

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Scotia Union Elementary School District

Contact
Name and
Title

Chris Cox, Superintendent

Email
and
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2017-20 Plan Summary

THE STORY

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

Stanwood A. Murphy Elementary School offers both a small, supportive learning environment and a departmentalized program for middle-school students. Our highly-qualified teachers provide rigorous research-based curriculum, preparing our students for high school. The teaching staff offers the newest research-based language arts, math, science and social studies curricula, all which have components that interface with our interactive whiteboards. The entire staff has worked very hard to continue the implementation of the Common Core State Standards and improve our already strong knowledge and use of technology in every classroom.

Scotia has 205 students enrolled. Our student enrollment includes: 11 English Language Learners, 29 students with disabilities and a free and reduced lunch count of 118

California School Dashboard indicates the school district has made significant growth. The following chart is a summary of performance at this point. Along with the growth, the district still has room to progress. This data, along with significant stakeholder engagement input has informed and influenced this plan.

Student Group Report

Scotia Union Elementary - Humboldt County

Enrollment: 222 Socioeconomically Disadvantaged: 64% English Learners: 7% Foster Youth: N/A Grade Span: K-8

Reporting Year: Spring 2017

Charter School: No

Equity Report Status and Change Report Detailed Reports **Student Group Report**

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

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A			*	*	*	*		*	*	
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		*	N/A	N/A		*	*	*	*	*	*	*	*	
<u>Mathematics (3-8)</u>		*	N/A	N/A		*	*	*	*	*	*	*	*	

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

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

The Metrics and other information relative to high schools are not relevant to Scotia Union Elementary School District, a K-8 district, and are not included in the LCAP. These include: Priority 4: percentage of students who have successfully completed a-g courses or approved CTE sequences, percentage who have passed the AP exam with a score of 3 or higher, percentage who demonstrate college preparedness via EAP or subsequent indicators. Priority 5: High School dropout rates, High School graduation rates. The State API (Academic Performance Index) is no longer being calculated by the State.

LCAP HIGHLIGHTS

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

The Scotia Union Elementary School District 2017/18 LCAP will focus on providing a high quality education to all of our students. A large portion of the plan allows for common planning and collaboration in order for the staff to best meet the needs of all students, including socioeconomic disadvantaged, language learners, foster and homeless youth, and our special education population. Intervention strategies and opportunities for student requiring academic supports are another key feature to the 2017/18 LCAP implementation. School climate as well as Social and Emotional support for students is another key element to our spending plan. The district continues to support a part time counselor and will devote time to our newly adopted school wide Social and Emotional curriculum that brings greater awareness and support to a wide range of social issues and students' emotional learning needs. Student activities continue to be an important aspect of a child's school experience. Sporting activities, GATE, music, ASB and more are all supported in our spending plan. Parent and community involvement is also an important aspect of the 2017/18 LCAP. School to home communication, family classroom volunteers, and school sponsored events help to strengthen family support of the school and student activities.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

The Scotia staff has worked diligently to increase the knowledge base of our students. Students school wide have made significant progress in the areas of math and language arts. Math increase from 21% to 36% Met/Exceeded. ELA increased from 19% to 34% Met/Exceeded.

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

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

GREATEST NEEDS

The Scotia staff have identified that students classified as being Socially and Economically Disadvantaged (SED) will require additional academic support. While increases in academic success are evident as shown in the state Dashboard, the staff would prefer to see greater growth for this population of students. We will also begin to track how the academic support in conjunction with the new Social/Emotional curriculum will have on the overall achievement level of our students. The district also sees a need in increasing family participation in school and at school events. Staff is interested in partnering with parents and the greater community to enhance academic and other learning opportunities for our students.

The Dashboard also indicates that suspension rates for all students, as well as the subgroups Student With Disabilities (SWD), SED, and White, are high. The district will need to review our intervention strategies to insure that students that fall under these categories receive the necessary behavior supports to reduce this discipline level.

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

PERFORMANCE GAPS

Scotia students are relatively evenly matched according to the performance indicators. Two sub group under the suspension rate indicator are significantly lower than the rest of the indicators. The Scotia staff will review the academic data and develop supports and intervention plans to support those students that require additional assistance in reaching their academic goals.

INCREASED OR IMPROVED SERVICES

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

The Low-income, English Learners and foster youth population will benefit by receiving instruction from appropriately qualified and certificated teachers and staff. Additionally, intervention services will be provided to include targeted, small group, pull out reading intervention instruction. Our English learner students will receive instruction that enables them to access appropriate grade level curriculum in all subjects. We will ensure that parents receive communication from school on their student's progress and suggestions for how they can assist in the education of their children.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 2,131,114

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

\$ 1,823,798

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

\$3,000 – Donations account (0015)
 \$20,000 – Prop 39 (6230)
 \$57,307 – STRS On-Behalf Pension Contributions (7690)
 \$100,086 utilities
 \$126,923 – Central Office (district-wide services and contracts, insurance, legal fees, misc expenses)

\$1,730,163

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	All students will reach high academic standards.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Expected Outcome in 16-17:

Dibels ASSESSMENT:

Goal is to Decrease % "At Risk" by 3 % 2015-2016

Beginning of year:	Middle of year:
44% At risk	45% At Risk
17% Some Risk	22% Some Risk
39% Low Risk	33% Low Risk

ACCELERATED READER

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

2015-2016 AR:

15-16 Average Correct: 78%

15-16 At/Above 85%: 42%

14-15 Below 85%: 58%

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

CAASPP:

14-15 Schoolwide results:

	Math *152 Students	ELA/ Literacy * 151 tested
Standards not met:	48%	56%
Standards nearly met:	31 %	25%
Standards met:	16 %	15%
Standards Exceeded:	5 %	4%

GPA:

Outcome in 16-17:

Dibels ASSESSMENT: Target Not Met

Goal is to Decrease % "At Risk" by 3 % 2016-2017

Beginning of year:	Middle of year:
51% At risk	58% At Risk
12% Some Risk	0% Some Risk
37% Low Risk	42% Low Risk

ACCELERATED READER Target Not Met

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

2016-2017 AR:

Average Correct: 79%

At/Above 85%: 36%

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

CAASPP: Target Met

15-16 Schoolwide results:

*152 Students

	Math	ELA/ Literacy
Standards not met:	23%	38%
Standards nearly met:	42%	28%
Standards met:	25%	29%
Standards Exceeded:	11%	5%

Goal is to Maintain GPA above 3.50

PARENT SURVEY:

Goal is to Maintain above 90% positive rating. 15-16 92% Positive Survey Results

TEACHER MISSASSIGNMENT:

Maintain 0% missassignment.

STUDENT ACCESS TO INSTRUCTIONAL MATERIALS:

Goal: Maintain 100%

CCSS: ADOPTED COMMON CORE MATERIALS:

All students have access to CCSS in math and will have access to ELA in 16-17.

Agendas for Early Release PD

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

Calendars and Class Schedules:

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

Student recognition logs:

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

GPA: Target Not Met

2.97 for grades 6-8.

PARENT SURVEY: Target Met

16-17 91% Positive Survey Results

TEACHER MISSASSIGNMENT: Target Met

0% missassignment.

STUDENT ACCESS TO INSTRUCTIONAL MATERIALS: Target Met

100%

CCSS: ADOPTED COMMON CORE MATERIALS: Target Not Met

All students have access to CCSS materials in math. ELA adoption is currently in progress and was not completed in the 16/17 school year. ELA adoption will be completed in the 2017/18 school year.

Agendas for Early Release PD: Target Met

All teachers participate in weekly Professional Development on how to effectively address methods of CCSS implementation. Wednesday early release allows for instructors to collaborate on CCSS and other varying topics that focus on student learning.

Calendars and Class Schedules: Target Met

All students, including SWD, have access to a broad course of study which include:

GATE – students met weekly with the GATE instructor and participated in the GATE academy at HSU

Music – classroom music is offered to all grades. Instrument and vocal music is offered to student in grade s 4 through 8.

Art – student participate in art activities in all classrooms. Advanced Art is also offered as part of the GATE program. Art activities are an integral part of the ASES program.

Sports - All students, including SWD, have the option of participating in after school activities that include Volleyball, soccer, basketball and track.

Enrichment Activities - All students, including SWD, participate in enrichment activities during the regular school day and the ASES program. Activities include field trips and on campus specialist.

Student recognition logs:

Student are able to receive monthly awards that include: Student of the Month, Citizen of the Month, SWAG, and Paw-sitive Paw.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED Implementation of Common Core Standards: Professional Development to focus on English Language Arts</p> <p>Teacher Collaboration within and outside of our school site</p> <p>Purchase appropriate technology to match Common Core needs.</p> <p>Prepare students to be college and/or career ready.</p>	<p>ACTUAL Implementation of Common Core Standards: All teachers participate in weekly Professional Development and collaborations on how to effectively address methods of CCSS implementation, Language Arts, Math, School Climate, student learning, as well as preparing students the to be college and career ready. Many of staff also participate in offsite Professional Development.</p> <p>Appropriate technology was purchased tp complement the curriculum in order to match Common Core needs. Chromebooks were purchased as well as software to meet learning needs of students.</p>
Expenditures	<p>BUDGETED Regular Ed Teacher salaries: \$537,146 (0000/1400-1100)</p> <p>Prof. Development: \$6,250 (4035)</p> <p>Technology: \$12,350 0000 4445/4450</p>	<p>ESTIMATED ACTUAL Regular Ed Teacher salaries: \$ 676,976 (0000/1400-1100)</p> <p>Prof. Development: \$6250 (4035)</p> <p>Technology: \$16,041 (0000 4445/4450)</p>

Action **2**

Actions/Services	<p>PLANNED Accelerated Reader program K-8</p> <p>Dibels Assessment K-3</p>	<p>ACTUAL Accelerated Reader and Accelerated math were purchased this year to compliment the Language Arts and Math curriculum. Accelerated Math was purchased part of the way through the 2016/17 school year. Full implementation in the classrooms has not occurred therefore a baseline for the beginning and middle of the year will be determined starting with the 2017/18 school year.</p> <p>Dibels was purchased to monitor reading levels of students. Dibles is</p>
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Expenditures

	one assessment that is used to recommend a student for intervention services. Our Dibels coordinator monitors and tracks student progress.
BUDGETED AR: \$1918 (0000-4450) Dibels Coordinator: \$500 (0000-1150)	ESTIMATED ACTUAL AR and AM: \$4688 (0000-4450) Dibels: \$58 Dibels Coordinator: \$500 (0000-1150)

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Scotia instructors participate in week staff development and collaboration in order to focus on curriculum development and Common Core alignment. Teacher Collaboration was very effective as teachers worked within and outside of our district to incorporate Common Core Standards. The Eel River Valley Administrators (ERVA), along with the Humboldt County Office of Education (HCOE) implemented a region wide collaboration plan for 4th grade teachers from different schools to collaborate on topics of their choice. A similar collaboration plan is being develop to include teachers from grades K through 8 for the 17/18 school year.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Common Core Standards continued to be implemented in 16-17. The district saw an increase in CAASPP scores this year as a result of intense professional development in the area of math. Math continued to be a priority in addition to English Language Arts. The District will continue research and adopt new ELA textbooks in the 17/18 school year.</p> <p>Chrome books were purchased bringing the total up to 120 devices across 5,6,7,8 grades giving us a 1:1 ratio of devices to students.</p> <p>The AR goal was not met. The staff plans to monitor student that are testing for AR take tests for books that were actually read rather than attempting tests for books they have not read and believe they can pass. Additionally, our Dibles goals was not achieved. Reading intervention will continue to be a focus next school year.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Scotia teachers received a pay increase after the LCAP had been approved therefore an increase in teachers' salaries is evident. Accelerated Math (AM) was additionally purchased this year to compliment Accelerated Reader AM. Instructors requested AM as a means to supplement the math curriculum in order to gain additional math achievement data.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>The district plan to provide professional development for ELA and Math, with the goal to realize an increase in the CAASPP scores the next school year. The addition of AM in Goal 1 Action 2 is expected to assist in a modest percentage increase for the 2017 CAASPP math scores.</p>

Goal 2

All students in high need areas will reach high academic standards

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Percentage of goals reached by IEP students:

Goal is to Increase by 3% goals Met vs Not met by our SWD.

2014-2105: 61% of the IEP goals were met in the District

2015-2016: 68% of the IEP goals were met in the District

CELDT: Re-designation OF EL Students:

Goal is to Increase Re-designation % after student participates for 5 years.

EL Intervention:

Goal is to Maintain 100% of EL students receiving services.

CELDT:

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

Schedules and Attendance Records for EL Students

Goal is to have all EL students have EL Development pull-out support and access to CC aligned instruction.

ACTUAL

Percentage of goals reached by IEP students: Target Met

2016-2017: 65% of the IEP goals were met in the District

CELDT: Re-designation OF EL Students: Target Not Met

0 students have been re-designated

EL Intervention: Target Met

100% of EL students receiving services.

CELDT: Target Met

Students have made progress in many areas of the CELDT test. 70% of the students tested are making progress.

Schedules and Attendance Records for EL Students: Target Met

All EL students have EL Development pull-out support and access to CC aligned instruction.

ACTIONS / SERVICES

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

Actions/Services

PLANNED
Tier 1 Intervention:

1. Professional Development for classroom teachers so that they are up to date on all current intervention techniques.
2. Purchase intervention programs as needed that are based on the needs of the students. Their needs should be evaluated by proper data collected by the teachers.
3. Teacher collaboration time. This time is used for teachers to work in groups to develop and evaluate the programs in the District. Students are released at 1 PM every Wednesday for this valuable time.
4. Include ASES (after school program). Classroom teachers work closely with the afterschool staff to determine what programs and services ASES can provide to struggling students.
5. Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly.
6. Resource teacher to assist teachers in developing targeted intervention plans.

ACTUAL
Tier 1 Intervention:

- 1 and 3 . Instructional staff participated in Professional Development and collaboration each week on our early release Wednesdays. Our 4th grade teacher also participated in a month collaborative in the Eel River Valley. In addition to the topics described in Goals 1, Actions 1, teachers also discussed intervention implementation and the monitoring of student intervention progress.
2. Intervention programs were purchased for our students for use in the general education classroom and resource room to assist students in reaching high academic achievement. Materials included computer programs and hands on classroom materials.
4. Classroom teachers worked closely with the afterschool staff to provide additional academic support to struggling students that also participate in the ASES program. Student assistance took place during the homework portion of the ASES schedule
5. Classroom paraprofessionals worked to assist students both academically and in social settings in the classroom and in small groups. Our paraprofessionals are an integral part of our student academic intervention plan.
6. The school resource teacher assisted teachers in developing targeted intervention plans tha meet the need of students requiring additional assistance. Most of the plans are developed on an as-needed-basis , through SST's and through scheduled parent conferences.

Expenditures

BUDGETED
 PD: \$6,250 (4035)

Intervention Supplies: \$1500 (0000-4310)

Intervention Materials \$1,000 (6010-4310)

Teacher Assistants \$92,846

ASES Coordinator \$1,500 (6010-2100) This amount is also listed under Tier II and III

\$45,767 (0000 2100)

ESTIMATED ACTUAL
 PD: \$3000 (4035)

Intervention Supplies: \$1550 (0000-4310)

Intervention Materials \$1100 (6010-4310)

Teacher Assistants \$99,216

ASES Coordinator \$ 1,500 (6010-2100) This amount is also listed under Tier II and III

\$47,136 (0000 2100)

\$35,794 (5820-2100)
 \$11,285 (3010-2100)
\$66,101 *suppl/conc
 Regular Ed and Special Ed teacher time are included in Goal 1 Teachers

\$36,928 (5820-2100)
 \$11,508 (3010-2100)
\$66,101 *suppl/conc
 Regular Ed and Special Ed teacher time are included in Goal 1 Teachers

Action **2**

PLANNED
Tier II and III pull out intervention:

1. In addition to their regular Special Education caseloads, the resource instructors and resource paraprofessionals work daily throughout the school year with students in need of intervention services. Time is dedicated throughout the day to work with students in individual and small group settings.
2. Data will be collected by general education and special education instructors in order evaluate a student's need for intervention services. Intervention materials will be purchased to meet the needs of students receiving intervention.
3. Professional development is planned weekly throughout the school year for all education instructors. Best-proven practices for classroom instruction and intervention instruction will be continuing topics during staff professional development and during teacher collaboration time. Special Education Instructors work collaboratively with other Special Education Instructors throughout the Eel River Valley during the dedicated collaboration schedule and on an as needed basis as determined by the instructors.
4. Guidelines for referring students to intervention developed by the instructional staff will be followed. Those guidelines are used to; evaluate the effectiveness of the referral process; determine whether the student is making adequate improvements; or determine if the student

ACTUAL
Tier II and III pull out intervention:

1. The resource instructors and resource paraprofessionals worked daily to provide intervention services to those students requiring academic supports. Students work in both a pull out and push in model depending on their level of academic need.
- 2a. Student data was collected by general education and special education instructors to evaluate a student's need for intervention services. Data was reviewed by the SST coordinator, Resource Teacher, admin, and classroom teacher.
- 2b. Intervention materials were purchased to meet the needs of students receiving intervention. Materials focused on reading fluency and math support.
3. Professional development occurred weekly throughout the school year for all education instructors. Best-proven practices for classroom instruction and intervention instruction were regular topics during staff professional development and during teacher collaboration time. Special Education and 4th grade Instructors worked collaboratively with other job alike Instructors throughout the Eel River Valley during the dedicated collaboration schedule and on an as needed basis as determined by the instructors.
4. Guidelines for referring students to intervention were reviewed, revised and developed by the instructional staff. The staff also studied the effectiveness of the intervention programs and found that most students made adequate improvements. Some students were exited from intervention and continued to make progress with regular classroom

Actions/Services

should continue intervention.

5. Classroom teachers and the ASES staff will continue to collaborate to develop intervention plans that follow students from the classroom into the after-school program.

supports. A few students continued afterschool intervention and have made adequate progress.

5. Classroom teachers worked closely with the afterschool staff to provide additional academic support to struggling students that also participate in the ASES program. Student assistance took place during the homework portion of the ASES schedule

BUDGETED
 Intervention Materials
 \$1,000 (0000-4310)
 *suppl/conc

SST Coordinator:
 \$500.00 (0000-1130)

Superintendent/ Principal: \$4,700

ASES Coordinator: \$1,500 (6010-2100)

PD \$6,250 (4035)

District's Special Education contribution targeted at low income students \$100, 762 (0000-8989)

ESTIMATED ACTUAL
 Intervention Materials
 \$1100 (0000-4310) *suppl/conc

SST Coordinator:
 \$500.00 (0000-1130)

Superintendent/ Principal: \$4,700

ASES Coordinator: \$1,500 (6010-2100)

PD \$3000 (4035)

District's Special Education contribution targeted at low income students \$110,054 (0000-8989)

Expenditures

Action **3**

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

ACTUAL
 School and District Secretary devoted time and resources to insure services are being provided to all students. This included: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 10%) of the secretary's time was spent going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making outside community resources and other needed services.

Actions/Services

BUDGETED
 School/District Secretary \$70,624 (0000 2406)
 *suppl/conc (\$7,062)

Postage expenses \$1000 (0000-5950)

ESTIMATED ACTUAL
 School/District Secretary \$72,033 (0000 2406) *suppl/conc (\$7,203)

Postage expenses \$900 (0000-5950)

Expenditures

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Action **4**

Actions/Services	PLANNED Superintendent/Principal will devote time and resources to meet the specific needs of all students, including low-income students. Services will include but are not limited to arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.	ACTUAL Superintendent/Principal did devote time and resources to meet the specific needs of all students, including low-income students. Services included arranging for counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and to serve as a liaison between the school and families.
	BUDGETED Superintendent/Principal Time \$5,000 (0000-1301) *suppl/conc	ESTIMATED ACTUAL Superintendent/Principal Time \$5,000 (0000-1301) *suppl/conc
Expenditures		

Action **5**

Actions/Services	PLANNED School Librarian will assist the District with scheduled intervention time to promote higher learning and literacy Skills.	ACTUAL School Librarian assisted the District with promoting higher learning and literacy Skills.
	BUDGETED Librarian Time \$1,664 (0000-2216) *suppl/conc	ESTIMATED ACTUAL Librarian Time \$ 1664 (0000-2216) *suppl/conc
Expenditures		

Action **6**

Actions/Services	PLANNED Provide high quality nutrition Program 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all low income students	ACTUAL Provide high quality nutrition Program School Participates in Free Breakfast program for all Students School supplies healthy nutritious lunches to all low income students

Expenditures	BUDGETED School contributes \$20,623 to 5310 in order to fully offer high quality meals *suppl/conc	ESTIMATED ACTUAL School contributes \$20,623 to 5310 in order to fully offer high quality meals *suppl/conc
Action	7	
Actions/Services	PLANNED Teacher after school Intervention. All 11 teachers provide 4 days a week of Intervention time. Students are determined through the District's SST process.	ACTUAL Teacher after school Intervention. All 11 teachers provide 4 days a week of Intervention time. Students are determined through the District's SST process.
Expenditures	BUDGETED After School Teacher Intervention program: \$50,516 (0000/1400-1100) *Suppl/Conc	ESTIMATED ACTUAL After School Teacher Intervention program: \$50,516 (0000/1400-1100) *Suppl/Conc
Action	8	
Actions/Services	PLANNED Teacher Collaboration. Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.	ACTUAL Teacher Collaboration. Every Wednesday, students were dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.
Expenditures	BUDGETED Teacher collaboration time: \$ 48,744. (0000/1400-1100) *suppl/conc	ESTIMATED ACTUAL Teacher collaboration time: \$ 48,744. (0000/1400-1100) *suppl/conc
Action	9	
Actions/Services	PLANNED Materials and supplies specifically targeted to improve low-income student performance and social building skills.	ACTUAL Materials and supplies specifically targeted to improve low-income student performance and social building skills.
Expenditures	BUDGETED Material and supply costs: \$ 2,500 (0000-4310) *suppl/conc	ESTIMATED ACTUAL Material and supply costs: \$ 2,500 (0000-4310) *suppl/conc

Action **10**

<p>Actions/Services</p>	<p>PLANNED Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.</p>	<p>ACTUAL Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.</p>
<p>Expenditures</p>	<p>BUDGETED Training of volunteer time: \$16,248 *suppl/conc These costs are linked to teacher pay in Goal 1.</p>	<p>ESTIMATED ACTUAL Training of volunteer time: \$16,248 *suppl/conc These costs are linked to teacher pay in Goal 1.</p>

Action **11**

<p>Actions/Services</p>	<p>PLANNED Purchase EL intervention materials as needed. This will include materials for a pull-out program with the EL coordinator as well as regular education classroom materials to assist the EL students. Purchase EL testing materials. CELDT tests are given annually in September. Pull-out intervention administered by the EL coordinator or designee. After school Intervention Plan for EL Students. The after-school program will coordinate with the EL coordinator to meet the needs of EL students who attend the program.</p>	<p>ACTUAL Purchased EL intervention materials as needed. This included regular education classroom materials to assist the EL students. Purchased EL testing materials. CELDT tests are given annually in September. Pull-out intervention administered by the EL coordinator's designee. After school Intervention Plan for EL Students. The after-school program coordinated with the EL coordinator to meet the needs of EL students who attend the program.</p>
<p>Expenditures</p>	<p>BUDGETED EL Coordinator/Teacher time devoted to assisting EL students after regular school day ends \$5760 (0000-1100) EL Materials \$500.00 (0000-4310)</p>	<p>ESTIMATED ACTUAL EL Coordinator/Teacher time devoted to assisting EL students after regular school day ends \$5760 (0000-1100) EL Materials \$500.00 (0000-4310)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Every Wednesday, students are dismissed at 1 PM to allow teachers to collaborate and participate in district provided professional development.</p> <p>All 9 Regular education teachers provided 4 days a week of Intervention time. Students are determined through the District's SST process. In the lower grades, specific intervention programs are used such as Barton, and in the upper grades, the teachers use this time to assist with homework and re-teach concepts to a small group of students.</p> <p>All EL students received EL specialized intervention inside the regular education classroom as administered by the classroom teacher.</p> <p>Superintendent coordinated with RemiVista to assist families with individual student counseling needs. This year we also coordinated with the Rio Dell Community Center to provide a variety of services to our families ranging from transportation for medical appointments to creating family plans to help improve the home environment and providing weekend meals to families in need. All of the families assisted fall in the low-income range.</p> <p>Teachers worked closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom. Most classes have 2 to 3 regular volunteers in grades K-3 grade. 4th and 5th grade average 1-2 volunteers per week. 6,7,8 volunteers are seldom used to work with children in the classroom, however, they volunteer in more outside activities such as sporting events, music events and fundraising. All teachers report providing instruction and training to volunteers at a rate of one hour per week</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Collaboration time has been very valuable for the teaching staff. The Superintendent organized collaboration time based on requests and needs of the teacher.</p> <p>Intervention time has been effective for the participating student. The intervention process continues to evolve as the staff develops the policies and procedures for qualifications, monitoring and assessing the effectiveness of the intervention program.</p> <p>Our School and District Secretary are the first line of contact for all parents and students here at Scotia School. They performed all of the above actions and services throughout the school year. They both work very close with the Superintendent to insure that all of the needs of our families are addressed.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The Budgeted Expenditures and Estimated Actual Expenditures stayed relatively consistent in this goal. There was a slight increase in the salary for the secretary (Action 3) and the district contribution to Special Education did increase (Action 2) again due to increases in the salary schedule.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>The previous Superintendent translated documents and assisted during parent conferences. The new Budgeted Expenditures and Estimated Actual Expenditures superintendent is not bi-lingual therefore was unable to interpret or translate as needed. A bilingual paraprofessional was able to provide these services when needed.</p> <p>The District continued to develop a Tier 3 intervention guideline to assist the Student Study Teams to best determine services that help students achieve greater academic success.</p>

Goal 3

Increase parent participation.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

PTO Sign-In Sheets:

Goal is to Increase meeting attendance by 10%.

14-15 PTO General meetings: Average 7.38 people per meeting

15-16 PTO General meetings: Average 10.43 people per meeting

Volunteer Sign-In Sheets:

Goal is to Increase total number of classroom volunteers by 10%.

Attendance Records for Open house, Back to School Night:

Goal is to Increase Family attendance by 10%.

Data from automated calls/emails:

Goal is to Maintain or increase # of automated calls.

ACTUAL

PTO Sign-In Sheets: Target Not Met

16-17 PTO General meetings: Average 8 people per meeting

Volunteer Sign-In Sheets: Not known if Target was Met or Not

The actual number of classroom volunteers in 15/16 was not kept. Parent volunteers were counted once per month even if they came back each week.

Classroom volunteers per month in 16/17: 15

Attendance Records for Open house, Back to School Night: Not known if Target was Met or Not

Actual number of BTSN and OH attendance was not kept in 15/16 so the percentage increase is not available.

2016/17 Family attendance: BTSN: 98 OH: 110

Data from automated calls/emails: Not known if Target was Met or Not

The automated calling system was not functional for half of the school year

due to a communication error in the phone number database. Once the phone number database was updated, the automated calling system was used 3 to 4 times monthly.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

<p>PLANNED Increase Parent Volunteers in the classroom:</p> <ol style="list-style-type: none"> 1. Send out automated messages through calls, texts and emails for class events 2. Survey parents on desire to volunteer 3. Professional Development for parent volunteers to be done by teachers 4. Translate letter and notes sent home to Spanish when needed. 	<p>ACTUAL Increase Parent Volunteers in the classroom:</p> <ol style="list-style-type: none"> 1. The automated phone message system was not functional for most of the school year but was used once phone number databased was updated. 2. Survey parents on desire to volunteer 3. Professional Development for parent volunteers to be done by teachers 4. Letters and notes home were translated as needed. 5. A monthly newsletter was developed
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Expenditures

<p>BUDGETED Alert Now System \$500.00 (0000-5800) Printed Materials \$100.00 Professional Development: Hourly teacher rate based on participation interest. This is part of Goal 1 Teachers.</p>	<p>ESTIMATED ACTUAL Blackboard (Automated phone message system) was purchased: \$626 (0000-5800) Printed Materials \$100.00 Professional Development: Hourly teacher rate based on participation interest. This is part of Goal 1 Action 1.</p>
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Action **2**

Actions/Services

<p>PLANNED Increase parent participation in PTO:</p>	<p>ACTUAL Increase parent participation in PTO:</p>
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1. Send out automated phone messages
2. Directly calling parents who have expressed interest
3. PTO on Facebook
4. PTO Website
5. Translate items when needed
6. Encourage parents to register with PTO Website

1. The automated phone message system was not functional for most of the school year but was used once phone number databased was updated.
2. Families were surveyed for interest and were invited to participate in meeting and events. Response was low and will be a continued goal next year.
3. PTO was active on Facebook this year and took a greater role in advertising meetings and events
4. PTO Website was discontinued and Facebook took a greater roll in advertising meetings and events
5. Documents were translated when needed
6. PTO Website was discontinued and Facebook took a greater roll therefore parent registration was un-necessary.

BUDGETED
Alert Now as mentioned above.

Superintendent' s Time. Amount will vary based on need.

ESTIMATED ACTUAL
Blackboard Goal 3 Action 1.
Superintendent's time amount varied.

Expenditures

Action **3**

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

1. Automated Phone calls/emails
2. Newsletter announcements
3. Offer food at events
4. Translate invitation

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

1. The automated phone message system was not functional for most of the school year but was used once phone number databased was updated.
2. A revised monthly newsletter was developed this school year that highlighted school and PTO events.
3. Food was offered at some school events such as Back to School Night
4. Documents were translated when needed.

Actions/Services

BUDGETED
Alert Now as mentioned above.

Printed Materials \$500.00 (0000-4310)

Food \$500.00 (0000-4310)

ESTIMATED ACTUAL
Blackboard Goal 3 Action 1.

Printed Materials \$500.00 (0000-4310)

Food \$500.00 (0000-4310)

Expenditures

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>PTO has been very active with Facebook and promoting school events. They have made many phone calls to promote our school as well. They brought back our school carnival, created a system for teachers to request funds, and had numerous fundraisers</p> <p>Documents were translated when needed and interpreting services were used when more convenient.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>All teachers reported that parents appreciated the training and the welcome feel at our school.</p> <p>The parent climate survey reported that most families feel they are involved in their child’s education experience at school</p> <p>90% of the parents reported that they feel welcome and respected at Scotia School.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>PTO Website was discontinued and Facebook took a greater roll therefore parent registration was unnecessary.</p> <p>The automated phone message system was not functional for most of the school year but was used once phone number databased was updated. The district will be using a different automated dialer system that will be more reliable in updating current contact information for Scotia families.</p>

Goal 4

Improve overall school climate

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Community meeting feedback

Increase percentage of families who attend Community input meetings by 5 %.
We had the same number of parents attend the community meetings in 15-16 as 14-15.

District Generated Survey measures parent and student perceptions of school

Maintain over 90% positive feedback from district generated survey regarding perception of the school. The parent survey will be sent out via email and the google docs link sent home in the May newsletter.

Suspension rates as reported in CALPADS

Maintain suspension rate below 2 %
14-15 Suspension rate: 1.3 %.
15-16 Suspension rate: 1.3%.

ACTUAL

Community meeting feedback: Target Not Met

We had the same number of parents attend the community meetings in 16-17 as 15-16.
16/176: 4

District Generated Survey measures parent and student perceptions of school: Target Was Met

The District received 90% positive feedback from the survey regarding Student Achievement, Student Engagement, School Climate, Parent Involvement Student Safety, Course Access, and Connectedness to the School.

Suspension rates as reported in CALPADS: Target Was Met

Maintain suspension rate below 2 %
15-16 Suspension rate: 1.3%.
16-17 Suspension rate: 1.95%

Expulsion rates as reported in CALPADS, currently 0%

Maintain Expulsion rate under 1 %
14-15 Expulsion rate: 0%.
15-16 expulsion rate is 0%

Middle School Drop Out

Maintain 0 % Middle School Dropout Rate

Attendance Rate:

Increase attendance rate by .05% annually until 97% rate is achieved.

Chronic Absenteeism:

Lower percentage of those students who are chronically absent by 1% annually

FIT Report:

Will report at 90% good annually.

Expulsion rates as reported in CALPADS, currently 0%: Target Was Met

Maintain Expulsion rate under 1 %
15-16 expulsion rate: 0%
16-17 Expulsion rate: 0%.

Middle School Drop Out: Target Was Met

Middle School Dropout Rate: 0 %

Attendance Rate: Target Was Met

15/16: 94.49%
16/17: 94.72%

Chronic Absenteeism: Target Was Not Met

15/16: 16.52%
16/17: 16.40%

FIT Report: Target Was Met

96.94%

[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services

PLANNED

Campus condition:

1. Complete and publish our annual FIT report
2. Survey parents on school cleanliness and appearance
3. Devote staff time to landscaping
4. Utilize High Rock workers during school breaks to do major projects

ACTUAL

Campus condition:

1. The FIT was completed in August 2016 and received a 96.94%
2. Parents were surveyed. The parent survey will be sent out via email and the google docs link sent home in the May newsletter. We were hoping that more parents would complete the survey but response was low.
3. The maintenance staff time were the primary participants in landscaping at school.
4. Utilize High Rock workers came to the school over the summer for 2

Expenditures

	days and during spring break for 2 days,
BUDGETED Superintendent' s Time \$500.00 (0000-1303) Material Costs \$200 (0000-4310) Maintenance Time 15% \$12,000 (0000-2213 & 8150-2213)	ESTIMATED ACTUAL Superintendent' s Time \$500.00 (0000-1303) Material Costs \$200 (0000-4310) Maintenance Time 15% \$12,000 (0000-2213 & 8150-2213)

Action

2

Actions/Services

PLANNED Increase School Pride 1. Incorporate all grade levels in athletic pep-rallies. 2. Designate "Spirit Days" as Fridays. Have monthly prizes to classes with most spirit wear. 3. Encourage community service with students 4. Provide school memorabilia for sale in the office 5. Open Scotia Gym and Pool 6. Cross Age Tutoring	ACTUAL Increase School Pride 1. All students were invited to school assemblies, but no athletic pep rally's took place this school year. 2. Fridays were designated "Spirit Days." The PTO sponsored a weekly sprit Friday contested that resulted in a monthly class "school spirit" winner. Competition was strong this school year between the many of the classes. 3. Our upper grade (6-8) students were encouraged to participate in community service activities. While some students did complete a few community service activities, participation was not great and will be a focus next school year. 4. School memorabilia was for sale through the PTO 5. The Scotia gym did not open, but the district is moving in a positive direction towards receiving Hardship financing from the state 6. Cross Age Tutoring was used between 8 th and K, and 7 th and 1 st grades.
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Expenditures

BUDGETED Superintendent's Time 10% \$8,500	ESTIMATED ACTUAL Superintendent's Time 10% \$8,500
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Action **3**

Actions/Services	<p>PLANNED Associated Student Body 1. Stipend for teacher coordinator 2. Student Training 3. Student elections</p>	<p>ACTUAL Associated Student Body The district Superintendent was the ASB advisor beginning in March when no staff member stepped forward to assume the advisor position. This year's ASB was organized so that next school year, the group will have a strong start and increase student school pride.</p>
Expenditures	<p>BUDGETED ASB Stipend \$500 (0000-1150)</p>	<p>ESTIMATED ACTUAL \$0.00</p>

Action **4**

Actions/Services	<p>PLANNED Maintain athletic program in grades 4th -8th. Include Volleyball, basketball and track and field.</p>	<p>ACTUAL The Athletic program was active in grades 4th through 8th. Sports include: Volleyball, soccer, basketball, and track and field.</p>
Expenditures	<p>BUDGETED Athletic Director \$1,500 (0000-1135)</p>	<p>ESTIMATED ACTUAL Athletic Director \$1,500 (0000-1135)</p>

Action **5**

Actions/Services	<p>PLANNED Increase Attendance 1. Phone calls on absent students 2. Increase frequency of SARB letters and phone calls home</p>	<p>ACTUAL Increase Attendance 1. Phone calls to parents/guardians were made when students were absent during the school day Additional phone calls were made when excessive absences were noticed.</p>
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	<ul style="list-style-type: none"> 3. Solve student issues promptly 4. Conference with parents 	<ul style="list-style-type: none"> 2. SARB letters were mailed and phone calls home were made when excessive absences were noticed. 3. Student issues were promptly handled when students were absent due to issues other than health related issues. 4. Conferences with parents were held when absences
Expenditures	<p>BUDGETED</p> <p>Secretary Time \$2,000 (0000-2406)</p> <p>Superintendent' s Time for SARB \$1,000 (0000-1303)</p>	<p>ESTIMATED ACTUAL</p> <p>Secretary Time \$2,000 (0000-2406)</p> <p>Superintendent' s Time for SARB \$1,000 (0000-1303)</p>

Action **6**

Actions/Services	<p>PLANNED</p> <p>Increase Art at School and in ASES Program</p> <ul style="list-style-type: none"> 1. Professional Development 2. Guest artists 	<p>ACTUAL</p> <p>Increase Art at School and in ASES Program</p> <ul style="list-style-type: none"> 1. Professional Development 2. Guest artists
Expenditures	<p>BUDGETED</p> <p>Guest Artists \$1,000 (6010-5800)</p> <p>Professional Development for ASES workers \$2,000 (6010-5800)</p>	<p>ESTIMATED ACTUAL</p> <p>Guest Artists \$1600 (6010-5800)</p> <p>Professional Development for ASES workers \$2000 (6010-5800)</p>

Action **7**

Actions/Services	<p>PLANNED</p> <p>Counseling Services</p> <ul style="list-style-type: none"> 1. Increase referrals to Remivista and Changing Tides 2. Hire a .2 school counselor (0000-1205) \$9.293 	<p>ACTUAL</p> <p>Counseling Services</p> <ul style="list-style-type: none"> 1. Referrals to Remivista were made as needed. 2. A .2 school counselor was hired this school year (0000-1205). The increase cost was due to proper placement on the salary schedule.
Expenditures	<p>BUDGETED</p> <p>.2 School counselor Approx. \$9,293 (0000-1205)</p>	<p>ESTIMATED ACTUAL</p> <p>.2 School counselor. \$14,000 (0000-1205)</p>

Action **8**

Actions/Services	<p>PLANNED Provide high quality nutrition Program</p> <ol style="list-style-type: none"> 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all students 	<p>ACTUAL Provide high quality nutrition Program</p> <ol style="list-style-type: none"> 1. School Participates in Free Breakfast program for all Students 2. School supplies healthy nutritious lunches to all students
Expenditures	<p>BUDGETED School contributes \$20,623 to 5310 in order to fully offer high quality meals</p>	<p>ESTIMATED ACTUAL School contributes \$20,623 to 5310</p>

Action **9**

Actions/Services	<p>PLANNED Purchase Second Step anti-bullying program and train entire staff on the program.</p>	<p>ACTUAL Purchased Second Step anti-bullying program and train entire staff on the program.</p>
Expenditures	<p>BUDGETED Second Step Program \$1,000 (0000-4310)</p>	<p>ESTIMATED ACTUAL Second Step Program \$2458 (0000-4310)</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>All of the following was completed this school year: FIT report; Survey parents on school cleanliness and appearance; Devote staff time to landscaping; High Rock inmates were used to do major clean-up projects during school breaks.</p> <p>Every Friday is "Spirit Day" high percentage of students wearing school colors for class awards.</p> <p>PTO sells t-shirts, sweatshirts, stickers, etc with Scotia School logo.</p> <p>The SecondStep Social and Emotional education program was purchased and used this year in all the grades.</p> <p>The district hired a 0.2 FTE counselor and a RemiVista counselor was here weekly to work with students</p> <p>The District Provides high quality nutrition meals to all students. Breakfast is free to all who want to eat and the lunches meet the State guidelines for nutrition. Our Food Services Director is always motivating the children with posters, games and contests to encourage healthy habits.</p> <p>Track, boys basketball and girls basketball included 4th and 5th grade students.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Cross age tutoring was done sparingly this year between K and 8th grade. Additional time will be devoted next year to include K-3 and 6-8.</p> <p>Attendance phone calls and letters home had no effect in increasing our attendance rate.</p> <p>No staff member stepped forward to be the ASB advisor until the Superintendent did mid-year.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>There were a few differences between Budgeted Expenditures and Estimated Actual Expenditures this year. No ASB advisor was paid, but the SecondStep program cost more than originally budgeted as did the cost of hiring a 0.2 FTE counselor.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>The SecondStep program was originally budgeted over 3 years. The program cost cannot be spread out so the K-5 program was purchased this year and the 6-8 program will be purchased in 2017/18. Currently, the 6-8 classes are using an older, donated version of SecondStep. Next year, the automated dialing system will include calls regarding attendance.</p>

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The district sponsored four (4) LCAP planning open houses for parents and community members on February 9, March 9, April 13 and May 11. Current goals were reviewed and participants were given the opportunity to prioritize goals for the 2017/18 school year. The annual update and future goals settings are closely related and many of the conversations with stakeholders moved in and out of both topics simultaneously. Parents were also asked to contact the Superintendent if they wanted to have input on the LCAP if they were unable to attend any scheduled meetings. This was done in the monthly newsletter that goes home with each child monthly.

The district consulted with the, Scotia Teachers Association, certificated and classified staff during by-weekly staff meetings. Current goals were reviewed at the beginning of the school. Beginning in February and then continuing into March, the staff reviewed the effectiveness of the current goals and prioritized goals for the 2017/18 school year. The ASB Officers were given the opportunity to review and give feedback during the weekly meeting April. Students were helpful in prioritizing student engagements and community Goals and Actions. The School board was given presentations at the February, March and May meetings. The Board reviewed the effectiveness of the current goals and prioritized goals for the 2017/18 school year.

In such a small district, it should be noted that there is constant communication between the parents and the school. Parents are much more likely to give opinions and suggestions at various meetings including parent-teacher conferences, student discipline meetings, in the hallways during back to school night, PTO functions and while picking up and dropping of their child to and from school. In general, LCAP input meetings were lightly attended, however, many stakeholders provided input at Board Meetings, PTO meetings and staff meetings.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Attendance at the LCAP planning open house events was low, but the district was given valuable input to help prioritize future goals for academic success, school climate and parent/community participation. Parents were mainly interested in discussing school climate and the possibility of opening the school gym. Community outreach was also discussed and ways to engage those parents who do not participate often in school activities.

Staff meetings and school board planning sessions were the most valuable in reviewing the current LCAP and planning the 2017/18 LCAP. Input included the instructional and curriculum side of the goals with many of the discussions centered on future curriculum adoption. Student Intervention was a major topic of both staff meetings, collaboration and professional development. Individual student needs and strategies were often discussed. The Board of Trustees are aware of the policy and fiscal situation of the district. The majority of the Board is comprised of parents in the district and this dual role allowed them to have a unique insight on the development of the LCAP.

The students who voiced their opinions on future goals discussed the need for our gym to be open and our sports program increased in the future. The students voiced a need to have the ASB program started up again at Scotia School which did occur this school year and will continue.

The input from all stakeholders confirmed that the district values academic success for all students. As a result, LCAP 2016/17 Goal 1 and Goal 2 were merged into one goal for the 2017/18 LCAP year. All stakeholders felt that the previous goals remain with very little change will be noted in the new Actions for 2017/18.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

All students will reach high academic standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL N/A

Identified Need

All students in the Scotia Union School District need to achieve their highest possible potential. Having 58% of the K-3 students labeled "At Risk" according to our Dibels Assessment needs to be decreased to a more manageable number. 38% of our 3-8 grade students scored "standards not met" on the 2016 SBAC English Language Arts assessment and 23% in Math also scored "standards not met".
 Students who need extra support should have the resources available so that they can progress at the same rate as students who do not need extra support. The District should strive for more than 65% of the IEP goals being met.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dibels Assessment: Goal is to Decrease % "At Risk" by 3%	<u>2016-2017</u> Beginning of year: 51% At risk Middle of year: 58% At Risk	Assessment Goal: Decrease At Risk to 48% Beginning of year: 48.5% At risk Middle of year: 56.6% At Risk	Assessment Goal: Decrease At Risk Beginning of year: 51% At risk Middle of year: 55% At Risk	Assessment Goal: Decrease At Risk Beginning of year: 59.5% At risk Middle of year: 53.5% At Risk

<p>Accelerated Reader Goal is to Increase "Average Correct" by 3% and Increase "At/Above 85%" by 3%</p>	<p><u>2016-2017 AR:</u> Average Correct: 79% At/Above 85%: 36%</p>	<p>Increase Average Correct: 81% Increase At/Above 85%: 38%</p>	<p>Increase Average Correct: 83% Increase At/Above 85%: 40%</p>	<p>Increase Average Correct: 85% Increase At/Above 85%: 42%</p>
<p>Accelerated Math Goal will be determined based on 2017/18 school year baseline.</p>	<p>Accelerated Math was purchased part of the way through the 2016/17 school year. Full implementation in the classrooms has not occurred therefore a baseline for the beginning and middle of the year will be determined starting with the 2017/18 school year.</p>	<p>Goal will be determined based on 2017/18 school year baseline.</p>	<p>Goal increase will be determined based on 2017/18 school year baseline.</p>	<p>Goal increase will be determined based on 2017/18 school year baseline.</p>
<p>CAASPP: Goal is to increase % of students in "Standards Met" and "Standards Exceeded" by 10%.</p>	<p><u>2016-2017 School wide results for 155 student:</u> Math Standards not met: 23% Standards nearly met: 42% Standards met: 25% Standards Exceeded: 11% Distance from Level 3: 27.3 pts . This is an increase of 36.4 pts from the prior year resulting in a Yellow (Average) Performance Level</p> <p>ELA/Literacy Standards not met: 38% Standards nearly met: 28% Standards met: 29% Standards Exceeded: 5% Distance from Level 3: 42.6 pts. This is an increase of 23.6 pts from the prior year resulting in a Yellow</p>	<p>Math Goal Standards met: 28% Standards Exceeded: 14% Decrease distance from Level 3 by 5 points to 22.3 points below level 3</p> <p>ELA/Literacy Goal Standards met: 32% Standards Exceeded: 8% Decrease distance from Level 3 by 13 points to 29.6 points below level 3.</p>	<p>Math Goal Standards met: 31% Standards Exceeded: 17% Decrease distance from Level 3 by 5 points to 17.3 points below level 3</p> <p>ELA/Literacy Goal Standards met: 35% Standards Exceeded: 11% Decrease distance from Level 3 by 13 points to 16.6 points below level 3.</p>	<p>Math Goal Standards met: 34% Standards Exceeded: 20% Decrease distance from Level 3 by 5 points to 12.3 points below level 3</p> <p>ELA/Literacy Goal Standards met: 38% Standards Exceeded: 14% Decrease distance from Level 3 by 13 points to 3.6 points below level 3.</p>

	(Average) Performance Level			
GPA: Goal is to Maintain 6 th through 8 th grade GPA above 3.00	<u>2016-2017 GPA:</u> 2.97	Increase to at least 3.00	Maintain over 3.00 GPA	Maintain over 3.00 GPA
Parent Survey: Goal is to Maintain above 90% positive rating.	<u>2016-2017 Rating:</u> 92% Positive	Maintain above 90% positive rating	Maintain above 90% positive rating	Maintain above 90% positive rating
Teacher Miss-assignment: Maintain 0% miss assignment.	<u>2016-2017:</u> 0% miss-assignment.	0% miss-assignment.	0% miss-assignment.	0% miss-assignment.
Student Access to Instructional Materials: Goal: Maintain 100%	<u>2016-2017:</u> 100%	100%	100%	100%
CCSS: Adopted CC Instructional Curriculum: All students have access to CCSS in math and ELA	<u>2016-2017:</u> All students have access to CCSS in math and will have access to ELA in 17-18.	All students have access to CCSS in math and ELA.	All students have access to CCSS in math and ELA	All students have access to CCSS in math and ELA
Agendas for Early Release PD and CCSS Alignment All teachers will participate in PD dealing with effective methods of CCSS implementation.	<u>2016-2017:</u> All teachers will participate in PD on how to effectively implement CCSS in the classroom Grades TK through 3 implemented the use of standards based report cards.	All teachers will participate in PD on how to effectively implement CCSS in the classroom Grades TK through 3 will uses Common Core standards based report cards.	All teachers will participate in PD on how to effectively implement CCSS in the classroom Grades TK through 3 will uses Common Core standards based report cards.	All teachers will participate in PD on how to effectively implement CCSS in the classroom Grades TK through 3 will uses Common Core standards based report cards.
Calendars and Class Schedules: All students, including SWD, have access to a broad course of	<u>2016-2017:</u> All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment	All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities.	All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities.	All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities.

study, which includes GATE, Music, Art, sports and enrichment activities.	activities.			
Student recognition: Students will be able to receive a variety of social and academic monthly, quarterly and year-end awards.	2016-2017: All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.	All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.	All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.	All students are able to receive a variety of social and academic monthly, quarterly and year-end awards.
Percentage of goals reached by IEP students: Goal is to Increase by 3% goals Met vs. Not met by our SWD.	<u>2016-2017:</u> 65% of the IEP Goals were met.	68% of the IEP Goals met	71% of the IEP Goals met	74% of the IEP Goals met
CELDT/ELPAC: Re-designation OF EL Students: Goal is to Increase Re-designation % after student participates for 5 years.	<u>2016-2017:</u> 0% Re-designation	10% Re-designation	15% Re-designation	20% Re-designation
EL Intervention: Goal is to Maintain 100% of EL students receiving services	<u>2016-2017:</u> 100% of EL student receive services	100% of EL student receive services	100% of EL student receive services	100% of EL student receive services
CELDT: Goal is to Increase # of students making progress in English language Development as shown in the annual ELPAC Test.	<u>2016-2017:</u> 70% are making progress	74% making progress	76% making progress	78% making progress
Schedules and Attendance Records for EL Students	<u>2016-2017:</u> 100% of EL students receive support and have access to CC ELA/ELD	100% of EL students receive support and have access to CC ELA/ELD aligned	100% of EL students receive support and have access to CC ELA/ELD aligned	100% of EL students receive support and have access to CC ELA/ELD aligned instruction

Goal is to have all EL students have EL Development pullout support and access to CC aligned instruction.

aligned instruction

instruction

instruction

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase: Accelerated Reader K-8 Accelerated Math K-8 Dibels Assessment K-3		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,788	Amount:	Amount:
Source: LCFF Supplemental	Source:	Source:

Budget Reference

Computer software (4450)

Budget Reference

Budget Reference

Action 2

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Implementation of Common Core Standards: Teachers will prepare students to be college and/or career ready.</p> <p>Professional Development to focus on English Language Arts and Math</p> <p>Purchase appropriate technology to match Common Core needs.</p>		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	2a. \$947,103 2b. \$5,000 2c. \$16,029	Amount 2a. \$987,356 2b. \$5,000 2c. \$1,671	Amount 2a. \$1,005,322 2b. \$5,000 2c. \$1,671
Source	2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1) 2b. Lottery (1100) 2c. Title II/Educator Effectiveness (4035/6264)	Source 2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1) 2b. Lottery (1100) 2c. Title II (4035)	Source 2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1) 2b. Lottery (1100) 2c. Title II (4035)
Budget Reference	2a. Teacher salaries and benefits 2b. Materials and supplies 2c. Professional Development (52xx)	Budget Reference 2a. Teacher salaries and benefits 2b. Materials and supplies 2c. Professional Development (52xx)	Budget Reference 2a. Teacher salaries and benefits 2b. Materials and supplies 2c. Professional Development (52xx)

PLANNED ACTIONS / SERVICES

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

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>EL students:</p> <p>3a. Teachers will prepare students to be college and/or career ready. Pull-out intervention will be administered by the EL coordinator or designee. Translation of documents and interpretive services will be provided to EL student families as needed. The after school program will coordinate with the EL coordinator to meet the needs of EL students who attend the program.</p> <p>3.b Purchase EL intervention materials as needed. This will include materials for a pull out program with the EL coordinator as well as regular education classroom materials to assist the EL students. Purchase EL testing materials.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 3a. Included in Goal 1 Action 2 3b. \$500	Amount	Amount
Source 3b. LCFF Supplemental	Source	Source
Budget Reference 3.b Materials and Supplies	Budget Reference	Budget Reference

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Foster Youth and low-income student academic performance Purchase materials and supplies specifically targeted to improve Foster Youth and low-income student academic performance and social building skills.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$2500	Amount
Source	LCFF Supplemental	Source
Budget Reference	Materials and supplies	Budget Reference

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Teacher Collaboration</p> <p>Teachers will collaborate 2.5 hours per week to prepare students to be college and/or career ready; hold professional development to focus on English Language Arts and Math; share and develop instructional strategies to focus on EL, foster youth and low-income students.</p>		

BUDGETED EXPENDITURES

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

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Student Services School and District Secretary will devote time and resources to insure services are being provided to all students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 10%) of the secretary's time is spent going above and beyond		

for our unduplicated population by: assisting families complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making outside community resources and other needed services.

BUDGETED EXPENDITURES

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

Action **7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,494	Amount:	Amount:
Source: LCFF Supplemental	Source:	Source:
Budget Reference: Classified salaries and benefits (function 2420)	Budget Reference:	Budget Reference:

Action 8

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Superintendent/Principal will devote time and resources to meet the specific needs of all students, including low income students, foster youth and English learners. Services will include but are not limited to arranging		

counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serve as a liaison between the school and families.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$114,755	Amount:	Amount:
Source: resource 0000/function 2700 & 7100/object 13xx, 3xx1 LCFF	Source:	Source:
Budget Reference: Certificated salaries and benefits (function 2700/7100)	Budget Reference:	Budget Reference:

Action 9

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Paraprofessional time:

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

BUDGETED EXPENDITURES

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

Action **10**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

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

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
After school Intervention All 11 teachers provide 3 days a week of Intervention time. Students are determined through the District's SST process.		

BUDGETED EXPENDITURES

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

Action **11**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

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

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Classroom Volunteer Training

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

BUDGETED EXPENDITURES

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

Action **12**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

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

New Modified Unchanged

Tier 1 Intervention:

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

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

Teacher collaboration time. Teachers participate in professional development opportunities to develop and evaluate instruction, assess and monitor student progress, and consider intervention strategies for students. Students are released at 1 PM every Wednesday for this valuable time.

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

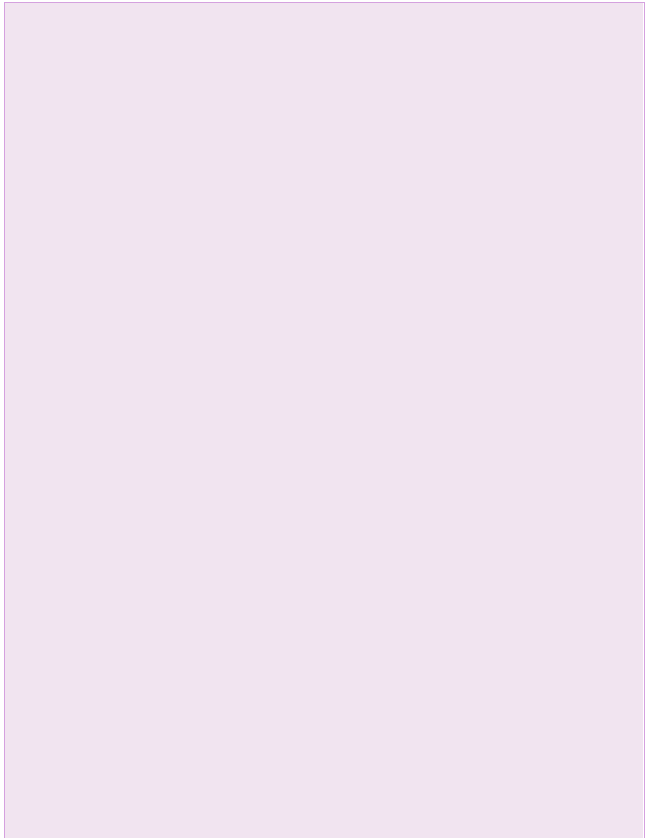
Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly.

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

New Modified Unchanged



New Modified Unchanged



BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<p>Included in Goal 1 Action 2</p> <p>12a. \$181,193</p> <p>12b. \$26,049</p> <p>12c. \$8,848</p> <p>12d. \$1098</p>	<p>Included in Goal 1 Action 2</p> <p>12a. \$191,656</p> <p>12b. \$26,526</p> <p>12c. \$7,605</p> <p>12d. \$1098</p>	
Source	<p>12a. LCFF Base Grant, Title I (3010), Special Education (3310/6500) REAP (5820), ASES (6010)</p>	<p>12a. LCFF Base Grant, Title I (3010), Special Education (3310/6500) REAP (5820), ASES (6010)</p>	

Budget Reference

12b. ASES (6010)
12c. ASES (6010)
12d. ASES (6010)

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

Budget Reference

12b. ASES (6010)
12c. ASES (6010)
12d. ASES (6010)

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

Budget Reference

Action 13

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Tier II and III pull out intervention:

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

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

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

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

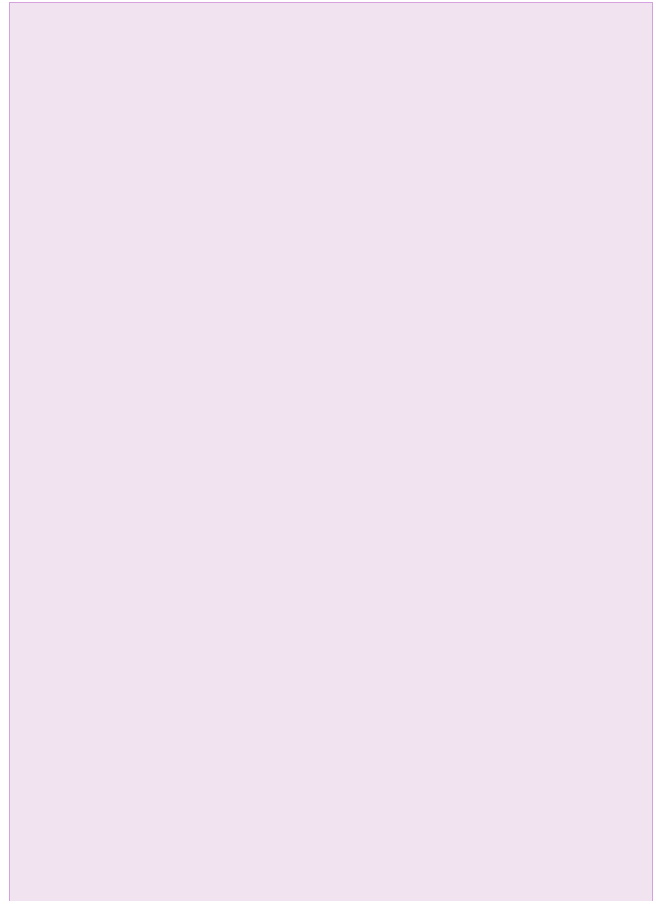
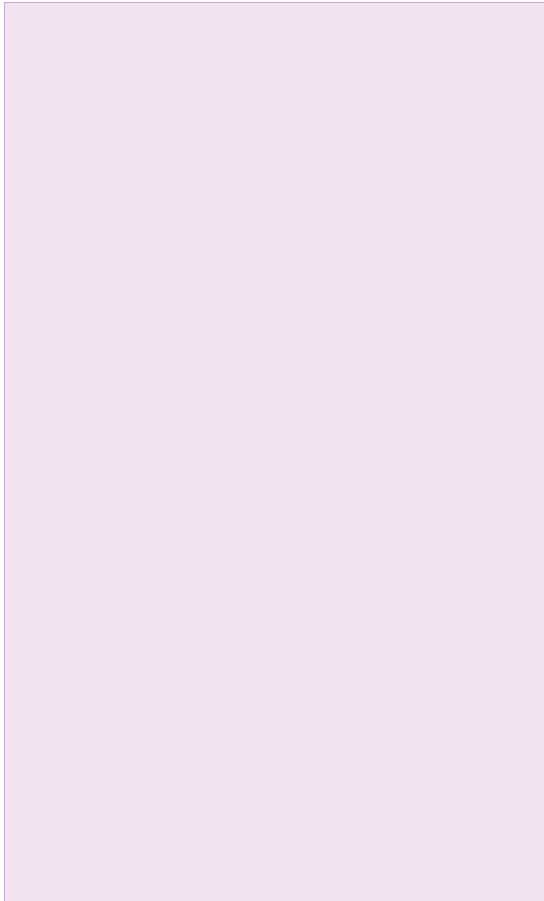
Special Education Teachers will work collaboratively with other Special Education teachers in the Eel River Valley.

Continually use and update guidelines for qualifying for Tier II/III intervention.

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

Student Study Team members:

- SST Coordinator
- Superintendent
- Teacher
- ASES Coordinator



BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Included in Goal 1 Action 2 Included in Goal 1 Action 12	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **14**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

<p>Home to School Transportation: Provide transportation to all students including low income, foster and homeless youth and EL population</p>		
---	--	--

BUDGETED EXPENDITURES

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

Action **15**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Home to School Transportation: Provide transportation to all students		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>15a. \$4,371 15b. \$14,392 15c. \$11,251</p>	<p>Amount</p> <p></p>	<p>Amount</p> <p></p>
<p>Source</p> <p>Transportation (0210)</p>	<p>Source</p> <p></p>	<p>Source</p> <p></p>
<p>Budget Reference</p> <p>15a. classified salaries and benefits 15b. supplies and fuel 15c. services and contracts</p>	<p>Budget Reference</p> <p></p>	<p>Budget Reference</p> <p></p>

Goal 2

Increase parent participation.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL N/A

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PTO Sign-In Sheets: Goal is to Increase meeting attendance by 10%.	2016-2017 PTO General meetings: Average 8 people per meeting	9 people per meeting	10 people per meeting	11 people per meeting
Volunteer Sign-In Sheets: Goal is to Increase total number of classroom volunteers by 5%.	2016-2017 Monthly average Classroom volunteers: 15	classroom volunteers 16	classroom volunteers 17	classroom volunteers 18
Attendance Records for Open house, Back to School Night: Goal is to Increase Family attendance by 2%.	2016-2017 attendance at school wide events. Back to School Night: 98 Families Open House: 110	Attendance at school-wide events. Back to School Night: 100 Families Open House: 112	Attendance at school-wide events. Back to School Night: 102 Families Open House: 114	Attendance at school-wide events. Back to School Night: 104 Open House: 116
Data from automated calls/emails: Goal is to Maintain or	2016-2017 Automated Family Contact	Automated Family Contact Monthly Average: 4	Automated Family Contact Monthly Average: 4	Automated Family Contact Monthly Average: 4

increase # of automated calls.	Monthly Average: 2			
Student with Disabilities: All parents of SWD will attend yearly IEP's	All parents of SWD will attend yearly IEP's	All parents of SWD will attend yearly IEP's	All parents of SWD will attend yearly IEP's	All parents of SWD will attend yearly IEP's

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Increase parent participation in PTO: Send out automated phone messages announcing school activities</p> <p>PTO on Facebook</p> <p>Translate letters and notes sent home to Spanish when needed</p> <p>Encourage parents to participate/register through social media, flyers and personal contact</p>		

BUDGETED EXPENDITURES

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

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

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Increase Parent Volunteers in the classroom: Send out automated messages through calls, texts and emails for class events</p> <p>Survey parents on desire to volunteer</p> <p>Professional Development for parent volunteers to be done by teachers</p> <p>Translate letters and notes sent home to Spanish when</p>		

needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase parent participation at special school events such as back to school night and open house.		

Use automated Phone calls/emails/texts		
Monthly Newsletter announcement		
Offer food at events		
Translate invitations and newsletters as needed		

BUDGETED EXPENDITURES

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

New
 Modified
 Unchanged

Goal 3	Improve overall school climate
--------	--------------------------------

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL N/A

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Community meeting feedback</p> <p>Increase percentage of families who attend Community input meetings by 5 %.</p>	2016-2017 Community Input Attendance: 4	Community Input Attendance: 6	Community Input Attendance: 8	Community Input Attendance: 10
<p>District Generated Survey measures parent and student perceptions of school</p> <p>Maintain over 90% positive feedback from district-generated survey regarding Student Achievement, Student Engagement, School Climate, Parent Involvement Student Safety, Course Access, and Connectedness to the School. The parent survey will be sent out via email and the google docs link sent home in the May newsletter.</p>	<p>2016-2017 Parent and Community Climate Survey Positive Feedback: 92%</p> <p>2015-16 California Healthy Kids Survey (CHKS): 75% of Grade 5 students feel connected to the school and 85% feel safe at school</p>	<p>Parent and Community Climate Survey: Maintain a minimum of 90% positive feedback</p> <p>Increase Grade 5 percentages of students of feel connected safe at school on the CHKS by 3% until 90% positive feedback is reached.</p> <p>Establish a baseline with Grades 6-8 and staff.</p>	<p>Parent and Community Climate Survey: Maintain a minimum of 90% positive feedback</p> <p>Increase percentages of students that feel connected and safe at school on the CHKS by 3% until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback</p> <p>Increase percentages of staff that feel connected and safe at school until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback</p>	<p>Parent and Community Climate Survey: Maintain a minimum of 90% positive feedback</p> <p>Increase percentages of students that feel connected and safe at school on the CHKS by 3% until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback</p> <p>Increase percentages of staff that feel connected and safe at school until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback</p>
<p>Suspension rates as reported in CALPADS</p>	2016-2017 Suspension Rate: 1.95%	Suspension Rate: 1.95%	Suspension Rate: 1.95%	Suspension Rate: 1.95%

Maintain suspension rate below 2%				
Expulsion rates as reported in CALPADS Maintain Expulsion rate under 1 %	2016-2017 Expulsion Rate: 0.00%	Expulsion Rate: 0.00%	Expulsion Rate: 0.00%	Expulsion Rate: 0.00%
Middle School Drop Out Rate Maintain 0 % Middle School Drop out Rate	2016-2017 Drop-out rate: 0.00%	Drop-out rate: 0.00%	Drop-out rate: 0.00%	Drop-out rate: 0.00%
Attendance Rate: Increase attendance rate by .05% annually until 97% rate is achieved.	2016-2017 Attendance Rate: 94.72%	Attendance Rate: 94.77%	Attendance Rate: 94.82%	Attendance Rate: 94.87%
Chronic Absenteeism: Lower percentage of those students who are chronically absent by 1% annually.	2016-2017 Chronically Absent Students: 16.4%	Chronically Absent Students: 15.4%	Chronically Absent Students: 14.4%	Chronically Absent Students: 13.4%
FIT Report: Will report at 90% good annually	2016-2017 FIT Report: 96.94%	FIT Report: 96.94%	FIT Report: 96.94%	FIT Report: 96.94%
FIT Report: Will report at 90% good annually	2016-2017 FIT Report: 96.94%	FIT Report: 96.94%	FIT Report: 96.94%	FIT Report: 96.94%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Associated Student Body: Stipend for teacher coordinator Student Training Student elections		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,728	Amount:	Amount:
Source: LCFF Base Grant	Source:	Source:
Budget: Teacher Other pay/stipend (obj)	Budget:	Budget:

Reference

1150/3xx1)

Reference

Reference

Action 2

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Campus condition:

Complete and publish our annual FIT report

Survey parents on school cleanliness and appearance

Devote staff time to landscaping

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Included in Goal 1 Action 8 2a. \$93,532 2b. \$17,949 2c. \$9,595	Amount	Included in Goal 1 Action 8 2a. \$94,876 2b. \$17,205 2c. \$9,595	Amount	Included in Goal 1 Action 8 2a. \$96,455 2b. \$16,331 2c. \$9,595
Source	LCFF Base Grant (0000) & Routine Maintenance (8150)	Source	LCFF Base Grant (0000) & Routine Maintenance (8150)	Source	LCFF Base Grant (0000) & Routine Maintenance (8150)
Budget Reference	2a. Classified salaries and benefits (function 81xx) 2b. Supplies 2c. Services (excluding utilities 55xx and 59xx)	Budget Reference	2a. Classified salaries and benefits (function 8xxx) 2b. Supplies 2c. Services (excluding utilities 55xx and 59xx)	Budget Reference	2a. Classified salaries and benefits (function 8xxx) 2b. Supplies 2c. Services (excluding utilities 55xx and 59xx)

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Counseling Services: Increase referrals to Remi Vista and Changing Tides		

Maintain a 0.2 school counselor		
---------------------------------	--	--

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$19,249	Amount:	Amount:
Source: LCFF Supplemental	Source:	Source:
Budget Reference: Certificated salaries and benefits (function 3110)	Budget Reference:	Budget Reference:

Action 4

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

[Students to be Served](#)
 All
 Students with Disabilities
 [Specific Student Group(s)] _____

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

OR

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

[Students to be Served](#)
 English Learners
 Foster Youth
 Low Income

[Scope of Services](#)
 LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase Art opportunities at school and in ASES Program Professional Development for instructors and ASES staff		

Invite guest artists to campus to work with students

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2000	Amount:	Amount:
Source: ASES (6010)	Source:	Source:
Budget Reference: Contract services	Budget Reference:	Budget Reference:

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,837	Amount:	Amount:
Source: LCFF Base Grant (0000)/Lottery (1100)	Source:	Source:
Budget Reference: Activities/Athletic Director Stipend – certificated salaries and benefits (113x/3xx1)	Budget Reference:	Budget Reference:

Action 6

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase Attendance Contact absent student families using the auto dialer and attendance staff Increase frequency of SARB letters when necessary		

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

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Included in Goal 2 Action 1 Included in Goal 1 Action 6 Included in Goal 1 Action 8	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

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

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase School Pride Incorporate all grade levels in athletic pep-rallies. Designate "Spirit Days" as Fridays. Have monthly prizes to classes with most spirit wear. Encourage community service with students Increase opportunities for Cross Age Tutoring		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: Included in Goal 1 Action 8	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **8**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Provide high quality nutrition Program: The school participates in the state Free Breakfast program for all students</p> <p>The school will supply healthy and nutritious lunches that meet or exceed state and national nutrition guidelines to all low income students</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount: \$28,071</p> <p>Source: LCFF Supplemental</p> <p>Budget Reference: Nutrition Program contribution Supplemental Concentration (obj 7616)</p>	<p>Amount:</p> <p>Source:</p> <p>Budget Reference:</p>	<p>Amount:</p> <p>Source:</p> <p>Budget Reference:</p>

Action **9**

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

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

OR

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

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

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase SecondStep anti-bullying program Train entire staff on SecondStep.	Train entire staff on SecondStep.	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1200 Include in Goal 1 Action 2	Amount Include in Goal 1 Action 2	Amount
Source Lottery (1100)	Source	Source
Budget Reference Materials and supplies	Budget Reference	Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 237,682

Percentage to Increase or Improve Services:

16.36 %

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

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

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

Services provided for unduplicated pupils include:

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

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

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

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

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

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

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

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

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

