <p>a. Provide student access to independent reading and math practice (e.g. AR/AM for Elementary and Middle, possibly include high schools);</p> <p>b. Consider Independent reading included in daily schedule;</p> <p>c. Adjust formula to increase hours for library techs</p> | | <p>2.4.2</p> <p>\$100,100 Librarian FD 01 RS 0001</p> <p>\$77,679 Lib Tech FD 01 RS 3150</p> <p>\$38,605 RenLearn FD 01 RS 3010/5800</p> | <p>2.4.2</p> <p>a. AR/AM access is provided for Elementary and Middle students. There is an increase in Renlearn due to adding an expository text service.</p> <p>b. Independent reading is included in most elementary teachers' schedules. Middle schools are considering implementing</p> <p>c. Library tech formulas are unchanged. Actual expenditures</p> | <p>2.4.2</p> <p>\$100,100 Librarian FD 01 RS 0001 (8980 to RS 0000) MGMT 1509</p> <p>\$67,192 Lib Tech FD 01 RS 3150</p> <p>\$75,272.93 RenLearn FD 01 RS 3010/5800</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>Elementary and Middle Schools</p> <p>Grades: All</p> | |
| <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | |

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| <p><u>Sub Goal 2.4.3:</u></p> <p>Develop and implement district wide, three-tiered RTI2 model by</p> <p>*staffing an intervention teacher/coach 4.0 FTE for Elementary sites, each TOSA will have an intervention assignment at a specific site with student intervention time ratio based on site student need</p> <p>*staffing intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE</p> <p>*staffing Literacy and EL technicians</p> | | <p>2.4.3</p> <p>\$513,837 FD 01 RS 0001/3010/3150/4203 intervention/coaches TOSAs, secondary sections</p> <p>\$214,917 FD 01 RS 0001/3150 techs</p> | <p>4 FTE Elementary teachers/coaches: FTE 2.2 intervention teacher/ 1.8 coach</p> <p>0.4 intervention at Zane, 0.2 in ELD at Winship, 0.6 at EHS</p> <p>8.43 FTE Literacy and EL technicians</p> | <p>\$553,837 FD 01 RS 0001/3010/3150/4203 Intervention/Coaches/TOSA's/Secondary Sections</p> <p>\$214,917 RS 01 RS 0001/3150 Techs</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>LEA Wide</p> <p>Grades: All</p> | |
| <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | |
| <p><u>Sub Goal 2.4.4:</u></p> <p>Provide access to the After School Education and Safety (ASES) program or other after school programs, including the Middle Schools, investigate fee based \$1 per day or sliding scale programs. Include a designated classified staff member for each school</p> | | <p>2.4.4</p> <p>\$599,850 Funding Source: FD 01 RS 6010 ASES</p> | <p>After School Education and Safety access provided at the elementary schools and middle schools</p> <p>Investigation of fee based program not pursued</p> | <p>\$599,850 FD 01 RS 6010 ASES</p> |

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| Scope of service: | Elementary, Winship, Zane Grades: All | | Scope of service: | Elementary and Middle Schools Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |

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| <p><u>Sub Goal 2.4.5</u></p> <p>Provide instruction, including appropriate accommodations and modifications, to students with exceptional needs. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.</p> | | <p>2.4.5</p> <p>See 1.1.5</p> | <p>22.60 FTE Special Education teachers employed</p> | <p>2.4.5</p> <p>\$590,980</p> <p>Staffing FD 01</p> <p>RS 3310</p> <p>\$699,459</p> <p>Staffing FD 01</p> <p>RS 6500 (6500/2XXX/3X XX)</p> <p>\$2,808,109</p> <p>Staffing FD 01</p> <p>RS 6500 (6500/1XXX/3X XX)</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide all grades</p> <p>Grades: All</p> |

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| _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other | | | _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other | |
| <u>Sub Goal 2.5.1</u> Develop and communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade | | 2.5.1 \$0 | 2.5.1 No action taken as of yet | 2.5.1 \$0 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| <u>Sub Goal 2.5.3</u> Expand student access to enrichment opportunities such as Visual And Performing Arts by providing professional development to TK-8 teachers through the NCAIP Arts Integration grant | | 2.5.3 \$546,764 FD RS 5817 Arts Grant | 2.5.3 36 3rd-8th grade teachers participated in professional development through the Arts Integration Grant. We are drawing on carry over from the previos year. | 2.5.3 \$570, 034 FD 01 RS 5817 Arts Grant |

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| Scope of service: | Elementary, Zane, Winship Grades: All | | Scope of service: | Elementary, Zane, Winship Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| <u>Sub Goal 2.6.1</u> Provide student access to elementary music programs | | 2.6.1 \$189,200 FD 01 RS 0000 | 2.6.1 All 4-5th grade students receive 2.5 hours music instruction from credentialed music teachers. | 2.6.1 \$214,529 FD 01 RS 0000 GL 1228 (Elementary Music Teachers, Instrument repairs & instruments) | |
| Scope of service: | Elementary Grades: All | | Scope of service: | elementary Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |

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| <p><u>Sub Goal 2.1.1:</u></p> <p>Provide professional development and support in ELD strategies, such as Constructing Meaning and the new ELA/ELD Framework, to all teachers and instructional staff.</p> | | <p>2.1.1</p> <p>\$50,000 FD 01 LCFF</p> | <p>Constructing Meaning training was provided to 25 5th grade through high school teachers and instructional coaches.</p> <p>Constructing Meaning was reviewed throughout the year at EHS.</p> <p>CM trainers sent to EI Achieve symposium</p> <p>ELD session offered at Pre-service day to secondary teachers</p> <p>All elementary teachers were introduced to the ELA/ELD Framework</p> | <p>\$18,720</p> <p>\$4,400 Subs, \$2,100 Materials, \$1,800 Reg Fees, \$520 Airfare FD 01 RS 4203</p> <p>\$9,400 Subs FD 01 RS 6264</p> <p>\$500 Food FD 01 RS 0000/Ed Services</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> |
| <p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | | | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | |

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| <p><u>Sub Goal 2.1.2:</u></p> <p>Provide increased instructional support for English Learners</p> <p>*At least 1 section ELD for 1s and 2s at Middle and High Schools</p> <p>*Establish and implement formula for determining ELD FTE based on students scoring at level 1 or 2 in any CELDT domain at all Elementary sites.</p> | | <p>2.1.2</p> <p>\$130,000 FD 01 0000/1100</p> <p>\$65,000 FD 01 RS 3150/2104/3xxx</p> | <p>2.1.2 Each secondary school provides a section of ELD for their students at CELDT level 1 and 2.</p> | <p>\$130,000 FD 01 0000/1100</p> <p>\$40,000 FD 01 RS 3150/2104/3xxx</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> |
| <p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | | <p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | |
| <p><u>Sub Goal 2.1.3:</u></p> <p>Provide supplemental programs and services for English Learners</p> <p>Ensure all sites have curriculum and supplies based on student need.</p> | | <p>2.1.3</p> <p>\$34,619 FD 01 RS 4201/4203</p> | <p>2.1.3 Intervention TOSA at Lafayette partially paid through these funds</p> <p>Site based decisions regarding purchasing library books that reflect their student populations</p> | <p>\$26,000 FD 01 RS 3150</p> <p>\$7,300 FD 01 RS 4201/4203</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| Sub Goal 2.2.5: Increase the number of students who pass the California High School Exit Exam at the <u>proficient</u> level by providing professional development, such as Constructing Meaning, and Instructional Coach support for teachers who are implementing research based strategies and methodologies. Provide tutoring and remediation. | | 2.2.5 See 2.1.1, 2.1.2, 1.4.1 | CAHSEE Suspended for 2015-2016 | \$0 |
| Scope of service: | EHS, Zoe Barnum Grades: All | | Scope of service: N/A CAHSEE Suspended for 2015-2016 Grades: 9th, 10th, 11th, 12th | |
| _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |

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| <p><u>Sub Goal 2.4.1:</u></p> <p>Provide instructional coaches to support CCSS, RTI2, NGSS when adopted by state, and ELD implementation</p> | | <p>2.4.1</p> <p>See 2.4.3</p> | <p>2.4.1 See 2.4.3</p> | <p>2.4.1</p> <p>See 2.4.3</p> |
| <p>Scope of service:</p> | <p>Elementary</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>All</p> <p>Grades: All</p> | |
| <p><u>_ All</u></p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p> | | | <p><u>_ All</u></p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p> | |
| <p><u>Sub Goal 2.4.2:</u></p> <p>a. Provide student access to independent reading and math practice (AR/AM for Elementary and Middle, possibly include high schools);</p> <p>b. Consider Independent reading included in daily schedule;</p> <p>c. Adjust formula to increase hours for library techs</p> | | <p>2.4.2</p> <p>\$100,100 Librarian FD 01 RS 0001</p> <p>\$77,679 Lib Tech FD 01 RS 3150</p> <p>\$55,000 RenLearn FD 01 RS 0001</p> | <p>2.4.2 See above</p> | <p>See 2.4.2</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>Elementary and Middle Schools</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, Preschool</p> | |

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| <p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities X Homeless <input type="checkbox"/> Other</p> | | | <p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities X Homeless <input type="checkbox"/> Other</p> | | |
| <p>Sub Goal 2.4.3:</p> <p>Develop and implement district wide, three-tiered RTI2 model by</p> <p>*staffing an intervention teacher/coach 4.0 FTE for Elementary sites, each TOSA will have an intervention assignment at a specific site with student intervention time ratio based on site student need</p> <p>*staffing intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE</p> <p>*staffing Literacy and EL technicians</p> | | <p>2.4.3</p> <p>\$513,837 FD 01 RS 0001/3010/3150/4203 intervention/coaches TOSAs, secondary sections</p> <p>\$214,917 FD 01 RS 0001/3150 techs</p> | <p>2.4.3 Each elementary intervention serves students who are EL and SED in their small groups which may include non-targeted students. The actions here are duplications of 2.4.3 in the "All Students" category:</p> <p>4 FTE Elementary teachers/coaches: FTE 2.2 intervention teacher/ 1.8 coach</p> <p>0.4 intervention at Zane, 0.2 in ELD at Winship, 0.6 at EHS</p> <p>Literacy and EL technicians:</p> | <p>This is a duplication of the amounts included in the "All Students" category:</p> <p>\$553,837 FD 01 RS 0001/3010/3150/4203 Intervention/Coaches/TOSA's/Secondary Sections</p> <p>\$214,917 RS 01 RS 0001/3150 Techs</p> | |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | |

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|---|-----------------------------|------------------|---|-----------------------------|------------------|
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Sub Goal 2.5.1 Develop and communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade | | 2.5.1 \$0 | No action taken | | 2.5.1 \$0 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |
| _ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other | | | _ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other | | |

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| <p><u>Sub Goal 2.5.2</u></p> <p>Expand student access to enrichment opportunities and advanced study. Expand AVID to middle schools and advance AVID strategies school wide at EHS.</p> | | <p>2.5.2</p> <p>\$105,000 AVID Sections PD, Site Fees</p> <p>\$30,000 FD 01 RS 0000</p> | <p>2.5.2 AVID elective is implemented at EHS and Winship Middle Schools. AVID Schoolwide is growing.</p> | <p>\$105,000 RS 0000/ob 1100</p> <p>\$30,000 FD 01 RS 0000/ob 5207</p> |
| <p>Scope of service:</p> | <p>EHS, Winship, Zane</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>EHS, Winship</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p> | |
| <p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p> | | | <p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p> | |
| <p><u>Sub Goal 2.6.1</u></p> <p>Provide student access to elementary music programs</p> | | <p>2.6.1</p> <p>\$189,200 FD 01 RS 0000</p> | <p>2.6.1 The actions here are duplications of 2.6.1 in the "All Students" category.</p> | <p>2.6.1 The funding here is a duplications of 2.6.1 in the "All Students" category:</p> |
| <p>Scope of service:</p> | <p>Elementary</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>Elementary</p> <p>Grades: 4th, 5th</p> | |

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| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |
| <p>What changes in actions, servivces, and expenditures</p> | <p>ECS will increase services to our EL student population</p> <p>We will continue to fund Intervention teachers/coaches</p> <p>We will hire a full time Math coach for TK-8</p> <p>We will focus efforts on writing across the content areas</p> <p>We will develop common assessments and tracking and implement a Common Core aligned report card</p> <p>We will collect baseline information for EL Program by asking sites to complete EL implementation rubrics (such as Butte County Office of Ed or EL Achieve) in order to determine readiness for "Elementary Constructing Meaning" or other research-based programs</p> <p>We will provide more professional development in working with students who are EL, SED, and underperforming</p> <p>We will provide materials and training for differentiation in Math and ELA</p> <p>We will create a survey that is inclusive of all TK-8 staff to determine amount of minutes spent participating in the Visual or Performing Arts, not just participants in the Arts Integration grant (which also includes teachers from Klamath-Trinity)</p> <p>We will provide multiple pathways to college and career readiness</p> | |

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| <p>Original Goal from prior year LCAP:</p> | <p>Goal 3: Eureka City Schools will provide a safe, supportive, and culturally responsive learning environment that promotes physical, social and emotional well-being; and where students, families and community are valued, connected, and engaged in our schools.</p> <p>Focus Goal 3.1Increase student attendance</p> <p>Focus Goal 3.2:Increase promotion and graduation rates for at-risk students</p> <p>Focus Goal 3.3:Decrease suspension and expulsion rates for all subgroups to mirror the general population</p> <p>Focus Goal 3.4:Ensure all students needing support have access to three-tiered Behavioral Response to Intervention (RTI2) fully implemented, well-articulated, and consistent year to year</p> <p>Focus Goal 3.5:Increase the number and types of opportunities for parents to meaningfully engage in the education of their students, as well as the degree of participation</p> <p>Focus Goal 3.6:Increase partnerships with community agencies, businesses and institutions of higher education (IHE)</p> <p>Focus Goal 3.7:Increase the level of student physical, mental and social/emotional health</p> | | <p>Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 X 7 X 8 Local:</p> |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>All</p> <p>Grades: All</p> | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Metric</p> <p>3.1 Average Daily Attendance (ADA) rates</p> <p>3.1a Attention 2 Attendance data</p> <p>3.2 Graduation and Promotion Rates</p> <p>3.2a Middle and High Schools' Dropout rates</p> | <p>Applicable Pupil Subgroups:</p> <p>All</p> | <p>Actual Annual Measurable Outcomes:</p> <p>3.1 Average Daily Attendance (ADA) rates: 94.7% 14-15; 95.52% current 15-16;</p> <p>3.1a Attention 2 Attendance data: chronic absentee rate 14.68% 15-16</p> <p>3.2 Graduation and Promotion Rates (4-year cohort) 2013 89%, 2014 87%</p> <p>3.2a Middle and High Schools' Dropout rates HS</p> |

3.2b Graduation Rate of McKinney Vento students

3.3 Suspension and Expulsion rates, CALPADS

3.3a School-wide Information System (SWIS) data

3.4 PBIS Implementation and Evaluation Tools

3.4a School Wide Positive and Restorative Discipline (SWPRD)

3.5 Participation Opportunities utilizing “CA State PTA, LCFF and LCAP: Your Voice Matters” survey, as well as provide sign in sheets to participants family nights

3.6 Community Partnerships including concurrent enrollment data

3.6a Participation records in county-wide student events, Service Learning & Community Service activities

3.7 California Physical Fitness Test (PFT)

3.7a California Healthy Kids Survey (CHKS) data

Outcome

3.1 1% increase in ADA

3.1a 5% decrease in the chronic absenteeism rate

3.2 Increase graduation/ promotion rates of students enrolled in 4th quarter by 2%

3.2a Decrease in dropout rates (non-completers/no records picked up) by 5%

3.2b 2% increase in McKinney Vento students’ graduation rates

3.3 & 3.3a Decrease in suspensions/ expulsions by 2%

2013 7%, 2014 8%, MS 2013 3.4%, 2014 0.7%, 2015 0.6%

3.2b Graduation Rate of McKinney-Vento students: 14-15 Out of 298 graduates, 12 were homeless.15-16 Unknown at this time

3.3 Suspension and Expulsion rates: total number of suspensions 418 14/5; 380 current 15/16

3.3a School-wide Information System (SWIS) data: average Behavior Tracking Forms per month 2.45 majors, 1.54 minors 14/15;

3.4 PBIS Implementation and Evaluation Tools (Tiered Fidelity Index): Tier 1- 67.1%, Tier 2- 33.6%, Tier 3- 26.1% 14-15; EHS RP Fidelity Matrix 2015-16: in 14 out of 15 subcategories there was a score of 50% or higher

3.4a School Wide Positive and Restorative Discipline (SWPRD)

Baseline PBIS Fidelity Implementation 5/15

| | Tier 1 | Tier 2 |
|--------------|--------|--------|
| Alice Birney | 80% | 35% |
| Grant | 70% | 15% |
| Lafayette | 70% | 58% |
| Washington | 63% | 31% |
| Winship | 60% | 31% |
| Zane | 87% | 46% |
| Eureka High | 40% | 19% |

Teachers trained in PBIS: over 90%; Restorative Justice/Practice: less than 25% at elementary and middle, greater than 90% at EHS

3.4 Maintain 80/80 rating on SET at each PBIS site and transition to Tiered Fidelity Inventory (TFI) from School Climate Grant

3.4a Use baseline data from SWPRD report, increase implementation of PBIS and Restorative Practice

3.5 Establish baseline; Maintain or increase the types of activities, decision making opportunities, and educational opportunities offered to families, including parents of SWD

3.6 Maintain or increase community agency and business, and IHE partnering

3.6a Maintain or increase the number of county-wide student events, service learning and community participation activities at each site

3.7 5% increase in PFT passing rate of at least five components in grades 5, 7, and 9

3.7a 5% increase in positive CHKS responses for safety and well-being

Foster Youth Liaison worked with 63 students.

Marshall Family Resource Center Coordinator worked with 400+ students and their families.

3.5 Participation Opportunities utilizing “CA State PTA, LCFF and LCAP: Your Voice Matters” survey, as well as provide sign-in sheets to participants family nights. Survey was not administered. Sign in sheets not collected. However, sites offered a limited number of opportunities for families to be involved outside of school hours.

3.6 Community Partnerships were not tracked in 2015-2016. New partnerships include an advisory board for the Federal Transformation Grant, Morris Graves Museum of Art with our art integration grant, and Alice Birney and Grant Elementary's Ride for Reading with Safe Routes to Schools. Continued partnerships include Washington School's partnership with the Sequoia Park Zoo, and Alice Birney's partnership with a variety of ethnic groups for Multicultural Night and Ceaser Chavez Celebrations. Other partnerships include Decade of Difference, Subway shops, Winco, Redwood Coast Music Festival, Redwood Coast Community Action Agency, Grocery Outlet, Food for People, USCG, Redwood Acres, etc.

3.6a 5/2016 Community Events Survey: 64 teachers responded to survey, had 2348 students participating in these events.

3.7 California Physical Fitness Test (PFT):

14-15 Percent of students in the Healthy Fitness Zone (HFZ)

| | 5th | 7th | 9th |
|----------------|-------|-----|-------|
| Aero Capacity: | 34.6% | 58% | 63.8% |
| Body Comp: | 52.2% | 53% | 53% |

| | | |
|--|--|--|
| | | <p>Ab Strength: 61.8% 85.9% 88.4%</p> <p>Trunk Ext: 92.5% 89.8% 90.3%</p> <p>Upper Body: 40.4% 59.7% 77.2%</p> <p>Flexibility: 66.7% 88.3% 92.2%</p> <p>3.7a California Healthy Kids Survey (CHKS) data 14-15 Connectedness:</p> <p>Elementary- 95% (High and Moderate)</p> <p>Secondary- 92% (High and Moderate)</p> |
|--|--|--|

LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|--|--|--|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p><u>Sub Goal 3.1.1:</u></p> <p>Provide transportation to students outside the “district non-transportation zone” and others who are chronically absent</p> | <p>3.1.1</p> <p>\$365,500 FD 01 RS 0001</p> | <p>ECS provides "hardship" busing on a case by case basis. We also provide busing to students living in motels, shelters, etc.</p> <p>Homeless students outside of the "district non-transportation zone" are bused into Eureka Schools based on their school of origin.</p> | <p>3.1.1</p> <p>\$365,500 FD 01 RS 0001 (8980 from 0001 to 0230) Transportation</p> |

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| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| <u>Sub Goal 3.1.2:</u> Target services to decrease absenteeism and ensure attendance by implementing systems to improve school culture and safety. | | 3.1.2 Included in 3.4.9 \$58,950 FD 01 RS 0000 | Attendance: Monitoring through A2A. Leadership Teams are regularly looking at the data and strategizing ways to increase attendance. The Arts Integration grant is providing opportunities to students that increase attendance School Safety and Culture: Climate teams at each site, monthly meetings, review data, and change systems in the school to improve safety. MTSS is in place at each site. School Safety Plans are completed for each site. | 3.1.2 Included in 3.4.9 .5 FTE Special Assignment \$0 - Hired Individual unable to fulfill assignment due to medical leave | |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| Sub Goal 3.1.3: Identify and monitor chronically absent students to conduct outreach and intervention, A2A | | 3.1.3 \$39,500 FD 01 RS 0000/5800 | Chronically absent students are first monitored using our student information system, PowerSchool. ECS has a contracted service provider, Attention to Attendance (A2A) that monitors chronic absenteeism and works to communicate with the families. ECS has a School Attendance Review Board (SARB) whose mission it is to problem solve with students and families to solve chronically absent attendance issues. | 3.1.3 \$39,500 FD 01 RS 0001 (8980 to 0000/5800)MG MT 1502 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |

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| <p><u>Sub Goal 3.2.1:</u></p> <p>Identify, intervene and monitor students at-risk of not promoting from middle school to high school or graduating from high school by putting PBIS and Restorative Practice guided interventions in place to address student needs at all behavioral levels</p> | | <p>3.2.1</p> <p>Included in 2.2.1, 3.4.9</p> | <p>"At risk" students are monitored closely by site administrators and school climate teams. Each climate team looks at student behavior data and putting appropriate interventions in place. Tier 2 teams have been developed to focus on connecting "at risk" students to a caring adult at the school using a check-in check-out strategy.</p> <p>Restorative Practices are being used at two levels for "at risk" students. One, as a community building strategy to engage all students in our learning communities. "At risk" students are encouraged by their teachers and peers to participate, engage, and be an important element in the circle process. Two, administrators are also using restorative or harm circles to problem solve discipline issues and restore relationships between students.</p> <p>Our data tracking for PBIS and Restorative Practices are by using SWIS (decision-making database), SWIS-CIC0 (specifically for students in need of more intervention) and shared Google Sheets with for restorative circles data.</p> | <p>3.2.1</p> <p>Included in 2.2.1, 3.4.9</p> | |
| <p>Scope of service:</p> | <p>EHS, Zoe Barnum, Winship, Zane</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>EHS, Zoe Barnum, Winship, Zane.</p> <p>Grades: All</p> | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(At- Risk Students) | |
| Sub Goal 3.2.2: Provide credit recovery options and intervention opportunities for students at-risk of not graduating or promoting See 2.4.3 | | 3.2.2 \$10,000 FD RS LCFF | 3.2.2 Zoe Barnum, and Eureka High School, are able to take credit recovery options by being concurrently enrolled in the Eureka Adult School during the school year. Summer School is available for students in need of credit recovery as well. Winship and Zane offer credit recovery during the school year. | 3.2.2 \$0 Plato software was not purchased |
| Scope of service: | EHS, Zoe Barnum, Winship, Zane Grades: All | | Scope of service: | EHS, Zoe Barnum, Winship, Zane Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |

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| <p><u>Sub Goal 3.2.3:</u> Reinstate summer school programs for at-risk students</p> | | <p>3.2.3 \$30,000 FD 01 RS 0001</p> | <p>Summer School was offered in the summer of 2015 at Eureka High School and Zoe Barnum for students at risk of not graduating. Students were concurrently enrolled in Eureka Adult School during summer 2015 for credit recovery.</p> | <p>3.2.3 \$15,720 FD 01 RS 0001/GL 1160</p> |
| <p>Scope of service:</p> | <p>EHS, Zoe Barnum Grades: All</p> | | <p>Scope of service:</p> <p>EHS, Zoe Barnum Grades: All</p> | |
| <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | |
| <p><u>Sub Goal 3.3.1:</u> Investigate and provide data on appropriate staffing ratio of supervision to furnish a high level of safety during school and at school events, and promote active supervision of students in common areas as outlined in the SWPRD report</p> | | <p>3.3.1 \$289,628 Monitors/CS FD 01 LCFF</p> | <p>The district currently uses a ratio of 75:1, when determining supervision on elementary playgrounds. Upon researching, we found that the National Program for Playground Safety (NPPS) recommends that the ratio could be identical to the classroom ratio. Factors to consider in this ratio are layout of the playground, organization of games, age of students, and number of students with special needs.</p> <p>Training in active supervision and Positive Behavior Interventions and Supports (PBIS) have been done at each elementary site. Zoning has started to be used at several of our school sites this year.</p> | <p>3.3.1 \$313,223 Monitors FD 01 RS 0000/2901/3XX X</p> |

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| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| <u>Sub Goal 3.3.2:</u> Identify and implement programs and strategies to support school engagement by providing culturally responsive teaching training to all staff, arts integration, athletic programs, and other researched based programs that engage students | | 3.3.2 \$2,500 LINK, MS \$62,900 GRIP FD 01 LCFF \$215,000 Athletics FD 01 LCFF See 2.5.3 Arts | Through the use of District Instructional Norms (DINs), strategies for engagement are utilized and tested. An engagement rubric was constructed internally and used at many of our sites. Culturally Responsive Teaching is currently being researched as part of our School Climate Implementation Plan (SCIP) and a timeline is being developed to put it in place. Specific researched-based programs have not been researched. Athletics are funded in middle and high schools to increase engagement. ECS Continues to support the Athletic Director Positions at Winship, Zane, and Eureka High School and offers a variety of sports options for both boys and girls in the school. | 3.3.2 \$0 Link MS was not purchased \$71,376 GRIP FD 01 RS 0000 (8980 from 0001 to 0000) MGMT 2350 190,443 Athletics FD 01 RS 0000/FN 1300/GL 4200 See 2.5.3 ARTS | |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| Sub Goal 3.3.3: Develop clear definitions of behavioral violations, develop and implement common criteria for and alternatives to Suspensions, as recommended in the SWPRD report. | | 3.3.3 See 3.4.9 | Developing clear definitions of behavioral violations for our elementary and middle schools was started in March of 2015. Eureka High and Zoe Barnum began August 2015. All schools use a standardized behavior tracking form with the agreed upon violations. All schools are calibrating these definitions regularly in staff and climate team meetings. Our School Climate Implementation Plan (SCIP) Teams are reviewing both behavior definitions and alternatives to suspensions. Alternatives to suspensions are a topic in our leadership team meetings on a regular basis. We utilize Dr. Jeff Sprague, district consultant, for direction regarding behavior violation definitions and alternatives to suspension, on a regular basis. | 3.3.3 See 3.4.9 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All |

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| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | |
| <p><u>Sub Goal 3.4.1:</u></p> <p>Provide programs and services to support positive student decision making by utilizing curricular or instructional programs centered on social skills, such as Second Step and Common Sense Media, training and adult response protocols, as recommended in the SWPRD report.</p> | | <p>3.4.1</p> <p>\$30,000 RJ FD 01 RS 0001</p> <p>Included in 3.4.10 BCBA</p> | <p>All elementary teachers and principals were trained in Second Step in August 2015. Action plans were established for each elementary school utilizing "Monday Morning Meetings" to support social/emotional learning themes schoolwide. The district has adopted and, supervised by the principals, requires teachers to give three Common Sense Media lessons per year.</p> <p>De-escalation techniques were taught by the District Climate Team and Jeff Sprague, District Consultant (Winship, May 2015). CPI teams are established in December 2015, at each elementary school.</p> <p>Restorative Justice Training took place four times in the 2015-2016, school year.</p> | <p>\$30,000 Restorative Justice RD 01 RS 0000 (8980 out of 0001 to 0000) MGMT 1508</p> <p>Included in 3.1.10 BCBA</p> | |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | |

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| <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | |
| <p><u>Sub Goal 3.4.2</u></p> <p>Increase student access to social/emotional supports and services by training all staff, students, and families in behavior expectations and policy. Train staff in the referral process for accessing community services.</p> | | <p>3.4.2</p> <p>Included in 3.4.5</p> <p>\$50,000 FD 01 RS 5630 Mck Vento</p> <p>\$76,723 FD 01 RS 9012</p> | <p>Elementary students are taught social/ emotional learning using Second Step, a research-based curriculum. Behavioral expectations are taught through "Expectation Stations" several times through the school year. Trainings of staff on behavior expectations happens monthly at each site's climate team (PBIS) meetings. This team then disseminates information on behavior expectations during each staff meeting (15 minutes every 3 weeks).</p> <p>Staff training for the referral process for accessing community services take place through the use of the district's behaviorist, and Marshall Family Resource Coordinator. Student Services Coordinators at all the elementary schools also serve as a resource for information on outside services. Leadership is also continuously trained on accessing community services and are charged with sharing the information with their staffs.</p> <p>ECS purchases backpacks, school supplies, and toiletries for students as needed.</p> | <p>3.4.2</p> <p>Included in 3.4.5</p> <p>\$50,951 FD 01 RS 5630 Mck Vento</p> <p>\$70,200 FD 01 RS 9012 MGMT 2013</p> | |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| <u>Sub Goal 3.4.4</u> Maintain current levels of counseling services at the High Schools | | 3.4.4 Included in 2.2.1 | Counseling services at Eureka High School and Zoe Barnum have been maintained. | | 3.4.4 Included in 2.2.1 |
| Scope of service: | EHS, Zoe Barnum Grades: All | | Scope of service: | EHS, Zoe Barnum Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| <u>Sub Goal 3.4.6</u> Create a task force to investigate grant funding for elementary counseling services | | 3.4.6 \$0 | In June 2015, our counseling grant ended. We have not yet developed a task force for investigating other resources. | | 3.4.6 \$0 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| Sub Goal 3.4.7 Create a task force to investigate funding for base level support of School Counselors at Middle (1FTE School Counselor) plus a Student Services Coordinator based on a student enrollment formula | | 3.4.7 \$0 | Counselors at our middle schools have been supported through the 2015-2016 school year. The counselors at the middle schools supported all students with academic plans and provided behavioral interventions to Tier 2 and 3 students (approx 75 at Winship and 150 at Zane). We do not have SSC's at the middle school at this time. A task force has not been established. | 3.4.7 \$0 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | Zane and Winship Middle Schools Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |

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| <p><u>Sub Goal 3.4.8</u></p> <p>Teachers and Administrators investigate additional support by hiring social work/psych interns, as is in the McKinleyville elementary model</p> | | <p>3.4.8</p> <p>\$0</p> | <p>Winship has one psych. intern. Zane has one psych. intern and one social work intern. Eureka High has two social work interns. The interns assisted the school counselors with student academic and behavioral issues and connecting students with resources outside of ECS.</p> | <p>3.4.8</p> <p>\$0</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>All Secondary Sites</p> <p>Grades: All</p> | |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | |

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| <p><u>Sub Goal 3.4.9:</u></p> <p>Provide full implementation of Positive Behavior and Intervention Support (PBIS) and Restorative Practices as recommended in the SWPRD report.</p> | | <p>3.4.9</p> <p>\$715,041 FD 01 RS 5818</p> <p>School Climate Grant</p> | <p>In October 2014, ECS received a Federal Transformation Grant, which funded a program director and teacher on special assignment. Their charge has been to fully implement PBIS and RP strategies at all of our school sites. The May 2015, Tiered Fidelity Inventory (TFI) indicated that all sites, except Eureka High School, scored over 80% on Tier 1 implementation. Action Plans have been produced for the 2015-2016 year. Training on Tier 2 Check in, Check out strategies have been done at all sites.</p> <p>Just under 90% of Eureka High teachers, All principals, and leaders and some members of each school's climate teams have been trained on Community Building Circles. More training will continue with our consultant/trainer.</p> <p>We are under budget on anticipated expenditures. Feeder schools were able to build internal capacity without budgeted support this year.</p> | <p>3.4.9</p> <p>\$659,695 FD 01 RS 5818</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>LEA Wide</p> <p>Grades: All</p> | |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | |

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| <p><u>Sub Goal 3.4.10:</u></p> <p>Maintain a Board Certified Behavior Analyst (BCBA) to support positive classroom intervention strategies</p> | | <p>3.4.10</p> <p>\$80,300 FD 01 RS 0001/2305</p> | <p>ECS has maintained the Board Certified Behavior Analyst position. The BCBA worked with teachers whose students are displaying extreme behaviors which prevent themselves and others from accessing instruction. She provided professional development in Crisis Prevention and Intervention and other strategies to address challenging behaviors. She consulted with teachers to write behavior strategies and implement interventions, both individually and whole group.</p> | <p>\$80,019 FD 01 RS 0001/2305</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>LEA Wide</p> <p>Grades: All</p> | |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | |

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| <p><u>Sub Goal 3.4.11:</u></p> <p>Develop teacher, staff and administration cultural competence; resiliency building and poverty awareness; and use of culturally and linguistically relevant practices and strategies by providing a comprehensive and ongoing set of activities and curriculum offerings focused on cultural responsiveness, as recommended in the SWPRD report</p> | | <p>3.4.11</p> <p>Included in 3.4.9</p> | <p>Our School Climate Implementation Plan includes a committee developing a timeline for training on cultural competence and cultural responsive classrooms. This subgroup of the SCIP which began in January 2016, started an examination of relevant practices and strategies. This group is advised by our district consultant, Dr. Jeff Sprague.</p> <p>Administrators, counselors, student services coordinators, and the director of the Marshall Family Resource Center work together to provide resiliency building and poverty awareness. Resources are disseminated through the MFRS to sites on an as needed basis.</p> | <p>3.4.11</p> <p>Included in 3.4.9</p> | |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | |

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| <p><u>Sub Goal 3.5.1:</u></p> <p>Provide positive communication with parents and families by hiring a 0.5 Director of Public Affairs and updating the ECS website, encouraging newsletters and other forms of social media.</p> | | <p>3.5.1</p> <p>\$77,960 FD 01 RS 0000/2305</p> | <p>ECS, effective in July 2015, has a 0.5 Director of Public Relations. Our website has been updated regularly with positive articles about student activities in our schools. During the last month, March, 2016, the following stories appeared on the website: "Garden Grant for Winship Middle School," "Eureka City Schools Celebrates Every Student Succeeding," "EHS Students Go to the Dogs (Community Service Project), and "EHS Students Win at County History Day."</p> <p>Each school has a newsletter published at least monthly. Many of our classrooms also have newsletters sent home on a regular basis. Winship, Zane, and Eureka High School have Facebook pages updated regularly.</p> | <p>3.5.1</p> <p>\$77,960 FD 01 RS 0000/2308</p> | |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | |

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| <p><u>Sub Goal 3.5.2:</u></p> <p>Increase use of Power School (PS) and Auto Dialer as a method of communication</p> | | <p>3.5.2</p> <p>\$23,000 FD 01 LCFF</p> | <p>The use of PowerSchool has increased based on information it is sharing and receiving from our other database systems (for example, SWIS). The number of parents using PowerSchool has also increased during the 2014-15 school year. District personnel can participate in an ongoing PowerSchool training/user group that meets monthly.</p> <p>Auto Dialer is being used as a method of communication.</p> <p>Total number of calls, including emergency, attendance, and general calls, sent out using Auto Dialer (2015-16).</p> <table border="0"> <tr> <td>Alice Birney Elementary</td> <td>3341</td> </tr> <tr> <td>Grant Elementary</td> <td>6685</td> </tr> <tr> <td>Lafayette Elementary</td> <td>10793</td> </tr> <tr> <td>Washington Elementary</td> <td>8904</td> </tr> <tr> <td>Winship Middle</td> <td>8690</td> </tr> <tr> <td>Zane Middle</td> <td>15950</td> </tr> <tr> <td>Eureka High</td> <td>55661</td> </tr> <tr> <td>Zoe Barnum</td> <td>545</td> </tr> </table> | Alice Birney Elementary | 3341 | Grant Elementary | 6685 | Lafayette Elementary | 10793 | Washington Elementary | 8904 | Winship Middle | 8690 | Zane Middle | 15950 | Eureka High | 55661 | Zoe Barnum | 545 | <p>3.5.2</p> <p>\$23,000 FD 01 RS 0000/5800</p> |
| Alice Birney Elementary | 3341 | | | | | | | | | | | | | | | | | | | |
| Grant Elementary | 6685 | | | | | | | | | | | | | | | | | | | |
| Lafayette Elementary | 10793 | | | | | | | | | | | | | | | | | | | |
| Washington Elementary | 8904 | | | | | | | | | | | | | | | | | | | |
| Winship Middle | 8690 | | | | | | | | | | | | | | | | | | | |
| Zane Middle | 15950 | | | | | | | | | | | | | | | | | | | |
| Eureka High | 55661 | | | | | | | | | | | | | | | | | | | |
| Zoe Barnum | 545 | | | | | | | | | | | | | | | | | | | |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | | | | | | | | | | | | | | | |

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| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |
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| <p><u>Sub Goal 3.5.4:</u></p> <p>Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.</p> | <p>3.5.4</p> <p>Included in 3.4.9 & 2.3.5</p> | <p>3.5.4</p> <p>PTA meetings happen on a regular schedule at each one of our sites. Several elementary schools use PTA to engage families by hosting activities at their school (Winship- Field Day, Lafayette- Craft Fair, Alice Birney- Evening with Santa, Washinton= School Carnival).</p> <p>In February, 2016, a plan was written to bring Restorative Practices into the district. Currently, at least one administrator at seven of our eight schools has been trained and is utilizing restorative practices with teachers, students, and parents.</p> <p>Through the use of newsletters, assemblies, conferences, and other night activities, parents are trained in behavior expectations for their students. Our Parent Handbook, given to each parent at the beginning of the year or as they register their students, school policoes are shared with parents.</p> <p>The SWPRD survey was giving in April, 2015, as a baseline for future years. Comprehensive behavioral information and recommendations from that survey were shared with our school board and made public in the June, 2015 meeting. It was recommended by Dr. Jeff Sprague that ECS provide training of all staff, students, and families in behavior expectations and policy, communicate bullying and harassment rules and expectations to adults, students and families, and train all students, teachers, and parents on the role of bystanders in preventing aggression or bullying.</p> <p>PTA hold annual Art Nights, Family Fun Nights, ice cream socials, lunch on the lawns, and Back to School Nights, at each of our schools.</p> | <p>3.5.4</p> <p>Included in 3.4.9 & 2.3.5</p> |
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| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| <u>Sub Goal 3.5.5:</u> Enhance district and site websites to provide up-to-date and relevant information and develop a social media profile (Included in 3.5.1), include Arts and School Climate grant and Coaches site for staff, students, families, and the community to access. | | 3.5.5 Included in 3.5.4, 3.5.1, & 2.5.3 | ECS, effective in July 2015, has a 0.5 Director of Public Relations. Our website has been updated regularly with positive articles about student activities in our schools. During the last month, March, 2016, the following stories appeared on the website: "Garden Grant for Winship Middle School," "Eureka City Schools Celebrates Every Student Succeeding," "EHS Students Go to the Dogs (Community Service Project)," and "EHS Students Win at County History Day." Winship, Zane, and Eureka High School have Facebook pages updated regularly. The Arts Integration and the School Climate grants have new websites that were produced during the 2015-2016 school year. Arts Integration http://www.artsintegration.net/ School Climate Grant http://hbascp.weebly.com/ | 3.5.5 Included in 3.5.4, 3.5.1 & 2.5.3 | |

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| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| <u>Sub Goal 3.6.1:</u> Expand the number and nature of community partnerships | | 3.6.1 \$30,000 CR sections FD 01 LCFF | ECS continues to expand its community partnerships. Eureka High School has started concurrent enrollment with College of the Redwoods (CR). Through this partnership, students can now be dual enrolled at Eureka High and CR and receive college credits before graduating high school. | \$30,000 CR Sections FD 01 RS 0000 | |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |

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| <u>Sub Goal 3.6.2:</u> Increase participation opportunities in county-wide events, such as Science Fair, History Day, service learning/community service projects, FFA, and Arts Exhibitions. | | 3.6.2 Included in 2.5.3 | A tracking system has not yet been developed, but we have increased activities to include the GeoBee at all elementary and middle school sites. Art Integration projects have also been displayed this year through Arts Alive (community art night) and the Morris Graves Art Museum. | 3.6.2 Included in 2.5.3 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: LEA Wide Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| <u>Sub Goal 3.7.1:</u> Develop a Physical Education Master Plan for aligning curriculum with state frameworks and for improving the athletic programs, with an emphasis on grades 6-12 | | 3.7.1 \$0 | 3.7.1 PE Curriculum in sixth through twelve grade is aligned with California's Physical Education Framework. ECS Continues to support the Athletic Director Positions at Winship, Zane, and Eureka High School and offers a variety of sports options for both boys and girls in the school. | 3.7.1 \$0 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: LEA Wide Grades: All | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| Sub Goal 3.7.2: Fully implement the district wellness policy | | 3.7.2 \$154,000 Supper FD 13 | Supper Program is at all sites. All meals align with Federal guidelines. Wellness policy last updated on 8/21/2014. | 3.7.2 \$154,000 Supper FD 13 |
| Scope of service: | LEA Wide Grades: All | | Scope of service: | LEA Wide Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |

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| <p><u>Sub Goal 3.7.3:</u> Provide program services and equipment to ensure the health and safety of students and staff</p> | | <p>3.7.3 Included in 3.1.2 \$26,500 Health Aides \$140,000/Nurses Medi-Cal FD 01 RS 5640/0000/1207 \$2,500 PD \$3,000 CPI FD 01 RS 0000</p> | <p>CPI Teams at all sites. Emergency supplies (water, medical, etc) stored and accessible at each site. Wellness Plan implemented throughout 2015-2016 school year. Monthly drills at all sites (earthquake, fire, lock-down) Tier 2 implementation at all sites. Tier 3 implementation developing at all sites.</p> | <p>3.7.3 \$17,310 .75 Health Aide FD 01 RS 0001 Ob 2217/3XXX \$22,521/Nurses Medi-Cal FD 01 RS 5640/1207/3XXX MGMT 9085 \$112,415 Nurses RS 01 RS 0000/1207/3XXX MGMT 9085 \$9,483 RS 0001 FN 2140 OB 5210 \$3,000 CPI FD 01 RS 0000</p> |
| <p>Scope of service:</p> | <p>LEA Wide Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide Grades: All</p> |
| <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | | | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | |

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| <p><u>Sub Goal 3.2.3:</u> Reinstate summer school programs for at-risk students</p> | | <p>3.2.3 \$30,000 FD 01 RS 0001</p> | <p>Summer School continues at Eureka High School and Zoe Barnum for students in need of credit recovery. Special Day Class also takes place at Eureka High School. Summer school for Winship and Zane students has not been reinstated.</p> | | <p>3.2.3 See 3.2.3</p> |
| <p>Scope of service:</p> | <p>EHS, Zoe Barnum Grades: All</p> | | <p>Scope of service:</p> | <p>EHS, Zoe Barnum Grades: All</p> | |
| <p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | |

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| <p><u>Sub Goal 3.4.3:</u></p> <p>Maintain communication, services, and supports with advocates and other entities providing care and support to foster youth as identified in the Interagency Education Guide (2009) and McKinney Vento eligible students.</p> | | <p>3.4.3</p> <p>Included in 3.4.2</p> | <p>ECS appointed a Foster Youth Liaison to work with site principals, student services coordinators, and counselors, working with foster youth. Our FYL is federally and state mandated to provide educational support and advocacy to students who are dependent and wards of Child Welfare and Probation systems.</p> <p>McKinney Vento eligible students were serviced through administrators, students services coordinators, and counselors at our school sites and serviced by the Marshall Family Resource Center. Our MFRC coordinator worked with SED families to give them resources (referrals to healthcare and other services, academic materials) to assure success at school. She worked with parents to find transportation, housing, employment, and other services in order to maintain stable environments for ECS students.</p> | <p>3.4.3</p> | |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | |
| <p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities X Homeless</p> <p><input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | | |

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| <p><u>Sub Goal 3.5.3:</u></p> <p>Expand translation and interpretation services to accommodate English Learner parents and families</p> | | <p>3.5.3</p> <p>\$500 FD 01 RS 6500</p> | <p>Translation and interpretation services have expanded by actively identifying personnel who can provide this service. All schools have access to online services such as Google Translate for written documents. Each school employs interpreters for parent conferences or other confidential needs. ECS has used DocTracking to translate the majority of documents (LEA Plan, LCAP, SPSAs, etc.).</p> <p>The District has hired a staff member at 5 hrs per week for communications with our bilingual families (including translating at District-wide events)</p> | <p>3.5.3</p> <p>\$500 FD 01 RS 6500</p> <p>\$87.99 RS 0000/0001 - OB 2155</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>LEA Wide</p> <p>Grades: All</p> | |
| <p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | | | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | |

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| What changes in actions, services, and expenditures | <p>We will continue to implement A2A program to reduce chronic absenteeism.</p> <p>We will hire a transition specialist who will track and coordinate services for students who are transitioning to K, 6th, 9th, and post-secondary.</p> <p>Our School Climate Implementation Team is developing an "Alternatives to Suspension" menu which will assist staff in making decisions that will help students remain in school and change behavior.</p> <p>We will provide opportunities for District and site leadership teams to review behavior/suspension data and prevention strategies.</p> <p>We will look at Monitor to student ratios.</p> <p>We will increase the number of teachers at the Middle Schools who have been trained in Restorative Practices to 75%.</p> <p>Classroom implementation of PBIS and RP will be tracked by the University of Oregon's Tiered Fidelity Index and monitored by site PBIS teams. Staff will take appropriate actions based on data.</p> <p>We will increase coaching in PBIS, classroom management, and RP strategies.</p> <p>We will increase Tier 2 Tiered Fidelity Inventory to 80% at each elementary and middle school.</p> <p>We will explore utilizing the "Student Ambassador" Program to model and monitor appropriate behavior to students.</p> <p>We will implement Culturally Relevant lessons to increase attendance, engagement, and inclusiveness, as outlined in the School Climate Implementation Plan (SCIP 6).</p> |
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

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

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| Total amount of Supplemental and Concentration grant funds calculated: | 4294233 |
| <p><u>For 2016-17</u></p> <p>Eureka City Schools is projected to receive \$4,294,233 in Supplemental and Concentration Local Control Funding Formula Funds for 2016/17. This amount is projected to increase to \$4,451,938 in 2017/18 and \$4,721,306 in 2018/19. These funds are calculated based on the Unduplicated number of Socio-Economically Disadvantaged (SED) students, English Learners (EL), and Foster Youth (FY).</p> <p>In reviewing the needs of students in Eureka City Schools, it was determined that we would develop a district-wide focus in specific areas. ECS has approximately 64.25% of the unduplicated student subgroup counts. With this significant percentage the District will target all students when implementing goals, district wide, as well as attending to site-specific needs based on student population. The supplemental and concentration dollars (\$4,294,233 for 2016/17) will be used to support services which are designed to be of the greatest benefit to our unduplicated students. The following is a list of Supplemental and Concentration Grant priorities:</p> <p>Students in the primary grades will be enrolled in classes with a lower teacher to student ratio and will not be enrolled in combination grade classes. Students in the targeted subgroups need academic and behavioral attention that is better provided by a teacher that is not differentiating over two grade levels. This will have a direct impact on increasing the academic achievement of the targeted group.</p> <p>In circumstances where it is unreasonable for children to walk or ride a bike to school the District will provide transportation services.</p> <p>A Student Service Coordinator will be staffed at each of the elementary sites to further support targeted students who are in need of services which will contribute to their school success.</p> <p>Health Aides will be available to promote target students' physical health.</p> <p>ECS will provide elementary sites with intervention teachers/coaches and literacy/math/EL technicians to fully implement a consistent District wide Multi-Tiered System of Supports (MTSS).</p> | |

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

ECS will employ instructional coaches (TOSAs) to coach staff in Positive Behavioral Intervention and Support (PBIS), Restorative Practices (RP), Common Core State Standards (CCSS), College and Career readiness programs, District Instructional Norms, as well as other research-based best practices to improve instruction or our unduplicated student groups.

ECS is committed to providing research-based professional development and collaboration time for certificated staff, facilitated by instructional coaches, HCOE, and other sources.

ECS will provide After School Education and Safety (ASES) to each elementary site and middle school.

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

Training in Constructing Meaning is specifically targeted to meeting the needs of English Learners, especially those whose CELDT scores range in the 3-4s.

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

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

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

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

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

ECS will provide a Board Certified Behavior Analyst to work with teachers to provide prevention strategies for our students whose behaviors are potentially preventing them from accessing classroom instruction. Additionally, there will be training for social-emotional well-being, and training for certificated and classified staff in resiliency and issues of students living in poverty that will meet the needs of all students, but is especially targeted for Foster Youth, English Learners, and Socio-Economically Disadvantaged students.

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

ECS is committed to upgrading technology hardware and bandwidth, as well as personnel support for wider implementation and student use.

Targeted students will be provided with materials and supplies by the District because they may not otherwise have access to school materials.

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

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

ECS uses auto dialer to reach out specifically to our families of targeted students.

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

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

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

| | |
|-------|---|
| 15.41 | % |
|-------|---|

For 2016-17

The proportionality for 2016/17= 15.41% which equals \$4,294,233. Given that ECS has approximately 64.25% of unduplicated subgroup students it is determined that the progress of all students, including Socioeconomically Disadvantaged, foster youth, and EL students will be met with the implementation of **all** of the above mentioned actions in 3C. The increased revenue will be used according to the plan outlined above with specific emphasis on class-size reduction, transportation, MTSS, PBIS, RP, CCSS, and training, which has been shown to increase student achievement in all subgroups. Additionally, by increasing to 4.8 FTE instructional coaches/intervention teachers (TOSAs) who will work with the current district instructional coach, students will receive improved "first" instruction as well as targeted academic and behavioral support. These actions will help ensure that the Socio-Economically Disadvantaged, EL, and foster youth students will receive high-quality instruction and make academic growth, narrowing the achievement gap.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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