

Introduction:**Introduction:**

LEA: McKinleyville Union School District Contact: Alan Jorgensen, Interim Superintendent, ajorgensen@nohum.k12.ca.us, 707-839-1549

Metrics and other information relative to high schools are not relevant to McKinleyville Union School District, a K-8 district, and are not included in the LCAP.

These include:

Priority 4: Standard Achievement: Share of students that are college and career ready, share of students that pass Advanced Placement exams with 3 or higher, share of students determined prepared for college by the Early Assessment Program.

Priority 5: Student Engagememt: High school dropout rates, high school graduation rate.

LEA: McKinleyville Union Elementary

Contact: Alan Jorgensen, Interim Superintendent, alanjorgensen@nohum.k12.ca.us, (707)839-1549

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

District leaders including the Superintendent, Business Director and Principals met with stakeholders of the District involving but not limited to parents, community members, classified and certificated staffs, bargaining group representatives, and school parent groups. These meetings took place on November 19, 2015, and in 2016 on February 17, March 30 and April 22, 2016. A Parent Advisory Group meeting was held on June 2, 2016. During the meetings the Superintendent and Business Director provided stakeholders with an overview of the LCAP and the LCFF with information as to where additional information could be found. The overall goal of the LCAP – to improve the performance of all students in the priority areas, as well as the goals of the District, were presented. In each meeting steps were taken to encourage input from all individuals and methods were used so that the more reluctant contributor would be encouraged to participate.

Using the eight priority areas, as well as questions applied as a prompt to initiate discussion, stakeholders provided responses to the questions and suggested additional actions that could support the areas of need. The input was recorded with individuals given the opportunity to respond to or highlight all areas of input. The suggestions made were then compiled and made available for all stakeholders – those who participated and those who were unable to attend. Individuals who participated as stakeholders provided feedback based on school site and district wide experiences and observations.

Bargaining group representatives met on February 11, and March 30, 2016. The Superintendent met with student leaders at McKinleyville Middle School on March 31 (grades 6-8) and student representatives of Morris Elementary (grades 3-5) on April 7, 2016. The purpose of these meetings was to solicit input to be used in the development of the LCAP from students at their sites. Once again methods were used to encourage input through open discussion and questioning. As an example, “How might the school create a safer and healthier school environment?”

School Site Councils were consulted for specific input on school climate strategies on November 19, 2015 and January 21, 2016. Members of the Board of Education attended public stakeholder meetings and LCAP updates were presented to the Board on January 13, February 10, April 6, and May 11, 2016.

Email automated messaging was used to invite parents/guardians to input meetings and results were made available via automated email

During district-wide as well as school site stakeholder meetings staff and parent participants reviewed goals and developed their priorities. This work was done in consideration of the State’s eight priority areas and with reflection on the three goals of the District. The groups were generally supportive of the current goals and did support modifications in order to address areas of concern. Although supportive of the current goals it was recommended that modifications be made in goals 1 and 2 with the intent of providing more of an impact on student learning and achievement (goal 3). It was proposed that future plans provide for a phase-out of goal 2.

Specifically, the following proposals were identified for inclusion in the 2016-2017 LCAP.

Goal # 1 Positive Behavior and Intervention Support (PBIS) did not meet expectations in 2015-16 although the implementation of PBIS does have support as a means of improving school climate. Additional training and support is needed for successful application at the sites. Principals did have additional training in March 2016, the county office is committed to additional support, there is a need to further involve those in the position of Director of Student Support and Professional Development time will be set aside for training of staff, both certificated and classified.

Goal # 2 It was determined that the efforts to support students in transition from preschool to TK/K, 2nd grade to 3rd grade at a different site and 5th grade to McKinleyville Middle School should continue. Opportunities will be taken to support this goal with practical considerations including those involving school start and end times, counseling support, staff training and continued parent meetings on supporting their child and the school at the time of transition.

Goal # 3 This goal requires further attention on the part of school leaders and staff including consideration for professional development in specific curricular areas with priority consideration given to Mathematics and English Language Arts - specifically writing, exploring increased involvement

parent contact. A Parent Advisory meeting was held on May 4, 2016 during which input was taken on plans that were meeting the goals or were lacking in effectiveness as revisions were considered for the next year.

on the part of parents, and motivating students to demonstrate their skills in test situations. Further, there is a need to plan for instructional material purchase and implementation. Intervention support will continue at McKinleyville Middle School and the District will continue to maintain small class sizes at the primary school. Paraprofessional support will continue at the current levels. School leaders will consider methods to be used so that parents are effective in supporting their child academically.

In the current year ensuring competitive compensation for staff was supported in the LCAP by providing two additional compensated days for professional development. It is expected that the two additional compensated days will continue in 2016-17.

<p>Annual Update:</p> <p>Progress on the Goals within the LCAP were reported out to the public during McKinleyville Union School District Board of Trustee meetings as “LCAP” update with the opportunity for public comment as well as Board input. Reports were provided on the following dates; December 9, 2015, January 13, February 10 and April 6, 2016, and June 8, 2016. Principals reported on progress made towards the goals at each of the three sites under “Principal Reports”. Each time the public was given the opportunity to comment.</p>	<p>Annual Update:</p> <p>Annual Update</p> <p>Input from stakeholders was used to evaluate program changes and enhancements in 2015-16 for inclusion in the 2016-17 LCAP. Goals remain the same for 2016-17 although as a result of stakeholder input modifications will be made to school climate support and to further improve upon student achievement. The identified need to continue with improvements in areas of all around school climate and specifically insuring a positive, safe and inclusive learning environment was affirmed by stakeholders as a goal for impacting student achievement. It is the intent to organize for curricular improvement in the current year for curricular design based on common core in reading/language arts and then for other core areas beginning with mathematics. Purchase of instructional materials and professional development will be planned for years 2 and 3. This input will be reflected in plan revisions.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives

for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in

section 52052 that are different from the LEA's goals for all pupils?

- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<p><u>Goal #1</u></p> <p>Continue to design, develop, Implement, evaluate, and improve services that promote physical, emotional and mental health in a manner that considers the needs of all students.</p>	<p>Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 _7 X 8</p> <p>Local:</p> <p>Learning Environment</p> <p>School Wide Positive Behavior Support Plan</p> <p>Commucation Between Intervention Program Leads and School Leadership</p> <p>Parent Involvement in Student Success</p>
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Identified Need:	<p>There continues to be a need in the District to improve upon the general school climate and provide a learning environment in which each student feels safe, secure and supported in maximizing their learning potential. Students who require physical, emotional, and mental health support in order to succeed require the opportunity to access services so that they can succeed and the negative impact on the learning environment of all students is limited. 16% of grade 7 students and 21% of grade five students on the 2014 California Healthy Kids Survey (CHKS) report feeling unsafe some or all of the time while at school. Student suspensions have not significantly improved over the past three years. District-Wide the percentage of suspensions in 2013 was 6.8%, in 2014 6.0% and in 2015 6.0%. At the elementary sites suspensions increased .5% from 2014-2015. Based staff input, County SELPA data, and supported by parent feedback there is a need to evaluate the design of program delivery for students who require services at the Tier III level and to advance the ability to communicate on the supports and plans that are provided students. Staff input affirms the need to improve interagency support and improve upon services provided students through the County DHHS. The District is engaged in cooperative talks with the SELPA in support of programs that may optimize student behavior and learning by considering the best available placement options.</p>		
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

Expected Annual Measurable Outcomes:	<p>Metric</p> <p>Basic (1): Number (FTE) of staff members assigned to student support services.</p> <p>Parent Involvement (3): % of students and # of families referred to other agencies for mental health services</p> <p>Student Engagement (5): School attendance % at each grade and District-wide.</p> <p>School Climate (6): Improved school attendance</p> <p>School Climate (6): Use CHKS to determine key areas where student needs are great.</p> <p>School Climate (6): Lower student suspensions through PBIS and effective monitoring and support systems and maintain current level of expulsions.</p> <p>Other Student Outcomes (8): Participation in the Child Nutrition Program offered at the school sites</p>
	<p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. 100% of the students targeted as having health problems through mandatory screenings and assessments (i.e. vision, hearing, and scoliosis, nutritional or other medical conditions) will receive the necessary follow up regarding medical or health services. 2. 100% of students at each of the school sites shall have access to the services of a counselor, school psychologist, or psychological technician. 3. Increase each grade level and District wide student ADA by 1%. 3. Decrease by 3% students who report feeling unsafe at school using the California Healthy Kids Survey (CHKS). 4. Decrease by 5% the number of students who are chronically absent (missing 10% or more of school days during the year) 5. Decrease suspension rate by 5% from previous year. 5. Maintain 0 expulsions. 6. Increase by 2% year-over-year, the number of students participating in the Child Nutrition Program 7. The number of suspensions District-wide shall decrease by 5% 8. Maintain Facilities to good or better standard on FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reaffirm the need for and provide professional development for all staff in utilizing Positive Behavior Intervention Support (PBIS). (Ongoing training).	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,000 (One-time Mandate Reimbursement) Objects 1000, 200, 3000, 4000, and 5000
Maintain three (3) hours of psychological technician service at all three school sites	School-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	\$33,084 (LCFF Supple.) Objects 2000 and 3000
Maintain no less than two .5 FTE Directors of Student Services at Morris and Dow's Prairie School	School-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	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	\$93,237 (LCFF Supple.) Objects 1000 and 3000.

Maintain 1.0 FTE Director of Students Services at McKinleyville Middle School.	School-wide Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$96,106 (LCFF Supple) Object 1000 and 3000.
Administer on the state adopted cycle the California Healthy Kids Survey (CHKS) for students in grades 5 and 7	School-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	\$2,340 (LCFF Base)
Track monthly attendance data at District Level and use the Power School student information system to track suspension and expulsion data	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,375 (LCFF Base) Part of Admin. Asst. Object 2000 and 3000.
2.0 FTE Psychologist Intern for the current plan year.	District-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	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	\$58,100 (Spec. Ed. Funds & LCFF Supple.) Objects 1000 and 3000

1.0 FTE School Counselor	School-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	\$93,732 (LCFF Supple, LCFF Base, & Title I). Objects 1000 and 3000.
Maintain 1.0 FTE certificated teacher to instruct in alternative program for students struggling socially, emotionally and academically at the Middle School. Currently this is referred to as the STARS program.	School-wide Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$87,023 (LCFF Supple). Objects 1000 and 3000.
Maintain a 1.0 School Psychologist	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$75,914 (LCFF Supple and Spec. Ed. Funds). Objects 1000 and 3000.
Maintain a 0.60 Special Education Coordinator	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$50,933 (Spec. Educ Funds) Objects 1000 and 3000.

<p>Maintain services of Indian Education through MOU with Northern Humboldt Union High School District.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,200 (LCFF Base) Object 5000</p>
<p>Annual inspections will take place using FIT to maintain all sites and facilities safe and clean.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,120 (LCFF Base) three days of MOT Director performing inspections Object 2000 & 3000) Performed by MTO Director</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Basic (1): Number (FTE) of staff members assigned to student support services.</p> <p>Parent Involvement (3): % of students and # of families referred to other agencies for mental health services</p> <p>Student Engagement (5): School attendance % at each grade and District-wide.</p> <p>School Climate (6): Improved school attendance</p> <p>School Climate (6): Use CHKS to determine key areas where student needs are great.</p> <p>School Climate (6): School Climate (6): Lower student suspensions through PBIS and maintain current level of expulsions.</p> <p>Other Student Outcomes (8): Participation in the Child Nutrition Program offered at the school sites</p> <p><u>Outcome</u></p>
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1. 100% of the students targeted as having health problems through mandatory screenings and assessments (i.e. vision, hearing, and scoliosis, nutritional or other medical conditions) will receive the necessary follow up regarding medical or health services.
2. 100% of students at each of the school sites shall have access to the services of a counselor, school psychologist, or psychological technician.
3. Increase each grade level and District wide student ADA by 1%.
3. Decrease by 5% students who report feeling unsafe at school using the California Healthy Kids Survey (CHKS).
4. Decrease by 10% the number of students who are chronically absent (missing 10% or more of school days during the year)
6. Decrease suspension rate by 5% from previous year.
5. Decrease suspension rate by 5% from previous year.
5. Maintain 0 expulsions.
6. Increase by 5% year-over-year, the number of students participating in the Child Nutrition Program
7. Through the implementation of Positive Behavioral Interventions and Supports (PBIS) at each school site, the number of suspensions District-wide shall decrease by 5%
8. Maintain Facilities to good or better standard on FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for all staff in utilizing Positive Behavior Intervention Support (PBIS). Ongoing training.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,000 (One-time Carryover - Unrestricted) Objects 1000,2000, 3000, & 5000

Provide three (3) hours of psychological technician service at all three school sites	School-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	\$33,333 (LCFF Supple.) Objects 2000 and 3000
Maintain Two (2) .5 FTE Directors of Student Services at Morris and Dow's Prairie School	School-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	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	\$96,469 (LCFF Supple) Objects 1000 and 3000.
Maintain 1.0 FTE Director of Students Services at McKinleyville Middle School.	School-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	\$99,383 (LCFF Supple) Object 1000 and 3000.
Annually administer California Healthy Kids Survey (CHKS) for students in grades 5 and 7 as provided for by the State of California.	School-wide Grades: 5th, 7th	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	\$2,340 (LCFF Base)

Track monthly attendance data at District Level and use AERIES student information system to track suspension and expulsion data	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,375 (LCFF Base) Part of Admin. Asst. Object 2000 and 3000.
Maintain up to a 1.0 FTE Psychologist Intern in providing service to the students and staff of Morris and Dow's Prarie Schools.	District-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	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	\$29,512 (Spec. Ed. Funds) Objects 1000 and 3000
1.0 FTE School Counselor	School-wide Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$95,599 (LCFF Supple, LCFF Base, & Title I). Objects 1000 and 3000.
Maintain 1.0 FTE certificated teacher to instruct in alternative program for students struggling socially, emotionally and academically at the Middle School and in support of the implementation of the PBIS program	School-wide Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$88,217 (LCFF Supple). Objects 1000 and 3000.

<p>Maintain a 1.0 School Psychologist</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$76,927 (LCFF Supple and Spec. Ed. Funds). Objects 1000 and 3000.</p>
<p>Maintain a 0.60 Special Education Coordinator</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$51,744 (Spec. Educ Funds) Objects 1000 and 3000.</p>
<p>Maintain services of Indian Education through MOU with Northern Humboldt Union High School District.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,200 (LCFF Base) Object 5000</p>
<p>Annual inspections will take place using FIT to maintain all sites and facilities safe and clean.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,150 (LCFF Base) three days of MOT Director Object 2000 & 3000) Performed by MTO Director</p>

LCAP Year 3

Expected Annual Measurable Outcomes:	<p>Metric</p> <p>CCSS Impelmentation (2): Number of teachers who will participate in PD directly related to CCSS implementation and toward consistency in the design and delivery of curriculum over the previous year.</p> <p>CCSS Implementantion (2): 100% availability of K-8 Common Core Reading/Language Arts materials in each classroom.</p> <p>CCSS Implementation (2): 100% availability of most recently adopted Math Common Core materials for use in each classroom implementation.</p> <p>CCSS Implementation (2): Implementation of the K-8 Reading/Language Arts and ELD Standards of Common Core practices in every classroom in the District as demonstrated by observations from Site and District administration.</p> <p>Course Access (7): Implementation of the K-8 math Common Core practices in every classroom of the District, as demonstrated by observations from Site and District adminsitration.</p> <p>Student Achievement (4): Student performance on CAASPP tests will be used with 2016 being baseline data for meeting or exceeding standards.</p> <p>Outcome</p> <ol style="list-style-type: none"> 1. 100% of teaching staff will participate in the professional development opportunities provided during the "pre-service" days. 2. Increase by 5% the number of 3rd through 8th grade students who meet or exceed performance standards on the CAASPP Math test from 2018 to the Spring of 2019. 3. Increase by 5% the number of 3rd through 8th grade students who meet or exceed performance standards on the CAASPP Reading/Language Arts test. 4. Increase by 7% the number of Special Education and low-income students who perform at the level of meeting or exceeding standards on the CAASPP test in Mathematics. 5. Increase by 5% the number of Special Education and low-income students who perform at the level of meeting or exceeding standards on the CAASPP test in Reading/Language Arts. 6. At Grade 1 the percent of students identified as being "at risk" in reading will reduce by 5% over a baseline mark established in 2018.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reaffirm the need to provide for professional development for all staff utilizing Positive Behavior Intervention Support (PBIS). (Ongoing Training)	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,000 (One-time Carryover - Unrestricted) Objects 5000
Maintain three (3) hours of psychological technician service at all three school sites.	School-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	\$33,584 (LCFF Supple) Objects 2000 & 3000
Maintain Two (2) .5 FTE Directors of Student Services at Morris and Dow's Prairie School	School-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	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	\$98,789 (LCFF Supple) Objects 1000 and 3000.

<p>Maintain 1.0 FTE Director of Students Services at McKinleyville Middle School.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,735 (LCF F Supple) Object 1000 and 3000.</p>
<p>Annually administer California Healthy Kids Survey (CHKS) for students in grades 5 and 7 as provided for by the State of California.</p>	<p>School-wide Grades: 5th, 7th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,340 (LCFF Base)</p>
<p>Track monthly attendance data at District Level and use AERIES student information system to track suspension and expulsion data</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,433 (LCFF Base) Part of Admin. Asst. Object 2000 and 3000.</p>
<p>Maintain up to a 1.0 FTE Psychologist Intern in providing service to the students and staff of Morris and Dow's Prarie Schools.</p>	<p>District-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$29,975 (Spec. Ed. Funds) Objects 1000 and 3000</p>

1.0 FTE School Counselor	School-wide Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$97,485 (LCFF Supple, LCFF Base, & Title I). Objects 1000 and 3000.
Maintain 1.0 FTE certificated teacher to instruct in alternative program for students struggling socially, emotionally and academically at the Middle School and in support of the implementation of the PBIS program	School-wide Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$89,418 (LCFF Supple). Objects 1000 and 3000.
Maintain a 1.0 School Psychologist	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$80,343 (LCFF Supple and Spec. Ed. Funds). Objects 1000 and 3000.
Maintain services of Indian Education through MOU with Northern Humboldt Union High School District.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,200 (LCFF Base) Object 5000

<p>Annual inspections will take place using FIT to maintain all sites and facilities safe and clean.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,203 (LCFF Base) three days of MOT Director Object 2000 & 3000) Performed by MTO Director</p>
<p>Maintain a 0.60 Special Education Coordinator</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$52,551 (Spec. Educ Funds) Objects 1000 and 3000.</p>

<p>GOAL:</p>	<p>Goal #2</p> <p>Continue to design, develop, implement, evaluate, and Improve services that ensure smooth transitions within the district, respecting the goal of ensuring heterogeneous grouping of students and equitable classrooms at each grade level within and between each school site.</p>	<p>Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 X 7 _8 Local:</p> <p>Advance to the community the advantages of the current grade configuration.</p> <p>Monitor and record positive and negative observations for the District grade configuration and the effectiveness of transition strategies.</p>
<p>Identified Need:</p>	<p>K-5 Elementary schools were reconfigured in 2014-2015 to a K-2 site and a 3-5 site. New configuration requires ongoing monitoring and evaluation to ensure that students are successful within and between grade levels. All three District schools and the LEA as a whole are in Program Improvement (Dow's = Yr 3, McKinleyville Middle School = Yr 3, Morris Elementary = Yr 1) There is a need to continue to monitor the effect the new configuration has on the goals related to school climate and student achievement toward advancing improvements in the total school program and impact on the community. There is a desire to phase this goal out and provide for additional emphasis on academic achievement over the next year.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>
	<p>Grades:</p>	<p>All</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>LCAP Year 1</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <p>CCSS Implementation (3) and Course Access (7):</p> <p>CCSS Implementation (3) and Course Access (7) The review of personnel records toward determining the number of teachers who are properly certified as Highly Qualified and approved by annual resolution of the Board of Education.</p> <p>Local: The number of teachers who participated in the Instructional Coach program and the effectiveness of the program as measured by staff survey.</p> <p>Data on the % of parents who participate in the 5th grade transition program.</p> <p>Parent participation will improve each year from the prior year based on sign in data activities including but not limited to</p>	

LCAP Stakeholder Meetings, Parent Surveys, Parent Advisory participation, Back to School, School Family events, P-T Conferences, and SSC meeting participation.

CELDT & Title III Reports

RFEP Data as reported in CALPADS

Teacher misassignment rate

The sufficiency of instructional materials as annually reported to the Board.

Middle School dropout rate as reported on Dataquest.

Outcome

1. All students including students with disabilities will have access to State adopted instructional materials including access to ELA/ELD materials for English Language Learner. Additionally, as a baseline goal, 75% of parents with incoming kindergarten students will have successfully participated in Kindergarten "Round Up" activities. This goal will increase by 5% in subsequent years.
2. By the end of grade 8, 100% of students and 100% of their parents (at least one parent) will have met with a counselor or teacher to develop the students four-year and postgraduate plans. This goal is applicable to students with IEPs and their parents.
3. 100% of students enrolled in grade 5 will participate in elementary to middle school transition activities.
4. 100% of students enrolled in grade 8 will participate in middle school to high school transition activities.
5. 75% of parents of enrolled 5th grade students will participate in transition activities for families. This number is to increase by 5% each year as a result of parent outreach activities.
6. 100% of students moving from 5th to 6th grade and from 8th to 9th grade shall participate in transitional activities.
7. 70% of ELLs will progress at least one level on the CELDT each year over the current estimated at 55%
8. Students being reclassified after 5 years in ELD will increase by 10% each year over the current baseline of 52%.
9. Maintain 100% of teachers as Highly Qualified and appropriately assigned.
10. 100% of students including students with disabilities will have access to standard aligned Instructional materials.
11. Maintain 0% MSD expulsion rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain smaller class sizes in K-2.	School-wide Grades: K, 1st, 2nd	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	\$69,195 (LCFF Supple.) Objects 1000 and 3000.
Maintain paraprofessional support in TK-2 up to 54 hours per day. (Dow's Prairie).	School-wide Grades: TK, K, 1st, 2nd	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	\$161,118 (LCFF Supple., Title I, and Fed. Rural Schools RS4126). Objects 2000 and 3000.
Maintain paraprofessional support in 3-5 up to 27 hours/day (Morris School).	School-wide Grades: 3rd, 4th, 5th	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	\$77,217 (LCFF Supple. & Title I). Objects 2000 and 3000.

<p>Maintain 0.50 Intervention Lead Teacher in grades 3-5.</p>	<p>School-wide Grades: 3rd, 4th, 5th</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>\$45,182 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Provide for a stipended Professional Development/CAASPP Coordinator to oversee professional development activities for staff in the District and oversee CAASPP testing.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$17,909 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Maintain EL Teacher and increase one (1) hour per day</p>	<p>District-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ 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>\$4,320 (LCFF Supple.) Objects 1000 and 3000.</p>
<p>Maintain 0.31 FTE EL/CELDT Teacher</p>	<p>District-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ 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>\$9,115 (LCFF Supple). Objects 1000 and 3000.</p>

<p>Provide 2.75 hr math intervention teacher at 3-5 grade level</p>	<p>District-wide Grades: 3rd, 4th, 5th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$12,073 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Provide 2.5 hours/day for after-school tutoring at 6-8 grade level</p>	<p>School-wide Grades: 6th, 7th, 8th</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$13,071 (Fed. Rural Schools RS 4126). Objects 1000 and 3000.</p>
<p>Outreach to parents through online surveys and focus groups in order to gain insight on ways to increase parental involvement. Use baseline data from initial year to monitor parent participation at all school related activities.</p>	<p>District-wide 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$400 (LCFF Base). Object 4000 for materials and supplies for meetings)</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Basic Services (1): Class size (# of students) in K-2</p> <p>CCSS Implementation (3) and Course Access (7): All District students have comparable educational opportunities with highly qualified teachers (HQT) using approved instructional materials. (IM). Classes are monitored for effective instructional practices and support is provided through site administration. Additionally, coaching is provided at the middle school for additional support. Local: Demographic data on class balance at each grade level.</p> <p>Local: Data on % of Students and families involvement in transition activities will be monitored.</p>
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Parent involvement will increase each year by 5% as a result of outreach activities. Prior year's data will be used as a baseline.

To monitor increased parental involvement records will be kept on the following:

- Parent governance meetings: SSC, DLAC, DAC
- LCAP meetings
- Parent Surveys
- Website Views
- Parent / Teacher Conference
- Back-to-School Night
- Transitional Activities
- School Family Events

7. CELDT & TITLE III Reports

8. RFEP DATA as REPORTED in CALPADS

9. Teacher misassignment rate as indicated on SARC WMS Reports

10. The sufficiency of standards aligned Instructional Materials as evident in annual Board resolution

11. Middle School Dropout rate as reported on Dataquest

Outcome

1. All students including students with disabilities will have access to State adopted instructional materials including access to ELA/ELD materials for English Language Learner. Additionally, as a baseline goal, 70% of parents with incoming kindergarten students will have successfully participated in Kindergarten "Round Up" activities. This goal will increase by 10% and 5% in subsequent years.

2. By the end of grade 8, 100% of students and 100% of their parents (at least one parent) will have met with a counselor or teacher to develop the students four-year and postgraduate plans. This goal is applicable to students with IEPs and their parents.

3. 100% of students enrolled in grade 5 will participate in elementary to middle school transition activities.

4. 100% of students enrolled in grade 8 will participate in middle school to high school transition activities.
5. 70% of parents of enrolled 5th grade students will participate in transition activities for families. This number is to increase by 5% each year as a result of parent outreach activities.
6. 100% of students moving from 5th to 6th grade and from 8th to 9th grade shall participate in transitional activities.
7. 70% of ELLs will progress at least one level on the CELDT each year.
8. Students being reclassified after 5 years in ELD will increase by 10% each year over baseline
9. Maintain 100% of teachers as Highly Qualified and appropriately assigned.
10. 100% of students including students with disabilities will have access to standard aligned Instructional materials.
11. Maintain 0% MSD rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain smaller class sizes in K-2.	School-wide Grades: K, 1st, 2nd	<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	\$72,370 (LCFF Supple.) Objects 1000 and 3000.
Maintain paraprofessional support in TK-2 up to 54 hours per day. (Dow's Prairie).	School-wide Grades: TK, K, 1st, 2nd	<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	\$165,506 (LCFF Supple., Title I, and Fed. Rural Schools RS4126). Objects 2000 and 3000.

Maintain paraprofessional support in 3-5 up to 27 hours per day (Morris School).	School-wide Grades: 3rd, 4th, 5th	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	\$78,955 (LCFF Supple. & Title I). Objects 2000 and 3000.
Maintain 0.50 Intervention Lead Teacher in grades 3-5.	School-wide Grades: 3rd, 4th, 5th	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	\$46,088 (LCFF Supple). Objects 1000 and 3000.
Provide a Professional Development/CAASPP Coordinator to oversee professional development activities for staff in the District and oversee CAASPP testing	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$18,531 (LCFF Supple). Objects 1000 and 3000.
Maintain 0.31 FTE EL/CELDT Teacher	District-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$9,260 (LCFF Base & Supple). Objects 1000 and 3000.

<p>Provide 2.75 hr math intervention teacher at 3-5 grade level</p>	<p>District-wide Grades: 3rd, 4th, 5th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$12,165 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Provide 2.5 hours/day for after-school tutoring at 6-8 grade level</p>	<p>School-wide Grades: 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$13,279 (Fed. Rural Schools RS 4126). Objects 1000 and 3000.</p>
<p>Outreach to parents through online surveys and focus groups in order to gain insight on ways to increase parental involvement. Use baseline data from initial start to monitor parent participation at school related to all activities.</p>	<p>District-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$400 (LCFF Base). Object 4000 for materials and supplies for meetings)</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p>Metric</p> <p>CCSS Implementation (3) and Course Access (7): All district students will have educational opportunities with highly qualified teachers using the most recent California approved instructional material. Teaching staff will have the support of instructional coaches and site administration in providing the highest level of instruction and assesment in support of continuous improvement.</p> <p>Local: Data on the % of students and families involved in transition activities will be monitored.</p> <p>Parent involvement will increase each year by 5% until the level of 95% participation is maintained year to year. Parent involvement will include participation in; Parent Governance Meetings, LCAP Meeetings, Parent Surveys, Website Views, Parent/Teacher Conferences, Back to School, Transitional Activities and School Family Events.</p> <p>Outcome</p> <ol style="list-style-type: none"> 1. All students including those with disabilities will have access to State adopted instructional materials including access to ELA/ELD materials for the English Language Learner. A baseline of 75% of parents of incoming kindergarten students will participate in Kindergarten round-up activities. The goal will increase by 5% each year. 2. By the end of grade 8, 100% of students will havemet with a counselor or teacher to develop a four year and postgraduate plan. 3. 100% of Grade 5 students will participate in middle school transition activities. 4. 100% of MMS students will participate in high school transition activities. 5. 70% of ELL will progress at least on level on the CELDT each year. 6. Students being reclassified after 5 years in ELD will increase by 10% each year. 7. 100% of teaching staff will be highly qualified. 8. 100% of students with disabilities will have a plan developed for their academic success using accessible academic materials. 9. It is proposed to eliminate this goal by the end of 2018-19. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Maintain smaller class sizes in K-2.	School-wide Grades: K, 1st, 2nd	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	\$75,617 (LCFF Supple.) Objects 1000 and 3000.
Maintain paraprofessional support in TK-2 up to 54 hours per day. (Dow's Prairie).	School-wide Grades: TK, K, 1st, 2nd	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	\$166,906 (LCFF Supple., Title I, and Fed. Rural Schools RS4126). Objects 2000 and 3000.
Maintain paraprofessional support in 3-5 up to 27 hours per day (Morris School).	School-wide Grades: 3rd, 4th, 5th	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	\$80,030 (LCFF Supple. & Title I). Objects 2000 and 3000.
Maintain 0.50 Intervention Lead Teacher in grades 3-5.	School-wide Grades: 3rd, 4th, 5th	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	\$47,005 (LCFF Supple.) Objects 1000 and 3000.

Provide a Professional Development/CAASPP Coordinator to oversee professional development activities for staff in the District and oversee CAASPP testing	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,644 (LCFF Supple). Objects 1000 and 3000.
Maintain 0.31 FTE EL/CELDT Teacher	District-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$9,260 (LCFF Base & Supple). (non-STRS/retired) Objects 1000 and 3000.
Provide 2.75 hr math intervention teacher at 3-5 grade level	District-wide Grades: 3rd, 4th, 5th	_ 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	\$12,355 (LCFF Supple). Objects 1000 and 3000.
Provide 2.5 hours/day for after-school tutoring at 6-8 grade level	School-wide Grades: 6th, 7th, 8th	_ 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	\$13,487 (Fed. Rural Schools RS 4126). Objects 1000 and 3000.

<p>Outreach to parents through online surveys and focus groups in order to gain insight on ways to increase parental involvement. Use baseline data from initial start to monitor parent participation at school related to all activities.</p>	<p>District-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$400 (LCFF Base). Object 4000 for materials and supplies for meetings)</p>
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GOAL:	<p>Goal #3</p> <p>Continue to design, develop, implement, evaluate, and improve the standards-based Reading/Language Arts and Math Programs with the goal of improving student achievement and student performance on both statewide and local assessments.</p>	<p>Related State and/or Local Priorities: _1 X 2 X 3 X 4 X 5 _6 X 7 _8</p> <p>Local:</p> <p>Provide the initial design for a focus on curricular development and continual improvement in instructional effectiveness.</p>																					
Identified Need:	<p>District-wide and at all three school sites there is a need advance student performance in English-Language Arts in which students perform 4 points below the state average on the CAASPP and in Mathematics where students perform 1 point above the state average. Successful implementation of the district approved performance standards requires continued professional development opportunities and instructional coaching and support for staff in curriculum and technology application.</p> <p>2015 CAASP Test Results:</p> <table border="1" data-bbox="426 705 1094 944"> <thead> <tr> <th>Grade</th> <th>Mathematics</th> <th>English/Language</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>31</td> <td>24</td> </tr> <tr> <td>4</td> <td>37</td> <td>40</td> </tr> <tr> <td>5</td> <td>31</td> <td>40</td> </tr> <tr> <td>6</td> <td>43</td> <td>52</td> </tr> <tr> <td>7</td> <td>35</td> <td>37</td> </tr> <tr> <td>8</td> <td>31</td> <td>46</td> </tr> </tbody> </table>		Grade	Mathematics	English/Language	3	31	24	4	37	40	5	31	40	6	43	52	7	35	37	8	31	46
Grade	Mathematics	English/Language																					
3	31	24																					
4	37	40																					
5	31	40																					
6	43	52																					
7	35	37																					
8	31	46																					
Goal Applies to:	Schools:	All																					
	Grades:	All																					
	Applicable Pupil Subgroups:	All																					
LCAP Year 1																							
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation.</p> <p>CCSS Implementation (2): K-8 Common Core Reading/Language implementation, including assessment outcome</p>																						

CCSS Implementation (2): K-8 Math Common Core implementation, including assessment outcomes

CCSS Implementation (2): Implementation of the K-8 Reading/Language Arts and ELD Standards of Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration

Course Access (7): Implementation of the K-8 math Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration.

Student Achievement (4): Student performance on the (CAASPP) tests will be used when made available. The first year of release will be used as baseline.

Outcome

1. 100% of teachers will participate in the professional development opportunities provided during the “pre-service” days
2. Maintain or increase the percent of students in grades 3-8 meeting or exceeding standards on the 2017 (CAASPP) Mathematics and English/Language Arts Assessments based on the level scored on the 2016 CAASPP test (yet to be received).

2015 CAASP Test Results:

Grade	Mathematics	English/Language Arts
3	31	24
4	37	40
5	31	40
6	43	52
7	35	37
8	31	46

3. Maintain or increase the percent of students 3-8 who meet or exceed standards in all significant subgroups; Special Education, Socio-Economic Disadvantaged, and ethnic subgroups in Mathematics on the 2017 CAASPP.

Grade	Hispanic/Latino	Ed. Disadvantaged	With Disabilities
3	19	29	11
4	18	28	8
5	25	17	3

6	42	32	9
7	8	22	5
8	13	9	12

4. Maintain or increase the percent of students 3-8 who meet or exceed standards in all significant subgroups; Special Education, Socio-Economic Disadvantaged, and ethnic subgroups in English/Language Arts on the 2017 CAASPP.

Grade	Hispanic/Latino	Ed. Disadvantaged	With Disabilities
3	19	14	4
4	27	34	16
5	33	20	7
6	42	28	19
7	15	24	10
8	26	27	24

5. In Grade 8, 60% of students will meet or exceed standards on the 2017 CAASPP assessment.

6. Measureable outcomes using the DIBELS, EXCEL Baseline data, CAASPP or other suitable assessments will be used to provide data on the effectiveness of established intervention programs at K-8 grades.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attract and maintain highly qualified teachers.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,656,917 (LCFF Base, Supple., Spec. Educ., Title II, Title VI, MPTO) Objects 1000 and 3000.

<p>Maintain the increase in professional development and collaboration opportunities for teachers by increasing # of non-instructional duty days by two (2)</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$56,409 (LCFF Supple) Objects 1000 and 3000.</p>
<p>Maintain 1.0 Reading Intervention teacher at K-2 site</p>	<p>School-wide Grades: TK, K, 1st, 2nd</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>\$94,424 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Maintain library contract with HERC Center at Humboldt County Office of Education</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,275 (LCFF Base). Object 5000</p>

<p>Maintain paraprofessional classroom support at K-5 sites Same as Goal#2</p>	<p>School-wide Grades: K, 1st, 2nd</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>\$238,335 (LCFF Supple., Title I and Fed. Rural Schools RS4126). Objects 2000 and 3000. INCLUDED IN GOAL #2</p>
<p>Maintain 17.69 hrs/2.21 FTE of Library Technicians (includes all three school sites).</p>	<p>School-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>\$68,512 (LCFF Supple and Title I). Objects 2000 and 3000.</p>
<p>Maintain Computer Technology Specialist at all three school sites (3 hrs/wk at MMS, 8.5 hrs/wk at Morris and 8.5 hrs/wk at Dow's Prairie). Total of 0.50 FTE.</p>	<p>School-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>\$16,568 (LCFF Supple. and LCFF Base). Objects 2000 and 3000.</p>

<p>Maintain the Instructional Coach at MMS in the implementation of curriculum and the delivery of effective instructional practices throughout the District.</p>	<p>School-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>\$36,992 (LCFF Supple) Objects 1000 and 3000.</p>
<p>Maintain a 0.30 FTE Education Technology Specialist</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$27,257 (Title I). Objects 1000 and 3000.</p>
<p>In order to recruit, hire and maintain high-quality staff to serve all students, provide competitive salaries and benefits for all employees compared to districts with similar demographics.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>(see teacher expenses above).</p>

<p>Reorganize Curriculum Review Committees and Instructional Material Review and Adoption teams for 2017.</p>	<p>District-Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$2,286 (LCFF Base) 1000's and 3000's Provide \$25 hour for staff participating in the curriculum committee meetings if scheduled outsided of the contracted work day.</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation.</p> <p>CCSS Implementation (2): K-8 Common Core Reading/Language implementation, including assessment outcome</p> <p>CCSS Implementation (2): K-8 Math Common Core implementation, including assessment outcomes</p> <p>CCSS Implementation (2): Implementation of the K-8 Reading/Language Arts and ELD Standards of Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration</p> <p>Course Access (7): Implementation of the K-8 math Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration.</p> <p>Student Achievement (4): Student performance on CAASPP tests will be used to measure progress. The first year of release will be used as baseline.</p> <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. 100% of teachers will participate in the professional development opportunities provided during the “pre-service” days 2. Maintain or increase the percent of students in grades 3-7 meeting or exceeding standards on the 2018 CAASPP Assessments based on the level scored on the 2017 CAASPP. 3. Maintain the percent of grades 3-5 students meeting or exceeding standards ont the 2018 CAASPP when compared to the 2017 Reading ELA CAASPP. 4. Maintain or increase the percent of Special Education, ELL, GATE, Socio-Economic Disadvantaged, and ethnic subgroups enrolled in grades 3-8 that meet or exceed state standards on the 2018 CAASPP for English-Language Arts. 5. In Grades 3-8, maintain or increase the percent of Special Education, Socio-Economic Disadvantaged, ELL, GATE, and ethnic subgroups meeting or exceeding standards on the 2018 Math CAASPP. <p>Note: API Baseline will be set when available and used for improvement outcomes in future years.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

Attract and maintain highly qualified teachers	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,985,025 (LCFF Base, Supple., Spec. Educ., Rural Schools, MPTO, Title II) Objects 1000 and 3000.
Increase professional development and collaboration opportunities for teachers by maintaining the # of non-instructional duty days by two (2)	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$57,780 (LCFF Supple) Objects 1000 and 3000.
Maintain 1.0 Reading Intervention teacher at K-2 site	School-wide Grades: K, 1st, 2nd	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	\$96,308 (LCFF Supple). Objects 1000 and 3000.
Maintain library contract with HERC Center at Humboldt County Office of Education	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,275 (LCFF Base). Object 5000

<p>Maintain paraprofessional classroom support at K-5 sites Same as Goal#2</p>	<p>School-wide Grades: K, 1st, 2nd</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>\$244,461 (LCFF Supple., Title I, and Fed. Rural Schools RS4126). Objects 2000 and 3000. INCLUDED IN GOAL #2</p>
<p>Maintain 17.69 hrs/2.21 FTE of Library Technicians (includes all three school sites).</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$69,409 (LCFF Supple and Title I). Objects 2000 and 3000.</p>
<p>Maintain Computer Technology Specialist at all three school sites (3 hrs/wk at MMS, 8.5 hrs/wk at Morris and 8.5 hrs/wk at Dow's Prairie). Total of 0.50 FTE.</p>	<p>School-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>\$16,785 (LCFF Supple. and LCFF Base). Objects 2000 and 3000.</p>

<p>Hire a 0.50 Instructional Coach at Morris School</p>	<p>School-wide Grades: 3rd, 4th, 5th</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>\$38,894 (LCFF Supple) Objects 1000 and 3000.</p>
<p>Hire a 0.50 FTE Instructional Coach at Dow's Prairie School</p>	<p>School-wide Grades: K, 1st, 2nd</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>\$38,894 (LCFF Supple) Objects 1000 and 3000.</p>
<p>Maintain a 0.30 FTE Education Technology Specialist</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$28,564 (Title I). Objects 1000 and 3000.</p>
<p>In order to recruit, hire and maintain high-quality staff to serve all students, provide competitive salaries and benefits for all employees compared to districts with similar demographics.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>(see teacher expenses above).</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <p>CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation</p> <p>CCSS Implementation (2): K-8 Reading/Language Common Core implementation, including assessment outcomes.</p> <p>CCSS Implementation (2): K-8 Math Common Core implementation, including assessment outcomes</p> <p>Course Access (7): Implementation of the K-8 Reading/Language Arts and ELD Standards of Common Core practices in every classroom in the District, as demonstrated by observations from the Site and District administration</p> <p>Course Access (7): Implementation of Math K-8 Common Core practices in every classroom of the District, as demonstrated by observations by Site and District administration.</p> <p>Student Achievement (4): Student performance on CAASPP assessment will be used when made available. The first year of release will be 2016</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Attract and maintain highly qualified teachers</p>	<p>District-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$6,043,746 (LCFF Base, Supple., Spec. Educ., Rural Schools, MPTO, Title II)</p> <p>Objects 1000 and 3000.</p>

<p>Increase professional development and collaboration opportunities for teachers by maintaining the # of non-instructional duty days by two (2)</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$58,508 (LCFF Supple) Objects 1000 and 3000.</p>
<p>Maintain 1.0 Reading Intervention teacher at K-2 site</p>	<p>School-wide Grades: K, 1st, 2nd</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>\$98,993 (LCFF Supple). Objects 1000 and 3000.</p>
<p>Maintain library contract with HERC Center at Humboldt County Office of Education</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,275 (LCFF Base). Object 5000</p>

<p>Maintain paraprofessional classroom support at K-5 sites Same as Goal#2</p>	<p>School-wide Grades: K, 1st, 2nd</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>\$246,936 (LCFF Supple., Title I, and Fed. Rural Schools RS4126). Objects 2000 and 3000. INCLUDED IN GOAL #2</p>
<p>Maintain 17.69 hrs/2.21 FTE of Library Technicians (includes all three school sites).</p>	<p>School-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>\$70,120 (LCFF Supple and Title I). Objects 2000 and 3000.</p>
<p>Maintain Computer Technology Specialist at all three school sites (3 hrs/wk at MMS, 8.5 hrs/wk at Morris and 8.5 hrs/wk at Dow's Prairie). Total of 0.50 FTE.</p>	<p>School-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>\$16,865 (LCFF Supple. and LCFF Base). Objects 2000 and 3000.</p>

Maintain a 0.50 FTE Instructional Coach at Dow's Prairie School	School-wide Grades: K, 1st, 2nd	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	\$39,639 (LCFF Supple) Objects 1000 and 3000.
Maintain a 0.50 Instructional Coach at Morris School	School-wide Grades: 3rd, 4th, 5th	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	\$39,639 (LCFF Supple) Objects 1000 and 3000.
Maintain a 0.30 FTE Education Technology Specialist	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$29,141 (Title I). Objects 1000 and 3000.
In order to recruit, hire and maintain high-quality staff to serve all students, provide competitive salaries and benefits for all employees compared to districts with similar demographics.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	(see teacher expenses above).

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	Goal #1 Continue to design, develop, Implement, evaluate, and improve services that promote physical, emotional and mental health in a manner that considers the needs of all students.		Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 X 8 Local:
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric Basic (1): Number (FTE) of staff members assigned	Actual Annual Measurable Outcomes:	Outcome 1. 95% of students targeted as having health

to student support services.

Parent Involvement (3): % of students and # of families referred to other agencies for mental health services

Student Engagement (5): School attendance % at each grade and District-wide.

School Climate (6): Improved school attendance

School Climate (6): Use CHKS to determine key areas where student needs are great.

School Climate (6): Lower student suspensions through PBIS and maintain current level of expulsions.

Other Student Outcomes (8): Participation in the Child Nutrition Program offered at the school sites

Outcome

1. 90% of the students targeted as having health problems through mandatory screenings and assessments (i.e. vision, hearing, and scoliosis, nutritional or other medical conditions) will receive the necessary follow up regarding medical or health services.

2. 90% of students at each of the school sites shall have access to the services of a counselor, school psychologist, or psychological technician.

3. Increase each grade level and District wide student ADA by 1%.

3. Decrease by 5% students who report feeling unsafe at school using the California Healthy Kids Survey (CHKS).

4. Decrease by 10% the number of students who are chronically absent (missing 10% or more of school days during the year)

problems through mandatory screenings and assessments (i.e. vision, hearing, and scoliosis, nutritional or other medical conditions) received the necessary follow up regarding medical or health services.

2. 95% of students at each of the school sites had access to the services of a counselor, school psychologist, or psychological technician.

3. District wide student ADA for 2015-16 is 94.11%

4. The California Healthy Kids Survey (CHKS) was not administered in 2015-16. No data is available for this metric.

5. The percent of students chronically absent (missing 10% or more of the school days during the year) as of 4/1/2016 is at 04.22%. The figure will be rechecked at the end of the year.

4. As of 4/1/16 the district suspension rate was 4.5%. At MMS the rate was 11.7% in 2014-15 compared to 6.6% in April of 2016. At Morris 3.2% compared to 4.6% in 2015-16. At Dow's Prairie 3.7% compared to 2.0% as of April 2016. Goals were met although figures will be recalculated for the end of the year.

5. One expulsion was recorded as of 4/1/16.

6. Child Nutrition participation was increased by .05%.

7. Required inspections report that all facilities meet and surpass minimum requirements.

	<p>6. Decrease suspension rate by 10% from previous year.</p> <p>5. Decrease suspension rate by 10% from previous year.</p> <p>5. Maintain 0 expulsions.</p> <p>6. Increase by 5% year-over-year, the number of students participating in the Child Nutrition Program</p> <p>7. Through the implementation of Positive Behavioral Interventions and Supports (PBIS) at each school site, the number of suspensions District-wide shall decrease by 10%</p> <p>8. Maintain Facilities to good or better standard on FIT</p>		
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development for all staff in utilizing Positive Behavior Intervention Support (PBIS)	<p>\$66,215 (MAA Funds)</p> <p>Objects 1000, 3000, and 5000</p>	<p>Professional Development for all staff utilizing Postive Behavior Intervention Support (PBIS) was planned for 2015 and only partially implemented. PBIS is a staff development priority for the 2016-17 year and leadership has the required skill and motivation with activities scheduled for August 25 and 26 for staff. Principals did receive training in March of 2016.</p>	<p>\$34,683 (MAA Funds)</p> <p>Objects 1000, 2000, 3000, 4000, & 5000</p>

Scope of service:	District-wide Grades: All		Scope of service:	District-Wide Note (PBIS Teams were not able to complete as many activities/trainings as planned. \$32,172 of Medi-Cal Administrative Activities (MAA) Funds will be held for 2016-2017 for further implementation of PBIS.) Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide three (3) hours of psychological technician service at all three school sites		\$28,401 (LCFF Supple.) Objects 2000 and 3000	The Pysch-Tech positons were provided at each site throughout the district at 3 hours per day.	\$31,953 (LCFF Supple) Objects 2000 and 3000	
Scope of service:	School-wide Grades: All		Scope of service:	District-Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Maintain Two (2) .5 FTE Directors of Student Services at Morris and Dow's Prairie School		\$87,947 (LCFF Supple) Objects 1000 and 3000.	Provided a 0.50 FTE Director of Student Services (DSS) at the K-2 and a 0.50 FTE DSS at the 3-5 schools.	\$90,563 (LCFF Supple.) Objects 1000 and 3000
Scope of service:	School-wide Grades: All		Scope of service:	School-Wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th
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	
Increase FTE of a Director of Student Services at McKinleyville Middle School from a .5 to a 1.0		\$87,819 (LCFF Supple) Object 1000 and 3000.	The District did increase time for a Director of Student Services at McKinleyville Middle School from 0.50 to 1.0 FTE.	\$92,895 (LCFF Supple.) Objects 1000 and 2000

Scope of service:	School-wide Grades: All		Scope of service:	School-Wide Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Annually administer California Healthy Kids Survey (CHKS) for students in grades 5 and 7		\$2,340 (LCFF Base)	The CHKS was administered to students in grades 5 and 7 in the Spring of 2016.	\$2,340 (LCFF Base)	
Scope of service:	School-wide Grades: All		Scope of service:	School-Wide Grades: 5th, 7th	
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		

Track monthly attendance data at District Level and use AERIES student information system to track suspension and expulsion data		\$1,375 (LCFF Base) Part of Admin. Asst. Object 2000 and 3000.	Monthly attendance data was tracked throughout the year and recorded a 94.11% rate of attendance. Emphasis will be given to reducing the number of students late for school by making this a priority for school site parent groups.	\$1,375 (LCFF Base) Objects 2000 and 3000
Scope of service:	District-wide Grades: All		Scope of service: District-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			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	
1.0 FTE Psychologist Intern		\$28,580 (Spec. Ed. Funds) Objects 1000 and 3000	A 1.0 FTE School Psychologist Intern was hired to serve district TK-5 schools and in support of site leadership, special education staff and students and their parents.	\$28,563 (Spec. Educ. Funds) Objects 1000 and 3000
Scope of service:	District-wide Grades: All		Scope of service: District-Wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.0 FTE School Counselor		\$87,970 (LCFF Supple, Title I). Objects 1000 and 3000.	Provided a 1.0 FTE Counseling position for the 2015-2016 school year. Position successfully served 95% of students.	\$91,817 (LCFF Base, LCFF Supple., Title I) Objects 1000 and 3000
Scope of service:	School-wide Grades: All		Scope of service: School-Wide Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Maintain 1.0 FTE certificated teacher to instruct in alternative program for students struggling socially, emotionally and academically at the Middle School.		\$81,664 (LCFF Supple). Objects 1000 and 3000.	The school did provide a 1.0 FTE certificated teacher to instruct an alternative program for students struggling socially, emotionally, and academically at the Middle School.	\$85,215 (LCFF Supple.) Objects 1000 and 3000

Scope of service:	School-wide Grades: All		Scope of service:	School-Wide Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain a 1.0 School Psychologist		\$70,830 (LCFF Supple and Spec. Ed. Funds). Objects 1000 and 3000.	The School Psychologist was employed full time for the district with priority at the elementary sites and supervised interns, provided support to students and parents, participated in IEP's and supported school staff.	\$73,190 (LCFF Supple. and Spec. Educ.) Objects 1000 and 3000	
Scope of service:	District-wide Grades: All		Scope of service:	District-Wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Maintain a 0.60 Special Education Coordinator		\$53,666 (Spec. Educ Funds) Objects 1000 and 3000.	The .6 Special Education Coordinator was employed in support of the district-wide Special Education program including pre-school services and transition requirements.		\$50,079 (Spec. Educ.) Objects 1000 and 3000
Scope of service:	District-wide Grades: All		Scope of service:	Disttict-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		
Maintain services of Indian Education through MOU with Northern Humboldt Union High School District.		\$3,000 (LCFF Base) Object 5000	Services as described were made available by an MOU with Northern Humboldt Union High School District and supported identified and nonidentified students in activities developed by leadership and the students themselves.		\$2,250 (LCFF Base) Object 5000
Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			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	
Annual inspections will take place using FIT to maintain all sites and facilities safe and clean.		\$964 (LCFF Base) Object 2000 & 3000) Performed by MTO Director	The annual inspection was conducted this year for the purpose of maintaining up-to-date services and safety at all school sites.	\$972 (LCFF Base) Objects 2000 and 3000
Scope of service:	District-wide Grades: All		Scope of service:	District-Wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, services, and expenditures	The opportunity to provide further coaching support to staff in the implementation of PBIS will be considered for 2016-17. Expanding opportunities to serve students in the least restrictive environment with appropriate supports is examined for implementation in the 2016-17 year.			

Original Goal from prior year LCAP:	Goal #2 Continue to design, develop, implement, evaluate, and Improve services that ensure smooth transitions within the district, respecting the goal of ensuring heterogeneous grouping of students and equitable classrooms at each grade level within and between each school site.		Related State and/or Local Priorities: X 1 _2 X3 _4 _5 _6 X7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric Basic Services (1): Class size (# of students) in K-2 CCSS Implementation (3) and Course Access (7): All District students have comparable educational opportunities with highly qualified teachers (HQT) using approved instructional materials. (IM). Classes are monitored for effective instructional practices and support is provided through site administration. Additionally, coaching is provided at the middle school for additional support. Local: Demographic data on class balance at each grade level. Local: Data on % of Students and families involvement in transition activities will be monitored. Parent involvement will increase each year by 5% as a result of out reach activities. Prior year's data will be used as baseline. To monitor increase parental involvement records will be kept:		Actual Annual Measurable Outcomes: Outcome 1. All students including students with disabilities have access to State adopted instructional materials including access to ELA/ELD materials for English Language Learner. Additionally, as a baseline goal, 70% of parents with incoming kindergarten students have successfully participated in Kindergarten "Round Up" activities. This goal will increase by 5% in subsequent years. 2. By the end of grade 8, 95% of students and 100% of their parents (at least one parent) have met with a counselor or teacher to develop the students four-year and postgraduate plans. This goal is applicable to students with IEPs and their parents. 3. 100% of students enrolled in grade 5 did participate in elementary to middle school transition activities. 4. 96% of students enrolled in grade 8 did participate in middle school to high school transition activities. 5. 75% of parents of enrolled 5th grade students

- Parent governance meetings: SSC, DLAC, DAC

- LCAP meetings

- Parent Surveys

- Website Views

- Parent / Teacher Conference

- Back-to-School Night

- Transitional Activities

- School Family Events

7. CELDT & TITLE III Reports

8. RFEP DATA as REPORTED in CALPADS

9. Teacher misassignment rate as indicated on SARC WMS Reports

10. The sufficiency of standards aligned Instructional Materials as evident in annual Board resolution

11. Middle School Dropout rate as reported on Dataquest

Outcome

1. All students including students with disabilities will have access to State adopted instructional materials including access to ELA/ELD materials for English Language Learner. Additionally, as a baseline goal, 70% of parents with incoming kindergarten students will have successfully participated in Kindergarten "Round Up" activities. This goal will increase by 10% in subsequent years.

2. By the end of grade 8, 100% of students and 100% of their parents (at least one parent) will have met with a counselor or teacher to develop the

did participate in transition activities for families. This number is to increase by 5% each year as a result of parent outreach activities.

6. 100% of students moving from 5th to 6th grade and from 8th to 9th grade did participate in transitional activities.

7. 70% of ELLs did progress at least one level on the CELDT.

8. Students being reclassified after 5 years in ELD did increase by 10% each year over baseline

9. 100% of teachers were Highly Qualified and appropriately assigned.

10. 100% of students including students with disabilities had access to standard aligned Instructional materials.

	<p>students four-year and postgraduate plans. This goal is applicable to students with IEPs and their parents.</p> <p>3. 100% of students enrolled in grade 5 will participate in elementary to middle school transition activities.</p> <p>4. 100% of students enrolled in grade 8 will participate in middle school to high school transition activities.</p> <p>5. 70% of parents of enrolled 5th grade students will participate in transition activities for families. This number is to increase by 5% each year as a result of parent outreach activities.</p> <p>6. 100% of students moving from 5th to 6th grade and from 8th to 9th grade shall participate in transitional activities.</p> <p>7. 70% of ELLs will progress at least one level on the CELDT each year.</p> <p>8. Students being reclassified after 5 years in ELD will increase by 10% each year over baseline</p> <p>9. Maintain 100% of teachers as Highly Qualified and appropriately assigned.</p> <p>10. 100% of students including students with disabilities will have access to standard aligned Instructional materials.</p> <p>11. Maintain 0% MSD rate</p>		
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Maintain smaller class sizes in K-2.		\$70,303 (LCFF Supple.) Objects 1000 and 3000.	Smaller class size was maintained at grades K-2 for the 2015-16 year.		\$66,046 (LCFF Supple.) Objects 1000 and 3000
Scope of service:	School-wide Grades: K, 1st, 2nd		Scope of service:	School-Wide Grades: K, 1st, 2nd	
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		
Increase paraprofessional support in TK-2 by 8 hours/1.0 FTE per day. (Dow's Prairie).		\$19,526 (LCFF Supple. and Fed. Rural Schools RS4126). Objects 2000 and 3000.	Provided 8 hours of additional paraprofessional support in TK-2.		\$19,396 (LCFF Supple. and Title VI Rural Schools) Objects 2000 and 3000
Scope of service:	School-wide Grades: TK, K, 1st, 2nd		Scope of service:	School-wide Grades: TK, K, 1st, 2nd	

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	
Increase paraprofessional support in 3-5 by 9.5 hours/1.19 FTE (Morris School).		\$23,187 (Title I). Objects 2000 and 3000.	Increased paraprofessional support by 9.5 hours per day at 3-5 grades.	\$22,912 (Title I) Objects 2000 and 3000
Scope of service:	School-wide Grades: All		Scope of service:	School-Wide Grades: 3rd, 4th, 5th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Maintain paraprofessional support in grades TK-5 (Dow's and Morris) (72 hours).		\$188,192 (LCFF Supple, Title I, Parent Club). Objects 2000 and 3000.	Continued paraprofessional support in TK-5.	\$199,788 (LCFF Supple., and Title I) Objects 2000 and 3000

Scope of service:	School-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	School-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain 0.50 Intervention Lead Teacher in grades 3-5.		\$42,396 (LCFF Supple). Objects 1000 and 3000.	The Intervention Lead Teacher was maintained for 2015-16 at grades 3-5.		\$44,251 (LCFF Supple.) Objects 1000 and 3000
Scope of service:	School-wide Grades: 3rd, 4th, 5th		Scope of service:	School-Wide Grades: 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide .2 FTE Language Immersion program coordinator to lead ongoing professional development and collaboration for staff in the program		\$17,898 (Rural Schools Funds) RS 4126. Objects 1000 and 3000.	A part-time Language Immersion Coordinator was employed for the 2015-16 school year.		\$14,522 (Title VI Rural Schools) Objects 1000 and 3000
Scope of service:	District-wide Grades: All		Scope of service:	District-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide .2 FTE Professional Development/SBAC Coordinator to oversee professional development activities for staff in the District and oversee SBAC testing		\$16,716 (LCFF Supple). Objects 1000 and 3000.	A certificated professional development/SBAC coordinator was hired at .2 time in support of staff. Activities were conducted August 26, 27 & 28 and throughout the year during monthly collaboration planning time. These activities included support in the development of the PBIS program and orientation to the CAASPP testing program.		\$17,252 (LCFF Supple.) Objects 1000 and 3000
Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Increase EL Teacher by one (1) hour per day (0.15 FTE)		\$5,301 (LCFF Supple.) Objects 1000 and 3000.	EL support was provided an additional 1 hour per day.	\$4,638 (LCFF Supple.) Objects 1000 and 3000
Scope of service:	District-wide Grades: All		Scope of service:	District-Wide Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ 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	
Maintain 0.38 FTE EL/CELDT Teacher		\$12,770 (LCFF Supple.) Objects 1000 and 3000.	Provide a EL/CELDT teacher for up to two days per week in support of all identified students and their progress toward proficiency.	\$11,017 (LCFF Supple. and LCFF Base) Objects 1000 and 3000

Scope of service:	District-wide Grades: All		Scope of service:	District-Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ 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		
Provide 2.75 hr math intervention teacher at 3-5 grade level		\$14,304 (LCFF Supple). Objects 1000 and 3000.	A math intervention teacher at grades 3-5 was maintained at Morris Elementary in support of math proficiency for students requiring support beyond the classroom.	\$11,733 (LCFF Supple.) Objects 1000 and 3000	
Scope of service:	District-wide Grades: 3rd, 4th, 5th		Scope of service:	School-Wide Grades: 3rd, 4th, 5th	
_ 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			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide 2.5 hours/day for after-school tutoring at 6-8 grade level.		\$12,861 (Fed. Rural Schools RS 4126). Objects 1000 and 3000.	2.5 hours of after school tutoring was provided per day at MMS in support of students working to meet established curricular standards.		\$12,851 (Title VI Rural Schools) Objects 1000 and 3000
Scope of service:	School-wide Grades: 6th, 7th, 8th		Scope of service:	School-Wide Grades: 6th, 7th, 8th	
_ 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			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		
Outreach to parents through surveys and focus groups in order to gain insight on ways to increase parental involvement. Use this data as baseline for planning in subsequent years.		\$400 (LCFF Base). Object 4000 for materials and supplies for meetings)	The District did provide the technology for an upgraded program that allows contact with parents for announcements and survey information and staff interaction.		\$400 (LCFF Base) Object 4000
Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: All	

<input type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		<input checked="" type="checkbox"/> All <hr/> <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
What changes in actions, services, and expenditures	Site leaders will monitor and make observations to determine the impact of grouping strategies on overall student achievement.	

Original Goal from prior year LCAP:	Goal #3 Continue to design, develop, implement, evaluate, and improve the standards-based Reading/Language Arts and Math Programs with the goal of improving student achievement in both statewide and local assessments		Related State and/or Local Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 Local:
Goal Applies to:	Schools:	All Grades: All	
Expected Annual Measurable Outcomes:	Metrics: CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation. CCSS Implementation (2): K-8 Common Core Reading/Language implementation, including assessment outcome CCSS Implementation (2): K-8 Math Common Core implementation, including assessment outcomes	Actual Annual Measurable Outcomes:	CCSS Implementation: (2) 100% of teachers did participate in PD directly related to CCSS implementation. CCSS Implementation: (2) K-8 Common Core Reading/Language implementation, including assessment outcome were not completed in the current year and are being scheduled for 2016-17. CCSS Implementation: (2) K-8 Math Common Core Implementation, including assessment outcomes were initiated at Grades 6-8.

CCSS Implementation (2): Implementation of the K-8 Reading/Language Arts and ELD Standards of Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration

Course Access (7): Implementation of the K-8 math Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration.

Student Achievement (4): Student performance on Smarter Balanced Assessment Consortium (SBAC) tests will be used when made available. The first year of release will be used as baseline.

Outcome

1. 100% of teachers will participate in the professional development opportunities provided during the "pre-service" and professional development days.
2. Maintain or increase the percent of students in grades 3-7 scoring advanced or proficient on the 2015 Smarter Balance (SBAC) Mathematics Assessments based on the level scored on the 2013 Mathematics CST.
3. Maintain the percent of grades 3-5 students scoring advanced or proficient on the 2015 Smarter Balance (SBAC) ELA Assessments at or above the level scored on the 2013 Reading ELA CST.
4. Maintain or increase the percent of Special Education, ELL, GATE, Socio-Economic Disadvantaged, and ethnic subgroups enrolled in grades 3-8 that score at the Proficient and Advanced levels on the 2015 SBAC in English-Language Arts.
5. In Grades 3-7, maintain or increase the percent of Special Education, Socio-Economic Disadvantaged, ELL, GATE, and ethnic subgroups scoring Proficient and Advanced on the 2015 SBAC Mathematics

CCSS Implementation: (2) Implementation of the K-8 Reading/Language Arts and ELD Standards of Common Core Practices in every classroom in the District as demonstrated by observations from Site and District administration have yet to occur.

Course Access (7) Implementation of the Math Common Core practices in every classroom in the District, as demonstrated by observations from Site and District administration are scheduled for next year at K-5 and took place in the current year 6-8.

Student Achievement (4) Student performance on CAASPP tests has been used with 2015-16 as a baseline year in measuring student performance.

Outcome

1. 100% of teachers did participate in the professional development opportunities provided during the "pre-service" and professional development days.
2. The percent of students meeting or exceeding standards in E/LA on the 2015 CAASPP at grade 3 = 24%, 4 = 40%, 5 = 40%, 6 = 52%, 7 = 37%, and 8 = 46%. Overall for Spring 2015 40%. This will also be baseline data.
3. The percent of students meeting or exceeding standards on the CAASPP Mathematics test at grade 3 = 31%, 4 = 37%, 5 = 31%, 6 = 43%, 7 = 35%, and 8 = 31%. Overall for Spring 2015 34%. This will become baseline data.
4. Performance in significant subgroups for students meeting or exceeding standards and to be used as baseline data;

Grade	Low Income Students with Disabilities	E/LA	Math
3		14	29

	<p>Assessment based on the 2013 Mathematics CST results.</p> <p>6. In Grade 8, 70% of students will score at Proficient and Advanced on the 2015 Math Grade 8 SBAC Assessment.</p> <p>Note: API Baseline will be set when available and used for improvement outcomes in future years.</p>		34	28	4	4	11
			16	8			5
					20	17	
			6		7	3	28
							19
					7		32
			24	22			9
			10	5			8
					27	9	
					24	12	

LCAP Year: 2015-16

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

Develop hiring practices to attract and maintain highly qualified teachers		\$5,258,386 (LCFF Base, Supple., Spec. Educ.) Objects 1000 and 3000.	Progress was made in hiring practices with the need to improve communication between sites and the District Office acknowledged and improvements provided including vacancy and interview set-up and protocol. It is clear that with the number of applicants diminishing further review and development of hiring procedures will require additional review that could not be accomplished in the current year. These include notice/advertising requirements, incentive to employment, non-credentialed alternatives, interview protocol.		\$5,629,003 (LCFF Base, LCFF Supple., Title I, Title VI, MPTO, Spec. Educ.) Objects 1000 and 3000
Scope of service:	District-wide Grades: All		Scope of service:	District-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			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		
Increase professional development and collaboration opportunities for teachers by increasing # of non-instructional duty days by two (2)		\$50,640 (LCFF Supple.) Objects 1000 and 3000.	The two additional days of Professional Development were implemented in 2015-16 and will continue in 2016-17 for the purpose of supporting all staff in developing skills and in allowing students to meet performance standards.		\$54,584 (LCFF Supple.) Objects 1000 and 3000 (8980 from RS 0001)
Scope of service:	District-wide Grades: All		Scope of service:	District-Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Maintain 1.0 Reading Intervention teacher at K-2 site		\$90,835 (LCFF Supple). Objects 1000 and 3000.	The Reading Intervention Teacher was maintained at the K-2 site in support of unduplicated students requiring a boost to maintain reading at proficiency and above.	\$89.432 (LCFF Supple.) Objects 1000 and 3000
Scope of service:	School-wide Grades: K, 1st, 2nd		Scope of service:	School-Wide Grades: K, 1st, 2nd
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Maintain library contract with HERC Center at Humboldt County Office of Education		\$1,275 (LCFF Supple). Object 5000	The contract with HERC was maintained for the 2015-16 year for the purpose of supporting all sites with supplementary learning materials and technology.	\$1,275 (LCFF Base - not Supple.) Object 5000

Scope of service:	District-wide Grades: All		Scope of service:	District-wide. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			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		
Increase paraprofessional classroom support at K-2 site by 8 hrs/day Same as Goal#2		\$19,526 (LCFF Supple. and Fed. Rural Schools RS4126). Objects 2000 and 3000. INCLUDED IN GOAL #2	This goal was implemented for 2015-16 in support of student achievement and increasing direct student contact with a paraprofessional.	\$19.372 (LCFF Supple. and Title VI) Included in Goal #2	
Scope of service:	School-wide Grades: K, 1st, 2nd		Scope of service:	School-Wide Grades: K, 1st, 2nd	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Maintain 17.69 hrs/2.21 FTE of Library Technicians (includes all three school sites).		\$62,551 (LCFF Supple and Title I). Objects 2000 and 3000.	Library Technicians were hired for the three school sites.		\$67,404 (LCFF Supple. and Title I) Objects 2000 and 3000
Scope of service:	School-wide Grades: All		Scope of service:	School-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		
Maintain Computer Technology Specialist at all three school sites (3 hrs/wk at MMS, 8.5 hrs/wk at Morris and 8.5 hrs/wk at Dow's Prairie). Total of 0.50 FTE.		\$19,333 (LCFF Supple. and SW Lottery). Objects 2000 and 3000.	The Computer Technology Specialist was continued in support of all systems involving district and school operations and student achievement.		\$19,203 (LCFF Base and LCFF Supple.) Objects 2000 and 3000
Scope of service:	School-wide Grades: All		Scope of service:	District-Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Hire a 0.50 FTE Instructional Coach (MMS)		\$35,359 (Cowell Grant/Local Grant) Objects 1000 and 3000.	The Instructional Coach was hired for the 2015-16 year at a 0.60 FTE. and provided services to all certificated teaching staff at the middle school.	\$30,927 (Cowell Grant) Objects 1000 and 3000 (no HW)
Scope of service:	School-wide Grades: All		Scope of service:	School-Wide Grades: 6th, 7th, 8th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Maintain a 0.30 FTE Education Technology Specialist		\$25,705 (Title I). Objects 1000 and 3000.	To Employ an Ed. Tech. Specialist for the District in assisting the District Technology Specialist in their duties.	\$26,273 (Title I) Objects 1000 and 3000

Scope of service:	District-wide Grades: All		Scope of service:	District-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			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		
In order to recruit, hire and maintain high-quality staff to serve all students, provide competitive salaries and benefits for all employees compared to districts with similar demographics.		As established through collective bargaining process	This goal was addressed in 2015-16 and will remain in the future year.		As established through the collective bargaining process.
Scope of service:	District-wide Grades: All		Scope of service:	District-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, servivces, and expenditures	<p>The District will continue an emphasis on the number of students who meet or exceed proficiency standards on the CAASPP exam in all areas with the prior year being a baseline. Emphasis in Special Education and Socio-Economically Disadvantaged students.</p> <p>Parents involvement in improving student achievement through increasing their understanding of the CAASPP will be elevated for the coming year.</p> <p>A Reading/Language Arts Committee will pilot the "Reaching to Read" program in 2016-17.</p> <p>Curricular and Professional Development Teams will be reformed in the 2016-17 year.</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.)

Total amount of Supplemental and Concentration grant funds calculated:	809134
<p>Supplemental grant funds in 2016-2017 will total \$812,748. McKinleyville Union School District is expending these funds to improve academic performance among all students, with particular emphasis on low income, foster youth and English learners. The services LISTED BELOW are offered on a school-wide basis (all school sites are above 40% unduplicated). These school-wide services were selected as the most effective use of the Supplemental Grant because they will provide the support and enhance pupil achievement to our low income, foster youth, and EL students that are struggling to meet grade level standards, as well as benefit other low performing students.</p> <p>The following services listed below are funded through the revenue generated by the Supplemental Grant:</p> <ul style="list-style-type: none"> 0.50 FTE Director of Student Services at Dow's Prairie Elementary (School-wide) 0.50 FTE Director of Student Services at Morris School (School-wide) 1.0 FTE Director of Student Services at McKinleyville Middle School (School-wide) 	

1.0 FTE Reading Intervention Teacher at Dow's Prairie Elementary School (School-wide)

1.0 FTE STARS Program Teacher at McKinleyville Middle School (School-wide)

Library Technicians at all three sites (Dow's Prairie, Morris, and McKinleyville Middle (School-wide)

Teacher Assistant at Morris School (grades 3-5) (School-wide)

K-2 Teacher (1.0 FTE) for smaller class sizes at Dow's Prairie Elementary (School-wide)

School Counselor at McKinleyville Middle School (School-wide)

0.50 FTE Intervention Teacher at Morris School in grades 3-5 (School-wide)

38 hours of Paraprofessionals at Dow's Prairie School and Morris School (School-wide)

Hire 0.42 FTE/2.75 hrs of Intervention Teacher at Morris School (School-wide)

Hire 9 hours of School Psychological Technicians (3 hours at each site) (District-wide)

The following services are offered on a District-wide basis (District is below 55% unduplicated threshold). This service is offered district-wide in order to benefit targeted students across all three school sites. Using Supplemental LCFF Funds for these district-wide services is the most effective approach to increase pupil achievement, physical, emotional, and social needs of our students at all three school sites, provide oversight of intervention programs, and to create a positive school climate for students.

ELL/CELDT Teacher (District-wide)

Computer Lab Specialist/Technicians (District-wide)

Library Contract with the HERC (District-wide)

Provide two (2) days of professional development to certificated staff (School-wide)

0.20 FTE Professional Development/SBAC District Coordinator (District-wide)

An additional one (1) hour of English Language Learner Teacher (District-wide)

- 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.

10.16	%
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For 2016-17

The McKinleyville Union School District Local Control Accountability Plan (LCAP) streamlines services to support learning for all students, with particular attention to English learners, low-income students and foster youth. The plan's underlying theory of action is that the staff continuously will improve its capacity to serve students through strategic professional learning, additional time and individualized instruction based on student achievement data. Services for students within the subgroups will be increased or improved by about 10.16%, compared to all students. Expenditures specified for targeted subgroups (AS SHOWN ABOVE IN 3A) meet or exceed the 10.16% Minimum Proportionality threshold.

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).