

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Scotia Union School District

CDS Code: 12630240000000

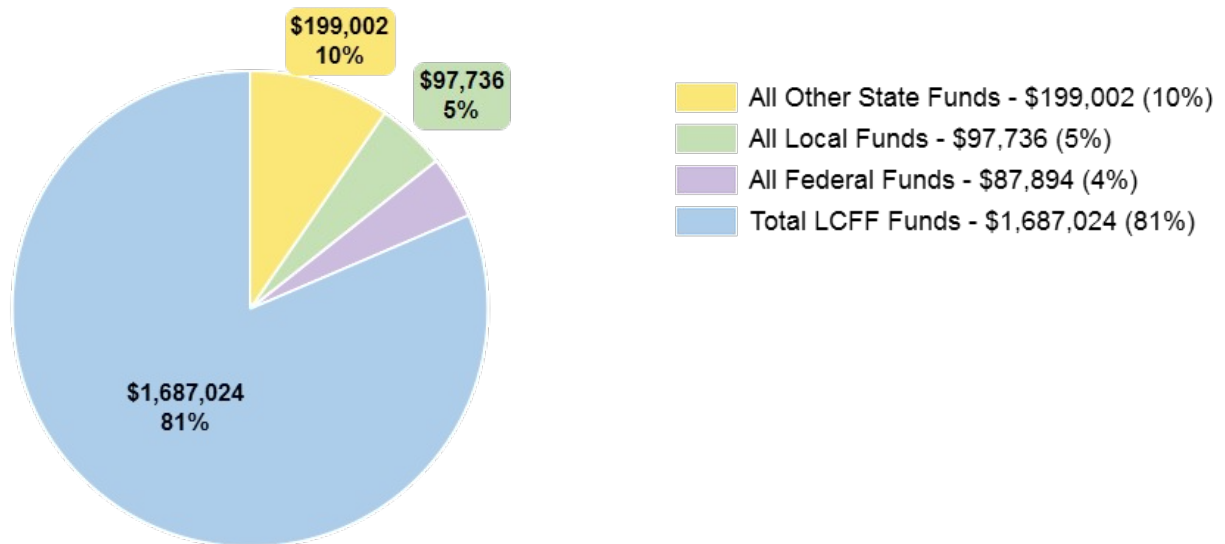
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Amy Gossien | agossien@scotiaschool.org | 7077642212

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

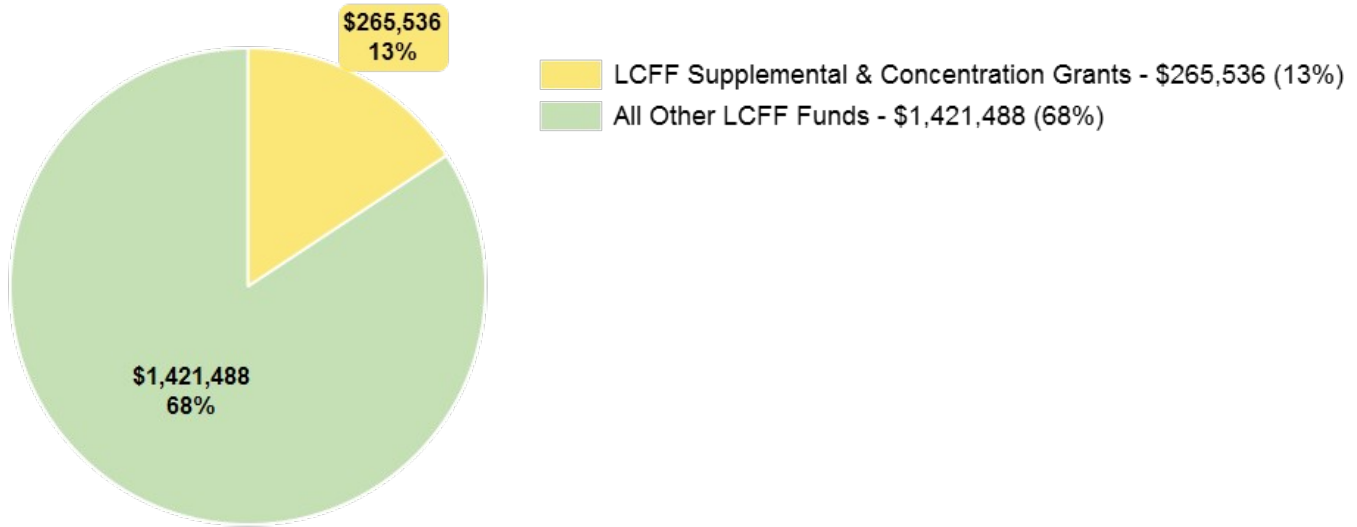
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$199,002	10%
All Local Funds	\$97,736	5%
All Federal Funds	\$87,894	4%
Total LCFF Funds	\$1,687,024	81%

Breakdown of Total LCFF Funds



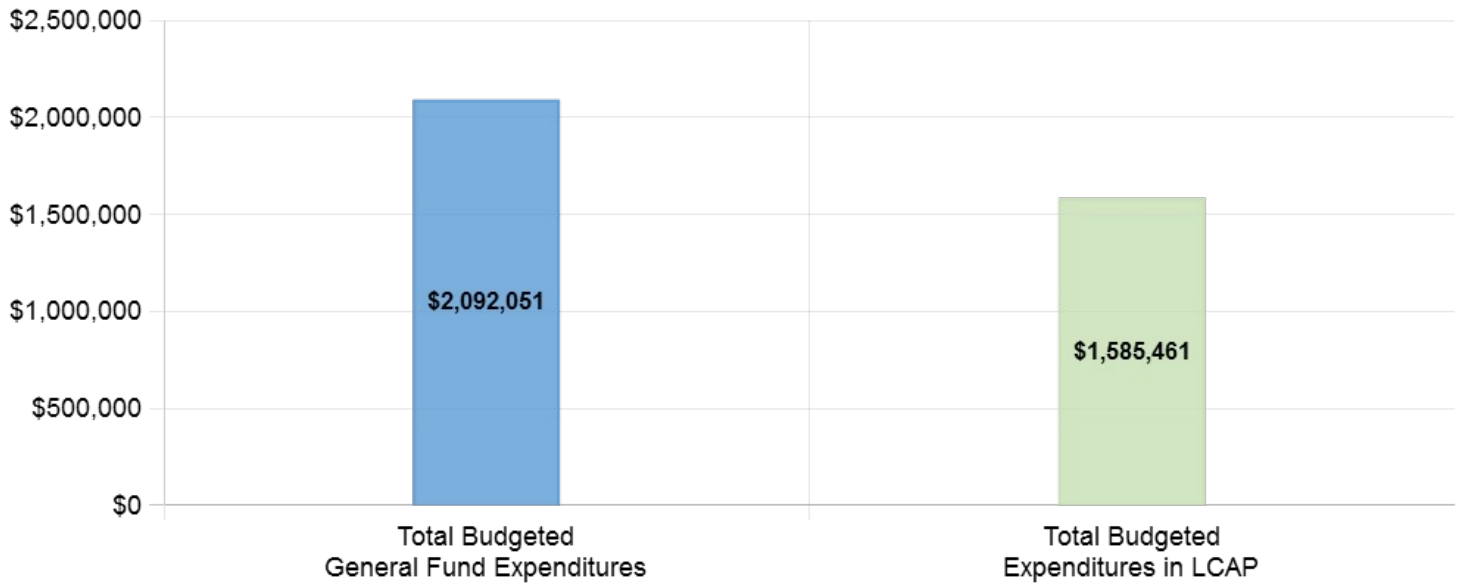
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$265,536	13%
All Other LCFF Funds	\$1,421,488	68%

These charts show the total general purpose revenue Scotia Union School District expects to receive in the coming year from all sources.

The total revenue projected for Scotia Union School District is \$2,071,656, of which \$1,687,024 is Local Control Funding Formula (LCFF), \$199,002 is other state funds, \$97,736 is local funds, and \$87,894 is federal funds. Of the \$1,687,024 in LCFF Funds, \$265,536 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$2,092,051
Total Budgeted Expenditures in LCAP	\$1,585,461

This chart provides a quick summary of how much Scotia Union School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Scotia Union School District plans to spend \$2,092,051 for the 2019-20 school year. Of that amount, \$1,585,461 is tied to actions/services in the LCAP and \$506,590 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

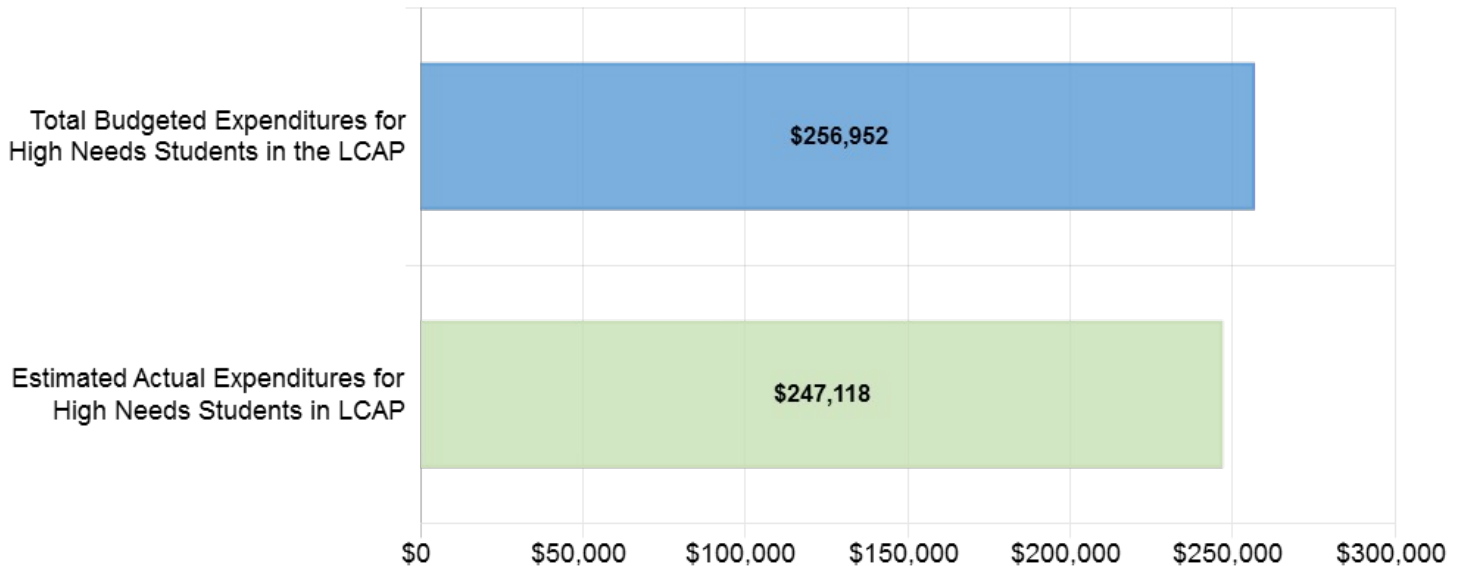
- \$2,000 – Donations account (0015)
- \$181,396 – Prop 39 (6230)
- \$69,580 – STRS On-Behalf Pension Contributions (7690)
- \$115,126 utilities
- \$137,171 – Central Office (district-wide services and contracts, insurance, legal fees, misc expenses)

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Scotia Union School District is projecting it will receive \$265,536 based on the enrollment of foster youth, English learner, and low-income students. Scotia Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Scotia Union School District plans to spend \$275,536 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$256,952
Estimated Actual Expenditures for High Needs Students in LCAP	\$247,118

This chart compares what Scotia Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Scotia Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Scotia Union School District's LCAP budgeted \$256,952 for planned actions to increase or improve services for high needs students. Scotia Union School District estimates that it will actually spend \$247,118 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$9,834 had the following impact on Scotia Union School District's ability to increase or improve services for high needs students:

There was a decrease in salaries when a veteran teacher was replaced with a beginning teacher. Even with the decrease in expenditures, high needs students were provided with additional resources including intervention, paraprofessional support, nutritious meals, and home to school transportation.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Scotia Union School District

Contact Name and Title

Amy Gossien

Superintendent/Principal

Email and Phone

agossien@scotiaschool.org

7077642212

2017-20 Plan Summary

The Story

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

Stanwood A. Murphy Elementary School offers both a small, supportive learning environment and a departmentalized program for middle-school students. Our highly-qualified teachers provide rigorous research-based curriculum, preparing our students for high school. The teaching staff offers the newest research-based language arts, math, science and social studies curricula, all which have components that interface with our interactive whiteboards. The district is in preparing to adopt Social Studies and Next Generations Science Standards curriculum. Additionally, we support art and music for every student.

Scotia has 182 students enrolled with the following demographics: 70% White; 13% Hispanic; 2% American Indian or Alaska Native; 15% Other; 68% of our students are on the Free and/or Reduced Lunch Program; 6% are English Language Learners; and 14% are students with disabilities.

The California School Dashboard indicates the school district has not made significant growth in mathematics, and English Language Arts achievement levels decreased. The district has made adjustments to our English language arts program through teacher and paraprofessional trainings and collaboration, the addition of supplemental materials, and increased academic support and intervention for struggling students. The District has also made adjustments to our math program by vertical alignment across all grade levels, and the implementation of additional common core standards based teaching practices and materials. This data, along with significant stakeholder input, has informed and influenced this plan to increase intervention targets, professional development, and collaboration in the areas of language arts and math.

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 2019-2020 LCAP will focus on providing a high quality education to all of our students. A large portion of the plan allows for hiring highly qualified teachers and staff that will work with and inspire students in our school. The plan includes paraprofessionals across all grade levels and programs. These paraprofessionals will support students in all core subject areas, with a targeted focus on language arts and math. Both certificated and classified employees will provide Intervention services and differentiated learning opportunities for students requiring academic supports. In order to offer these supports for all of our students, the LCAP allows for common planning and collaboration time to allow classified and certificated employees to work together to best meet the needs of all students including socioeconomic disadvantaged, English language learners, foster and homeless youth, and our special education population.

School climate as well as Social and Emotional support for students is another key element to the LCAP. The district continues to support a part time counselor that will devote time to our school-wide Social and Emotional curriculum that brings greater awareness and support to a wide range of social issues and students' emotional and learning needs.

Student activities continue to be an important aspect of a child's school experience at Stanwood A. Murphy Elementary. Extra-curricular activities such as sports, music, ASB, and more are all supported in our spending plan.

Parent and community involvement continues to be an important component of the 2019-2020 LCAP. School to home communication and transportation, classroom volunteers, and school sponsored events all help to strengthen the family-school-community bond. Family and community involvement and support of student and school activities are all part of the plan.

Some additional highlights from the 2019-2020 LCAP include:
Cafeteria Fund Support.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Greatest progress includes a fully developed pull out intervention program for grades 1-3 which allowed for an increase in focused academic support for our students, and a pull out EL intervention program focused on academic support for our EL students. Our EL Coordinator also provides support to the classroom teachers. With both of these programs, we plan to see improved performance for both our EL students as well as our low-income students. Another area of progress is in our suspension rate. According to the California School Dashboard, our suspension rate went up from orange to yellow. We attribute this to the increase in social behavioral supports provided to our students by our school counselor.

Referring to the California School Dashboard, 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 Union School District staff has identified math and English/language arts as areas in need of improvement, as shown by overall performance in the "orange" performance category on the California School Dashboard.

The math scores for all students declined by 4.5 points, and were 32.7 points below the standard. In order to address this area of need, all grade levels are now using the state adopted common core standards based math curriculum. Monthly professional development time has been devoted to strategies to increase math achievement. Socioeconomically disadvantaged students scored 35.9 points below the standard, which is not a significant decrease from previous years, but is still not within our target range. One way we are working on this is increased intervention time in and out of the classroom with paraprofessionals, as well as after school staff. It is anticipated that our socioeconomically disadvantaged students, as well as all other students, will realize an increase in math and scores with these increases in services.

The English/language arts scores for all students declined by 3.6 points, and were 27.1 points below the standard. In order to address this area of need, a pull out intervention program was implemented in the lower grades, as well as an EL program with an EL coordinator. Monthly professional development time has been devoted to strategies to increase English/language arts achievement, including collaboration time to allow teachers the opportunity to work together to create, modify, and assess individualized student programs in reading and writing.

Socioeconomically disadvantaged students scored 36.6 points below the standard, which is not a significant decrease from previous years. This shows that we must improve our efforts to assist these students to achieve. One way we are working on this is increased intervention time in and out of the classroom with paraprofessionals, as well as after school. It is anticipated that our socioeconomically disadvantaged students, as well as all other students, will realize an increase in English/language arts scores, with these increases in services.

The third "orange" state indicator is in chronic absenteeism. 14.4% of all students were chronically absent. The subgroup of socioeconomically disadvantaged students was "orange" on the dashboard, at 18.6% chronically absent, which was a 0.8% increase. The subgroups of white students was "yellow",

with a decrease of 2.6%, and students with disabilities was "green", which was a decrease of 2.1%. As with math and English/language arts, we need to do more to encourage our socioeconomically disadvantaged students to attend school. Continuing to provide home to school and school to home transportation will help these students to attend school. Some parents of socioeconomically disadvantaged students do not have reliable constant telephone access to receive automated attendance phone calls. Home visits to encourage these students to regularly attend school will be utilized, as will letters mailed home of frequently absent students.

Parent engagement is an area that still needs improvement. The school will continue to work on encouraging parent involvement in PTO meetings and stakeholder engagement meetings and other public meetings where there is opportunity for public input.

Referring to the California School Dashboard, 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

No student groups were two or more performance levels below the "all student" performance.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

Annual Update

LCAP Year Reviewed:

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

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Dibels Assessment:
Decrease At Risk
Beginning of year:
51% At risk
Middle of year:
55% At Risk

MET - 36% of students fell in the Intensive Support category, based on performance on grade level assessment modules

Accelerated Reader:
Increase Average Correct: 83%
Increase At/Above 85%: 40%

MET - Average correct was 83.1%
MET - 69% were at or above 85% correct

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

NA

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

NOT MET - Distance from Level 3 in Math was 32.7 points, a decrease of 4.5 points
NOT MET - Distance from Level 3 in ELA was 27.1 points, a decrease of 3.6 points

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

Grade Point Average:
Maintain over 3.00 GPA

MET - GPA was 3.16

Expected

Parent Survey:
Maintain above 90% positive rating

Teacher Miss-assignment:
0% miss-assignment

Student Access to Instructional Materials:
Maintain 100%

Common Core Standards Instructional Curriculum:
All students have access to CCSS in math and ELA.

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

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

Actual

MET - 97% of parents rated school communication positive on the three items of the local survey related to that topic

MET - No teachers were misassigned, all were properly credentialed based on Personnel records

MET - All students have access to CSS-aligned Instructional materials

N/A [SEE OUTCOME #8. THIS OUTCOME WILL BE DELETED IN 2019-20]

MET - Teachers attended PD on how to effectively implement CCSS in the classroom.
Common Core standards based report cards used in TK-3 reflect implementation of CCSS in primary grades.

MET - All students, including SWD, were provided access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities evident in class schedules.

Expected

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

Percentage of Goals Met by Students with IEPs:
71% of the IEP Goals met

Redesignation of English Learners:
15% Re-designation

Intervention for English Learners:
100% of EL students receiving services

English Learner Progress:
English Learners meeting ELPAC criterion: increase by 1%

English Language Development Support:
100% of EL students receive support and have access to CC ELA/ELD aligned instruction

Actual

MET - All students received recognition for social and academic achievements documented in school records (spreadsheet of awards presented)

MET - 78% of IEP goals were met

MET - 20% of EL students were reclassified following district criteria and guidelines for reclassification

MET - All ELs received pull-out ELD instruction and academic support in classrooms

As 2017-2018 was the first year the ELPAC was administered, there is no prior year comparison to determine growth.
Baseline for 2017-2018- 25% of EL students at Level 1, 25% of EL students at Level 2, 38% of EL students at Level 3, 13% of EL students at Level 4.

MET - All ELs had access to and were provided instruction on ELA/ELD standards

Actions/Services

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

Action 1

Planned Actions/Services

Increase Academic Assessments and support opportunities for students.

- 1a. Computer Programs: Accelerated Reader K-8, DIBELS, Type to Learn
- 1b. Dibels Coordinator stipend
- 1c. Student Services and Testing Coordinator

Actual Actions/Services

- 1a. Accelerated Reader, DIBELS, and Type to Learn were purchased.
- 1b. DIBELS Coordinator was employed.
- 1c. Superintendent carrying out these duties without additional compensation. Textbook coordinator hired to coordinate common core curriculum and textbooks. Remaining balance used to provide after school intervention opportunities for students.

Budgeted Expenditures

- 1a. \$2000 (LCFF Supplemental, Object 4450)
- 1b. \$601 (LCFF Supplemental, Object 1150 and benefits)
- 1c. \$3003 (LCFF Supplemental, Object 1150 and benefits)

Estimated Actual Expenditures

- 1a. \$2529 (LCFF Supplemental, Object 4450)
- 1b. \$601 (LCFF Supplemental, Object 1150 and benefits)
- 1c. \$3401 (LCFF Supplemental, Object 1150 and benefits)

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implementation of Common Core Standards:

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

The following actions contributed to full implementation of CCSS in classrooms:

- 2a. Teachers delivered an instructional program designed to address academics and career readiness.
- 2b. Chromebooks were purchased and utilized in instruction of the Common Core standards
- 2c. Teachers participated in Professional Development facilitated by the District that focused on differentiated instruction and improving achievement in English Language Arts and Math. Teachers also traveled to training on positive behavior strategies.

- 2a. \$852,106 (LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1), Title I (resource 3010, object 11xx/3xx1)
- 2b. \$5,000 (LCFF Supplemental)
- 2c. \$2000 (Title II, Resource 4035)

- 2a. \$755,666 (Teacher salary and benefits)
- 2b. \$1300 (Computers, Object 4445)
- 2c. \$870 (Title II, Object 52xx)

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

3c. EL coordinator stipend

3a. Teachers provided academic and career readiness instruction to ELs. Pull-out intervention was administered by the EL coordinator or designee. Translation of documents and interpretive services to EL student families was provided. The after school program staff met with the EL coordinator to meet the needs of EL students who attended the program.

3b. EL intervention materials were provided. This included materials for the EL coordinator to use for ELD and testing as well as regular education classroom materials to assist the EL students.

3c. EL coordinator was employed.

3a. Included in Goal 1 Action 2
 3b. \$700 (LCFF Supplemental)
 3c. \$601(LCFF Supplemental)

3a. Included in Goal 1 Action 2
 3b. \$684 (Materials and Supplies, Object 4310)
 3c. \$601(Teacher Other Pay/Stipend, Object 1150 and Benefits)

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

4a. Materials and school supplies (such as paper, pencils, calculators, etc.) were purchased for Foster Youth and Low Income Students to improve academic performance. Backpacks were donated by a local organization.
 4b. Foster Youth Liaison was hired

4a. \$2500 (LCFF Supplemental)
 4b. \$500 (LCFF Supplemental)

4a. \$2500 (Materials and Supplies, Object 4310)
 4b. \$500 (Inter-LEA Transfer Goal 1191, Object 5819)

Action 5

Planned Actions/Services

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

Actual Actions/Services

Teachers met 2.5 hours per week to share and develop instructional strategies to focus on EL, foster youth and low-income students and to share work to improve instruction and student performance for all students. Professional development focused on English Language Arts and Math.

Budgeted Expenditures

\$74,869 (LCFF Supplemental)

Estimated Actual Expenditures

\$67,741 (Certificated Salaries and Benefits, Object 8980)

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Student Services

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

School and District Secretary was employed; duties included: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Additionally secretary worked with unduplicated families assisting them to complete Free/Reduced lunch forms; giving student guidance on academic and social situations; making connections to outside community resources and other needed services.

\$114,362 (LCFF, Resource 0000/function 2700 & 7200/object 2406, 3xx2)

\$96,436 (Classified Salary and Benefits)

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Media tech was hired to allow student access to library and computer lab for higher learning, literacy skills, enrichment, and research skills.

\$6452.00 (LCFF Supplemental)

\$3435 (Classified Salaries and Benefits (function 2420))

Action 8

Planned Actions/Services

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

Actual Actions/Services

Superintendent/Principal provided services to support all students, especially LI, SWD, EL, FY with such actions as arranging counseling services, contacting families regarding attendance, student nutrition, discipline, Student Study Teams, financial counseling, academic assistance and serving as a liaison between the school and families.

Budgeted Expenditures

\$117,220 (LCFF Base Grant Resource 0000/Function 2700 & 7100/Object 13xx, 3xx1)

Estimated Actual Expenditures

\$119,368 (Certificated Salaries and Benefits (Function 2700/7100))

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Classroom paraprofessionals were employed to work directly with students to assist in academic and social interactions in the classroom and in small groups. Serving EL, foster youth and low-income students during intervention time was a priority for paraprofessionals.

\$75,257 (LCFF Supplemental)

\$85,293 (Classified Salaries and Benefits)

Action 10

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

Included in Goal 1 Action 2

Estimated Actual Expenditures

Included in Goal 1 Action 2

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Teachers trained and coordinated parent volunteers in classrooms.

Included in Goal 1 Action 2

Included in Goal 1 Action 2

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Tier 1 Intervention:

Teachers provide academic intervention opportunities for students. They develop and evaluate instruction, assess and monitor student progress, and consider intervention strategies for students. Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups.

Paraprofessionals are hired and are utilized to work with children directly.

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

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

Teachers developed and evaluated instruction, assessing and monitoring student progress, and identified students who might benefit from intervention strategies.

12a. Classroom teachers worked with the afterschool coordinator and ASES staff to determine interventions, programs and services ASES could provide to best support struggling students.

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

12a. \$69,701 (ASES Coordinator and aides classified salaries and benefits)

12b. \$124,381 (Special Education salaries and benefits)

12a. \$71,828 (ASES 6010)

12b. \$126,608 (Special Education, Resource 3310/6500)

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Tier II and III pull out intervention:
 13a. Student requiring intervention beyond Tier 1 will be evaluated using data collected by the classroom teacher and Special Education teacher. Resource Teacher and Resource Paraprofessionals will be part time intervention instructors as time is available.
 13b. Intervention Instructor: Student requiring intervention beyond Tier 1 will work with the Intervention Teacher. Students will be assigned based on an SST referral. Student Study Team members: SST Coordinator, superintendent, teacher, parent.
 13c. Purchase intervention programs that are based on the needs of the students.

13a. Student requiring intervention beyond Tier 1 were evaluated using data collected by the classroom teacher and Special Education teacher. Resource Teacher and Resource Paraprofessionals provided intervention services.
 13b. Intervention Teacher worked with students based on an SST referral. (Student Study Team members included: SST Coordinator, superintendent, teacher, parent.)
 13c. Intervention materials were purchased based on the needs of the students.

13a. Included in Goal 1 Action 2
 13b. \$18,653 (Title I, Resource 3010)
 13c. \$1466 (LCFF Supplemental)

13a. Included in Goal 1 Action 2
 13b. \$19,829 (Certificated Salaries and Benefits)
 13c. \$600 Materials and Supplies, Object 4310)

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Transportation was provided to all students including low income, foster and homeless youth and EL population

\$27,745 (LCFF Supplemental)

\$16,414 (Transportation Resource 0210, Object 8984)

Action 15

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Home to School Transportation:
Provide transportation to all students

See Action 14

\$14,163 (LCFF Base Grant)

\$27,883 (Contribution to Resource 0210, Object 8988)

Action 16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Student Services

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

See action 6

\$11,918 (LCFF Supplemental)

\$12,105 (Classified Salary and Benefits, Object 8980)

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions were fully implemented. Computer Programs and Chromebooks were purchased to assess student achievement levels and a Dibels Coordinator was hired to disaggregate data and help guide necessary intervention services. The EL program is coordinated by a certificated teacher who provides pull out ELD and supports classroom teachers with strategies to best deliver academic content for EL students. Library services were enhanced by including technology support through the hiring of a media tech.

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

Newly adopted common core math materials were not fully implemented in all grades in 2017-2018. It is anticipated that the commitment to professional development and full implementation of common core curriculum will lead to improved student performance in both ELA and math. 2018-2019 is the first year of an intervention program for grades 1-3. Additional supports to struggling students has shown an increase in student achievement based on District assessments. Providing structured EL services has also shown an increase in student achievement based on District assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1a-Accelerated Reader computer program was budgeted at \$1750, but actual cost was \$2279.

Action 2a-Special Education teacher salary was originally included in budgeted expenditures, but moved to Action 12.

Action 2c-While teachers attended trainings on positive behavior strategies and improving writing strategies, most professional development was at no cost to the District.

Action 5-Difference in salaries between veteran teacher who left the classroom and beginning teacher who was hired.

Action 6-Due to inclusion of same expenses in both Action 6 and Action 16 in the previous plan, actual expenditures were reduced in Action 6 and

included in Action 16.

Action 7-Media tech was hired to provide computer and research skills support to students.

Action 9-Increased paraprofessional time was allocated for students in need of academic intervention and behavior support.

Action 13c-Curriculum based and locally developed intervention materials were used in place of purchasing materials.

Actions 14 & 15-Transportation expenditures were transposed under budgeted expenditures in the previous year's plan. To correct this, the budgeted amounts were exchanged under actual expenditures to include: Home to School Transportation add on was \$27,883, and \$16,414 of the transportation budget was paid with supplemental and concentration funding.

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.

Media tech will continue to work in the library, as the computer and research support has been valuable to students. (Action 7)

Teachers will be encouraged to seek professional development opportunities outside of the district in order to bring back strategies to help all staff and students raise achievement levels and improve behavior supports. (Action 5)

Actions 14 and 15 were transposed in budgeted expenditures. These amounts were shifted to show accurate use of funds.

Special Education teacher salary was removed from Action 2a and included in Action 12.

Music Teacher will be hired to provide music instruction for all students, including unduplicated students. (Action 17)

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

Increase Total Number of Classroom Volunteers:
classroom volunteers 17

Increase Family Attendance at School-Wide Events:
Back to School Night: 102 Families
Open House: 114

Maintain or Increase Number of Automated Family Contact Calls:
Monthly Average: 4

Actual

MET - 20 Volunteers

MET - 100 attended BTSN
MET - 118 attended Open House

MET - Monthly average was 4

Expected

Parent Attendance at Annual IEP Meetings:
100% All parents or guardians of SWD will attend yearly IEPs.

Actual

MET - 100% attended IEP meetings

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase parent participation in the Scotia Parent Teacher Organization (PTO)
 Parent participation will increase through the following methods:

- 1a. The Scotia Teachers, administration and staff will encourage parent to join and participate in the PTO; Encourage parents to participate/register through social media, flyers and personal contact
- 1b. The district will Send out automated phone messages announcing school activities
- 1c. Translate letters and notes sent home to Spanish when needed

- 1a. All school staff members encouraged parent to join and participate in the PTO through use of social media, flyers, and personal contact
- 1b. Automated phone messages announcing school activities were delivered
- 1c. Letters and notes sent home in Spanish when needed

- 1a. Included in Goal 1 Action 2 and 8
- 1b. \$650 (LCCF Base Grant)
- 1c. Included in Goal 1 Action 6

- 1a. Included in Goal 1 Action 2 and 8
- 1b. \$650 (SchoolWise Parent Alert System, Object 5637)
- 1c. Included in Goal 1 Action 6

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase Parent Volunteers in the classroom:

- 2a. Send out automated messages through calls, texts and emails for class events
- 2b. Survey parents on desire to volunteer
- 2c. Professional Development for parent volunteers to be done by teachers
- 2d. Translate letters and notes sent home to Spanish when needed.

- 2a. See Action 1
- 2b. Parents were sent a survey to identify those with an interest in volunteering
- 2c. Professional Development for parent volunteers was done by teachers
- 2d. See action 1

- 2a. Included in Goal 2 Action 1
- 2b. Included in Goal 1 Action 2
- 2c. Included in Goal 1 Action 2
- 2d. Included in Goal 1 Action 6

- 2a. Included in Goal 2 Action 1
- 2b. Included in Goal 1 Action 2
- 2c. Included in Goal 1 Action 2
- 2d. Included in Goal 1 Action 6

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

3b. Offer food at events paid for by PTO

3c. Translate invitations and newsletters as needed

3a. See Action 1

3b. Offer food at events paid for by PTO

3c. See Action 6

3a. Included in Goal 2 Action 1

3b. 0.00

3c. Included in Goal 2 Action 6

3a. Included in Goal 2 Action 1

3b. 0.00

3c. Included in Goal 2 Action 6

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions were completed as planned. School use of Social Media was increased this year to reach more families and community members and encourage participation at school sponsored events.

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

The increased use of social media has been an effective tool in reaching more families and community members. Participation targets for attendance at school events and parent volunteers were met due to the variety of communication strategies utilized in 2018-2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

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.

none

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Increase Number of Families Who Attend Community Input Meetings:
Attendance: 8

Actual

NOT MET - Attendance count at community input events was 7, as shown by lists of community stakeholders in attendance, although it should be noted Community Input was sought at numerous times including: PTO Meeting 2/4/19, Stakeholder Engagement Meeting 2/14/19, Site Council Meeting 2/14/19, School Board Meetings 2/14/19, 3/18/18, 4/11/19, Teacher Meetings 3/13/19, 4/3/19, Paraprofessional Meeting 4/2/19

Expected

Stakeholder Perception on School Climate Survey:
Maintain a minimum of 90% positive feedback

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

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

Maintain Suspension Rate Below 2%:
Suspension Rate: 1.95%
Expulsion Rate: 0.00%

Maintain Expulsion Rate Below 1%:
Expulsion Rate: 0.00%

Actual

MET - 97% of parents responded they felt the school was a safe environment for their children on the district survey.

NOT MET - 83% of 5th graders responded on the CHKS that they felt safe at school all or most of the time. 72% indicated a high level of connectedness to school.

On previous CHKS, 85% of 5th grade responded on the CHKS that they felt safe at school all or most of the time. 75% indicated a high level of connectedness to school.

NOT MET - 51% of 7th graders responded on the CHKS they felt safe at school all or most of the time. 76% indicated a high level of connectedness to school.

On previous CHKS, 70% of 7th grade responded on the CHKS they felt safe at school all or most of the time. 80% indicated a high level of connectedness to school.

MET - 96% of staff indicated they were safe at school on local survey.

NOT MET - Suspension Rate: 2.40%

MET - SEE OUTCOME 4

MET - Expulsion Rate: 0.00%

Expected

Maintain 0% Middle School Drop Out Rate:
Drop-out rate: 0.00%

Increase Attendance Rate By .05% Annually
Attendance Rate: 94.82%

Lower Percentage of Chronically Absent Students:
Chronically Absent Students: 14.4%

Maintain 90% (GOOD) on Annual Facility Inspection Tool Report:
96.94 rating (GOOD)

Actual

MET - 0% Middle School dropout

MET - Attendance Rate as of P2 94.78% (.04% is not significant)

MET - 14.4% (while outcome target was met, District recognizes the percent is high and reported as orange on the California Dashboard.)

MET - 96.94 rating (GOOD)

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Classified Employee was paid a stipend to act as Student Body Coordinator. The Coordinator worked with students, trained students in how to run a student government organization, held elections of officers, held fundraisers to raise funds, and assisted students to run school wide events.

\$500 (LCFF Base Grant)

\$601 (Classified Salary and Benefits/Stipend (Object 2160/3xxx)

Action 2

Planned Actions/Services

Campus Condition:
 2a. Complete and publish our annual FIT report
 2b. Survey parents on school cleanliness and appearance
 2c. Clean and maintain the school building and campus. Devote staff time to landscaping
 2d. Utilize High Rock workers during school breaks to work on campus condition projects

Actual Actions/Services

2a. Annual FIT inspection was conducted and findings reported
 2b. Parents were surveyed on school cleanliness and appearance
 2c. Maintenance and custodial staff kept school buildings and campus grounds clean and in good repair, including replacing siding and cafeteria flooring.
 2d. High Rock was utilized during Spring Break

Budgeted Expenditures

2a. Included in Goal 1 Action 8
 2b. Included in Goal 1 Action 8
 2c. \$93,773 (LCFF Base Grant (0000) & Routine Maintenance (8150)
 2d. \$500 (LCFF Base Grant (0000) & Routine Maintenance (8150)

Estimated Actual Expenditures

2a. Included in Goal 1 Action 8
 2b. Included in Goal 1 Action 8
 2c. \$82,390 (Classified salaries & benefits (function 8xxx), Supplies (Function 43xx, 563x)
 2d. \$200 Services (excluding utilities 55xx and 59xx)

Action 3

Planned Actions/Services

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

Actual Actions/Services

3a. Referrals to Remi Vista and Changing Tides were made when needed, often resulting in weekly counseling services.
 3b. 0.2 FTE school counselor was in place to provide social-emotional counseling services and support

Budgeted Expenditures

\$20,340 (LCFF Supplemental)

Estimated Actual Expenditures

\$10,601 (Certificated salaries and benefits, includes inter-LEA service (Function 3110, includes Object 5819)
 \$10,000 Title IV (resource 4127 Certificated salaries and benefits)

Action 4

Planned Actions/Services

Increase Art opportunities at school and in ASES Program
 4a. Provide art materials for students
 4b. Invite guest artists to campus to work with students

Actual Actions/Services

4a. Art materials for students were purchased for classroom VPA activities
 4b. Guest artist unavailable. Brought in art bank with volunteer docents in place of guest artist

Budgeted Expenditures

4a. \$300 ASES (Resource 6010)
 4b. \$700 ASES (Resource 6010)

Estimated Actual Expenditures

4a. \$300 Materials and Supplies (Object 4310)
 4b. \$0

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Athletic Opportunities:

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

5b. Athletic Director Stipend

5a. School offered an athletic program for students in grades 4th-8th which included: volleyball, basketball, and track and field.

5b. Athletic Director was employed to manage athletic program and events

5a. \$2700 LCFF Base Grant (0000)/Lottery (1100)

5b. \$1700 LCFF Base Grant (0000)

5a. \$3150 Activities Stipends - Certificated and classified salaries and benefits (113x/3xx1, 1743)

5b. \$1800 Activities/Athletic Director Stipend - Certificated salaries and benefits (113x/3xx1, 1743)

Action 6

Planned Actions/Services

Increase Attendance

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

6b. Increase frequency of SARB letters when necessary

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

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

Actual Actions/Services

6a. Families of absent student were contacted using the auto dialer and by attendance staff

6b. SARB letters were directed to families when necessary

6c. Student issues that could result in attendance problems were identified by school staff and families were alerted

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

Budgeted Expenditures

6a. Included in Goal 2 Action 1

6b. Included in Goal 1 Action 8

6c. Included in Goal 1 Action 6

6d. Included in Goal 1 Action 8

Estimated Actual Expenditures

6a. Included in Goal 2 Action 1

6b. Included in Goal 1 Action 8

6c. Included in Goal 1 Action 6

6d. Included in Goal 1 Action 8

Action 7

Planned Actions/Services

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

Actual Actions/Services

7a. Athletic pep-rallies were conducted for all grades to attend.
 7b. "Spirit Fridays" were observed each week.
 7c. Monthly prizes were awarded to classes with most spirit wear.
 7d. Students were given opportunities to perform community service work
 7e. Cross Age Tutoring continued between kindergarten and fifth grade, as well as seventh and first grade.

Budgeted Expenditures

7a. Included in Goal 1 Action 8
 7b. Included in Goal 1 Action 8
 7c. Included in Goal 1 Action 8
 7d. Included in Goal 1 Action 2
 7e. Included in Goal 1 Action 2

Estimated Actual Expenditures

7a. Included in Goal 1 Action 8
 7b. Included in Goal 1 Action 8
 7c. Included in Goal 1 Action 8
 7d. Included in Goal 1 Action 2
 7e. Included in Goal 1 Action 2

Action 8

Planned Actions/Services

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

Actual Actions/Services

Healthy and nutritious lunches that meet or exceed state and national nutrition guidelines were provided to all low income students

Budgeted Expenditures

\$24,000 (LCFF Supplemental)

Estimated Actual Expenditures

\$24,000 Nutrition Program contribution
 (Supplemental/Concentration
 (Object 7616)

Action 9

Planned Actions/Services

Train entire staff on SecondStep.

Actual Actions/Services

All staff members participated in professional development on implementation of the Second Step program. Early release days were used to introduce the program and share implementation strategies. Program was fully implemented in lower grades, and is in the early implementation phase in upper grades.

Budgeted Expenditures

Include in Goal 1 Action 2

Estimated Actual Expenditures

Include in Goal 1 Action 2

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions were fully implemented. The student body was active in promoted a variety of school events and activities to build a positive school climate. Counseling services addressed the social emotional needs of students throughout the grade levels.

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

Parents and staff surveys indicate the perception that the school is a safe, clean, and well maintained learning environment. Student engagement evidenced in participation in spirit building activities is high. Student perceptions of school safety and connectedness are slightly lower than the 2015-2016 California Healthy Kids Survey results, as evidenced by the 2017-2018 survey results. (The CHKS is only administered every other year) These student perceptions of safety and connectedness, as well as suspension rates, will be reduced from previous years' results through the use of proactive discipline strategies and alternatives to suspension in the 2018-2019 school year. It is anticipated that the 2018-2019 chronic absenteeism rate will be reduced from the 2017-2018 percentage due to more frequent communication with parents of absent students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1- ASB Coordinator stipend did not include statutory costs in budgeted expenditures.
 Action 2c- Custodian position was budgeted as Custodian/Bus Driver. In 2018-2019, position was custodian only.
 Action 2d- High Rock crew was not available due to extreme fire season during summer 2018.
 Action 4b- Volunteer presenters used in place of paid guest speakers.
 Action 5a- More sports teams were offered than originally budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In 2019-2020, the staff is exploring the use of an alternative to Second Step to address positive behavior and improved school wide culture. This may result in a shift in professional development expenditures to implement the new program. (Action 9)

Stakeholder Engagement

LCAP Year: 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 LCAP planning meetings for parents and community members on February 4, February 14, March 18, and April 11. The District's monthly newsletter notified stakeholders of the meetings. The newsletter was disbursed to all students as well as posted on the District's website.

Beyond these meetings, opportunities for public input on the LCAP were also made available at three staff meetings on March 13, April 2, and April 3. At these meetings, current goals were reviewed and participants were given the opportunity to prioritize goals for the 2019-2020 school year.

Stakeholder meetings also included discussions on the annual update and future goals. Besides meetings, stakeholders were given the opportunity for input through surveys. Stakeholder input on surveys identified that 97% positive responses. On the surveys, parents were asked for school to home communication preferences. Of those surveyed, 25% indicated a preference of email and automated all calls. This correlates with Goal 2, Action 3a. Only 7% of those surveyed indicated the District monthly newsletter as an effective means of school to home communication. This will be addressed in the upcoming school year, as the newsletter has been used as a major source of information from school to home. Stakeholders will be notified through the all call system, and information from the monthly newsletters will be included in parent emails to insure parent receipt of the information. One request that was discussed at multiple stakeholder meetings was the need for a music teacher. This is addressed in Goal 1, Action 17, and the continuance of the school counselor position (Goal 3, Action 3). Also discussed by more than one parent was the need to continue the District's athletic program, addressed in Goal 3, Action 5a and 5b.

In addition to the public stakeholder meetings, opportunities for employee input on the LCAP were made available at three staff meetings on March 13, April 2, and April 3. The district consulted with the Scotia Teachers Association, certificated, and classified staff during these meetings, as well as at biweekly staff meetings. Current goals were reviewed at the beginning of the school year. Beginning in February and then continuing into March, the staff reviewed the effectiveness of the current goals and prioritized goals for the 2019-2020 school year.

In order to gather student input, The ASB officers were given the opportunity to review and give feedback during their LCAP planning meeting. Students were helpful in prioritizing Actions in Goal 2. Suggestions included more use of social media and phone apps to increase school to home communication (Goal 2, Action 1). Students also concurred with Goal 3, Action 1, relating to Associated Student Body, and Goal 3, Action 5, relating to athletic programs.

The School board was given presentations at the March and April Board of Trustee's meetings. The Board reviewed the effectiveness of the current goals and prioritized goals for the 2019-2020 school year at these meetings. At the May School Board meeting, Board members reviewed the aspects of the LCAP relating to budgeting.

In such a small, one school district, it should be noted that there is constant in person communication between parents, community members, and school employees. Parents are much more likely to give opinions and suggestions at various one on one meetings including parent-teacher conferences, student discipline meetings, in the hallways during Back to School Night, Open House, PTO sponsored functions, and while picking up and dropping of their child before or after school. In general, LCAP input meetings were lightly attended, however, many stakeholders provided informal, impromptu one-on-one input throughout the year.

Impact on LCAP and Annual Update

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

Stakeholders shared suggestions for increased parent involvement in school activities. PTO suggested the group has a presence at all school-related events, as well as events that include community members as well as families. The PTO Board is working on a plan to increase their presence at community events in 2019-2020. Stakeholders expressed an interest in continuing and expanding the athletics program. Some student-athletes are in need of proper equipment to participate in athletics. This will be addressed in 2019-2020 with the purchase of necessary proper equipment.

The need for all students to be able to participate in the After School Program was a priority. This will require enough staffing to keep the proper adult to student ratio. This was address in Goal 1, Action 1c of the Annual Update. The need for after school intervention was also a priority, as parents are often working or unable to assist their children with their schoolwork, especially early reading intervention and upper grade math intervention. This was also included in Goal 1, Action 1c of the Annual Update. The music program was also a topic of discussion. Stakeholders would like the continuance of the band and chorus programs for the next year. This was addressed in Goal 1, Action 17 of the Annual Update.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

All students in the Scotia Union School District need to achieve their highest possible potential. Having 55% of the K-3 students labeled "At Risk" according to our mid-year Dibels assessment. On the CAASPP English/language arts test, 54% of our students did not meet the grade level standards. In math, 52% did not meet the grade level standards on the CAASPP assessment. These percentages need to be decreased, and more students need to score in the "Standards Met" category on the CAASPP assessment, and in the "Emerging" category on the Dibels assessment.

Students who need extra support should have the resources available so that they have the same opportunities to progress at the same rate as students who do not need extra support. This includes low income students, English learners, homeless and foster students, and students with disabilities.

Expected Annual Measureable Outcomes

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

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

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

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

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

Metrics/Indicators

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

Baseline

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

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

2017-18

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

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

2018-19

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

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

2019-20

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

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

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

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

All students have access to CCSS in math and ELA.

All students have access to CCSS in math and ELA.

All students have access to CCSS in math and ELA.

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

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

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

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

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

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

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

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

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

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

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

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

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

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

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

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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Increase academic assessments and support opportunities for students.
1a. Computer Programs: Accelerated Reader K-8, DIBELS, Type to Learn
1b. Dibels Coordinator Stipend
1c. Textbook Coordinator Stipend
1d. Computers for use by unduplicated students who do not otherwise have regular access to updated technology

Budgeted Expenditures

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

Amount	\$4788	1a. \$2000 1b. \$601 1c. \$3003	1a. \$2528 1b. \$609 1c. \$609 1d. \$12365
Source	LCFF Supplemental	1a. LCFF Supplemental 1b. LCFF Supplemental 1c. LCFF Supplemental	1a. LCFF Supplemental 1b. LCFF Supplemental 1c. LCFF Supplemental 1d. LCFF Supplemental
Budget Reference	Computer software (4450)	1a. Computer software (4450) 1b. Dibels Stipend Certificated (obj 1150 and benefits) 1c. Coordinator Stipend (obj 1150 and benefits)	1a. Computer Software (4450) 1b. Certificated Salaries and Benefits/Stipend (object 1150 and benefits) 1c. Certificated Salaries and Benefits/Stipend (object 1150 and benefits) 1d. Computers (object 4445)

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	2a. \$947,103 2b. \$5,000 2c. \$16,029	2a. \$852,106 2b. \$5,000 2c. \$2000	2a. \$688,938 2b. \$5,000 2c. \$2,000
Source	2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1), Title I (resource 3010, object 11xx/3xx1) 2b. Lottery (1100) 2c. Title II/Educator Effectiveness (4035/6264)	2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1), Special Ed (resource 3310/6500, object 11xx/3xx1), Title I (resource 3010, object 11xx/3xx1) 2b. LCFF Supplemental 2c. Title II (4035)	2a. LCFF Base Grant (resource 0000/1400, function 1110 & 1228, goal 1000, obj 11xx/3xx1) 2b. Lottery (1100) 2c. Low Performing Students Block Grant (resource 7510)
Budget Reference	2a. Teacher salaries and benefits 2b. Materials and supplies 2c. Professional Development (52xx)	2a. Teacher salaries and benefits 2b. Materials and supplies (obj 4445) 2c. Sub salaries and benefits (1140)	2a. Teacher salaries and benefits 2b. Materials and supplies 2c. Professional Development (52xx)

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

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

3c. EL coordinator stipend

3c. EL coordinator stipend

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3a. Included in Goal 1 Action 2 3b. \$500	3a. Included in Goal 1 Action 2 3b. \$700 3c. \$601	3a. Included in Goal 1 Action 2 3b. \$700 3c. \$913
Source	3a. Included in Goal 1 Action 2 3b. LCFF Supplemental	3a. Included in Goal 1 Action 2 3b. LCFF Supplemental 3c. LCFF Supplemental	3a. Included in Goal 1 Action 2 3b. LCFF Supplemental 3c. LCFF Supplemental
Budget Reference	3a. Included in Goal 1 Action 2 3b. Materials and Supplies	3a. Included in Goal 1 Action 2 3b. Materials and Supplies 3c. Teacher Other Pay/stipend (obj 1150 and benefits)	3a. Included in Goal 1 Action 2 3b. Materials and Supplies 3c. Teacher Other Pay/stipend (obj 1150 and benefits)

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Amount	\$2500	4a. \$2500 4b. \$500	4a. \$2500 4b. \$500
Source	LCFF Supplemental	4a. LCFF Supplemental 4b. LCFF Supplemental	4a. LCFF Supplemental 4b. LCFF Supplemental
Budget Reference	Materials and supplies	4a. Materials and supplies 4b. Inter-LEA transfer (Goal 1191, Obj 5819)	4a. Materials and supplies 4b. Inter-LEA transfer (Goal 1191, Obj 5819)

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

New

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

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

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

include, but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, and CalPads data entry. Much (approx. 20%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families with completion of free/reduced lunch forms, providing guidance to students on academic and social situations, making connections to outside community resources, and other needed services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,169	\$114,362	\$121,031
Source	resource 0000/function 2700 & 7200/object 2406, 3xx2 LCFF	LCFF resource 0000/function 2700 & 7200/object 2406, 3xx2	LCFF resource 0000/function 2700 & 7200/object 2406, 3xx2
Budget Reference	Classified salaries and benefits	Classified salaries and benefits	Classified salaries and benefits

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

Media tech will assist students to promote higher level learning opportunities and promote research and literacy skills, as well as provide enrichment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,494	\$6452.00	\$3413
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Classified salaries and benefits (function 2420)	Classified salaries and benefits (function 2420)	Classified Salaries and Benefits (function 2420)

Action #8

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Unchanged

2017-18 Actions/Services

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

for 2018-19

Modified

2018-19 Actions/Services

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

for 2019-20

Modified

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$114,755	\$117,220	\$127,630
Source	resource 0000/function 2700 & 7100/object 13xx, 3xx1 LCFF	LCFF Base Grant (resource 0000/function 2700 & 7100/object 13xx, 3xx1)	LCFF Base Grant (resource 0000/function 2700 & 7100/object 13xx, 3xx1)

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated salaries and benefits (function 2700/7100)	Certificated salaries and benefits (function 2700/7100)	Certificated salaries and benefits (function 2700/7100)

Action #9

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Year	2017-18	2018-19	2019-20
Amount	\$67,514	\$75,257	\$80,458
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Classified salaries and benefits	Classified salaries and benefits	Classified salaries and benefits

Action #10

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Included in Goal 1 Action 2

Included in Goal 1 Action 2

Included in Goal 1 Action 2

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

Action #11

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action #12

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Tier 1 Intervention:

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

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

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

Tier 1 Intervention:

Teachers provide academic intervention opportunities for students. They develop and evaluate instruction, assess and monitor student progress, and consider intervention strategies for students. Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups.

Paraprofessionals are hired and are utilized to work with children directly.

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

Tier 1 Intervention:

Teachers provide academic intervention opportunities for students. They develop and evaluate instruction, assess and monitor student progress, and consider intervention strategies for students. Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups.

Paraprofessionals are hired and are utilized to work with children directly.

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

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

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

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

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

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

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

Budgeted Expenditures

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

<p>Amount</p>	<p>Included in Goal 1 Action 2 12a. \$181,193 12b. \$26,049 12c. \$8,848 12d. \$1098</p>	<p>12a. \$69,701 12b. \$124,381</p>	<p>12a. \$64,480 12b. \$139,248</p>
<p>Source</p>	<p>12a. LCFF Base Grant, Title I (3010), Special Education (3310/6500) REAP (5820), ASES (6010) 12b. ASES (6010) 12c. ASES (6010) 12d. ASES (6010)</p>	<p>12a. ASES (6010) 12b. Special Education (3310/6500)</p>	<p>12a. ASES (6010) 12b. Special Education (3310/6500)</p>
<p>Budget Reference</p>	<p>12a. Paraprofessional classified salaries and benefits 12b. ASES Coordinator classified salaries and benefits 12c. Materials and supplies 12d. Professional development (52xx)</p>	<p>12a ASES Coordinator and aides classified salaries and benefits 12b. Special Education Certificated salaries and benefits</p>	<p>12a ASES Coordinator and aides classified salaries and benefits 12b. Special Education Certificated salaries and benefits</p>

Action #13

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Tier II and III pull out intervention:

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

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

Tier II and III pull out intervention:

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

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

Tier II and III pull out intervention:

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

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

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

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

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

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

Student Study Team members:
SST Coordinator Superintendent Teacher
ASES Coordinator

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

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

Budgeted Expenditures

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

Amount	Included in Goal 1 Action 2 Included in Goal 1 Action 12	13a. Included in Goal 1 Action 2 13b. \$18,653 13c. \$1466	13a. Included in Goal 1 Action 2 13b. \$18,515 13c. \$1466
Source	Included in Goal 1 Action 2 Included in Goal 1 Action 12	13a. Included in Goal 1 Action 2 13b. Title 1 (3010) 13c. LCFF Supplemental	13a. Included in Goal 1 Action 2 13b. Title 1 (3010) 13c. LCFF Supplemental
Budget Reference	Included in Goal 1 Action 2 Included in Goal 1 Action 12	13a. Included in Goal 1 Action 2 13b. Certificated Salaries and benefits 13c. Materials and Supplies	13a. Included in Goal 1 Action 2 13b. Certificated Salaries and benefits 13c. Materials and Supplies

Action #14

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,714	\$27,745	\$23,969
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Object 8988	Object 8988	Transportation (Resource 0210, Object 8989)

Action #15

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Home to School Transportation:
Provide transportation to all students

2018-19 Actions/Services

Home to School Transportation:
Provide transportation to all students

2019-20 Actions/Services

Home to School Transportation:
Provide transportation to all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15a. \$4,371 15b. \$14,392 15c. \$11,251	\$14,163	\$27,883
Source	Transportation (0210)	Transportation (0210)	transportation
Budget Reference	15a. classified salaries and benefits 15b. supplies and fuel 15c. services and contracts	Classified salaries and benefits supplies and fuel (obj. 4361, 4364, 4365, 4366) services and contracts (obj. 5635, 5800, 5864, 5866, 5884)	Contribution to Resource 0210, Object 8988

Action #16

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services

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

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

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

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$11,918	a)\$8,681 b)\$3,730
Source	N/a	LCFF Supplemental	a-b) LCFF Supplemental
Budget Reference	N/a	Classified Salary and Benefits (8980)	a) Classified Salary and Benefits (0001) b) Classified Salary and Benefits (0000) (Part of Contribution back to RS 0000)

Action #17

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

.2 FTE Music Teacher will work with low income, foster youth, and English learners to enable access to instruction in musical instruments and choir.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$11,625
Source	N/A	N/A	Supplemental Concentration
Budget Reference	N/A	N/A	Certificated Salary and Benefits

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: none

Identified Need:

Parent participation at school events including PTO meetings, Board meetings, and School Site Council meetings has been historically low. The district believes that the education of our students is a team effort that involves the school and the family, and therefore must encourage increased parent participation.

Expected Annual Measureable Outcomes

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

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

2016-2017 Monthly average Classroom volunteers: 15

classroom volunteers 16

classroom volunteers 17

classroom volunteers 18

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

2016-2017 attendance at school wide events.

Back to School Night: 98 Families

Open House: 110

Attendance at school-wide events.

Back to School Night: 100 Families

Open House: 112

Attendance at school-wide events.

Back to School Night: 102 Families

Open House: 114

Attendance at school-wide events.

Back to School Night: 104 Families

Open House: 116

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

2016-2017 Automated Family Contact Monthly Average: 2

Automated Family Contact Monthly Average: 4

Automated Family Contact Monthly Average: 4

Automated Family Contact Monthly Average: 4

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

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

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

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

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

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

Increase parent participation in PTO:

Send out automated phone messages announcing school activities

PTO on Facebook

Translate letters and notes sent home to Spanish when needed

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

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

Modified

2018-19 Actions/Services

Increase parent participation in the Scotia Parent Teacher Organization (PTO)
Parent participation will increase through the following methods:

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

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

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

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

Unchanged

2019-20 Actions/Services

Increase parent participation in the Scotia Parent Teacher Organization (PTO)
Parent participation will increase through the following methods:

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

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

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

Budgeted Expenditures

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

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

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase Parent Volunteers in the classroom:

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

Survey parents on desire to volunteer

Professional Development for parent volunteers to be done by teachers

Translate letters and notes sent home to Spanish when needed.

Increase Parent Volunteers in the classroom:

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

2b. Survey parents on desire to volunteer

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

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

Increase Parent Volunteers in the classroom:

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

2b. Survey parents on desire to volunteer

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

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

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

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Use automated Phone calls/emails/texts
Monthly Newsletter announcement

Offer food at events

Translate invitations and newsletters as needed

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

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

3b. Offer food at events paid for by PTO

3c. Translate invitations and newsletters as needed

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

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

3b. Offer food at events paid for by PTO

3c. Translate invitations and newsletters as needed

Budgeted Expenditures

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

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

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: None

Identified Need:

Although stakeholder feedback is overall positive in regards to school climate, the participation of parents and families regularly at PTO, School Board, and LCAP meetings is low. It is necessary to increase this participation to receive more community feedback on goals and actions relating to the students and positive climate of our District. Even with a small percentage of students suspended in the District, it is believed that increasing community involvement and increasing the students' perception of safety and connectedness will improve the school climate.

Expected Annual Measureable Outcomes

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

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

2016-2017 Community
Input Attendance: 4

Community Input
Attendance: 6

Community Input
Attendance: 8

Community Input
Attendance: 10

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

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

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

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

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

Establish a baseline with Grades 6-8 and staff.

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

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

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

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

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

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

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

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

2016-2017 Chronically Absent Students: 16.4%

Chronically Absent Students: 15.4%

Chronically Absent Students: 14.4%

Chronically Absent Students: 13.4%

FIT Report:
Will report at 90% good annually

2016-2017 FIT Report: 96.94%

FIT Report: 96.94%

FIT Report: 96.94%

FIT Report: 96.94%

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

Associated Student Body:
Stipend for Classified Associated Student Body Coordinator. The Coordinator will work with students to train them to run a government organization, hold elections for officers, raise funds, and assist student-run school wide events.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$4728

\$500

\$601

Source	LCFF Base Grant	LCFF Base Grant	LCFF
Budget Reference	Teacher Other pay/stipend (obj 1150/3xx1)	Teacher Other pay/stipend (obj 1150/3xx1)	Teacher Other Pay/Stipend (obj 2160/3xx2)

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

Campus Condition:

Complete and publish our annual FIT report

Survey parents on school cleanliness and appearance

Devote staff time to landscaping

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

2018-19 Actions/Services

Campus Condition:

2a. Complete and publish our annual FIT report

2b. Survey parents on school cleanliness and appearance

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

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

2019-20 Actions/Services

Campus Condition:

2a. Complete and publish our annual FIT report

2b. Survey parents on school cleanliness and appearance

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

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

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

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

2a. Included in Goal 1 Action 8
 2b. Included in Goal 1 Action 8
 2c. \$93,740
 2d. 11,609

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

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,541	\$20,340	\$20,601
Source	LCFF Supplemental	LCFF Supplemental	\$10,601 Supplemental Concentration RS 0001 \$10,000 Title IV RS 4127

Budget Reference

Certificated salaries and benefits (function 3110)

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

Certificated Salaries and Benefits, includes inter-LEA service (function 3110)

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

Increase Art opportunities at school and in ASES Program

Professional Development for instructors and ASES staff

Invite guest artists to campus to work with students

2018-19 Actions/Services

Increase Art opportunities at school and in ASES Program

4a. Provide art materials for students

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

2019-20 Actions/Services

Provide art materials for students in ASES Program

Budgeted Expenditures

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

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	5a. \$2700 5b. \$1700	5a. \$6463 5b. \$1837
Source	LCFF Base Grant (0000)/Lottery (1100)	5a. LCFF Base Grant (0000)/Lottery (1100) 5b. LCFF Base Grant (0000)	5a. LCFF Base Grant (0000)/ Lottery (1100) 5b. LCFF Base Grant (0000)
Budget Reference	Activities/Athletic Director Stipend – certificated salaries and benefits (113x/3xx1, 1743)	5a. Activities Stipends – certificated and classified salaries and benefits (113x/3xx1, 1743) 5b. Activities/Athletic Director Stipend – certificated salaries and benefits (113x/3xx1, 1743)	5a. Classified salaries and benefits (2160/3xx2) 5b. Certificated salaries and benefits (113x/3xx1)

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Increase Attendance

Contact absent student families using the auto dialer and attendance staff

Increase frequency of SARB letters when necessary

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

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

2018-19 Actions/Services

Increase Attendance

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

6b. Increase frequency of SARB letters when necessary

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

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

2019-20 Actions/Services

Increase Attendance

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

6b. Increase frequency of SARB letters when necessary

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

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

Budgeted Expenditures

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

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

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

N/A

N/A

N/A

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

Modified

Modified

Unchanged

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

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

Increase School Pride
7a. Incorporate all grade levels in athletic pep-rallies.

Increase School Pride
7a. Incorporate all grade levels in athletic pep-rallies.

Designate "Spirit Days" as Fridays.

7b. Designate "Spirit Days" as Fridays.
7c. Have monthly prizes to classes with most spirit wear.

7b. Designate "Spirit Days" as Fridays.
7c. Have monthly prizes to classes with most spirit wear.

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

7d. Encourage community service with students

7d. Encourage community service with students

Increase opportunities for Cross Age

7e. Increase opportunities for Cross Age Tutoring

7e. Increase opportunities for Cross Age Tutoring

Tutoring

Budgeted Expenditures

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

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,662	\$24,000	\$26,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Nutrition Program contribution Supplemental Concentration (obj 7616)	Nutrition Program contribution Supplemental/Concentration (obj 7616)	Nutrition Program contribution Supplemental/Concentration (obj 7616)

Action #9

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Purchase SecondStep anti-bullying program

Train entire staff on SecondStep.

2018-19 Actions/Services

Train entire staff on SecondStep.

2019-20 Actions/Services

Train entire staff on SecondStep.

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 237,682

Percentage to Increase or Improve Services

16.36 %

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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

Services provided for unduplicated pupils include:

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

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

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

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

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

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

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

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$256,952

Percentage to Increase or Improve Services

17.66%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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

Services provided for unduplicated pupils include:

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

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

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

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

Goal 1, Action 3 Intervention materials for EL students.

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

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

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

Goal 1, Action 5 Collaboration time to support students.

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

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

Goal 1, Action 6 Student Services

School and District Secretary will devote time and resources to insure services are being provided to all students including EL, foster youth and low income students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 20%) of the secretary's time is spent going above and beyond 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.

Goal 1, Action 7

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

Goal 1, Action 9 Aide time.

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

Goal 1, Action 13 Tier 2 and 3 Intervention

.2 intervention teacher

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

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

Goal 3, Action 3 Provide counselling services to students.

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

Goal 3, Action 8 Provide high quality nutrition program.

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

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$265,536

Percentage to Increase or Improve Services

19.21%

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 school. These students comprise 67% of our entire school enrollment. Many of our services that target this population are provided district-wide. The District will continue to meet these needs through highly qualified teachers, classroom paraprofessionals, counseling services, additional classified staff, and a dedicated administrative staff. Teachers devote time after school to assist students in achieving their highest potential. Teachers and administration collaborate weekly specifically to meet the needs of struggling students of which many fall into the categories of low-income, EL and foster youth. The district office staff serves as a liaison between the families and the school to ensure that all student and family needs are being met, guiding families through all available resources. School nutrition services and transportation are another important aspect of supporting students each school day.

Services provided for unduplicated pupils include:

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

Purchase Accelerated Reader computer program to increase the academic achievement levels in the areas of math and reading fluency. Purchase DIBELS to monitor reading fluency in the grades K to 3. Purchase Type to Learn for students to increase keyboarding skills. Pay stipends for the DIBELS and textbook coordinators. Purchase computers for unduplicated students to have access to technology otherwise not available to them. Computers will be used to improve and increase computer-based intervention services for unduplicated students.

Goal 1, Action 3 Intervention materials for EL students.

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

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

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

Goal 1, Action 5 Collaboration time to support students.

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

Goal 1, Action 6 Student Services

School and District Secretary will devote time and resources to insure services are being provided to all students including EL, foster youth and low income students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much 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 connections between our unduplicated families and outside community resources and other needed services. (Goal 1 Action 16)

Goal 1, Action 7

Media technician to assist with literary skills. Media Tech provides needed information for students in research, computer and technology skills, appropriately leveled books, and targeted extra support to unduplicated students.

Goal 1, Action 9 Aide time.

Paraprofessionals lower the adult-to-student ratio, and are assigned to provide targeted additional academic and social support to unduplicated students.

Goal 1, Action 13 Tier 2 and 3 Intervention

.2 intervention teacher

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

Goal 1, Action 14

Provide home to school transportation to EL, foster youth, and low-income students. Unduplicated students often require school to home and home to

school transportation. Providing transportation to and from school increases attendance rates, allowing for greater learning opportunities and access to student support services.

Goal 1, Action 17

Employ music teacher to provide instruction in band and strings to unduplicated students that would not otherwise have access to instrumental music education. By providing high quality music instruction, the District is providing students who otherwise would not be able to learn to play an instrument the opportunity to do so.

Goal 3, Action 3

Provide counseling services to students.

Unduplicated students need additional qualified adults to assist with their behavioral, social and emotional needs, including suicide prevention, emotional instability, strategies for dealing with and preventing bullying, positive citizenship, anger management, and addressing childhood trauma including abuse and addiction.

Goal 3, Action 8 Provide high quality nutrition program.

Research shows that proper nutrition increases a student's ability to focus while in class. Providing high quality breakfast and lunch to our unduplicated students assists in increased academic achievement and positive behavior.