

§ 15497.5. Local Control and Accountability Plan and Annual Update.

Introduction:

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LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
District Board Meetings 12/10/2014 First Interim	Board was informed of LCAP Timelines, process and procedures. Benchmarks were established at monthly meetings and progress was measured at each monthly meeting. A review of last year's LCAP goals was given. All stakeholders are invited to attend board meetings, in particular, teachers and classified unit's leads are given ample notification of the meeting and are provided an agenda. This information is shared with their respective units through email. The First Interim report included ending balance projections and LCAP expenditures.
1/14/2015	Updates – Reviewed 2014-2015 Student and Parent Survey results. Reviewed data gathered on LCAP Mid-Year metrics.
2/11/2015	PowerPoint (informational item). Review of LCAP progress.
3/11/2015 Second Interim	LCAP update. Reviewed results from Student Advisory Committee. Second Interim Report update of ending balance and LCAP implementation.
4/15/2015	LCAP update. Reviewed minutes from Consultation meetings. Stakeholder input provided emphasized our current plan was working and there was a need for elementary students behavioral support and attendance concerns.
5/13/2015	Results shared from PAC meetings. Plan shared with public and opportunity for written comments.
6/10/2015	Public Hearing
6/24/2015	Adopt LCAP
Student Advisory Committee Meeting (SAC) 3/25/2015 4/04/2015	Site Principals were asked to contact students on committee. Meeting at District Office. Representative district students ranging from 5 th – 12 th grade and including students from EL, FY, and LI groups met to review and evaluate current LCAP goals and the plan. These students reviewed data metrics as well as Student and Parent Survey results. Students provided viable suggestions to future LCAP plans with emphasis on technology (priorities 1,2), Course Access (priority 7), and student attendance (priority 5). All student

	seemed appreciative of our school counselors.
<u>Bargaining Units (CSEA and FRTA) Consultations</u>	
2/19/2015	Email sent to all FRJUSD Staff with consultation dates and locations.
2/24/2015	Consultation held at Fall River High School (FRHS). Teachers and Classified members consultation meeting. Six (6) FRTA, one (1) Administrator, and no classified members. Reviewed LCAP metrics and expenditures. Brainstormed ideas including charging a student fee for transportation.
2/25/2015	Consultation held at Fall River Elementary School (FRE) One (1) FRTA, one (1) Administrator, and no classified members. Reviewed LCAP metrics and expenditures. Suggestion for a second behavioral counselor.
2/27/2015 FRTA Negotiations	Reviewed parameters of LCAP expenditures.
3/03/2015	Consultation held at Burney High School (BHS) Twelve (12) FRTA, one (1) Administrator, and two (2) classified members. Suggestions: Reinstate Opportunity Program, Professional Development beyond California Standards, Health curriculum for Special Ed students, and explore a reward system to improve student attendance.
3/04/2015	Consultation held at Burney Elementary School (BES) Five (5) FRTA, one (1) Administrator and no classified members. Suggestion: Crisis center for students in need, a full time counselor at this site, smaller class sizes, additional transportation to allow students to stay later for additional educational help.
<u>Administrative Cabinet Meeting</u>	
1/12/2015	Reviewed current plan and goals. Shared LCAP Mid-Year Data Metric. Charted LCAP Timelines. First year implementation of LCAP goals and actions were favorably viewed.
3/10/2015	Reviewed Student and Parent Survey results. Findings supported our LCAP Goals.

4/14/2015	Reviewed 2 nd Interim and LCAP expenses.
5/12/2015	Discussed final LCAP plan
<u>Administrator/Counselor Consult</u> 2/10/2015	Administration and Counselors met to verify LCAP Goals were being met.
<u>Native American Meeting</u> 1/07/2015 3/18/2015	<p>Only four (4) parents attended. The LCAP process, procedures, and goals were explained. There were few questions. Those in attendance were satisfied with the current LCAP plan, which increased paraprofessional support for the Native American students.</p> <p>Attendance at this meeting was much greater; however, there was little interest in our LCAP. Other issues consumed a majority of this meeting.</p>
<u>Parent/Student Surveys</u> Parents 1/15/2015 1/20/2015 Students 1/22/2015	<p>An "All Call" message was sent to all parents and staff as a reminder to complete the survey.</p> <p>Survey information and an "All Call" reminder was sent to parents. Only forty-one (41) parents responded. Overall parents seem satisfied with our schools and are happy with our district's technology, and the addition of counselors. There was a concern with habitual truancy. Most parents felt the district was adequately addressing the eight (8) state priorities.</p> <p>Surveys were given to all district students in grades five – twelve. Teachers supervised students taking the online surveys. Of the 535 students who participated, the majority seemed satisfied with all areas of their education. Most student responses paralleled parent responses. Some EL students felt a need for more support. Technology was viewed favorably with online grading a plus.</p>
<u>Parent Advisory Committee (PAC) Meeting</u> 1/16/2015	Letter mailed home to parents explaining LCAP procedures, and inviting

	parents to be a stakeholder. Letters were transcribed into Spanish for EL students' parents.
4/14/2015	An "All Call" message was sent to all parents and staff as a reminder of scheduled meeting.
4/20/2015	PAC Meeting. Seventeen (17) in attendance. Reviewed our LCAP data metrics and surveys. Discussed possible goals and actions for future LCAP plan. Stakeholder input which included additional behavioral support and restorative justice, explore technology advancements, professional development (including technology), Resource/SARB officer, afterschool transportation, additional EL instruction, additional paraprofessional support in elementary, and elementary electives.
5/04/2015	PAC reviewed and agreed with suggested expenditures.
<u>DELAC Meeting</u> 5/06/2015	Supported current and agreed with suggested future LCAP expenditures.
Annual Update:	Annual Update:
Beginning in December 2015 the board received monthly updates on the progress of the LCAP.	Board agreed with LCAP goals and were supportive of LCAP progress.
Data Metric Chart was reviewed and created to simplify progress of goal attainment.	This LCAP Metric Chart was regularly shared with all stakeholder groups.
Site leadership team received regular monthly updates at cabinet meetings.	Leadership team reviewed LCAP Data Metric Chart noting two areas in which goals were not met.
Leadership team refined parent and student surveys to ensure questions were asked to cover all eight state priorities.	Teachers of students in grades 5-12 supervised students completing online student survey. Few parents completed surveys.
Data was shared with all stakeholder groups. <ul style="list-style-type: none">• District Board Meetings (dates listed above)• Student Advisory Committee Meeting (date listed above)• Bargaining Units - CSEA and FRTA (dates listed above)• Administrative Cabinet Meeting (dates listed above))• Administrator/Counselor Consult (date listed above)• Native American Meetings (dates listed above)	As stakeholders reviewed data, it was evident that the addition of school counselors was a benefit, based on surveys, comments, and slight increase of students completing A – G requirements. The impact of reinstating College and Career Counselors will not be fully evident for another year.

<ul style="list-style-type: none">• Parent/Student Surveys (dates listed above)• Parent Advisory Committee Meetings (dates listed above)• DELAC Meeting (date listed above)	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school

GOAL:	Goal 1. By Spring of 2017, 100% of all students will graduate career and/or college ready as measured by increased and/or improved GPA		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify		
Identified Need :	Increase all students overall performance, including academic achievement, attendance rate, college and career readiness, and decreasing student disciplinary issues as identified by: percentage of students completing the University of California's "A-G" courses, high school graduation rate, CAHSEE passing rate, improving attendance rates while decreasing truancy rates, increasing the number of students who go directly to a university, and decrease suspension and expulsion rates. To improve and maintain facilities at FIT standards.				
Goal Applies to:	Schools:	LEA Wide			
	Applicable Pupil Subgroups:	ALL			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes	1A 100% highly qualified teachers (SARC) 1B Maintain 0% complaints on Williams Act Report (SARC) Improve and Maintain Facilities Inspections to FIT Standards 1C Maintain technology advancements for California Standards Plan 2A 100% of elementary instructors will continue to attend California Standards Trainings; 75% of secondary instructors will attend ERWC and math trainings (SCOE data) 3 75% of students' parents will attend academic and career awareness at both high schools				

4A An additional 10% of students assessed on CAHSEE and SBAC will be proficient (CDE)
4B Academic Performance Index - N/A
4C An additional 5% increase in A-G completers An additional 5% increase of CTE completers
4F Maintain 39% of our students will pass AP exams with a score of 3 or better
4G Increase 5% in EAP scores in ELA and math college readiness
5A Improve attendance rates to 97% (Aeries)
5B Decrease chronic absenteeism rates by 5% (CDE)
5C Decrease dropout rate by 0.18% in middle schools (CDE)
5D Decrease dropout rate by 0.5% in high schools (CDE)
5E Increase graduation rate by 0.5% (CDE)
6A Decrease pupil suspension rates district wide by 0.5% (CDE)
6B Maintain pupil expulsion rates district wide 0.1% of all students (CDE)
6C Increase Parent participation on Parent Surveys by 5%
7A Maintain Course Access: Section 51210 (grades 1-6) English Grades 1-6 Math Grades 1-6 Social Science Grades 1-6 Science Grades 1-6 Visual Performing Arts Grades (as determined) Physical Education Grades 1-6 Health Grades 5-6 (as needed) Section 51220 (grades 7-12) English Grades 7-12 Math Grades 7-11 (12th grade optional) Social Science Grades 7-12 Science Grades 7-10 (11-12th grades optional) VAPA Grades 9-12 (1 year required)

	<p>Health Grades 7, 9 Physical Education Grades 7-10 (11-12th grade optional) CTE courses Grades 9-12 (1 year required, 3 years optional) 7B One (1) 1.0 FTE Instructor Five (5) 0.4375 FTE paraprofessional Number of Academic Counselors by site = 2</p> <p>7B Maintain support for students Two Academic Counselors – one (1) at Burney High School and one (1) at Fall River High School</p> <p>8 66% of our K-2 Elementary students will be proficient with California Standards goals as determined by using REACH Higher Shasta K-3 reading data</p>		
	<p>Actions/Services</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide and maintain highly qualified teachers	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	Teachers \$4,574,121 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A Object Codes: 1000-3000
Provide and maintain paraprofessionals	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	Paraprofessionals \$591,636 Resource: Unrestricted Special Education IDEA Title I Title VII Workability Object Codes: 2000-3000
Provide Counselors: one (1) at Fall River High School and one (1) at Burney High School	Alternative ED Secondary	<input type="checkbox"/> ALL OR:	Two (2) Counselors \$135,868 Resource: Suppl/Concentrated-Unrestricted

<p>Counselors will encourage parent involvement in academic and career awareness (Sophomore Counseling, Open House, and Back to School Night Presentations, Financial Aide Night, Academic Awards and Scholarship Night). Counselors, with administration support, will work with at risk students to improve attendance and behavior. Counselors will also monitor chronic truancy and work with families to remedy.</p>	<p>Sites BHS FRHS</p>	<p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u></p>	<p>Object Codes: 1000-3000</p>
<p>Maintain and Provide Highly Qualified Teachers at District Alternative Education schools</p>	<p>Alternative Education Sites</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u></p>	<p>Six (6) teachers \$422,624 Plus substitutes and extra duty Resource: Suppl/Concentrated-Unrestricted Object Codes: 1000-3000</p>
<p>Maintain District Alternative Education Paraprofessionals</p>	<p>Alternative Education Sites</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u></p>	<p>Eight (8) paraprofessionals \$104,315 Plus substitutes and extra duty Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000</p>
<p>Provide Paraprofessionals for Native American Students at Burney schools</p>	<p>Burney Elementary and Burney High School</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u></p>	<p>Included in (above): Eight (8) paraprofessionals \$104,315 Plus substitutes and extra duty Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000</p>

Provide Behavior Paraprofessional for support for EL, FY, LI students to also include Native Americans	Elementary Schools	<u>ALL</u> OR: <u>X</u> Low Income pupils <u> </u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u>Native Americans</u>	Paraprofessional \$27,344 Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000
Professional Development in California Standards provided by SCOE • Next Step Common Core Training (8/4-5/15) • Plus additional opportunities as they become available	LEA Wide	<u>ALL</u> OR: <u>X</u> Low Income pupils <u> </u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u>Native Americans</u>	SCOE contract services \$7,000 (i.e. training to be provided during staff development days which are included in base teacher salaries listed above, including ERWC and math training for secondary staff) Resource: Suppl/Concentrated-Unrestricted Object Codes: 5801
Professional Development • Google Summit (16 elementary staff members) \$4171 • School Sites have requested PD for California Training (trainings unknown at this time) Alt Ed approximate \$5494 BES approximate \$5494 BHS approximate \$5494 FRE approximate \$5494 FRHS approximate \$5494	LEA Wide	<u>ALL</u> OR: <u>X</u> Low Income pupils <u> </u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u>Native Americans</u>	Professional Development \$31,641 Resource: Suppl/Concentrated-Unrestricted Object Codes: 5210
Intervention classes in ELA will continue to be offered at both elementary schools and both high schools	LEA Wide	<u>ALL</u> OR: <u>X</u> Low Income pupils <u> </u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient	Included in (above): Teachers \$4,574,121 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I

		<u>Other Subgroups:(Specify)</u> <u>Native Americans</u>	Title II Part A Object Codes: 1000-3000
After school tutoring programs will continue to be offered at both elementary schools and both high schools	BES BHS FRE FRHS	<u>X</u> ALL OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u> <u>Native Americans</u>	Included in (above): Teachers \$22,070 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A Object Codes: 1000-3000
Professional development and collaboration time will be offered to K-3 teachers	Elementary Schools	<u>ALL</u> OR: <u>X</u> Low Income pupils <u>English Learners</u> <u>X</u> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u> <u>Native Americans</u>	Included in (above): Professional Development \$31,641 Resource: Suppl/Concentrated-Unrestricted Object Codes: 5210
Maintain use of web based resources, including Renaissance Learning, intervention programs such as Accelerated Reader, Accelerated Math, I- Path, Vocabulary in a Flash, and Math Facts in a Flash	Elementary Schools	<u>ALL</u> OR: <u>X</u> Low Income pupils <u>English Learners</u> <u>X</u> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u> <u>Native Americans</u>	Renaissance Learning \$15,254 Resource: Suppl/Concentrated-Unrestricted Object Codes: 5801

LCAP Year 2: 2016-17

Expected Annual Measurable	1A 100% highly qualified teachers (SARC)
	1B Maintain 0% complaints on Williams Act Report (SARC) Improve and Maintain Facilities Inspections to FIT Standards

Outcomes:	
	1C Maintain technology advancements for California Standards Plan
	2A 100% of elementary instructors will continue to attend California Standards Trainings; 75% of secondary instructors will attend ERWC and math trainings (SCOE data)
	3 75% of students' parents will attend academic and career awareness at both high schools
	4A An additional 10% of students assessed on CAHSEE and SBAC will be proficient (CDE)
	4B Academic Performance Index - N/A
	4C An additional 5% increase in A-G completers An additional 5% increase of CTE completers
	4F Maintain 39% of our students will pass AP exams with a score of 3 or better
	4G Increase 5% in EAP scores in ELA and math college readiness
	5A Improve attendance rates to 97% (Aeries)
	5B Decrease chronic absenteeism rates by 5% (CDE)
	5C Decrease dropout rate by 0.18% in middle schools (CDE)
	5D Decrease dropout rate by 0.5% in high schools (CDE)
	5E Increase graduation rate by 0.5% (CDE)
	6A Decrease pupil suspension rates district wide by 0.5% (CDE)
	6B Maintain pupil expulsion rates district wide 0.1% of all students (CDE)
	6C Increase Parent participation on Parent Surveys by 5%
	7A Section 51210 (grades 1-6) English Grades 1-6 Math Grades 1-6 Social Science Grades 1-6 Science Grades 1-6 Visual Performing Arts Grades (as determined) Physical Education Grades 1-6

	<p>Health Grades 5-6 (as needed)</p> <p>Section 51220 (grades 7-12) English Grades 7-12 Math Grades 7-11 (12th grade optional) Social Science Grades 7-12 Science Grades 7-10 (11-12th grades optional) VAPA Grades 9-12 (1 year required) Health Grades 7, 9 Physical Education Grades 7-10 (11-12th grade optional) CTE courses Grades 9-12 (1 year required, 3 years optional) 7B One (1) 1.0 FTE Instructor Five (5) 0.4375 FTE paraprofessional Number of Academic Counselors by site = 2</p>
	<p>7B Maintain support for students Two Academic Counselors – one (1) at Burney High School and one (1) at Fall River High School</p>
	<p>8 66% of our K-2 Elementary students will be proficient with California Standards goals as determined by using REACH Higher Shasta K-3 reading data</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide and maintain highly qualified teachers	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	Teachers \$4,642,753 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A Object Codes: 1000-3000
Provide and maintain paraprofessionals	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Paraprofessionals \$600,511 Resource: Unrestricted Special Education IDEA Title I

		<u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u>	Title VII Workability Object Codes: 2000-3000
Provide Counselors: one (1) at Fall River High School and one (1) at Burney High School Counselors will encourage parent involvement in academic and career awareness (Sophomore Counseling, Open House, and Back to School Night Presentations, Financial Aide Night, Academic Awards and Scholarship Night). Counselors, with administration support, will work with at risk students to improve attendance and behavior. Counselors will also monitor chronic truancy and work with families to remedy	High Schools	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u> <u>Native Americans</u>	Two (2) Counselors \$137,906 Resource: Suppl/Concentrated-Unrestricted Object Codes: 1000-3000
Maintain and Provide Highly Qualified Teachers at District Alternative Education schools	Alternative Education Sites	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u> <u>Native Americans</u>	Six (6) teachers \$428,963 Plus substitutes and extra duty Resource: Suppl/Concentrated-Unrestricted Object Codes: 1000-3000
Maintain District Alternative Education Paraprofessionals.	Alternative Education Sites	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u> <u>Native Americans</u>	Eight (8) paraprofessionals \$105,881 Plus substitutes and extra duty Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000
Provide Paraprofessionals for Native American Students at Burney schools	Burney Elementary and	<u>ALL</u> OR:	Included in (above): Eight (8) paraprofessionals \$105,881

	Burney High School	<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	Plus substitutes and extra duty Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000
Provide Behavior Paraprofessional for support for EL, FY, LI students to also include Native Americans	Elementary Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	Paraprofessional \$27,754 Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000
Professional Development in California Standards provided by SCOE	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	SCOE contract services \$7,000 (i.e. training to be provided during staff development days which are included in base teacher salaries listed above, including ERWC and math training for secondary staff) Resource: Suppl/Concentrated-Unrestricted Object Codes: 5801
Professional Development Additional California Standards and Technology to be determined <ul style="list-style-type: none"> • Alternative Education \$2,081.20 • Burney Elementary \$2,081.20 • Burney High School \$2,081.20 • Fall River Elementary \$2,081.20 • Fall River High School \$2,081.20 	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	Professional Development \$10,406 Resource: Suppl/Concentrated-Unrestricted Object Codes: 5210

Intervention classes in ELA will continue to be offered at both elementary schools and both high schools	LEA Wide	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	Included in (above): Teachers \$4,642,753 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A Object Codes: 1000-3000
After school tutoring programs will continue to be offered at both elementary schools and both high schools	LEA Wide	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	Included in (above): Teachers \$22,426 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A Object Codes: 1000-3000
Professional development and collaboration time will be offered to K-3 teachers	Elementary Schools	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	Included in (above) Professional Development \$10,406 Resource: Suppl/Concentrated-Unrestricted Object Codes: 5210
Maintain use of web based resources, including Renaissance Learning, intervention programs such as Accelerated Reader, Accelerated Math, I- Path, Vocabulary in a Flash, and Math Facts in a Flash	Elementary Schools	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	Renaissance Learning \$15,254 Resource: Suppl/Concentrated-Unrestricted Object Codes: 5801

		<u>Subgroups:(Specify)</u> <u>Native Americans</u>	
Provide SRO/SARB Officer	LEA Wide	<u>ALL</u> <u>OR:</u> <input checked="" type="checkbox"/> <u>Low Income pupils</u> <input type="checkbox"/> <u>English Learners</u> <input checked="" type="checkbox"/> <u>Foster Youth</u> <input type="checkbox"/> <u>Redesignated fluent English proficient</u> <input checked="" type="checkbox"/> <u>Other</u> <u>Subgroups:(Specify)</u> <u>Native Americans</u>	SRO/SARB Officer \$47,315 Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes	1A 100% highly qualified teachers (SARC)		
	1B Maintain 0% complaints on Williams Act Report (SARC) Improve and Maintain Facilities Inspections to FIT Standards		
	1C Maintain technology advancements for California Standards Plan		
	2A 100% of elementary instructors will continue to attend California Standards Trainings; 75% of secondary instructors will attend ERWC and math trainings (SCOE data)		
	3 75% of students' parents will attend academic and career awareness at both high schools		
	4A An additional 10% of students assessed on CAHSEE and SBAC will be proficient (CDE)		
	4B Academic Performance Index - N/A		
	4C An additional 5% increase in A-G completers An additional 5% increase of CTE completers		
	4F Maintain 39% of our students will pass AP exams with a score of 3 or better		
	4G Increase 5% in EAP scores in ELA and math college readiness		
	5A Improve attendance rates to 97% (Aeries)		
	5B Decrease chronic absenteeism rates by 5% (CDE)		

	5C Decrease dropout rate by 0.18% in middle schools (CDE)		
	5D Decrease dropout rate by 0.5% in high schools (CDE)		
	5E Increase graduation rate by 0.5% (CDE)		
	6A Decrease pupil suspension rates district wide by 0.5% (CDE)		
	6B Maintain pupil expulsion rates district wide 0.1% of all students (CDE)		
	6C Increase Parent participation on Parent Surveys by 5%		
	<p>7A Section 51210 (grades 1-6)</p> <p>English Grades 1-6</p> <p>Math Grades 1-6</p> <p>Social Science Grades 1-6</p> <p>Science Grades 1-6</p> <p>Visual Performing Arts Grades (as determined)</p> <p>Physical Education Grades 1-6</p> <p>Health Grades 5-6 (as needed)</p> <p>Section 51220 (grades 7-12)</p> <p>English Grades 7-12</p> <p>Math Grades 7-11 (12th grade optional)</p> <p>Social Science Grades 7-12</p> <p>Science Grades 7-10 (11-12th grades optional)</p> <p>VAPA Grades 9-12 (1 year required)</p> <p>Health Grades 7, 9</p> <p>Physical Education Grades 7-10 (11-12th grade optional)</p> <p>CTE courses Grades 9-12 (1 year required, 3 years optional)</p>		
	<p>7B Maintain support for students</p> <p>Two Academic Counselors – one (1) at Burney High School and one (1) at Fall River High School</p>		
8	66% of our K-2 Elementary students will be proficient with California Standards goals as determined by using REACH Higher Shasta K-3 reading data		
Actions/Services	Scope of Service	Pupils to be served within identified	Budgeted Expenditures

		scope of service	
Provide and maintain highly qualified teachers	LEA Wide	<u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	Teachers \$4,712,374 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A Object Codes: 1000-3000
Provide and maintain paraprofessionals	LEA Wide	<u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	Paraprofessionals \$609,519 Resource: Unrestricted Special Education IDEA Title I Title VII Workability Object Codes: 2000-3000
Provide Counselors: one (1) at Fall River High School and one (1) at Burney High School Counselors will encourage parent involvement in academic and career awareness (Sophomore Counseling, Open House, and Back to School Night Presentations, Financial Aide Night, Academic Awards and Scholarship Night). Counselors, with administration support, will work with at risk students to improve attendance and behavior. Counselors will also monitor chronic truancy and work with families to remedy	High Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Native Americans <hr/>	Two (2) Counselors \$139,975 Resource: Suppl/Concentrated-Unrestricted Object Codes: 1000-3000
Maintain and Provide Highly Qualified Teachers at District Alternative Education schools	Alternative Education Sites	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <hr/>	Six (6) teachers \$435,397 Plus substitutes and extra duty Resource: Suppl/Concentrated-Unrestricted Object Codes: 1000-3000

		<u>Other Subgroups:(Specify) <u>Native Americans</u></u>	
Maintain District Alternative Education Paraprofessionals	Alternative Education Sites	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <u>Subgroups:(Specify) <u>Native Americans</u></u>	Eight (8) paraprofessionals \$107,469 Plus substitutes and extra duty Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000
Provide Paraprofessionals for Native American Students at Burney Elementary and Burney High Schools	Burney Schools	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <u>Subgroups:(Specify) <u>Native Americans</u></u>	Included in (above): Eight (8) paraprofessionals \$107,469 Plus substitutes and extra duty Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000
Provide Behavior Paraprofessional for support for EL, FY, LI students to also include Native Americans	Elementary Schools	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <u>Subgroups:(Specify) <u>Native Americans</u></u>	Paraprofessional \$28,170 Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000
Professional Development in California Standards provided by SCOE	LEA Wide	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	SCOE contract services \$7,000 (i.e. training to be provided during staff development days which are included in base teacher salaries listed above, including ERWC and math training for secondary staff)

		<u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify) <u>Native Americans</u>	Resource: Suppl/Concentrated-Unrestricted Object Codes: 5801
Professional Development	LEA Wide	<u>ALL</u> OR: <u>X</u> Low Income pupils <u>English Learners</u> <u>X</u> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify) <u>Native Americans</u>	Professional Development \$10,406 Resource: Suppl/Concentrated-Unrestricted Object Codes: 5210
Intervention classes in ELA will continue to be offered at both elementary schools and both high schools	LEA Wide	<u>ALL</u> OR: <u>X</u> Low Income pupils <u>English Learners</u> <u>X</u> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify) <u>Native Americans</u>	Included in (above): Teachers \$4,712,374 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A Object Codes: 1000-3000
After school tutoring programs will continue to be offered at both elementary schools and both high schools	LEA Wide	<u>ALL</u> OR: <u>X</u> Low Income pupils <u>English Learners</u> <u>X</u> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify) <u>Native Americans</u>	Included in (above): Teachers \$22,781 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A Object Codes: 1000-3000
Professional development and collaboration time will be offered to K-3 teachers	Elementary Schools	<u>ALL</u> OR: <u>X</u> Low Income pupils	Included in (above): Professional Development \$10,406 Resource: Suppl/Concentrated-Unrestricted

		<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	Object Codes: 5210
Maintain use of web based resources, including Renaissance Learning, intervention programs such as Accelerated Reader, Accelerated Math, I- Path, Vocabulary in a Flash, and Math Facts in a Flash	Elementary Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	Renaissance Learning \$15,254 Resource: Suppl/Concentrated-Unrestricted Object Codes: 5801
Provide SRO/SARB Officer The Officer will provide support to increase attendance and decrease overall discipline incidents including the decrease in suspensions and expulsions. At this projection this will be a district employee position depending on Shasta County Sheriff grant stipulation	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	SRO/SARB Officer \$47,315 Resource: Suppl/Concentrated-Unrestricted Object Codes: 2000-3000
K – 12 Summer Schools Summer school will provide support and instruction for students at two (2) elementary schools and (2) high schools	Elementary and High Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans</u>	Four (4) summer school sites \$28,648 Resource: Suppl/Concentrated-Unrestricted Object Codes: 1000-3000
GOAL:	Related State and/or Local Priorities:		

	Goal 2. By spring 2017, 100% of our EL students will show proficiency on the CELDT/ELPAC and CAHSEE.	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	Increase English Language student fluency and competency as identified by: increasing the percentage of students who improve CELDT/ELPAC scores, and improve EL students passing rates in CAHSEE English Language Arts and Mathematics.		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: EL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	2A 100% of elementary instructors will continue to attend California Standards Trainings; 75% of secondary instructors will attend ERWC and math trainings (SCOE data)		
	2B 66% of EL students will show improvement in CELDT/ELPAC scores (CDE)		
	4A An additional 10% of all students assessed on CAHSEE and SBAC will be proficient (CDE)		
	4D Maintain - 89% of students will make progress as English Learner (CDE)		
	4E 5% of EL students will be re-designated (CDE)		
	7B Support for EL students Maintain 2.33 FTE teachers; six (6) 0.4375 paraprofessionals; and one (1) 0.10 FTE administrator		
Actions/Services		Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Professional Development for our EL teachers in instructional strategies, per EL Teacher's request ELD instructor will continue with ELD training and 50% of ELA instructors will be trained		LEA Wide <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Development \$250 Resource: Unrestricted Object Codes: 5210
Provide and maintain highly qualified teachers in relation		LEA Wide ALL	Maintain 2.33 FTE teachers;

to our EL students and provide Paraprofessional support services		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Maintain Six (6) 0.4375 paraprofessionals; and one (1) 0.10 FTE administrator \$245,898 Plus Substitutes and Extra Duty Resource: Suppl/Conc-Unrestricted Object Codes: 1000-3000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	2A 100% of elementary instructors will continue to attend California Standards Trainings; 75% of secondary instructors will attend ERWC and math trainings (SCOE data)		
	2B 66% of EL students will show improvement in CELDT/ELPAC scores (CDE)		
	4A An additional 10% of all students assessed on CAHSEE and SBAC will be proficient (CDE)		
	4D Maintain - 89% of students will make progress as English Learner (CDE)		
	4E 5% of EL students will be re-designated (CDE)		
	7B Support for EL students Maintain 2.33 FTE teachers; six (6) 0.4375 paraprofessionals; and one (1) 0.10 FTE administrator		
Actions/Services		Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Professional Development for our EL teachers in instructional strategies, per EL Teacher's request ELD instructor will continue with ELD training and 50% of ELA instructors will be trained		LEA Wide OR: <input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Development \$250 Resource: Unrestricted Object Codes: 5210
Provide and maintain highly qualified teachers in relation to our EL students and provide Paraprofessional support services		LEA WIDE OR: <input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils	Maintain 2.33 FTE teachers; Maintain six (6) 0.4375 paraprofessionals; and one (1) 0.10 FTE administrator \$249,586

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	Plus Substitute and Extra Duty Resource: Suppl/Conc-Unrestricted Object Codes: 1000-3000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	2A 100% of elementary instructors will continue to attend California Standards Trainings; 75% of secondary instructors will attend ERWC and math trainings (SCOE data)		
	2B 66% of EL students will show improvement in CELDT/ELPAC scores (CDE)		
	4A An additional 10% of all students assessed on CAHSEE and SBAC will be proficient (CDE)		
	4D Maintain - 89% of students will make progress as English Learner (CDE)		
	4E 5% of EL students will be re-designated (CDE)		
	7B Support for EL students Maintain 2.33 FTE teachers; six (6) 0.4375 paraprofessionals; and one (1) 0.10 FTE administrator		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
Provide Professional Development for our EL teachers in instructional strategies, per EL Teacher's request ELD instructor will continue with ELD training and 50% of ELA instructors will be trained		LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>
Provide and maintain highly qualified teachers in relation to our EL students and provide Paraprofessional support services		LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners
			Maintain 2.33 FTE teachers; Maintain six (6) 0.4375 paraprofessionals; and one (1) 0.10 FTE administrator \$253,330 Plus Substitutes and Extra Duty

		<p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Resource: Suppl/Conc-Unrestricted Object Codes: 1000-3000
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Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year	Goal 1. By Spring of 2017, 100% of all students will graduate career and/or college ready as measured by increased and/or improved GPA; Improve attendance rate to 98%; Decrease suspension/expulsion rates by 50%. Purchase new math curriculum for Elementary to be "Go Math" and/or "Math Expressions" and "College Preparatory Math" (CPM) textbooks for the	Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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LCAP:	secondary grade levels																																							
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups: ALL																																							
Expected Annual Measurable Outcomes:	<p>1A 100% highly qualified teachers, 1B 0% complaints on Williams Act, and update technology infrastructure to 1gbps to meet current technology needs SARC – Williams Act See attached Core Program and Services Page 25 and Page 26 1C Update our technology Infrastructure 100mb</p> <p>2A 100% of elementary instructors will continue to attend Common Core Trainings; 50% of secondary instructors will continue to attend ERWC and math trainings</p> <p>4F 34% of our students will pass AP exams with a score of 3 or better</p> <p>4G 5% increase in EAP scores in ELA and math college readiness</p>	<p>Actual Annual Measurable Outcomes:</p> <table> <tr> <td>1A 99% High Qualified Teachers</td> <td>Overall Rating</td> </tr> <tr> <td>1B Williams Act</td> <td>Fair</td> </tr> <tr> <td>Every pupil in the school district has sufficient access to the standards aligned instructional materials. Zero (0) complaints filed</td> <td>Good</td> </tr> <tr> <td>Facility Conditions</td> <td>Exemplary</td> </tr> <tr> <td>BES</td> <td>Exemplary</td> </tr> <tr> <td>BHS</td> <td>Exemplary</td> </tr> <tr> <td>FRE</td> <td>Good</td> </tr> <tr> <td>FRHS</td> <td>Exemplary</td> </tr> <tr> <td>Mt Burney Center</td> <td>Exemplary</td> </tr> <tr> <td>BCD</td> <td>Exemplary</td> </tr> <tr> <td>BECD</td> <td>Exemplary</td> </tr> <tr> <td>Mt View</td> <td>Exemplary</td> </tr> <tr> <td>FRCD</td> <td>Good</td> </tr> <tr> <td>FRECD</td> <td>Exemplary</td> </tr> <tr> <td>Soldier Mt</td> <td>Good</td> </tr> <tr> <td>1C Common Core Plan – completed updating technology infrastructure to 1 gbps</td> <td></td> </tr> <tr> <td>2A SCOE data – 100% of elementary instructors have attended Common Core trainings; 100% of secondary ELA and math instructors have attended ERWC or math trainings.</td> <td></td> </tr> <tr> <td>4F CDE/Dataquest – Advanced Placement Test - 62% (13 out of 21) students passed with a score three (3) or better</td> <td></td> </tr> <tr> <td>4G District Data (Aeries) – percentage of pupils who participate, in college preparedness pursuant to EAP</td> <td></td> </tr> </table> <p><u>2013-2014 School Year</u> All Scores were invalid</p>	1A 99% High Qualified Teachers	Overall Rating	1B Williams Act	Fair	Every pupil in the school district has sufficient access to the standards aligned instructional materials. Zero (0) complaints filed	Good	Facility Conditions	Exemplary	BES	Exemplary	BHS	Exemplary	FRE	Good	FRHS	Exemplary	Mt Burney Center	Exemplary	BCD	Exemplary	BECD	Exemplary	Mt View	Exemplary	FRCD	Good	FRECD	Exemplary	Soldier Mt	Good	1C Common Core Plan – completed updating technology infrastructure to 1 gbps		2A SCOE data – 100% of elementary instructors have attended Common Core trainings; 100% of secondary ELA and math instructors have attended ERWC or math trainings.		4F CDE/Dataquest – Advanced Placement Test - 62% (13 out of 21) students passed with a score three (3) or better		4G District Data (Aeries) – percentage of pupils who participate, in college preparedness pursuant to EAP	
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5C/5D Decrease dropout rate by 1% in middle schools and Decrease dropout rate by 1% in high schools		5C CDE – Dropout rates for middle school district – 0.01% (1 out of 184) 5D CDE – Dropout rates for high school district – 4.3% (14 out of 323)
7A Maintain current course curriculum (see attached pages 25-26) core program and services		7A Section 51210 (grades 1-6) English Grades 1-6 Math Grades 1-6 Social Science Grades 1-6 Science Grades 1-6 Visual Performing Arts Grades (as determined) Physical Education Grades 1-6 Health Grades 5-6 (as needed) Section 51220 (grades 7-12) English Grades 7-12 Math Grades 7-11 (12th grade optional) Social Science Grades 7-12 Science Grades 7-10 (11-12th grades optional) VAPA Grades 9-12 (1 year required) Health Grades 7, 9 Physical Education Grades 7-10 (11-12th grade optional) CTE courses Grades 9-12 (1 year required, 3 years optional)
5A/5B Improve attendance rates by 96% and decrease truancy rates by 5%		5A Aeries: Annual data 95.29% (2013-2014) attendance rate P2 92.42% (2014-2015) attendance rate 5B CDE – District Truancy rates 35.27%
5E Increase student academic performance including graduation rates to 90%		5E CDE “Snapshot”: District 86.5% graduation rate
6A/6B Decrease Suspension/expulsion rates and disciplinary incidents by 1%		6A CDE – Pupil suspension rates district - 10.5% of all students 6B CDE – Pupil expulsion rates district - 0.1% of all students

	<p>8 33% of our K-1 elementary students will be proficient with Common Core goals as determined by using REACH Higher Shasta K-3 reading data (data collection year)</p>		<p>8 Elementary Students will be proficient with California Standards goals as determined by using REACH Higher Shasta K-3 reading data</p> <p><u>On Level & Above (June 2014)</u></p> <table> <thead> <tr> <th>Grades</th><th>Grades</th><th>Grades</th></tr> </thead> <tbody> <tr> <td>Comparison K-1</td><td>Comparison K-1</td><td>Comparison K-1</td></tr> <tr> <td>Comparison 1-2</td><td>Comparison 1-2</td><td>Comparison 1-2</td></tr> <tr> <td>Comparison 2-3</td><td>Comparison 2-3</td><td>Comparison 2-3</td></tr> <tr> <td>Gr 3 @level</td><td>Gr 3 @level</td><td>Gr 3 @level</td></tr> <tr> <td>Gr 3 Above Level</td><td>Gr 3 Above Level</td><td>Gr 3 Above Level</td></tr> <tr> <td>Gr 3 Well Above</td><td>Gr 3 Well Above</td><td>Gr 3 Well Above</td></tr> </tbody> </table>	Grades	Grades	Grades	Comparison K-1	Comparison K-1	Comparison K-1	Comparison 1-2	Comparison 1-2	Comparison 1-2	Comparison 2-3	Comparison 2-3	Comparison 2-3	Gr 3 @level	Gr 3 @level	Gr 3 @level	Gr 3 Above Level	Gr 3 Above Level	Gr 3 Above Level	Gr 3 Well Above	Gr 3 Well Above	Gr 3 Well Above
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	<p>4A Students will be assessed on SBAC for the first time</p>		<p>4A CDE "Snapshot": CAHSEE – District ELA is 81% passing Math is 81% passing</p> <p>CST/SBAC when available</p> <p><u>2014 CAASPP Test results</u></p> <p>Science - Proficient/Advanced 44% = grade 5 80% = grade 8 52% = grade 10</p>																					
	<p>3 75% of students' parents will attend academic and career awareness opportunities</p>		<p>3 Parent Surveys 42 responses returned parent sign-in sheets for attendance at College Awareness Night</p> <p><u>FRHS - (63%) Parents</u></p> <table> <tbody> <tr> <td>Cash for College (seniors)</td> <td>23 of 35 (66%)</td> </tr> <tr> <td>Financial Aid (seniors)</td> <td>24 of 35 (69%)</td> </tr> <tr> <td>Senior/Parent Night (seniors)</td> <td>20 of 35 (57%)</td> </tr> <tr> <td>College Options (juniors)</td> <td>27 of 38 (71%)</td> </tr> <tr> <td>8th Grade/Parent Night</td> <td>27 of 46 (59%)</td> </tr> </tbody> </table> <p><u>BHS - Parents</u></p> <table> <tbody> <tr> <td>Cash for College (seniors)</td> <td>14 of 19 (74%)</td> </tr> <tr> <td>Financial Aid (seniors)</td> <td>12 of 19 (63%)</td> </tr> <tr> <td>Senior/Parent Night (seniors)</td> <td>18 of 19 (95%)</td> </tr> <tr> <td>College Options (juniors)</td> <td>23 of 29 (79%)</td> </tr> <tr> <td>8th Grade/Parent Night</td> <td>11 of 27 (41%)</td> </tr> </tbody> </table>	Cash for College (seniors)	23 of 35 (66%)	Financial Aid (seniors)	24 of 35 (69%)	Senior/Parent Night (seniors)	20 of 35 (57%)	College Options (juniors)	27 of 38 (71%)	8 th Grade/Parent Night	27 of 46 (59%)	Cash for College (seniors)	14 of 19 (74%)	Financial Aid (seniors)	12 of 19 (63%)	Senior/Parent Night (seniors)	18 of 19 (95%)	College Options (juniors)	23 of 29 (79%)	8 th Grade/Parent Night	11 of 27 (41%)	
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	<p><u>Grades 9 – 12</u></p> <p>1A Provide four (4) 1.0 FTE highly qualified teachers, two (2) 0.4375 FTE paraprofessionals, and two (2) 1.0 FTE Counselors for services to support all students' in academic and behavioral areas</p>		<p><u>Grades K – 12</u></p> <p>1A Provided four (4) 1.0 FTE highly qualified teachers (for four (4) Community Day School; two (2) 0.4375 FTE paraprofessionals (for Native Americans), and two (2) 1.0 FTE Counselors for services to support all students' in academic and behavioral areas (one counselor for Burney and Fall River end of district – counselors provided time at all schools)</p>
	<p>4C Have access to guidance counseling to develop a four year plan to meet graduation and university entrance requirements. A 5% increase in A-G completers</p>		<p>4C Completed courses required for CSU or UC Admission All High School Students BHS 24.2% FRHS 27.3%</p> <p>CTE course completers All High School Students BHS 0% FRHS 18%</p>

	3 Counselors will encourage parent involvement in academic and career awareness (Sophomore Counseling, Open House, Back to School Night Presentations, Financial Aide Night, Academic Awards, and Scholarship Night)		<p>3 Parent Surveys 42 responses returned parent sign-in sheets for attendance at College Awareness Night</p> <p><u>FRHS - (63%) Parents</u></p> <table> <tbody> <tr><td>Cash for College (seniors)</td><td>23 of 35 (66%)</td></tr> <tr><td>Financial Aid (seniors)</td><td>24 of 35 (69%)</td></tr> <tr><td>Senior/Parent Night (seniors)</td><td>20 of 35 (57%)</td></tr> <tr><td>College Options (juniors)</td><td>27 of 38 (71%)</td></tr> <tr><td>8th Grade/Parent Night</td><td>27 of 46 (59%)</td></tr> </tbody> </table> <p><u>BHS - Parents</u></p> <table> <tbody> <tr><td>Cash for College (seniors)</td><td>14 of 19 (74%)</td></tr> <tr><td>Financial Aid (seniors)</td><td>12 of 19 (63%)</td></tr> <tr><td>Senior/Parent Night (seniors)</td><td>18 of 19 (95%)</td></tr> <tr><td>College Options (juniors)</td><td>23 of 29 (79%)</td></tr> <tr><td>8th Grade/Parent Night</td><td>11 of 27 (41%)</td></tr> </tbody> </table>	Cash for College (seniors)	23 of 35 (66%)	Financial Aid (seniors)	24 of 35 (69%)	Senior/Parent Night (seniors)	20 of 35 (57%)	College Options (juniors)	27 of 38 (71%)	8 th Grade/Parent Night	27 of 46 (59%)	Cash for College (seniors)	14 of 19 (74%)	Financial Aid (seniors)	12 of 19 (63%)	Senior/Parent Night (seniors)	18 of 19 (95%)	College Options (juniors)	23 of 29 (79%)	8 th Grade/Parent Night	11 of 27 (41%)
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide and maintain highly qualified teachers	<p>Teachers \$4,591,191</p> <p>Resource: Unrestricted Education Protection Account (EPA)</p> <p>Special Education</p> <p>IDEA</p> <p>Title I</p> <p>Title II Part A</p> <p>Object Codes:1000 & 3000</p>	<p>Provided Highly Qualified Teachers and</p> <p>Added – Special Ed. Position</p> <p>Elementary Position</p> <p>Funded Spanish Teacher (not budgeted @Adoption)</p>	<p>Teachers \$4,834.988</p> <p>Resource: Unrestricted Education Protection Account (EPA)</p> <p>Special Education</p> <p>IDEA</p> <p>Title I</p> <p>Title II Part A</p> <p>Object Codes:1000 & 3000</p>
Provide and maintain Paraprofessionals	<p>Paraprofessionals \$647,942</p> <p>Resource: Unrestricted Special Education</p> <p>IDEA</p> <p>Title I</p> <p>Title VII</p> <p>Workability</p> <p>Object Codes: 2000 & 3000</p>	Provided paraprofessionals at each campus	<p>Paraprofessionals \$642,798</p> <p>Resource: Unrestricted Special Education</p> <p>IDEA</p> <p>Title I</p> <p>Title VII</p> <p>Workability</p> <p>Object Codes: 2000 & 3000</p>
Professional Development in Common Core provided by SCOE	SCOE contract services \$7,000 (i.e. training to be provided during staff development days which are included	K-3 Assessments Common Core Trainings 9/16/14 – Tech iPads in the classroom	SCOE contract services \$7,000 (i.e. training provided during staff development days which are included

	<p>in base teacher salaries listed above, including ERWC and math training for secondary staff) Resource: Title I Object Codes: 5801</p>	<p>4 participants 11/6/14 – ELA K-5 Literacy across content areas 2 participants 12/02/14 – ELA K-5 close reading and text dependent questions 3 participants 12/15/14 – New LCAP Template transfer request 1 person</p>	<p>in base teacher salaries listed above, including ERWC and math training for secondary staff) Resource: Title I Object Codes: 5801</p>
Purchase new math curriculum for Elementary to be “Go Math” and/or “Math Expressions” and “College Preparatory Math” (CPM) textbooks for the secondary grade levels	<p>\$25,880 Resource: Lottery-Restricted Object Codes: 4110</p>	Purchased Math textbooks and extra instructional materials needed for both elementary and high schools	<p>Textbooks \$31,121.71 Resource: Lottery-Restricted Object Codes: 4110</p>
Intervention classes in ELA will continue to be offered at both elementary schools. After school tutoring programs will continue to be offered at both elementary schools. Elementary students will be proficient with Common Core goals as determined by using REACH Higher Shasta K-3 reading data.		Academic support was provided to identified students in need of intervention	<p>Included in (above):Teachers \$4,834.988 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A Object Codes: 1000 & 3000</p>
After school tutoring programs will continue to be offered at both elementary schools. Elementary students will be proficient with Common Core goals as determined by using REACH Higher Shasta K-3 reading data.		After school tutoring programs were offered at both elementary schools to support academic needs for students	<p>Included in (above):Teachers \$21,715 Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A Object Codes: 1000 & 3000</p>
Professional development and collaboration time will be offered to K-3 teachers		<p>12/5/14 – Math Expression Training 3/27/15 – Core Curriculum/state standards report care 4/24/15 – Core Curriculum Writing Due to “short Fridays” no additional costs were incurred</p>	<p>Included in base teacher salaries listed above. Resource: Unrestricted Education Protection Account (EPA) Special Education IDEA Title I Title II Part A</p>

		Object Codes: 1000 & 3000	
Maintained web based resources including Renaissance Learning, intervention programs such as Accelerated Reader, Accelerated Math, I- Path, Vocabulary in a Flash, and Math Facts in a Flash	Renaissance Learning \$13,509 Resource: Lottery-Unrestricted Title I Object Codes: 5801	Accelerated Reader and Math and Math Facts in a Flash are part of the Renaissance Learning I-Path and Vocabulary in a Flash are no longer being used	Renaissance Learning \$11,039.40 Resource: Lottery-Unrestricted Object Code: 5801
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LEA Wide	Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LEA Wide
Maintain and provide Highly Qualified teachers at District Alternative Education schools	Four (4) teachers \$288,745 Resource: Suppl/Conc-Unrestricted Object Codes: 1000-3000	Two and Half (2.5) teachers due to the requirement of supplemental/concentration funding	Teachers \$157,202 Resource: Suppl/Conc-Unrestricted Object Codes: 1000-3000
Maintain District Alternative Education Paraprofessionals	See below	This action will take place in 2015-16	No costs incurred
Provide Counselors one (1) at Fall River Schools and one (1) Burney Schools Counselors will encourage parent involvement in academic and career awareness (Sophomore Counseling, Open House, and Back to School Night Presentations, Financial Aide Night, Academic Awards and Scholarship Night) Counselors, with	Two (2) counselors \$101,433 Resource: Suppl/Conc-Unrestricted Object Codes: 1000-3000	Hired Counselors with experience	Two (2) Counselors \$131,554 Resource: Suppl/Conc-Unrestricted Object Codes: 1000-3000

administration support will work with at risk students to improve attendance and behavior. Counselors will also monitor chronic truancy and work with families to remedy				
Scope of service:	LEA Wide	Scope of service:	Alternative Education	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>		
Provide Paraprofessionals for Native American Students at Burney schools		Two (2) paraprofessionals \$17,438 Resource: Suppl/Conc-Unrestricted Object Codes: 1000-3000	Experienced paraprofessional transferred to position	Paraprofessionals \$21,380 Resource: Suppl/Conc-Unrestricted Object Codes: 1000-3000
Scope of service:	LEA Wide	Scope of service:	BES BHS	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Native Americans <hr/>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		While it is difficult to measure student growth due to this being the first year of the plan, and no SBAC results available, we believe the changes in action expenditures and services will benefit our students based on information gained through the LCAP process. While we are currently 99% Highly Qualified Teachers, we are changing that assignment to become 100% compliant. We changed our initial Goal 1 to make that goal more encompassing and measureable. Adding counselors to high schools has resulted in 24.2% of BHS students		

		<p>completing requirements for CSU or UC Admission, and 27.3% of FRHS students meeting requirements. Additionally, 62% of district students passed the Advanced Placement test with a score of 3 or better. Based on stakeholder input and data, we are adding behavior support services to our elementary schools with a focus on students (2015-2016). We are adding significant professional development for employees (2015-2016). Additional plans for future years include an SRO and restructuring our summer school program. Ultimately, we need to let our plan run for a year and closely monitor the data and make adjustments after we've had time to analyze it. In 2014-2015 Counselors provided 1 day counseling at elementary schools and the alternative education sites as needed. Due to hiring a behavioral management paraprofessional the need for the counselor at the elementary and alternative education sites will be eliminated.</p>			
Original GOAL from prior year LCAP:	<p>Goal 2. By spring 2017, 100% of our EL students will show proficiency on the CELDT/ELPAC and CAHSEE.</p>			<p>Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input type="checkbox"/> 8_ COE only: 9_ <input type="checkbox"/> 10_ Local : Specify _____</p>	
Goal Applies to:		Schools: LEA Wide			
Applicable Pupil Subgroups:		EL			
<p>2A 100% of elementary instructors will continue to attend Common Core Trainings; 50% of secondary instructors will continue to attend ERWC and math trainings</p>			<p>2A SCOE data – 100% of elementary instructors have attended Common Core trainings; 100% of secondary ELA and math instructors have attended ERWC or math trainings</p>		
<p>2A ELD instructor will continue with ELD training and share with ELA instructors</p>			<p>2B CDE “Snapshot” - 89% of our EL students were proficient on CELDT test</p>		
<p>2B Our students Will show 33% improvement in CELDT/ELPAC scores</p>			<p>2B CDE “Snapshot” - 89% of our EL students were proficient on CELDT test</p>		
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			
Provide Professional Development for our EL teachers in instructional strategies		Professional Development \$250 Resource: Unrestricted Object Codes: 5210	Instructor did not attend any Professional Development		
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<u>ALL</u>			<u>ALL</u>		

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	
Provide and maintain highly qualified teachers in relation to our EL students and provide Paraprofessional Support services	Provide and Maintain 2.33 FTE teachers; Five (5) 0.4375 paraprofessionals; and one (1) 0.10 FTE administrator \$222,963 Resource: Suppl/Conc - Unrestricted Object Codes: 1000-3000	EL teacher instructs students and directs support staff to ensure EL students make academic progress in preparation to become redesignated, pass the CAHSEE, and graduate from high school college and career ready.	Provide and Maintain 2.33 FTE teachers; Five (5) 0.4375 and (1) 0.31 FTE paraprofessionals; and one (1) 0.10 FTE administrator and include substitutes and extra-duty \$232,479 Resource: Suppl/Conc - Unrestricted Object Codes: 1000-3000
Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Current data would indicate we are making significant progress with our EL students. 2013-2014 show 89% of our EL students are making progress on the CELDT test, and 9.7% of our EL students were redesignated. This area will be closely monitored as more data becomes available. If additional needs become evident through the LCAP process and available data, changes will be made.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 989,944
The district's unduplicated population represents 62.34% of students. The district plans to use the supplemental/concentration funds generated by these students as outlined in Section 2. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow student to maintain access to all other services available to students without interruption. Funds will be used primarily to support and maintain counselors in schools and paraprofessionals as support to the educational program. The district also plans to offer an elementary behavioral paraprofessional targeting unduplicated pupils but focusing on all low-performing students. Also, the district will use these funds to further professional development.	

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

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

10.32	%
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The district plans to spend \$989,944 to provide the services described above. These services will be provided districtwide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the Minimum Proportionality Percentage.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

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

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

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

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

8-22-14 [California Department of Education]