

**Introduction:**

**LEA:** Arena Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Colleen Cross, Superintendent, ccross@mcn.org, 707-882-2803 **LCAP Year:** 2014-15

## ***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
<p>The Arena Union Elementary School District began work in earnest on its LCAP in August, 2013 with an overview of LCAP and Common Core State Standards presented to all staff in back-to-school staff meetings. During the August, September, October, November and December board meetings, the superintendent and principal presented</p>	<p>There has been a notable increase in participation in Site Council, classroom volunteers, and various school functions, such as academic awards, Back to School Night, field trips and fundraisers. A core group of proactive parents have initiated several school functions supporting teachers and students in the classroom and Site Council is well</p>

analysis of various data on academic performance, attendance, and school climate related topics. Community members were present and asked questions regarding data results and Common Core. The principal had follow-up discussions on student data, upcoming changes and staff development related to implementing Common Core and school-wide needs related to student intervention and assessment practices.

The superintendent and principal presented student performance (STAR results, API, etc), CELDT, and attendance data at ELAC/DELAC meetings in December 2013 and March 2014. These discussions were presented in Spanish and English.

The superintendent presented an overview of the LCFF/LCAP process with the School Site Council in October, 2013, and SSC members reviewed school-related data to give input on goals and actions for the LCAP. At the April 10th meeting, the SSC reviewed the school’s disaster preparedness plan and overall school safety items. The LEA will also share impending curriculum adoptions with the SSC as new curriculum under consideration becomes available.

Meetings were advertised in the School’s English/Spanish monthly newsletter that is sent home with every student and posted on the district website. Community meetings for LCAP were advertised in the local newspaper and on the website as well. The school’s use of an automated phone contact system, “One Call Now” was also used to prompt last-minute reminders of upcoming meetings. Board meeting agendas are also sent to three local radio stations, and the agendas in October, November, December and January had LCAP as a discussion item and data were presented.

attended by a cross-representation of parents from student sub-groups. Parents asked questions about Common Core, and wanted to be sure teachers continue to receive training in CCSS. Parents have verbalized a keen interest in supporting enhanced access to technology for students across the grade-levels and have held fundraisers to that end. Parents also understand the budget constraints on teachers, so will continue the "wishing tree" for teachers to post desire for extra things for their classrooms, and community members then donating the items.

Parents of English Learners are well-represented at parent conferences, ELAC/DELAC meetings and school functions. Bilingual staff members reach out to parents routinely to impart information, concerns, or invitations to events involving their students. ELAC parents asked for additional intervention support, particularly in reading. Based on this input, the district will add another day of Reading Specialist support, and dedicate one Early Release day per month to training teachers in instructional strategies to support EL and low income students..

Parents at Site Council and ELAC/DELAC meetings have expressed their support of school programs and academic programs and are eager to see that programs are maintained and quality instruction continues. Parents also encouraged the district to continue increasing student access to technology as the budget allows.

Ongoing presentations at community forums and teacher/parent communications have resulted in a better understanding by parents regarding data and assessment implemented by the school, and a desire expressed by parents to continue serving struggling students with intervention programs and technology. As a Title 1(78% low income) school, and with 30% English Learners comprising our population, a Blended Service Model has served our sub-groups effectively. The district will continue to review and adjust the Blended Service Model as needed to improve service to low income and EL students.

The Native American Education Advisory Committee, (NAEAC), held its community input meeting in March, 2014 at the Tribal Center on the Manchester-Point Arena Band of Pomo Indians Reservation. The meeting was held in the evening to accommodate work schedules, and personal invitations were extended to Native American parents by the District’s Native American Community Liaison. Parents reviewed the final draft at an NAEAC meeting on June 9.

The following data/metrics were presented to stakeholders at the meetings listed above and used to develop the LCAP goals and actions. Data reports included multiple years of data, and most were disaggregated by grade level, ethnicity, income status, English Learners and other demographic distinctions.

- STAR testing results (CST)
- API/AYP reports
- CELDT, English proficiency/RFEP data
- Attendance data
- Enrollment data
- Quarterly William’s reports
- Annual Facilities Inspection reports
- California Healthy Kids Survey results

Native American parents voiced a concern regarding chronic absenteeism in a small population of Native students. Concerns for equal access to academic support was assuaged considerably through discussions of intervention and support available to all students. A celebration for Native students is planned for June to recognize Native students in academics, improvement, and attendance. Per parent request, the celebration will be held on the Reservation at the Tribal Center to encourage and accommodate parent and student participation.

Parents appreciated the report on facilities, and the district's response to areas needing attention. Parents acknowledged budget constraints, but still encouraged the district to tackle one major repair/replacement project per year in order to chip away at larger facilities issues that need attention.

Parents also suggested that the district consider having a stronger approach to chronic absentees, perhaps with a SARB process. The district will work with MCOE to implement a SARB.

**Annual Update:**

(Involvement Process)

The Arena Union Elementary School District began working earnestly with the 2014/2015 LCAP in August and September, 2014 to train all staff, and continued consistently throughout the year on Early Release Days. We began with an overview of LCAP and Common Core State Standards presented in staff meetings. During School Board meetings, Native American Advisory Board meetings, District English Language Advisory Council meetings, School Site Council meetings, and local community meetings the superintendent and/or principal presented the LCAP, which reflected the previous year's work on analysis of various data including academic performance, attendance, and school climate related topics. Stakeholders, (including community members, family members, pupils, family members of unduplicated pupils, unduplicated pupils, community members, local bargaining units, LEA personnel, community

**Annual Update:**

(Impact on LCAP)

Due to goals set for Year 1 LCAP (2014/2015) there has been a notable increase in participation in Site Council, District English Learners Advisory Council (DELAC), Native American Educational Advisory Council (NAEAC), and on various school functions, such as academic awards celebrations. A correlation has been made between presenting awards at events and the number of people who come to participate in the events. For example, in the past our DELAC and NAEAC attendance was between 20-35 people. When we began presenting attendance awards at the meetings (part of our LCAP goals) our attendance sky-rocketed to over 130 people at a single event! At each meeting, data, including academic performance, attendance, and school climate related topics was presented to a cross-representation of stakeholders, and at the same time input was solicited for our District Strategic Plan, School

organizations representing English learners and Native Americans, and the Rotary Club), have been engaged and involved in developing, reviewing, and supporting implementation. The stakeholders were present and asked questions regarding data presented, the Common Core Standards, and the LCAP. The principal had follow-up discussions on student data, upcoming changes and staff development related to implementing LCAP, Common Core and school-wide needs related to student intervention and assessment practices.

In December, 2014, the Arena Union Elementary School District began the process of revising the LCAP for 2015/2016 and went back to the same groups of stakeholders who developed, reviewed, and supported implementation of the 2014/2015 LCAP. Quantitative and qualitative data/metrics, including the District Strategic Plan, School Safety Plan, School Accountability Report Card, Single Plan for Student Achievement, student Benchmark achievement data, and student CELDT results were made available to stakeholders and the LEA to inform the LCAP goal setting process. Much of this information was made available through the process of actually creating documents, beginning with the creation of our District Strategic Plan. We solicited opinions from a wide range of stakeholders. Groups of stakeholders convened and used data to complete the plan. The School Safety Plan, School Accountability Report Card, and the Single Plan for Student Achievement brought other groups of stakeholders together, and using the newly created District Strategic Plan, aligned other plans to the District plan. The stakeholders ensured that the LCAP is aligned with the District Strategic Plan, School Safety Plan, School Accountability Report Card, and the Single Plan for Student Achievement. Additionally, extensive work was done with both the Point Arena High School and the Arena Elementary School communities to ensure that students have a smooth transition between Kindergarten through Grade 12, especially as they move from Grade 8 to Grade 9.

#### 2014-15 LCAP Revision/Annual Update- Adoption Process Timeline:

January 7: AUES ER-LCAP -continue updating goals, actions and budget (certificated and classified staff, principal, superintendent)  
 January 20-21: Site principals attend 2-day LCAP annual review/revision training  
 January 29: AUES-School Site Council- LCAP review/revision of goals (parents,

Safety Plan, School Accountability Report Card, and the Single Plan for Student Achievement. These discussions were presented in both Spanish and English, as needed. Our local Parrish Priest was invited to attend the English Learner Advisory Council meetings and he provided input toward our goals. He said he appreciated the opportunity for parents and families to come together and provide input toward the education of their children. This was the first year he was invited to meetings and we will continue to invite him because a lot of our students who are English learners attend his Masses at the Catholic Church and he is a good voice about what students need. Members of the local bargaining units have been included in several capacities including: Teachers (Early Release Days, Back to School Night, Board Meetings); Classified Staff: (Early Release Days, Back to School Night, Board Meetings, English Learner Advisory Council meetings).

Stakeholders asked questions about Common Core, and wanted to be sure teachers continue to receive training in CCSS. Family members have verbalized a keen interest in supporting enhanced access to technology for students across the grade-levels. The School Site Council is interested in encouraging enrichment programs and physical activity, along with support for struggling students and English learners. Family members also understand the budget constraints on teachers, so will continue the "wishing tree" for teachers to post desire for extra things for their classrooms, and community members then donating the items. The Rotary Club members were keenly interested in the Career Technical education pathways, as well as outreach to parent groups, including English learners. As one result of this feedback the curriculum was enriched at the K-12 levels, by adding an enrichment class at the middle school that culminates in the STEM/Robotics program at the high school.

Interesting feedback came from the students themselves through survey and interview. They were very interested in building their school culture by having intramural sports, student council, and enrichment courses. All three of those things have been worked into the goals of the new plan.

The PAHS and AUES administrators are working closely to align the LCAP goals, CCSS curricular foci, staff development, and unified site expenditures. The LCAP goals are aligned whenever possible in order to facilitate a smooth K-12 transition and to meet College and Career Readiness goals.

certificated, classified, board member)

February 3: AUES-ER-LCAP review/revision of goals and actions (certificated staff)

February 4: AUES-ER-LCAP review/revision of goals and actions (certificated staff)

February 26: AUES –School Site Council LCAP- data review and input to revised LCAP goals and actions (parents, certificated, classified, board member)

March 4: AUES ER-LCAP review/revision of goals and actions continued (certificated staff)

March 5: ELAC-review proposed updated goals and actions and get parent input-LCAP (parents, classified staff, principal, Superintendent)

March 11: AUES ER-Continue LCAP review/revision of goals and actions (certificated, classified staff, principal)

March 19: AUES School Site Council- review/revision of goals (parents, certificated, classified, board member)

March 25: AUES Classified Employee meeting to receive input on LCAP and continue updating goals, actions and budget

April 15: AUES ER- LCAP continued refinement of LCAP actions and budget (certificated and classified staff, principal, superintendent)  
goals, actions and budget (certificated and classified staff, principal, superintendent)

April 15: AUES ER-LCAP -continue updating goals, actions and budget (certificated and classified staff, principal, superintendent)

April 22: AUES ER-LCAP -continue updating goals, actions and budget (certificated and classified staff, principal, superintendent)

April 24, 2015-Principals presented LCAP plan to Rotary Club, and sought feedback.

April 29: AUES ER-LCAP -continue updating goals, actions and budget (certificated and classified staff, principal, superintendent)

April 23: NAEAC – review proposed updated goals and actions-solicit parent input-LCAP

April 20: PAHS-Site Council – continue review/revision of updated goals, actions and budget (parents, certificated, classified, student rep, board member)

May 6: AUES ER- LCAP –Final review of updated LCAP (certificated and classified staff, principal, superintendent)

May 6: PAHS ER-Final review of updated LCAP (certificated, classified, principal, superintendent)



May 13: PAHS ER-Final review of updated LCAP (certificated, classified, principal, superintendent)  
 May 18: PAHS-Site Council – final review of updated LCAP (parents, certificated, classified, student rep, board member)  
 May 13: Public Hearing - first draft of updated LCAP for board review and public input (board members, parents/community members, certificated, classified, principals, Superintendent)  
 May 28: AUES- School Site Council-final review of updated LCAP (parents, certificated, classified, student rep, board member)  
 June 10: Public Hearing at school board meeting – LCAP plans (certificated, classified, parents/community members, administration and board)  
 June 17: Final approval of LCAP plans at school board meeting (all Stakeholders)

To get all stakeholders involved in developing, reviewing, and supporting implementation of the LCAP, the Arena Union Elementary School District began working with the 2014/2015 LCAP in August and September, 2014 with an overview of LCAP and Common Core State Standards presented to all staff in back-to-school staff meetings. During the August, September, October, November and December Board meetings, the superintendent and principal presented analysis of various data on academic performance, attendance, and school climate related topics. The superintendent and principal presented LCAP-related student performance (STAR results, API, etc), CELDT, and attendance data at English Learner Advisory Council and Native American Educational Advisory Council meetings in December 2014 and March 2015. These discussions were presented in Spanish and English, as needed. Meetings were advertised in the School's English/Spanish monthly newsletter that is sent home with every student and posted on the district website. Input from parents and other stakeholders was warmly solicited at all meetings.

In a concerted effort to involve all stakeholders, including family members of unduplicated pupils, awards and incentives were offered to increase the numbers of parents and family members at English Learner Advisory Council meetings and Native American Educational Advisory Council meetings. As a result, in 2014/2015 attendance at these meetings has greatly increased from the 2013/2014 year. Feedback was received and included: parents of English learners emphasized the need for more communication in Spanish and their preference for communication is via telephone, Facebook, and email. Native American students and family members indicated that they would like an increased emphasis on improving attendance, building the school culture, and increasing parent participation. Currently, we reach out to family members and other stakeholders routinely to impart information, concerns, or invitations to events involving students, through systems like use of bilingual staff members for personal phone calls and at school events, Spanish radio stations, and One Call Now telephone service. This year we added a Facebook page and will communicate more through that, and through e-mail, as well, as a result of the feedback. As a result, we built goals and action plans to include these areas of concern.

In 2013/2014, and in 2014/2015, English Learner Advisory Council parents asked for additional intervention support (particularly in reading in 2013). Based on this input and input from others, the district will continue the additional day of Reading Specialist support, and will continue to dedicate one Early Release day per month to training teachers in instructional strategies to

### Goals and actions

Initially, qualitative and quantitative data, including assessment data, was used by stakeholders (teachers, principals, superintendent, community members, parents, classified staff, Board members) to create the District Strategic Plan. Once the District Strategic Plan was built and approved, it was used to guide the creation of the LCAP, the School Site Safety Plan, the Single Plan for Student Achievement, the District Strategic Plan, the School Safety Plan, the School Accountability Report Card, and the Single Plan for Student Achievement.

The following data/metrics were presented to stakeholders at the meetings listed above and used to inform our goals and actions. Data reports included multiple years of data, and most were disaggregated by grade level, ethnicity, income status, language and other demographic distinctions.

- Benchmark assessment data
- CELDT, English proficiency/RFEP data
- Attendance data
- Enrollment data
- Annual Facilities Inspection reports
- California Healthy Kids Survey results

The principal presented an overview of the LCFF/LCAP process with the School Site Council on January 29, 2015, and School Site Council members reviewed qualitative school-related data, such as results of discussions with students to give input on goals and actions for the LCAP. At the March 19th meeting, the School Site Council heard another LCAP Update from the principal, then gave collaborative input on the revised LCAP goals, #1-6. the school's disaster preparedness plan and Site Safety Plan. As a result of stakeholder input such as this, a plan will be created to inspect the facility monthly, then relay the results of the inspection to School Site Council and staff, and others as necessary. The principal will also share impending curriculum adoptions with the SSC and

support English learners and low income students. This year, parents at the English Learner Advisory Council meetings asked for more opportunities for enrichment. We are planning, as a first step, an enrichment period in Grades 6-8. During this enrichment time, enrichment in courses such as band, art, Spanish, computer coding, English language development, academic support, and others are planned.

The LCAP was updated, based on collaborative input about the revised LCAP goals, #1-6. We sought specific actions for each of the goals, and actions plans, based on input from parents, certificated staff, classified staff, and Board members were built.

Specific examples of how data affected goals and actions:

The principal discussed the importance of attendance and being on time to school with individual students and their attendance data was reviewed. In the discussions it was discovered that three students were consistently late because they were responsible to wake themselves up and get themselves on the bus. None of them had an alarm clock and they consistently missed the bus. Our school purchased an alarm clock for each of the Native American students. Attendance data showed a marked difference in their attendance after each student received the alarm clock. Qualitative data in the form of discussions with stakeholders is used extensively, and will continue to be used along with quantitative data to guide decision-making and expenditures. As a result of this input, a plan will be created to discuss attendance with individual students and families, as needed, then relay the results of the discussions to those in a position to help.

School Site Council members reviewed school-related data, such as results of discussions with students to give input on goals and actions for the LCAP. After talking with students, we learned that boys were reluctant to use the middle school bathroom urinals because the divider was broken. After the meeting, the principal worked with the maintenance department to repair the bathroom divider. As a result of this input, a plan will be created to inspect the facility monthly, then relay the results of the inspection to School Site Council and staff, and others as necessary.

other stakeholders, as appropriate, as new curriculum under consideration for adoption becomes available. On May 28, 2015, the principal presented the Single Plan for Student Achievement to the School Site Council. Because the Plan was based on the LCAP (as all of our plans are) it was easily read and understood by the Council. Members were able to provide input about which actions needed to be modified based on modifications we had made to the LCAP action plans. The School Site Council members appreciated the consistent alignment of all of our site plans with the LCAP.

At the Native American Educational Advisory Council meetings, the superintendent, a board member, and the principal discussed with family members and stake holders the importance of attendance and being on time to school. Attendance data was discussed. The principal discussed with individual students and care provider the importance of attendance and being on time to school. Individual attendance data was reviewed. An action plan will be created to discuss attendance with individual students and families, as needed, then relay the results of the discussions to those in a position to help.

**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).

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	1. The District will utilize the best business practices to provide all students with rigorous and engaging instruction, a safe, secure learning environment, and clean, well-maintained facilities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	Need: Students have a right to safe, clean facilities, textbooks, and qualified teachers. Metrics: Annual Williams Reports, Facility Inspection Tool (FIT) and teacher misalignment reports, student and family feedback through surveys and conversations
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Goal Applies to:	Schools: Arena Union Elementary School Applicable Pupil Subgroups: all
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Facilities well maintained and clean; Prop 39 plan in progress; one major repair/replace completed. All teachers Highly Qualified (HQT) All students have instructional materials by the start of the 3rd week of school.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The reading coach or principal will purchase additional instructional materials when enrollment or supply on hand dictates the need.	school-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)	Approved curriculum texts, consumables, etc. for each student. 4000-4999: Books And Supplies Base 29,900 Lottery/General Fund
Complete monthly facilities inspections by Maintenance Supervisor and Maintenance II staff to ensure clean and safe environment for students. Report findings monthly to staff.	school-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)	1 Maintenance Supervisor & 1 Maintenance 2; 1 hour each per month to inspect facilities and complete reports 2000-2999: Classified Personnel Salaries Base 475 Benefits for above 3000-3999: Employee Benefits Base 116 General Fund

		(Specify)	
Coordinate with administration to create master schedules that place teachers in assignments that are Highly-Qualified Teacher (HQT) compliant.	school-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 Analyst II - 30 hours per year to ensure compliance. 2000-2999: Classified Personnel Salaries Base 894 Benefits for above 3000-3999: Employee Benefits Base 219 General Fund
Train regular education teachers teachers of children with autism and special education teachers to understand how to support the students.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	Special Education Local Planning Agency (SELPA) Training-Autism 101 for all Educators, August 13, 2015 (8 staff) 5000-5999: Services And Other Operating Expenditures Supplemental 400
Reading coach and principal purchase additional CCSS-aligned instructional materials and ancillary materials to support low income and EL students.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	ancillary materials/consumables 4000-4999: Books And Supplies Supplemental 250 General Fund

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Facilities well maintained and clean; Prop 39 plan in progress; one major repair/replace completed. All teachers Highly Qualified (HQT) All students have instructional materials by the start of the 3rd week of school.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The reading coach or principal will purchase additional instructional materials when enrollment or supply on	school-wide	<input checked="" type="checkbox"/> All	Approved curriculum texts, consumables, etc. for each



<p>hand dictates the need.</p>		<p>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)</p>	<p>student. 4000-4999: Books And Supplies Base 30,800                  Lottery/General Fund</p>
<p>Complete monthly facilities inspections by Maintenance Supervisor and Maintenance II staff to ensure clean and safe environment for students. Report findings monthly to staff.</p>	<p>school-wide</p>	<p><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)</p>	<p>1 Maintenance Supervisor &amp; 1 Maintenance 2; 1 hour each per month to inspect facilities and complete reports 2000-2999: Classified Personnel Salaries Base 489                  Benefits for above 3000-3999: Employee Benefits Base 120                  General Fund</p>
<p>Coordinate with administration to create master schedules that place teachers in assignments that are Highly-Qualified Teacher (HQT) compliant.</p>	<p>school-wide</p>	<p><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)</p>	<p>HR Analyst II - 30 hours per year to ensure compliance. 2000-2999: Classified Personnel Salaries Base 894                  Benefits for above 3000-3999: Employee Benefits Base 219                  General Fund</p>
<p>Reading coach and principal purchase additional CCSS-aligned instructional materials and ancillary materials to support low income and EL students.</p>	<p>school-wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" 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)</p>	<p>ancillary materials/consumables 4000-4999: Books And Supplies Supplemental 250                  General Fund</p>

## LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Facilities well maintained and clean; Prop 39 plan in progress; one major repair/replace completed. All teachers Highly Qualified (HQT) All students have instructional materials by the start of the 3rd week of school.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The reading coach or principal will purchase additional instructional materials when enrollment or supply on hand dictates the need.	school-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)	Approved curriculum texts, consumables, etc. for each student. 4000-4999: Books And Supplies Base 31,725 Lottery/General Fund
Complete monthly facilities inspections by Maintenance Supervisor and Maintenance II staff to ensure clean and safe environment for students. Report findings monthly to staff.	school-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)	1 Maintenance Supervisor & 1 Maintenance 2; 1 hour each per month to inspect facilities and complete reports 2000-2999: Classified Personnel Salaries Base 504 Benefits for above 3000-3999: Employee Benefits Base 123 General Fund
Coordinate with administration to create master schedules that place teachers in assignments that are Highly-Qualified Teacher (HQT) compliant.	school-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 Analyst II - 30 hours per year to ensure compliance. 2000-2999: Classified Personnel Salaries Base 894 Benefits for above 3000-3999: Employee Benefits Base 219 General Fund
Clean, prep, and paint exterior of the school, including trim.	school-site	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Painting service 5800: Professional/Consulting Services And Operating Expenditures Base 40,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Reading coach and principal purchase additional instructional materials and ancillary materials to support low income and EL students.	school-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ancillary materials/consumables 4000-4999: Books And Supplies Supplemental 275

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

GOAL 2:	2. Implement challenging, engaging, and intentional instruction using curriculum, materials, and formative/summative assessments aligned to Common Core State Standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" 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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Identified Need :	Need: Implementation of CCSS in math and ELA without adopted CCSS-aligned curriculum Metrics: benchmark exams, CAASSP, observations and purchased instructional materials
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Goal Applies to:	Schools: Arena Union Elementary School
Applicable Pupil Subgroups:	all

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Math adoption at or near completion and curricular materials aligned; CCSS-aligned benchmarks updated and in use for all grade levels in math and ELA; Schedules of para-educators, showing that individuals with exceptional needs had access to CCSS-aligned instruction and instructional materials through increased push-in and pull-out support during core instruction; Early Release Teacher/Para-educator Collaboration Day agendas showing training and discussion about CCSS-aligned instruction and instructional materials, and how to use instruction and materials to ensure all students, including unduplicated pupils, have access; Student Benchmark assessment results showing improved mastery of CCSS; Verification of twice-yearly meetings with teachers and principal to discuss academic progress of three target students per class.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue summer work and Early Release time to plan, create, and update CCSS-aligned materials and lessons.	school-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)	Summer: 4 teachers; 20 hours x \$25/hr each, supplemental time 1000-1999: Certificated Personnel Salaries Base 2000 Benefits for above 3000-3999: Employee Benefits Base 327 ER- all teachers (approximately 18), 4 ER days at 1.5 hrs per day, to align ELA, math, science and social science lessons. 1000-1999: Certificated Personnel Salaries Base 3996 Benefits for above 3000-3999: Employee Benefits Base 654
In release time, teachers will create and update Benchmark Assessments for science and social science to support all students, and will monitor via Illuminate data reports.	school-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	2 teachers, 2 days each of release time, 1.5 hrs per session 1000-1999: Certificated Personnel Salaries Base 222 Benefits for above. 3000-3999: Employee Benefits Base 36 Training - 2 Science teachers to attend the Next Generation Science Standards training

		English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 3200
Teachers will be trained in additional instructional and engagement strategies to increase all student access, including unduplicated pupils and individuals with exceptional needs, to CCSS-aligned curriculum, and show improved performance.	school-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6 Early Release sessions (1.5 hours per session) - all teachers (approximately 18) 1000-1999: Certificated Personnel Salaries Base 5994 Benefits for above 3000-3999: Employee Benefits Base 981
In Early Release time, teachers will create and review Benchmark Assessments and data to plan to best support low income and EL students. Update Benchmarks in Illuminate, and use Illuminate program to closely monitor progress.	school-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4 teachers for 4 days release time (1.5 hours per session) 1000-1999: Certificated Personnel Salaries Concentration 888 Benefits for above 3000-3999: Employee Benefits Concentration 145
To enable English learners to master the CCSS and the ELD Standards, in order to gain academic content knowledge and English language proficiency, dedicate one Early Release staff development per quarter to plan improved and targeted support and intervention for EL and low income students.	school-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries - Included within Goal 4 1000-1999: Certificated Personnel Salaries Supplemental Benefits - Included within Goal 4 3000-3999: Employee Benefits Supplemental
Each core subject area teacher and the principal shall meet at least twice a year to discuss three target students: one English learner, one struggling student, and one student who needs a challenge. Plans for implementation and use of engaging and intentional instruction to support each student according to his/her specific needs will be discussed.	school-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Administrator time: 15 hours per year 1000-1999: Certificated Personnel Salaries Supplemental 959 Benefits for above 3000-3999: Employee Benefits Supplemental 283 Teacher time: 1 hour per year (approximately 18 teachers) 1000-1999: Certificated Personnel Salaries Supplemental 666 Benefits for above 3000-3999: Employee Benefits

		<u>struggling students, high-achieving students</u>	Supplemental 109
In Early Release and summer work, teachers will continue to align curriculum and lessons to CCSS and create CCSS-aligned pacing guides for core subjects to support all students at all grade levels.	school-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)	6 teachers, 2 days, (at \$25 per hour) supplemental time 1000-1999: Certificated Personnel Salaries Base 2250 Benefits for above 3000-3999: Employee Benefits Base 368 All teachers (approximately 18), 4 early release sessions per year; 1.5 hrs per session 1000-1999: Certificated Personnel Salaries Base 3996 Benefits for above 3000-3999: Employee Benefits Base 654
To best engage, and provide a safe environment for, our special education students, all regular day teachers and special education teachers and para-educators will be invited to attend SELPA training to learn more about the needs of their special education students (estimate 20 staff).	school-wide	<input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Training related expenses 5000-5999: Services And Other Operating Expenditures Base 1500

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Next adoption at or near completion and curricular materials aligned; CCSS-aligned benchmarks updated and in use for all grade levels in math and ELA.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue summer work and Early Release time to plan, create, and update CCSS-aligned materials and lessons.	school-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)	Summer: 4 teachers; 20 hours x \$25/hr each, supplemental time 1000-1999: Certificated Personnel Salaries Base 2000 Benefits for above 3000-3999: Employee Benefits Base 327 ER- all teachers (approximately 18), 4 ER days at 1.5 hrs per day, to align ELA, math, science and social science lessons. 1000-1999: Certificated Personnel Salaries Base 4116 Benefits for above 3000-3999: Employee Benefits Base 674
In release time, teachers will create and update Benchmark Assessments for science and social science to support all students, and will monitor via Illuminate	school-wide	<input checked="" type="checkbox"/> All OR:	2 teachers, 2 days each of release time, 1.5 hrs per session 1000-1999: Certificated Personnel Salaries Base 229

<p>data reports.</p>		<p><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)</p>	<p>Benefits for above. 3000-3999: Employee Benefits Base 37                  Training - 2 Science teachers to attend the Next Generation Science Standards training 5000-5999: Services And Other Operating Expenditures Base 3200</p>
<p>Teachers will be trained in additional instructional and engagement strategies to increase all student access, including unduplicated pupils and individuals with exceptional needs, to CCSS-aligned curriculum, and show improved performance.</p>	<p>school-wide</p>	<p><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)</p>	<p>6 Early Release sessions (1.5 hours per session) - all teachers (approximately 18) 1000-1999: Certificated Personnel Salaries Base 6174                  Benefits for above 3000-3999: Employee Benefits Base 1011</p>
<p>In Early Release time, teacher will create and review Benchmark Assessments and data to best support low income and EL students. Update benchmarks in Illuminate, and use Illuminate program to closely monitor progress.</p>	<p>school-wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" 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)</p>	<p>4 teachers for 4 days release time (1.5 hours per session) 1000-1999: Certificated Personnel Salaries Concentration 915                  Benefits for above 3000-3999: Employee Benefits Concentration 150</p>
<p>To enable English learners to master the CCSS and the ELD Standards, in order to gain academic content knowledge and English language proficiency, dedicate one Early Release staff development per quarter to plan improved and targeted support and intervention for EL and low income students.</p>	<p>school-wide</p>	<p><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)</p>	<p>Salaries - Included within Goal 4 1000-1999: Certificated Personnel Salaries Supplemental                  Benefits - Included within Goal 4 3000-3999: Employee Benefits Supplemental</p>
<p>Each core subject area teacher and the principal shall meet at least twice a year to discuss three target students: one English learner, one struggling student, and one student who needs a challenge. Plans for implementation and use of engaging and intentional</p>	<p>school-wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>Administrator time: 15 hours per year 1000-1999: Certificated Personnel Salaries Supplemental 987                  Benefits for above 3000-3999: Employee Benefits Supplemental 292</p>

<p>instruction to support each student according to his/her specific needs will be discussed.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>struggling students, high-achieving students</u></p>	<p>Teacher time: 1 hour per year (approximately 18 teachers) 1000-1999: Certificated Personnel Salaries Supplemental 686                  Benefits for above 3000-3999: Employee Benefits Supplemental 112</p>
<p>In Early Release and summer work, teachers will continue to align curriculum and lessons to CCSS and create CCSS-aligned pacing guides for core subjects to support all students at all grade levels.</p>	<p>school-wide</p>	<p><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)</p>	<p>6 teachers, 2 days, (at \$25 per hour) supplemental time 1000-1999: Certificated Personnel Salaries Base 2250                  Benefits for above 3000-3999: Employee Benefits Base 368                  All teachers (approximately 18), 4 early release sessions per year; 1.5 hrs per session 1000-1999: Certificated Personnel Salaries Base 4116                  Benefits for above 3000-3999: Employee Benefits Base 674</p>
<p>To best engage, and provide a safe environment for, our special education students, all regular day teachers and special education teachers and para-educators will be invited to attend SELPA training to learn more about the needs of their special education students (estimate 20 staff).</p>	<p>school-wide</p>	<p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>Training related expenses 5000-5999: Services And Other Operating Expenditures Base 1500</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Next adoption at or near completion and curricular materials aligned; CCSS-aligned benchmarks updated and in use for all grade levels in math and ELA.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue summer work and Early Release time to create and update CCSS-aligned materials and lessons.</p>	<p>school-wide</p>	<p><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)</p>	<p>Summer: 4 teachers; 20 hours x \$25/hr each, supplemental time 1000-1999: Certificated Personnel Salaries Base 2000                  Benefits for above 3000-3999: Employee Benefits Base 327                  ER- all teachers (approximately 18), 4 ER days at 1.5 hrs per day, to align ELA, math, science and social science lessons. 1000-1999: Certificated Personnel Salaries Base 4239                  Benefits for above 3000-3999: Employee Benefits Base 694</p>



<p>In release time, teachers will create and update Benchmark Assessments for science and social science to support all students, and will monitor via Illuminate data reports.</p>	<p>school-wide</p>	<p><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)</p>	<p>2 teachers, 2 days each of release time, 1.5 hrs per session  1000-1999: Certificated Personnel Salaries Base 236  Benefits for above. 3000-3999: Employee Benefits Base 39  Training - 2 Science teachers to attend the Next Generation Science Standards training 5000-5999: Services And Other Operating Expenditures Base 3200</p>
<p>Teachers will be trained in additional instructional and engagement strategies to increase all student access, including unduplicated pupils and individuals with exceptional needs, to CCSS-aligned curriculum, and show improved performance.</p>	<p>school-wide</p>	<p><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)</p>	<p>6 Early Release sessions (1.5 hours per session) - all teachers (approximately 18) 1000-1999: Certificated Personnel Salaries Base 6359  Benefits for above 3000-3999: Employee Benefits Base 1041</p>
<p>In Early Release time, teacher will create and review Benchmark Assessments and data to best support low income and EL students. Update benchmarks in Illuminate, and use Illuminate program to closely monitor progress.</p>	<p>school-wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" 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)</p>	<p>4 teachers for 4 days release time (1.5 hours per session) 1000-1999: Certificated Personnel Salaries Concentration 942  Benefits for above 3000-3999: Employee Benefits Concentration 154</p>
<p>To enable English learners to master the CCSS and the ELD Standards, in order to gain academic content knowledge and English language proficiency, dedicate one Early Release staff development per quarter to plan improved and targeted support and intervention for EL and low income students.</p>	<p>school-wide</p>	<p><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)</p>	<p>Salaries - Included within Goal 4 1000-1999: Certificated Personnel Salaries Supplemental  Benefits - Included within Goal 4 3000-3999: Employee Benefits Supplemental</p>
		<p><input type="checkbox"/> All</p>	

		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)	
Each core subject area teacher and the principal shall meet at least twice a year to discuss three target students: one English learner, one struggling student, and one student who needs a challenge. Plans for implementation and use of engaging and intentional instruction to support each student according to his/her specific needs will be discussed.	school-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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>struggling students, high-achieving students</u>	Administrator time: 15 hours per year 1000-1999: Certificated Personnel Salaries Supplemental 1017 Benefits for above 3000-3999: Employee Benefits Supplemental 300 Teacher time: 1 hour per year (approximately 18 teachers) 1000-1999: Certificated Personnel Salaries Supplemental 707 Benefits for above 3000-3999: Employee Benefits Supplemental 116
In Early Release and summer work, teachers will continue to align curriculum and lessons to CCSS and create CCSS-aligned pacing guides for core subjects to support all students at all grade levels.	school-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)	6 teachers, 2 days, (at \$25 per hour) supplemental time 1000-1999: Certificated Personnel Salaries Base 2250 Benefits for above 3000-3999: Employee Benefits Base 368 All teachers (approximately 18), 4 early release sessions per year; 1.5 hrs per session 1000-1999: Certificated Personnel Salaries Base 4239 Benefits for above 3000-3999: Employee Benefits Base 694
To best engage, and provide a safe environment for, our special education students, all regular day teachers and special education teachers and para-educators will be invited to attend SELPA training to learn more about the needs of their special education students (estimate 20 staff).	school-wide	<input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Training related expenses 5000-5999: Services And Other Operating Expenditures Base 1500

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

GOAL 3:	3. Improve K-12 student engagement which includes 97% attendance, increased parent participation and a high-performing school culture promoting healthy lifestyle choices and personal responsibility.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Need: Attendance school-wide dropped .01% from last year, Specific student populations of students are more than 5% below school-wide rate--includes a few chronic absentees. Suspensions dropped (25 in 2013/2014, approximately 10% and 20 in 2014/2015, approximately 8%) but are still an area of concern - no expulsions or drop outs either year. Student grades need improvement; Parent participation is lower than desired, based on feedback from parents at Native American Advisory Council, English Language Advisory Council, School Site Council, sign-in sheets from Open House, and observational data at student performances; California Healthy Kids Survey (CHKS survey) results show areas of concern in bullying behaviors; Students need more focused, standards-aligned (skill building) PE. Metrics: Parent sign-in sheets at meetings, CHKS return rate, hits on website and Facebook pages, parent participation numbers in field trips, school activities and events; Attendance/truancy reports, Parent Portal use reports, report card summaries, Extra-curricular participation rates, Middle School drop-out records; Organized recess intramural activities in place, Student Council in place; Discipline referral data, suspension/expulsion rates; classroom bullying instruction in place, informal parent feedback, PE lesson observations.
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Goal Applies to:	Schools: Arena Union Elementary School
	Applicable Pupil Subgroups: all

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	By February, 2016, Parent portal open for grades 7-8. Sign-in sheets from parent meetings/activities and parent survey return rate increased over previous year. Attendance rates of parents/family members attending conferences increased from prior year; Student attendance rates and chronic absentee rates will improve over previous year; Fewer D/F grades over previous year; extra-curricular participation steady or improved over previous year; over previous year, decreased number of referrals and detentions, decreased suspension/expulsion rates; parent feedback positive on school climate survey. No Middle School drop-outs. Organized recess intramural activities are in place, Student Council is in place, Native American Liaison and interpreters are in place.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To promote parental/familial participation in programs for unduplicated students and students with exceptional needs, continue parent surveys in English and Spanish at least once per year; share via website, phone calls, SSC, ELAC and NAEAC.	school-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)	self-addressed, stamped mailers (postage) 5000-5999: Services And Other Operating Expenditures Supplemental 200 1 day District secretary 2000-2999: Classified Personnel Salaries Supplemental 168 Benefits for above. 3000-3999: Employee Benefits Supplemental 41 Supplies 4000-4999: Books And Supplies Supplemental 150

			<p>4 hours certificated follow-up at \$25/hr supplemental rate                  1000-1999: Certificated Personnel Salaries Supplemental 100</p> <p>Benefits for above. 3000-3999: Employee Benefits Supplemental 16</p>
Maintain additional student support/behavior support staff time to improve behavior, attendance and student engagement for all students, including EL, students with exceptional needs, and low income students.	school-wide	<p><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)</p>	<p>Behavior Support Specialist; 1/2 discipline per day 1000-1999: Certificated Personnel Salaries Supplemental 5397</p> <p>Benefits for above 3000-3999: Employee Benefits Supplemental 884</p>
By February, 2016, parents and teachers are trained, and are using, the Parent Portal, grades 6-8.	School-wide	<p><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)</p>	<p>Administrator time to notify parents and review responses, 12 hours 1000-1999: Certificated Personnel Salaries Base 767</p> <p>Benefits for above. 3000-3999: Employee Benefits Base 226</p> <p>School Secretary (80 hrs) 2000-2999: Classified Personnel Salaries Base 1764</p> <p>Benefits for above 3000-3999: Employee Benefits Base 431</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Base 150</p>
By February, 2016, the PE Teacher/Activities Director has held elections for Student Council and the council is in place, Grades 5-8.	school-wide	<p><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)</p>	<p>PE Teacher/Activities Director salary, 1 day 1000-1999: Certificated Personnel Salaries Base 263</p> <p>Benefits for above 3000-3999: Employee Benefits Base 43</p>
By October 1, para-educator and PE teacher have recess intramural sports in place, and have ordered necessary PE equipment.	school-wide	<p><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</p>	<p>PE Teacher/Activities Director time, 1 day 1000-1999: Certificated Personnel Salaries Base 263</p> <p>Benefits for above 3000-3999: Employee Benefits Base 43</p> <p>PE Equipment 4000-4999: Books And Supplies Base 1800</p>

		_ Other Subgroups: (Specify)	
Continue funding after school extra-curricular activities to encourage student engagement and participation in positive activities.	school-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)	Coaching Stipends (3) and Athletic Director stipend (1) 1000-1999: Certificated Personnel Salaries Base 4620 Mileage expenses for away games and tournaments 5000-5999: Services And Other Operating Expenditures Base 1850 Team Uniform expenses 4000-4999: Books And Supplies Base 1500 Arena Tech Center (ATC) - Arena portion 30% 5700-5799: Transfers Of Direct Costs Concentration 10,934
Continue classroom modules on appropriate social behaviors and processing emotions as delivered by counselor and MFT.	school-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)	NPA Counselor - (\$450/day) (76 days) 5800: Professional/Consulting Services And Operating Expenditures Base 34,200 Curriculum expenses 4000-4999: Books And Supplies Base 500
Hire a full-time PE teacher/Activities Director. Teacher responsible for co-coordinating two multi-school events.	school-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)	Cost of PE teacher (1.0 FTE) 1000-1999: Certificated Personnel Salaries Base 46,337 Benefits for above 3000-3999: Employee Benefits Base 16,029
To promote parental/familial participation in programs for unduplicated students/to increase Native American parent participation, continue to hold parent meetings and awards ceremonies at the Tribal Center on the reservation. Advertise at least one month in advance on Facebook, by email, in monthly newsletter and on One Call Now.	school-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Native American	Superintendent and Principal 3 hours each for 3 evening meetings per year. 1000-1999: Certificated Personnel Salaries Concentration 1291 Benefits for above 3000-3999: Employee Benefits Concentration 381 Meeting supplies and snacks 4000-4999: Books And Supplies Concentration 220

<p>To promote parental/familial participation in programs for unduplicated students/to increase EL parent participation, continue to provide Spanish speaking interpreters for parent conferences, Back-to-School Night and Open House.</p>	<p>school-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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)</p>	<p>Interpreters 2000-2999: Classified Personnel Salaries Concentration 650 Benefits for above 3000-3999: Employee Benefits Concentration 159</p>
<p>To promote parental/familial participation in programs for unduplicated students, continue to fund part-time Native American Liaison.</p>	<p>school-wide</p>	<p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American Students</u></p>	<p>Native American Liaison salary 2000-2999: Classified Personnel Salaries Title I 6387 Benefits for above 3000-3999: Employee Benefits Title I 4571</p>
<p>To promote parental/familial participation in programs for unduplicated students/to increase EL parent use of the website, maintain Spanish translated major documents on website.</p>	<p>school-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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)</p>	<p>Translation Services 5800: Professional/Consulting Services And Operating Expenditures Concentration 1200</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>By February, 2017, Parent portal open for grades 4-8. Sign-in sheets from parent meetings/activities and parent survey return rate increased over previous year. Attendance rates of parents/family members attending conferences increased from prior year; Student attendance rates and chronic absenteeism will improve over previous year; Fewer D/F grades over previous year; extra-curricular participation steady or improved over previous year; over previous year, decreased number of referrals and detentions, decreased suspension/expulsion rates; parent feedback positive on school climate survey. No Middle School drop-outs. Organized recess intramural activities are in place, and Student Council is in place.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>To promote parental/familial participation in programs for</p>	<p>school-</p>	<p><input checked="" type="checkbox"/> All</p>	<p>self-addressed, stamped mailers (postage) 5000-5999:</p>

<p>unduplicated students and students with exceptional needs, continue parent surveys in English and Spanish at least once per year; share via website, phone calls, SSC, ELAC and NAEAC.</p>	<p>wide</p>	<p>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)</p>	<p>Services And Other Operating Expenditures Supplemental 200                  1 day District secretary 2000-2999: Classified Personnel Salaries Supplemental 173                  Benefits for above. 3000-3999: Employee Benefits Supplemental 42                  Supplies 4000-4999: Books And Supplies Supplemental 150                  4 hours certificated follow-up at \$25/hr supplemental rate 1000-1999: Certificated Personnel Salaries Supplemental 100                  Benefits for above. 3000-3999: Employee Benefits Supplemental 16</p>
<p>Maintain additional student support/behavior support staff time to improve behavior, attendance and student engagement for all students, including EL, students with exceptional needs, and low income students.</p>	<p>school-wide</p>	<p><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)</p>	<p>Behavior Support Specialist; 1/2 discipline per day 1000-1999: Certificated Personnel Salaries Supplemental 5505                  Benefits for above 3000-3999: Employee Benefits Supplemental 901</p>
<p>By February, 2017, parents and teachers are trained, and are using, the Parent Portal, grades 4-8.</p>	<p>School-wide</p>	<p><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)</p>	<p>Administrator time to notify parents and review responses, 12 hours 1000-1999: Certificated Personnel Salaries Base 790                  Benefits for above. 3000-3999: Employee Benefits Base 233                  School Secretary (80 hrs) 2000-2999: Classified Personnel Salaries Base 1817                  Benefits for above 3000-3999: Employee Benefits Base 444                  Materials &amp; Supplies 4000-4999: Books And Supplies Base 150</p>
<p>By February, 2017, the PE Teacher/Activities Director has held elections for Student Council and the council is in place, Grades 5-8.</p>	<p>school-wide</p>	<p><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)</p>	<p>PE Teacher/Activities Director salary, 1 day 1000-1999: Certificated Personnel Salaries Base 270                  Benefits for above 3000-3999: Employee Benefits Base 44</p>

By October 1, PE teacher has recess intramural sports in place, and has ordered necessary PE equipment.	school-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)	PE Teacher/Activities Director time, 1 day 1000-1999: Certificated Personnel Salaries Base 270 Benefits for above 3000-3999: Employee Benefits Base 44 PE equipment 4000-4999: Books And Supplies Base 250
Continue funding after school extra-curricular activities to encourage student engagement and participation in positive activities.	school-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)	Coaching Stipends (3) and Athletic Director stipend (1) 1000-1999: Certificated Personnel Salaries Base 4620 Mileage expenses for away games and tournaments 5000-5999: Services And Other Operating Expenditures Base 1850 Team Uniform expenses 4000-4999: Books And Supplies Base 1500 Arena Tech Center (ATC) - Arena portion 30% 5700-5799: Transfers Of Direct Costs Concentration 11,136
Continue classroom modules on appropriate social behaviors and processing emotions as delivered by counselor and MFT. Responsibilities include educating the general student population about the needs of students with special needs. Involve parents of students with special needs as appropriate.	school-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)	NPA Counselor - (\$450/day) (76 days) 5800: Professional/Consulting Services And Operating Expenditures Base 34,200 Curriculum expenses 4000-4999: Books And Supplies Base 500
Hire a full-time PE teacher/Activities Director. Teacher responsible for co-coordinating two multi-school events.	school-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)	Cost of PE teacher (1.0 FTE) 1000-1999: Certificated Personnel Salaries Base 47,264 Benefits for above 3000-3999: Employee Benefits Base 16,350
To promote parental/familial participation in programs for	school-	<input type="checkbox"/> All	Superintendent and Principal 3 hours each for 3 evening



unduplicated students/to increase Native American parent participation, continue to hold parent meetings and awards ceremonies at the Tribal Center on the reservation. Advertise at least one month in advance on Facebook, by email, in monthly newsletter, and on One Call Now.	wide	OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American</u>	meetings per year. 1000-1999: Certificated Personnel Salaries Concentration 1311 Benefits for above 3000-3999: Employee Benefits Concentration 387 Meeting supplies and snacks 4000-4999: Books And Supplies Concentration 220
To promote parental/familial participation in programs for unduplicated students/to increase EL parent participation, continue to provide Spanish speaking interpreters for parent conferences, Back-to-School Night and Open House.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	Interpreters 2000-2999: Classified Personnel Salaries Concentration 650 Benefits for above 3000-3999: Employee Benefits Concentration 159
To promote parental/familial participation in programs for unduplicated students, continue to fund part-time Native American Liaison.	school-wide	<input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American Students</u>	Native American Liaison salary 2000-2999: Classified Personnel Salaries Title I 6515 Benefits for above 3000-3999: Employee Benefits Title I 4662
To promote parental/familial participation in programs for unduplicated students/to increase EL parent use of the website, maintain Spanish translated major documents on website.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	Translation Services 5800: Professional/Consulting Services And Operating Expenditures Concentration 1200
Hold bi-annual Challenge Day to encourage anti-bullying.	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Challenge Day Program costs 5800: Professional/Consulting Services And Operating Expenditures Concentration 6000

	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NPA Counselor time to organize, 1 day 5800: Professional/Consulting Services And Operating Expenditures Concentration 500
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**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	By February, 2018, Parent portal open for grades 1-8. Sign-in sheets from parent meetings/activities and parent survey return rate increased over previous year. Attendance rates of parents/family members attending conferences increased from prior year; Student attendance rates and chronic absenteeism will improve over previous year; Fewer D/F grades over previous year; extra-curricular participation steady or improved over previous year; over previous year, decreased number of referrals and detentions, decreased suspension/expulsion rates; parent feedback positive on school climate survey. No Middle School drop-outs. Organized recess intramural activities are in place, and Student Council is in place.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To promote parental/familial participation in programs for unduplicated students and students with exceptional needs, continue parent surveys in English and Spanish at least once per year; share via website, phone calls, SSC, ELAC and NAEAC.	school-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)	self-addressed, stamped mailers (postage) 5000-5999: Services And Other Operating Expenditures Supplemental 210 1 day District secretary 2000-2999: Classified Personnel Salaries Supplemental 178 Benefits for above. 3000-3999: Employee Benefits Supplemental 44 Supplies 4000-4999: Books And Supplies Supplemental 150 4 hours certificated follow-up at \$25/hr supplemental rate 1000-1999: Certificated Personnel Salaries Supplemental 100 Benefits for above. 3000-3999: Employee Benefits Supplemental 16
Maintain additional student support/behavior support staff time to improve behavior, attendance and student engagement for all students, including EL, students with exceptional needs, and low income students.	school-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) Native American	Behavior Support Specialist; 1/2 discipline per day 1000-1999: Certificated Personnel Salaries Supplemental 5615 Benefits for above 3000-3999: Employee Benefits Supplemental 919

By February, 2018, parents and teachers are trained, and are using, the Parent Portal, grades 1-8.	School-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)	Administrator time to notify parents and review responses, 12 hours 1000-1999: Certificated Personnel Salaries Base 814 Benefits for above 3000-3999: Employee Benefits Base 240 School Secretary (80 hrs) 2000-2999: Classified Personnel Salaries Base 1871 Benefits for above 3000-3999: Employee Benefits Base 457 Materials & Supplies 4000-4999: Books And Supplies Base 150
By February, 2018, the PE Teacher/Activities Director has held elections for Student Council and the council is in place, Grades 5-8.	school-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)	PE Teacher/Activities Director salary, 1 day 1000-1999: Certificated Personnel Salaries Base 278 Benefits for above 3000-3999: Employee Benefits Base 46
By October 1, PE teacher has recess intramural sports in place, and has ordered necessary PE equipment.	school-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)	PE Teacher/Activities Director time, 1 day 1000-1999: Certificated Personnel Salaries Base 278 Benefits for above 3000-3999: Employee Benefits Base 46 PE equipment 4000-4999: Books And Supplies Base 250
Continue funding after school extra-curricular activities to encourage student engagement and participation in positive activities.	school-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)	Coaching Stipends (3) and Athletic Director stipend (1) 1000-1999: Certificated Personnel Salaries Base 4620 Mileage expenses for away games and tournaments 5000-5999: Services And Other Operating Expenditures Base 1850 Team Uniform expenses 4000-4999: Books And Supplies Base 1500 Arena Tech Center (ATC) - Arena portion 30% 5700-5799: Transfers Of Direct Costs Concentration 11,339
Continue classroom modules on appropriate social behaviors and processing emotions as delivered by counselor and MFT. Responsibilities include educating	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	NPA Counselor - (\$450/day) (76 days) 5800: Professional/Consulting Services And Operating Expenditures

<p>the general student population about the needs of students with special needs. Involve parents of students with special needs as appropriate.</p>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Native American</u></p>	<p>Base 34,200  Curriculum expenses 4000-4999: Books And Supplies Base 500</p>
<p>Hire a full-time PE teacher/Activities Director. Teacher responsible for co-coordinating two multi-school events.</p>	<p>school-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" 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)</p>	<p>Cost of PE teacher (1.0 FTE) 1000-1999: Certificated Personnel Salaries Base 48,210  Benefits for above 3000-3999: Employee Benefits Base 16,677</p>
<p>To promote parental/familial participation in programs for unduplicated students/increase Native American parent participation, continue to hold parent meetings and awards ceremonies at the Tribal Center on the reservation. Advertise at least one month in advance on Facebook, by email, in monthly newsletter, and on One Call Now.</p>	<p>school-wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Native American</u></p>	<p>Superintendent and Principal 3 hours each for 3 evening meetings per year. 1000-1999: Certificated Personnel Salaries Concentration 1330  Benefits for above 3000-3999: Employee Benefits Concentration 393  Meeting supplies and snacks 4000-4999: Books And Supplies Concentration 220</p>
<p>To promote parental/familial participation in programs for unduplicated students/to increase EL parent participation,continue to provide Spanish speaking interpreters for parent conferences, Back-to-School Night and Open House.</p>	<p>school-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" 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)</p>	<p>Interpreters 2000-2999: Classified Personnel Salaries Concentration 650  Benefits for above 3000-3999: Employee Benefits Concentration 159</p>
<p>To promote parental/familial participation in programs for unduplicated students, continue to fund part-time Native American Liaison.</p>	<p>school-wide</p>	<p><input 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</p>	<p>Native American Liaison salary 2000-2999: Classified Personnel Salaries Title I 6645  Benefits for above 3000-3999: Employee Benefits Title I 4756</p>

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American</u> <u>Students</u>	
To promote parental/familial participation in programs for unduplicated students/to increase EL parent use of the website, maintain Spanish translated major documents on website.	school-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Translation Services 5800: Professional/Consulting Services And Operating Expenditures Concentration 1200

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

GOAL 4:	4. Improve student performance on all standardized measures of academic progress (CAASPP-ELA and math, CELDT/RFEP/EL proficiency, district Benchmark exams, API).	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	<p>Need: API decreased in 2013; EL subgroup API dropped 65 points; CELDT progress is below desired rate</p> <p>Summary of standardized measures of academic progress:                  The percentage of students at each grade who have completed each of the Benchmark exams to date:                  K- 100%                  1st: 84% E/LA; 88% Math                  2nd: 97%                  3rd: 100%                  4th: 95%                  5th: 90%                  6th: 100%                  7th: 90%                  8th: 95%</p> <p>The percentage of students who participated in CAASP, 2015: 99%. One special education student's parents opted to not assess their child.</p> <p>Total Number of English Learners (K-8):                  2013- 71 Total EL Students                  2014- 64 Total EL Students                  2015- 70 Total EL Students</p> <p>The percentage of EL students who moved up one or more CELDT bands:                  2013- 25 students, 35%                  2014- 24 students, 38%                  2015- Data not available until after September CELDT testing</p> <p>The percentage of EL students who are Reclassified Fully English Proficient (RFEP) status: 2014/15: 8 Students RFEPed                  2013- 5 students, 7%                  2014- 3 students, 5%                  2015- 8 students, 11%</p> <p>Metrics: API, EL proficiency rates, benchmark exam scores; CELDT records, RFEP rates, EL proficiency rates</p>
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Goal Applies to:	Schools: Applicable Pupil Subgroups: all
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## LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Improved student performance on math and ELA CASSPP over baseline year; improved EL proficiency rate and CELDT level improvement over previous year; API improved over previous year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue all day kindergarten and 2:15 bus for K-3 to improve 2:15-3:15 intervention services for low income and EL students.	school-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)	Additional bus driver time, benefits and incremental cost for use of larger buses 5700-5799: Transfers Of Direct Costs Supplemental 10,155
To improve services to all students, including EL and low income, provide scheduled class time in computer lab at least 30 minutes per week per class.	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" 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)	Improve services to students by accessing 30 min per day computer lab time for teachers of all Gr 1-8 students, with particular focus on EL and Re-designated fluent English proficient learners. 1000-1999: Certificated Personnel Salaries Supplemental 51,893 Benefits for above 3000-3999: Employee Benefits Supplemental 22,402
To support all students, including EL and low income, maintain Testing Coordinator positions for CELDT and CAASPP.	school-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)	CELDT and CAASPP Testing Coordinators 1000-1999: Certificated Personnel Salaries Supplemental 3700 Benefits for above 3000-3999: Employee Benefits Supplemental 606
Provide students with performance task "boot camp" prior to CAASPP.	school-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	3 hours ER time for 3rd-8th teachers (approximately 14) to plan boot camp 1000-1999: Certificated Personnel Salaries Base 1554 2 hours per 3rd-8th grade teachers (approximately 14) to

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	administer boot camp intensive intervention 1000-1999: Certificated Personnel Salaries Base 1036 Benefits for above 3000-3999: Employee Benefits Base 424
To enable English learners to master the CCSS and the ELD Standards, in order to gain academic content knowledge and English language proficiency, dedicate one Early Release staff development per quarter to plan improved and targeted support and intervention for EL and low income students.	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" 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)	All teachers (18); 9 ER sessions (1.5 hrs) 1000-1999: Certificated Personnel Salaries Supplemental 8991 Benefits for above 3000-3999: Employee Benefits Supplemental 1472
Continue to provide intervention classes and summer bridge program to increase the number of EL and low income students testing proficient on benchmark exams and showing improved performance on CELDT.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	Summer School instruction (July 2015) 1000-1999: Certificated Personnel Salaries Concentration 2759 Benefits for above. 3000-3999: Employee Benefits Concentration 452 Summer School Aides (July 2015) 2000-2999: Classified Personnel Salaries Concentration 858 Benefits for above. 3000-3999: Employee Benefits Concentration 210 Summer School Cafeteria - Arena portion (July 2015) 5700-5799: Transfers Of Direct Costs Concentration 433 Summer School Transportation - Arena portion (July 2015) 5700-5799: Transfers Of Direct Costs Concentration 234 Added ELD Teacher (40% of salary - time devoted to AUES) 1000-1999: Certificated Personnel Salaries Concentration 23,032 Benefits for above. 3000-3999: Employee Benefits Concentration 9943 Supplies 4000-4999: Books And Supplies Concentration 1200
Continue to provide online academic enrichment/intervention access to low income and EL students. Purchase 25 additional PC laptops to increase capacity for Odysseyware online enrichment.	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" 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:	Online enrichment programs 5800: Professional/Consulting Services And Operating Expenditures Concentration 8000 25 PC laptops 4000-4999: Books And Supplies Base 6000



		(Specify)	
Continue to fund 36 additional days of Reading Specialist to maintain intervention time and support for EL and low income students.	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" 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)	36 additional days of Reading Specialist 1000-1999: Certificated Personnel Salaries Concentration 12,941 Benefits for above 3000-3999: Employee Benefits Concentration 2119
Maintain the M,T,Th, F 2:15-3:15 intervention classes specifically for low income and EI students grades K-3.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	4 teachers, 1.5 hrs/day, 180 days 1000-1999: Certificated Personnel Salaries Concentration 41,308 Benefits for above 3000-3999: Employee Benefits Concentration 17,833
To improve services to low income students, maintain ELAC/DELAC Coordinator.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	ELAC/DELAC coordinator stipend 1000-1999: Certificated Personnel Salaries Concentration 1500 Benefits for above 3000-3999: Employee Benefits Concentration 246
Continue to provide EL pull-out services for EL students in need.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	Reading Specialist - included within 36 additional days 1000-1999: Certificated Personnel Salaries Concentration Benefits for above - included within 36 additional days 3000-3999: Employee Benefits Concentration 1 teacher, equivalent to 0.47 FTE 1000-1999: Certificated Personnel Salaries Concentration 27,604 Benefits for above 3000-3999: Employee Benefits Concentration 11,917

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Improved student performance on math and ELA CASSPP over baseline year; improved EL proficiency rate and CELDT level improvement over previous year; API improved over previous year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue all day kindergarten and 2:15 bus for K-3 to improve 2:15-3:15 intervention services for low income and EL students.	school-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)	Additional bus driver time, benefits and incremental cost for use of larger buses 5700-5799: Transfers Of Direct Costs Supplemental 10,450
To improve services to all students, including EL and low income, provide scheduled class time in computer lab at least 30 minutes per week per class.	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" 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)	Improve services to students by accessing 30 min per day computer lab time for teachers of all Gr 1-8 students, with particular focus on EL and Re-designated fluent English proficient learners. 1000-1999: Certificated Personnel Salaries Supplemental 53,449 Benefits for above 3000-3999: Employee Benefits Supplemental 23,074
To support all students, including EL and low income, maintain Testing Coordinator positions for CELDT and CAASPP.	school-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)	CELDT and CAASPP Testing Coordinators 1000-1999: Certificated Personnel Salaries Supplemental 3700 Benefits for above 3000-3999: Employee Benefits Supplemental 606
Provide students with performance task "boot camp" prior to CAASPP.	school-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	3 hours ER time for 3rd-8th teachers (approximately 14) to plan boot camp 1000-1999: Certificated Personnel Salaries Base 1601 2 hours per 3rd-8th grade teachers (approximately 14) to

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	administer boot camp intensive intervention 1000-1999: Certificated Personnel Salaries Base 1067 Benefits for above 3000-3999: Employee Benefits Base 437
To enable English learners to master the CCSS and the ELD Standards, in order to gain academic content knowledge and English language proficiency, dedicate one Early Release staff development per quarter to plan improved and targeted support and intervention for EL and low income students.	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" 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)	All teachers (18); 9 ER sessions (1.5 hrs) 1000-1999: Certificated Personnel Salaries Supplemental 9261 Benefits for above 3000-3999: Employee Benefits Supplemental 1516
Continue to provide intervention classes and summer bridge program to increase the number of EL and low income students testing proficient on benchmark exams and showing improved performance on CELDT.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	Summer School instruction (July 2015) 1000-1999: Certificated Personnel Salaries Concentration 2842 Benefits for above. 3000-3999: Employee Benefits Concentration 465 Summer School Aides (July 2015) 4000-4999: Books And Supplies Concentration 884 Benefits for above. 3000-3999: Employee Benefits Concentration 216 Summer School Cafeteria - Arena portion (July 2015) 5700-5799: Transfers Of Direct Costs Concentration 446 Summer School Transportation - Arena portion (July 2015) 5700-5799: Transfers Of Direct Costs Concentration 241 Added ELD Teacher (40% of salary - time devoted to AUES) 1000-1999: Certificated Personnel Salaries Concentration 23,723 Benefits for above. 3000-3999: Employee Benefits Concentration 10,241 Supplies 4000-4999: Books And Supplies Concentration 1200
Continue to provide online academic enrichment/intervention access to low income and EL students.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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:	Online enrichment programs 5800: Professional/Consulting Services And Operating Expenditures Concentration 8000

		(Specify)	
Continue to fund 36 additional days of Reading Specialist to maintain intervention time and support for EL and low income students.	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" 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)	36 additional days of Reading Specialist 1000-1999: Certificated Personnel Salaries Concentration 13,329 Benefits for above 3000-3999: Employee Benefits Concentration 2182
Maintain the M,T,Th, F 2:15-3:15 intervention classes specifically for low income and EI students grades K-3.	school-wide	<input 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)	4 teachers, 1.5 hrs/day, 180 days 1000-1999: Certificated Personnel Salaries Concentration 42,548 Benefits for above 3000-3999: Employee Benefits Concentration 18,368
To improve services to low income students, maintain ELAC/DELAC Coordinator.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	ELAC/DELAC coordinator stipend 1000-1999: Certificated Personnel Salaries Concentration 1500 Benefits for above 3000-3999: Employee Benefits Concentration 246
Continue to provide EL pull-out services for EL students in need.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	Reading Specialist - included within 36 additional days 1000-1999: Certificated Personnel Salaries Concentration Benefits for above - included within 36 additional days 3000-3999: Employee Benefits Concentration 1 teacher, equivalent to 0.47 FTE 1000-1999: Certificated Personnel Salaries Concentration 27,604 Benefits for above 3000-3999: Employee Benefits Concentration 11,917

## LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Improved student performance on math and ELA CASSPP over baseline year; improved EL proficiency rate and CELDT level improvement over previous year; API improved over previous year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue all day kindergarten and 2:15 bus for K-3 to improve 2:15-3:15 intervention services for low income and EL students.	school-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)	Additional bus driver time, benefits and incremental cost for use of larger buses 5700-5799: Transfers Of Direct Costs Supplemental 10,764
To improve services to all students, including EL and low income, provide scheduled class time in computer lab at least 30 minutes per week per class.	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" 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)	Improve services to students by accessing 30 min per day computer lab time for teachers of all Gr 1-8 students, with particular focus on EL and Re-designated fluent English proficient learners. 1000-1999: Certificated Personnel Salaries Supplemental 55,053 Benefits for above 3000-3999: Employee Benefits Supplemental 23,766
To support all students, including EL and low income, maintain Testing Coordinator positions for CELDT and CAASPP.	school-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)	CELDT and CAASPP Testing Coordinators 1000-1999: Certificated Personnel Salaries Supplemental 3700 Benefits for above 3000-3999: Employee Benefits Supplemental 606
Provide students with performance task "boot camp" prior to CAASPP.	school-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	3 hours ER time for 3rd-8th teachers (approximately 14) to plan boot camp 1000-1999: Certificated Personnel Salaries Base 1649 2 hours per 3rd-8th grade teachers (approximately 14) to

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	administer boot camp intensive intervention 1000-1999: Certificated Personnel Salaries Base 1099 Benefits for above 3000-3999: Employee Benefits Base 450
To enable English learners to master the CCSS and the ELD Standards, in order to gain academic content knowledge and English language proficiency, dedicate one Early Release staff development per quarter to plan improved and targeted support and intervention for EL and low income students.	school-wide	<input checked="" type="checkbox"/> All OR: <input checked="" 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)	All teachers (18); 9 ER sessions (1.5 hrs) 1000-1999: Certificated Personnel Salaries Supplemental 9539 Benefits for above 3000-3999: Employee Benefits Supplemental 1562
Continue to provide intervention classes and summer bridge program to increase the number of EL and low income students testing proficient on benchmark exams and showing improved performance on CELDT.	school-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)	Summer School instruction (July 2015) 1000-1999: Certificated Personnel Salaries Concentration 2927 Benefits for above. 3000-3999: Employee Benefits Concentration 479 Summer School Aides (July 2015) 4000-4999: Books And Supplies Concentration 910 Benefits for above. 3000-3999: Employee Benefits Concentration 222 Summer School Cafeteria - Arena portion (July 2015) 5700-5799: Transfers Of Direct Costs Concentration 459 Summer School Transportation - Arena portion (July 2015) 5700-5799: Transfers Of Direct Costs Concentration 249 Added ELD Teacher (40% of salary - time devoted to AUES) 1000-1999: Certificated Personnel Salaries Concentration 24,435 Benefits for above. 3000-3999: Employee Benefits Concentration 10,549 Supplies 4000-4999: Books And Supplies Concentration 1200
Continue to provide online academic enrichment/intervention access to low income and EL students.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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:	Online enrichment programs 5800: Professional/Consulting Services And Operating Expenditures Concentration 8400

		(Specify)	
Continue to fund 36 additional days of Reading Specialist to maintain intervention time and support for EL and low income students.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	36 additional days of Reading Specialist 1000-1999: Certificated Personnel Salaries Concentration 13,729 Benefits for above 3000-3999: Employee Benefits Concentration 2248
Maintain the M,T,Th, F 2:15-3:15 intervention classes specifically for low income and EI students grades K-3.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	4 teachers, 1.5 hrs/day, 180 days 1000-1999: Certificated Personnel Salaries Concentration 43,824 Benefits for above 3000-3999: Employee Benefits Concentration 18,919
To improve services to low income students, maintain ELAC/DELAC Coordinator.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	ELAC/DELAC coordinator stipend 1000-1999: Certificated Personnel Salaries Concentration 1500 Benefits for above 3000-3999: Employee Benefits Concentration 246
Continue to provide EL pull-out services for EL students in need.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	Reading Specialist - included within 36 additional days 1000-1999: Certificated Personnel Salaries Concentration Benefits for above - included within 36 additional days 3000-3999: Employee Benefits Concentration 1 teacher, equivalent to 0.47 FTE 1000-1999: Certificated Personnel Salaries Concentration 28,433 Benefits for above 3000-3999: Employee Benefits Concentration 12,274

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



GOAL 5:	5. Increase student access to rigorous courses and academic enrichment activities at the student level of need.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	Need: Stakeholders such as students, teachers, para-educators, and parents and Board members (during District English Learner Advisory Council and School Site Council meetings) indicated the need for challenging coursework at the student level of need. Metrics: Schedule of course offerings, parent and staff surveys, teacher observation/evaluation, student Benchmark assessment data, student enrollment in Algebra 1, band, and enrichment offerings
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Goal Applies to:	Schools: Arena Union Elementary School Applicable Pupil Subgroups: all
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Increased student access to rigorous courses and academic enrichment activities as identified by student schedules, parent and staff surveys, yearly calendar of completed professional development topics, and evaluations by teachers
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase 25 additional devices (Chrome books or laptops) to increase student access to devices and computer-based learning activities to increase student engagement and enrichment.	school-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)	Add to computer lab stations - included within Goal 4 ('25 PC laptops') 4000-4999: Books And Supplies Supplemental
Continue to fund band teacher for 2 periods per day to give 4th-8th grade students access to enrichment courses.	school-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:	Band teacher (0.27 FTE) 1000-1999: Certificated Personnel Salaries Supplemental 16,273 Benefits for above 3000-3999: Employee Benefits Supplemental 7866

		(Specify)	
Modify PE teacher schedule to allow opportunity for classroom teachers to provide enrichment period, Grades 4-8.	school-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)	PE teacher (0.6 FTE) 1000-1999: Certificated Personnel Salaries Supplemental 49,498 Benefits for above. 3000-3999: Employee Benefits Supplemental 16,085
Provide professional development for teachers and para-educators on increasing rigor in lessons, and on adjusting lessons to meet the academic needs of each student.	school-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)	1 ER Days; 5 sessions; 1.5 hr/session; all staff (approximately 18 teachers) 1000-1999: Certificated Personnel Salaries Base 4995 Benefits for above 3000-3999: Employee Benefits Base 818 1 ER Days; 5 sessions; 1.5 hr/session; all staff (approximately 7 paraeducators) 2000-2999: Classified Personnel Salaries Base 893 Benefits for above 3000-3999: Employee Benefits Base 146 Materials & Supplies 4000-4999: Books And Supplies Base 500
To improve services to all students, including EL and low income, continue to review additional ancillary materials to implement one additional challenge/enrichment activity for each unit.	school-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)	3 hours during prep time; all teachers (approximately 18 teachers) 1000-1999: Certificated Personnel Salaries Supplemental 1998 Benefits for above 3000-3999: Employee Benefits Supplemental 327
Add Spanish, through computer program, to the middle school enrichment program.	School-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)	Included within Goal 2 ('Administrator time' and 'Teacher time') 1000-1999: Certificated Personnel Salaries Supplemental Included within Goal 2 ('Administrator time' and 'Teacher time') 3000-3999: Employee Benefits Supplemental

<p>Provide additional online enrichment programs to students to provide "challenge" and remedial tech-based learning activities.</p>	<p>school-wide</p>	<p><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)</p>	<p>Included within Goal 4 ('Summer School' related line items)                  1000-1999: Certificated Personnel Salaries Concentration</p> <p>Included within Goal 4 ('Summer School' related line items)                  2000-2999: Classified Personnel Salaries Concentration</p> <p>Included within Goal 4 ('Summer School' related line items)                  3000-3999: Employee Benefits Concentration</p> <p>Included within Goal 4 ('Summer School' related line items)                  5700-5799: Transfers Of Direct Costs Concentration</p>
<p>Offer Algebra 1 to middle school students who pass a qualifying exam and/or have teacher approval.</p>	<p>school-wide</p>	<p><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)</p>	<p>1 teacher, 1 period each day, 180 days 1000-1999:                  Certificated Personnel Salaries Base 7462</p> <p>Benefits for above 3000-3999: Employee Benefits Base 3221</p> <p>Algebra curriculum 4000-4999: Books And Supplies Base 1500</p>
<p>Review ancillary materials for all adopted curriculum and implement one challenge/enrichment activity for each unit.</p>	<p>school-side</p>	<p><input 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 checked="" type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Maintain additional student support/Behavior support staff time to improve behavior, attendance and student engagement for EL and low income students.</p>	<p>school-wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" 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)</p>	<p>0.25 FTE teacher assigned to student support/behavior support 1000-1999: Certificated Personnel Salaries Concentration 17,116</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 6332</p>

## LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increased student access to rigorous courses and academic enrichment activities as identified by student schedules, parent and staff surveys, yearly calendar of completed professional development topics, and teacher evaluations
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase 25 additional devices (Chrome books or laptops) to increase student access to devices and computer-based learning activities to increase student engagement and enrichment.	school-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)	Add to computer lab stations - included within Goal 4 ('25 PC laptops') 4000-4999: Books And Supplies Supplemental
Continue to fund band teacher for 2 periods per day to give 4th-8th grade students access to enrichment courses.	school-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)	Band teacher (0.27 FTE) 1000-1999: Certificated Personnel Salaries Supplemental 16,762 Benefits for above 3000-3999: Employee Benefits Supplemental 8102
Modify PE teacher schedule to allow opportunity for classroom teachers to provide enrichment period, Grades 4-8.	school-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)	PE teacher (0.6 FTE) 1000-1999: Certificated Personnel Salaries Supplemental 47,893 Benefits for above 3000-3999: Employee Benefits Supplemental 16,567
Provide professional development for teachers and para-educators on increasing rigor in lessons, and on adjusting lessons to meet the academic needs of each student.	school-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1 ER Days; 5 sessions; 1.5 hr/session; all staff (approximately 18 teachers) 1000-1999: Certificated Personnel Salaries Base 5145 Benefits for above 3000-3999: Employee Benefits Base 842

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1 ER Days; 5 sessions; 1.5 hr/session; all staff (approximately 7 paraeducators) 2000-2999: Classified Personnel Salaries Base 919 Benefits for above 3000-3999: Employee Benefits Base 151 Materials & Supplies 4000-4999: Books And Supplies Base 500
To improve services to all students, including EL and low income, continue to review additional ancillary materials to implement one additional challenge/enrichment activity for each unit.	school-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)	3 hours during prep time; all teachers (approximately 18 teachers) 1000-1999: Certificated Personnel Salaries Supplemental 2058 Benefits for above 3000-3999: Employee Benefits Supplemental 337
Research adding Spanish, through computer program, to the middle school.	School-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)	Included within Goal 2 ('Administrator time' and 'Teacher time') 1000-1999: Certificated Personnel Salaries Supplemental Included within Goal 2 ('Administrator time' and 'Teacher time') 3000-3999: Employee Benefits Supplemental
Provide additional online enrichment programs to students to provide "challenge" and remedial tech-based learning activities.	school-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)	Included within Goal 4 ('Summer School' related line items) 1000-1999: Certificated Personnel Salaries Concentration Included within Goal 4 ('Summer School' related line items) 2000-2999: Classified Personnel Salaries Concentration Included within Goal 4 ('Summer School' related line items) 3000-3999: Employee Benefits Concentration Included within Goal 4 ('Summer School' related line items) 5700-5799: Transfers Of Direct Costs Concentration
Offer Algebra 1 to middle school students who pass a qualifying exam and/or have teacher approval.	school-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	1 teacher, 1 period each day, 180 days 1000-1999: Certificated Personnel Salaries Base 7686 Benefits for above 3000-3999: Employee Benefits Base 3318 Algebra curriculum 4000-4999: Books And Supplies Base 1500

		English proficient _ Other Subgroups: (Specify)	
Maintain additional student support/Behavior support staff time to improve behavior, attendance and student engagement for EL and low income students.	school-wide	<input type="checkbox"/> All OR: <input checked="" 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)	0.25 FTE teacher assigned to student support/behavior support 1000-1999: Certificated Personnel Salaries Concentration 17,630 <hr/> Benefits for above 3000-3999: Employee Benefits Concentration 6522

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Increased student access to rigorous courses and academic enrichment activities as identified by student schedules, parent and staff surveys, yearly calendar of completed professional development topics, and teacher evaluations
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase 25 additional devices (Chrome books or laptops) to increase student access to devices and computer-based learning activities to increase student engagement and enrichment.	school-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)	Add to computer lab stations - included within Goal 4 ('25 PC laptops') 4000-4999: Books And Supplies Supplemental
Continue to fund band teacher for 2 periods per day to give 4th-8th grade students access to enrichment courses.	school-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)	Band teacher (0.27 FTE) 1000-1999: Certificated Personnel Salaries Supplemental 17,264 <hr/> Benefits for above 3000-3999: Employee Benefits Supplemental 8345

<p>Modify PE teacher schedule to allow opportunity for classroom teachers to provide enrichment period, Grades 4-8.</p>	<p>school-wide</p>	<p><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)</p>	<p>PE teacher (0.6 FTE) 1000-1999: Certificated Personnel Salaries Supplemental 49,330  Benefits for above 3000-3999: Employee Benefits Supplemental 17,064</p>
<p>Provide professional development for teachers and para-educators on increasing rigor in lessons, and on adjusting lessons to meet the academic needs of each student.</p>	<p>school-wide</p>	<p><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)</p>	<p>1 ER Days; 5 sessions; 1.5 hr/session; all staff (approximately 18 teachers) 1000-1999: Certificated Personnel Salaries Base 5299  Benefits for above 3000-3999: Employee Benefits Base 868  1 ER Days; 5 sessions; 1.5 hr/session; all staff (approximately 7 paraeducators) 2000-2999: Classified Personnel Salaries Base 947  Benefits for above 3000-3999: Employee Benefits Base 155  Materials &amp; Supplies 4000-4999: Books And Supplies Base 500</p>
<p>To improve services to all students, including EL and low income, continue to review additional ancillary materials to implement one additional challenge/enrichment activity for each unit.</p>	<p>school-wide</p>	<p><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)</p>	<p>3 hours during prep time; all teachers (approximately 18 teachers) 1000-1999: Certificated Personnel Salaries Supplemental 2120  Benefits for above 3000-3999: Employee Benefits Supplemental 347</p>
<p>Research adding Spanish, through computer program, to the middle school.</p>	<p>School-wide</p>	<p><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)</p>	<p>Included within Goal 2 ('Administrator time' and 'Teacher time') 1000-1999: Certificated Personnel Salaries Supplemental  Included within Goal 2 ('Administrator time' and 'Teacher time') 3000-3999: Employee Benefits Supplemental</p>
<p>Provide additional online enrichment programs to</p>	<p>school-</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Included within Goal 4 ('Summer School' related line items)</p>

<p>students to provide "challenge" and remedial tech-based learning activities.</p>	<p>wide</p>	<p>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)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration                  Included within Goal 4 ('Summer School' related line items)                  2000-2999: Classified Personnel Salaries Concentration                  Included within Goal 4 ('Summer School' related line items)                  3000-3999: Employee Benefits Concentration                  Included within Goal 4 ('Summer School' related line items)                  5700-5799: Transfers Of Direct Costs Concentration</p>
<p>Offer Algebra 1 to middle school students who pass a qualifying exam and/or have teacher approval.</p>	<p>school-wide</p>	<p><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)</p>	<p>1 teacher, 1 period each day, 180 days 1000-1999:                  Certificated Personnel Salaries Base 7917                  Benefits for above 3000-3999: Employee Benefits Base 3418                  Algebra curriculum 4000-4999: Books And Supplies Base 1500</p>
<p>Maintain additional student support/Behavior support staff time to improve behavior, attendance and student engagement for EL and low income students.</p>	<p>school-wide</p>	<p><input type="checkbox"/> All                  -----                  OR:  <input checked="" 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)</p>	<p>0.25 FTE teacher assigned to student support/behavior support 1000-1999: Certificated Personnel Salaries Concentration 18,159                  Benefits for above 3000-3999: Employee Benefits Concentration 6718</p>

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



GOAL 6:	6. Ensure students are college and career ready through a K-12 aligned Common Core curriculum and coherent K-12 instruction.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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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Identified Need :	CCSS directs us to ensure that all students are college and/or career ready; early exposure to college and career readiness activities is needed Metrics: 80% student completion of grade level college/career modules; and pre/post student survey; Progress on 10-year Plan; Community awareness as evidenced by resolutions.
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Goal Applies to:	Schools: Arena Union Elementary School Applicable Pupil Subgroups: all
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Completed "We're Prepared for College and Career" posters, minutes from parent and staff meetings, Grades 6-12 "Behavior Expectation" posters hung in classes; Progress on 10-year Plan; "K-12 Attendance Awareness Month"
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
English Language Arts teachers will develop and implement Writing Benchmark #2 for the 15-16 school year for 7-12 grade students. The focus of this Benchmark will be Career and College Readiness. Feeder school 7th and 8th grade students (Horicon, Kashia, Manchester and Arena Elementary) will be included. The students writing the student Benchmarks at or above the common core standard will be photographed, invited to a Board meeting to read their benchmark, and their pictures will be used on the A-G Requirements poster "We're Prepared for College and Career." These posters will be displayed at all feeder schools as well as at PAHS. Parent and student groups (NAEAC, DELAC, Site Council, Student Council) will be notified via monthly parent newsletters and meetings.	school-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)	ELA staff (7-12) one early release (1.5 hours) to develop benchmark; ELA staff (7-12) one early release (1.5 hours) to calibrate grading of student writing benchmarks; and ELA staff (7-12) one early release (1.5 hours) to discuss interventions needed to bring those students below proficient to grade level or above 1000-1999: Certificated Personnel Salaries Base 167  Benefits for above 3000-3999: Employee Benefits Base 27  Staff time to prepare for notification process for ELAC/DELAC Meetings (1 hour per parent meeting); Staff time to prepare for notification process for NAEAC Meetings (1 hour per parent meeting); Staff time for photo shoot of all students who achieved Advanced and Proficient; Staff time to prepare for notification process for School Site Council Meetings (1 hour per parent meeting) (8 hrs total) (\$25/hr supplemental rate) (1 staff) 1000-1999: Certificated Personnel Salaries Base 200  Benefits for above 3000-3999: Employee Benefits Base 33

			<p>Time (1.5 days) for District Reading Coach to develop, plan and lead early release sessions with 7-12 ELA staff 1000-1999: Certificated Personnel Salaries Base 270</p> <p>Benefits for the above 3000-3999: Employee Benefits Base 117</p>
<p>Behavior Expectation posters are posted in Grades 6-12 and staff is expected to maintain consistent student behavior expectations.</p>	<p>school-wide</p>	<p><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)</p>	<p>Administrator time (10 days) 1000-1999: Certificated Personnel Salaries Base 5118</p> <p>Benefits for above 3000-3999: Employee Benefits Base 1511</p> <p>Staff time (approximately 5) (10 days) 1000-1999: Certificated Personnel Salaries Base 13,875</p> <p>Benefits for above 3000-3999: Employee Benefits Base 2272</p>
<p>Adopt September as K-12 Attendance Awareness Month at the site and district level.</p> <p>Continue to promote perfect attendance throughout the school year through a variety of student competitions.</p> <p>Research and implement the use of a in-house suspension opportunity to support chronically absent students, failing students and those negatively impacting the learning of other students through disruptive behavior to complete assignments in a supervised setting.</p>	<p>school-wide</p>	<p><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)</p>	<p>Site administrator preparing presentation and attending board, School Site Council, NAEAC and DELAC meetings and community service club (1 day) 1000-1999: Certificated Personnel Salaries Supplemental 511</p> <p>Benefits for above. 3000-3999: Employee Benefits Supplemental 151</p> <p>Create, print and distribute K-12 Attendance Awareness posters 4000-4999: Books And Supplies Supplemental 100</p> <p>Student incentives for perfect attendance 4000-4999: Books And Supplies Supplemental 500</p> <p>Leadership Team time to oversee K-12 attendance awareness month and ongoing attendance competitions (included in Leadership stipends) (4 staff) 1000-1999: Certificated Personnel Salaries Supplemental 4000</p> <p>Benefits for above. 3000-3999: Employee Benefits Supplemental 655</p>
<p>K-12 Student Council Advisors establish 4-12 Grade Student Council expectations and consistency through the mentorship of 4-8 grade Student Council by high school Student Council.</p>	<p>school-wide</p>	<p><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)</p>	<p>K-12 student council advisors plan and coordinate quarterly to establish 4th-12th grade student council expectations and consistency (2 hours quarterly) (included within PE teacher/Activities Director salary) 1000-1999: Certificated Personnel Salaries Base 296</p> <p>Benefits for above 3000-3999: Employee Benefits Base 48</p> <p>California Association of Directors of Activities (CADA) conference for advisors and student council members. 5000-5999: Services And Other Operating Expenditures Base 1000</p>

<p>Research and develop student connections to career and college through a work study/internship program, student portfolio and/or senior project aligned to career and college opportunities.                  Research and develop K-12 Career and Technical Education Pathways.                  Research and develop a connection between the K-12 writing benchmarks and senior project to career and college opportunities.                  Celebrate February as CTE month.</p>	<p>school-wide</p>	<p><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)</p>	<p>Leadership team time to research and plan (2 hours) (included in Leadership stipends) (1 staff) (included in above Goal 6 line item) 1000-1999: Certificated Personnel Salaries Base                  Benefits for above (included in above Goal 6 line item) 3000-3999: Employee Benefits Base                  Curriculum research and development/purchase 4000-4999: Books And Supplies Base 1,000                  Student incentives to encourage Career and Technical Education Pathway awareness 4000-4999: Books And Supplies Base 500                  Coding training for teacher, STEM training 5000-5999: Services And Other Operating Expenditures Base 1,000</p>
<p>All Middle School students complete 4 activities toward building a 10-year plan. One additional college/career activity per semester for K-6 students. This will be monitored through regular check-ins at staff meetings and monitoring of progress toward goal.</p>	<p>school-wide</p>	<p><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)</p>	<p>All Middle School teachers (5), one hour per month for 10 months (\$25/hr) 1000-1999: Certificated Personnel Salaries Supplemental 1250                  Benefits for above 3000-3999: Employee Benefits Supplemental 205                  In summer work, develop one additional college/career enrichment activity for each grade level to increase low income students' awareness of their post-secondary options. (approximately 5 teachers) (1/2 day) 1000-1999: Certificated Personnel Salaries Supplemental 740                  Benefits for above 3000-3999: Employee Benefits Supplemental 121                  10 NPA professional counselor hours of summer work (\$50/hr) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 500</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Completed "We're Prepared for College and Career" posters, minutes from parent and staff meetings, Grades 6-12 "Behavior Expectation" posters hung in classes; Progress on 10-year Plan; "K-12 Attendance Awareness Month"</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>English Language Arts teachers will develop and implement Writing Benchmark #2 for the 15-16 school year for 7-12 grade students. The focus of this Benchmark will be Career and College Readiness. Feeder school 7th and 8th grade students (Horicon,</p>	<p>school-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>ELA staff (7-12) one early release (1.5 hours) to develop benchmark; ELA staff (7-12) one early release (1.5 hours) to calibrate grading of student writing benchmarks; and ELA staff (7-12) one early release (1.5 hours) to discuss interventions</p>

<p>Kashia, Manchester and Arena Elementary) will be included. The students writing the student Benchmarks at or above the common core standard will be photographed, invited to a Board meeting to read their benchmark and their pictures will be used on the A-G Requirements poster "We're Prepared for College and Career." These posters will be displayed at all feeder schools as well as at PAHS. Parent and student groups (NAEAC, DELAC, Site Council, Student Council) will be notified via monthly parent newsletters and meetings.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>needed to bring those students below proficient to grade level or above 1000-1999: Certificated Personnel Salaries Base 171</p> <p>Benefits for above 3000-3999: Employee Benefits Base 28</p> <p>Staff time to prepare for notification process for ELAC/DELAC Meetings (1 hour per parent meeting); Staff time to prepare for notification process for NAEAC Meetings (1 hour per parent meeting); Staff time for photo shoot of all students who achieved Advanced and Proficient; Staff time to prepare for notification process for School Site Council Meetings (1 hour per parent meeting) (8 hrs total) (\$25/hr supplemental rate) (1 staff) 1000-1999: Certificated Personnel Salaries Base 200</p> <p>Benefits for above 3000-3999: Employee Benefits Base 33</p> <p>Time (1.5 days) for District Reading Coach to develop, plan and lead early release sessions with 7-12 ELA staff 1000-1999: Certificated Personnel Salaries Base 278</p> <p>Benefits for above 3000-3999: Employee Benefits Base 120</p>
<p>Behavior Expectation posters are posted in Grades 6-12 and staff is expected to maintain consistent student behavior expectations.</p>	<p>school-wide</p>	<p><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)</p>	<p>Administrator time (10 days) 1000-1999: Certificated Personnel Salaries Base 5271</p> <p>Benefits for above 3000-3999: Employee Benefits Base 1556</p> <p>Staff time (approximately 5) (10 days) 1000-1999: Certificated Personnel Salaries Base 14,291</p> <p>Benefits for above 3000-3999: Employee Benefits Base 2340</p>
<p>Adopt September as K-12 Attendance Awareness Month at the site and district level.</p> <p>Continue to promote perfect attendance throughout the school year through a variety of student competitions.</p> <p>Research and implement the use of a in-house suspension opportunity to support chronically absent students, failing students and those negatively impacting the learning of other students through disruptive behavior to complete assignments in a supervised setting.</p>	<p>school-wide</p>	<p><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)</p>	<p>Site administrator preparing presentation and attending board, School Site Council, NAEAC and DELAC meetings and community service club (1 day) 1000-1999: Certificated Personnel Salaries Supplemental 527</p> <p>Benefits for above. 3000-3999: Employee Benefits Supplemental 155</p> <p>Create, print and distribute K-12 Attendance Awareness posters 4000-4999: Books And Supplies Supplemental 100</p> <p>Student incentives for perfect attendance 4000-4999: Books And Supplies Supplemental 500</p> <p>Leadership Team time to oversee K-12 attendance awareness month and ongoing attendance competitions (included in Leadership stipends) (4 staff) 1000-1999:</p>

			<p>Certificated Personnel Salaries Supplemental 4000</p> <p>Benefits for above. 3000-3999: Employee Benefits Supplemental 655</p>
<p>K-12 Student Council Advisors establish 4-12 Grade Student Council expectations and consistency through the mentorship of 4-8 grade Student Council by high school Student Council.</p>	<p>school-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>K-12 student council advisors plan and coordinate quarterly to establish 4th-12th grade student council expectations and consistency (2 hours quarterly) (included within PE teacher/Activities Director salary) 1000-1999: Certificated Personnel Salaries Base 305</p> <p>Benefits for above 3000-3999: Employee Benefits Base 50</p> <p>California Association of Directors of Activities (CADA) conference for advisors and student council members. 5000-5999: Services And Other Operating Expenditures Base 1000</p>
<p>Research and develop student connections to career and college through a work study/internship program, student portfolio and/or senior project aligned to career and college opportunities.</p> <p>Research and develop K-12 Career and Technical Education Pathways.</p> <p>Research and develop a connection between the K-12 writing benchmarks and senior project to career and college opportunities.</p> <p>Celebrate February as CTE month.</p>	<p>school-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Leadership team time to research and plan (2 hours) (included in Leadership stipends) (1 staff) (included in above Goal 6 line item) 1000-1999: Certificated Personnel Salaries Base</p> <p>Benefits for above (included in above Goal 6 line item) 3000-3999: Employee Benefits Base</p> <p>Curriculum research and development/purchase 4000-4999: Books And Supplies Base 1000</p> <p>Student incentives to encourage Career and Technical Education Pathway exploration 4000-4999: Books And Supplies Base 500</p> <p>Coding training for teacher, STEM training 5000-5999: Services And Other Operating Expenditures Base 1000</p>
<p>All Middle School students complete 4 activities toward building a 10-year plan. One additional college/career activity per semester for K-6 students. This will be monitored through regular check-ins at staff meetings and monitoring of progress toward goal.</p>	<p>school-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>All Middle School teachers (5), one hour per month for 10 months (\$25/hr) 1000-1999: Certificated Personnel Salaries Supplemental 1250</p> <p>Benefits for above 3000-3999: Employee Benefits Supplemental 205</p> <p>In summer work, develop one additional college/career enrichment activity for each grade level to increase low income students' awareness of their post-secondary options. (approximately 5 teachers) (1/2 day) 1000-1999: Certificated Personnel Salaries Supplemental 762</p> <p>Benefits for above 3000-3999: Employee Benefits Supplemental 125</p> <p>10 NPA professional counselor hours of summer work (\$50/hr) 5800: Professional/Consulting Services And</p>

			Operating Expenditures Supplemental 500
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Completed "We're Prepared for College and Career" posters, minutes from parent and staff meetings, Grades 6-12 "Behavior Expectation" posters hung in classes; Progress on 10-year Plan; "K-12 Attendance Awareness Month"		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
English Language Arts teachers will develop and implement Writing Benchmark #2 for the 15-16 school year for 7-12 grade students. The focus of this Benchmark will be Career and College Readiness. Feeder school 7th and 8th grade students (Horicon, Kashia, Manchester and Arena Elementary) will be included. The students writing the student Benchmarks at or above the common core standard will be photographed, invited to a Board meeting to read their benchmark and their pictures will be used on the A-G Requirements poster "We're Prepared for College and Career." These posters will be displayed at all feeder schools as well as at PAHS. Parent and student groups (NAEAC, DELAC, Site Council, Student Council) will be notified via monthly parent newsletters and meetings.	school-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)	<p>ELA staff (7-12) one early release (1.5 hours) to develop benchmark; ELA staff (7-12) one early release (1.5 hours) to calibrate grading of student writing benchmarks; and ELA staff (7-12) one early release (1.5 hours) to discuss interventions needed to bring those students below proficient to grade level or above 1000-1999: Certificated Personnel Salaries Base 177</p> <p>Benefits for above 3000-3999: Employee Benefits Base 29</p> <p>Staff time to prepare for notification process for ELAC/DELAC Meetings (1 hour per parent meeting); Staff time to prepare for notification process for NAEAC Meetings (1 hour per parent meeting); Staff time for photo shoot of all students who achieved Advanced and Proficient; Staff time to prepare for notification process for School Site Council Meetings (1 hour per parent meeting) (8 hrs total) (\$25/hr supplemental rate) (1 staff) 1000-1999: Certificated Personnel Salaries Base 200</p> <p>Benefits for above 3000-3999: Employee Benefits Base 33</p> <p>Time (1.5 days) for District Reading Coach to develop, plan and lead early release sessions with 7-12 ELA staff 1000-1999: Certificated Personnel Salaries Base 286</p> <p>Benefits for above 3000-3999: Employee Benefits Base 124</p>
Behavior Expectation posters are posted in Grades 6-12 and staff is expected to maintain consistent student behavior expectations.	school-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)	<p>Administrator time (10 days) 1000-1999: Certificated Personnel Salaries Base 5429</p> <p>Benefits for above 3000-3999: Employee Benefits Base 1603</p> <p>Staff time (approximately 5) (10 days) 1000-1999: Certificated Personnel Salaries Base 14,720</p> <p>Benefits for above 3000-3999: Employee Benefits Base 2410</p>
Adopt September as K-12 Attendance Awareness	school-	<input checked="" type="checkbox"/> All	Site administrator preparing presentation and attending board,

<p>Month at the site and district level.</p> <p>Continue to promote perfect attendance throughout the school year through a variety of student competitions.</p> <p>Research and implement the use of a in-house suspension opportunity to support chronically absent students, failing students and those negatively impacting the learning of other students through disruptive behavior to complete assignments in a supervised setting.</p>	<p>wide</p>	<p>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)</p>	<p>School Site Council, NAEAC and DELAC meetings and community service club (1 day) 1000-1999: Certificated Personnel Salaries Supplemental 542</p> <p>Benefits for above. 3000-3999: Employee Benefits Supplemental 160</p> <p>Create, print and distribute K-12 Attendance Awareness posters 4000-4999: Books And Supplies Supplemental 100</p> <p>Student incentives for perfect attendance 4000-4999: Books And Supplies Supplemental 500</p> <p>Leadership Team time to oversee K-12 attendance awareness month and ongoing attendance competitions (included in Leadership stipends) (4 staff) 1000-1999: Certificated Personnel Salaries Supplemental 4000</p> <p>Benefits for above. 3000-3999: Employee Benefits Supplemental 655</p>
<p>K-12 Student Council Advisors establish 4-12 Grade Student Council expectations and consistency through the mentorship of 4-8 grade Student Council by high school Student Council.</p>	<p>school-wide</p>	<p><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)</p>	<p>K-12 student council advisors plan and coordinate quarterly to establish 4th-12th grade student council expectations and consistency (2 hours quarterly) (included within PE teacher/Activities Director salary) 1000-1999: Certificated Personnel Salaries Base 314</p> <p>Benefits for above 3000-3999: Employee Benefits Base 51</p> <p>California Association of Directors of Activities (CADA) conference for advisors and student council members. 5000-5999: Services And Other Operating Expenditures Base 1000</p>
<p>Research and develop student connections to career and college through a work study/internship program, student portfolio and/or senior project aligned to career and college opportunities.</p> <p>Research and develop K-12 Career and Technical Education Pathways.</p> <p>Research and develop a connection between the K-12 writing benchmarks and senior project to career and college opportunities.</p> <p>Celebrate February as CTE month.</p>	<p>school-wide</p>	<p><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)</p>	<p>Leadership team time to research and plan (2 hours) (included in Leadership stipends) (1 staff) (included in above Goal 6 line item) 1000-1999: Certificated Personnel Salaries Base</p> <p>Benefits for above (included in above Goal 6 line item) 3000-3999: Employee Benefits Base</p> <p>Curriculum research and development/purchase 4000-4999: Books And Supplies Base 1000</p> <p>Student incentives to encourage Career and Technical Education Pathway exploration 4000-4999: Books And Supplies Base 500</p> <p>Coding training for teacher, STEM training 5000-5999: Services And Other Operating Expenditures Base 1000</p>
<p>All Middle School students complete 4 activities toward building a 10-year plan. One additional college/career</p>	<p>school-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:</p>	<p>All Middle School teachers (5), one hour per month for 10 months (\$25/hr) 1000-1999: Certificated Personnel Salaries</p>

<p>activity per semester for K-6 students. This will be monitored through regular check-ins at staff meetings and monitoring of progress toward goal.</p>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>Supplemental 1250</p> <hr/> <p>Benefits for above 3000-3999: Employee Benefits Supplemental 205</p> <hr/> <p>In summer work, develop one additional college/career enrichment activity for each grade level to increase low income students' awareness of their post-secondary options. (approximately 5 teachers) (1/2 day) 1000-1999: Certificated Personnel Salaries Supplemental 785</p> <hr/> <p>Benefits for above 3000-3999: Employee Benefits Supplemental 129</p> <hr/> <p>10 NPA professional counselor hours of summer work (\$50/hr) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 500</p>
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**



## 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 1 from prior year LCAP:	1. Students will have access to CCSS-aligned instructional materials, clean and safe facilities, and NCLB/HQT compliant teachers in all subjects/levels	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
Goal Applies to:	Schools: AUES Applicable Pupil Subgroups: all	
Expected Annual Measurable Outcomes:	Leaks will be fixed and/or windows replaced, or at least scheduled; facilities well maintained and clean; Prop 39 plan submitted. All textbooks in student hands in the first week of school. Evidence of teachers attending SELPA training.	Actual Annual Measurable Outcomes:  Facilities are well maintained and clean due to monthly inspections in addition to timely communication from site staff to the Maintenance Department regarding safety, maintenance and cleanliness concerns.  The FIT Report establishes an overall rating of 96.98%. The overall rating of Good establishes the school is maintained in good repair with a number of non-critical deficiencies noted. Prop 39 plan has been submitted, Leaks will be fixed and/or windows replaced, or at least scheduled this year and into 2015/2016.  An annual textbook inventory was completed during the summer of 2014. All students have CCSS- aligned instructional materials. The District purchased new materials to ensure all new students have access to adopted materials, and the materials were verified during the Williams visit. The Mendocino County Office of Education Williams team reported no instructional material insufficiencies, and noted insufficiencies related to the leaks mentioned in this goal. The Williams Report described the visit as well-organized.  Site administrators worked closely with human resources personnel to ensure that no teachers are misassigned. In addition, human resource personnel maintain continual communication with the Mendocino County Office of Education.  The purchases of additional CCSS-aligned ancillary instructional materials specific to the needs of ELD students, and the use of ELD materials we previously purchased, allowed ELs to access

			<p>the core curriculum.</p> <p>Para-educators attended Pro-Act training at Mendocino County Office of Education. Our SPED teacher is becoming Pro-Act trainer certified and intends to teach many staff and para-educators in the next year.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase newly adopted instructional materials when enrollment or current supply dictates the need.	Approved curriculum texts, consumables, etc. for each student. 4000-4999: Books And Supplies Base 29,900 Lottery/General Fund	Purchased approved curriculum text for each student	Approved curriculum text for each student 4000-4999: Books And Supplies Base 29,000
Scope of Service <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Monthly facility inspections by Maintenance II and Supervisor to ensure clean and safe environment for students.	1 Maintenance Supervisor & 1 Maintenance II; 1 hour each per month to inspect facilities 2000-2999: Classified Personnel Salaries Base 500 Benefits for above 3000-3999: Employee Benefits Base 120 General Fund	Monthly facility inspections by Maintenance II and Supervisor to ensure clean and safe environment for students.	Maintenance Supervisor & 1 Maintenance II; 1 hour each per month to complete facility inspections 2000-2999: Classified Personnel Salaries Base 500 Benefits for above 3000-3999: Employee Benefits Base 120
Scope of Service <hr/> X All OR:		Scope of Service <hr/> X All OR:	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>Principal will work with HR to assign classes in the Master Schedule in accordance with credentialing to ensure that all teachers will be NCLB/HQT compliant and correctly assigned.</p>	<p>Human Resources Analyst II - 30 hours per year to ensure compliance 2000-2999: Classified Personnel Salaries Base 840</p> <hr/> <p>Benefits for above 3000-3999: Employee Benefits Base 200</p> <hr/> <p>General Fund</p>	<p>Principal worked with HR to assign classes in the Master Schedule in accordance with credentialing to ensure that all teachers in NCLB/HQT compliant and correctly assigned.</p>	<p>Human Resources Analyst II - 30 hours per year to ensure compliance 2000-2999: Classified Personnel Salaries Base 840</p> <hr/> <p>Benefits for above 3000-3999: Employee Benefits Base 200</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Scope of service</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Scope of service		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Scope of service</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Scope of service	
Scope of Service	Scope of service						
Scope of Service	Scope of service						
<p>Convert light switches and thermostats to energy efficient models.</p>	<p>Cost of switches and thermostats 4000-4999: Books And Supplies Other 1700</p> <hr/> <p>General Fund</p>	<p>Converting light switches and thermostats to energy efficient models.</p>	<p>Cost of switches and thermostats 5000-5999: Services And Other Operating Expenditures Other 308</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service		
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<p>Scope of Service   Scope of service</p> <hr/> <p><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)</p>			<p>Scope of Service   Scope of service</p> <hr/> <p><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)</p>		
<p>Purchase additional CCSS-aligned ancillary instructional materials specific to the needs of ELD students.</p>		<p>Ancillary materials/consumables. 4000-4999: Books And Supplies Supplemental 800  General Fund</p>	<p>Purchased History Alive, Spanish Component, Social Studies Grades 7-8</p>		<p>Ancillary materials/consumables. 4000-4999: Books And Supplies Supplemental 800  5800: Professional/Consulting Services And Operating Expenditures Supplemental 195</p>
<p>Scope of Service   Scope of service</p> <hr/> <p><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)</p>			<p>Scope of Service   Scope of Service</p> <hr/> <p><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)</p>		
<p>Purchase additional CCSS-aligned ancillary instructional materials specific to the needs of ELD students.</p>			<p>Purchased Rosetta Stone Educational Software, Students in Grades 1-8</p>		<p>Ancillary materials/consumables. 4000-4999: Books And Supplies Supplemental 800  5800: Professional/Consulting Services And Operating Expenditures Supplemental 1590</p>
<p>Scope of Service   Scope of Service</p>			<p>Scope of Service   Scope of Service</p>		

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Purchase additional CCSS-aligned ancillary instructional materials specific to the needs of ELD students.</p>		<p>Purchased Imagine It! Anthology, in Spanish, Grades 4 and 5 students</p>	<p>Ancillary materials/consumables. 4000-4999: Books And Supplies Supplemental 800 4000-4999: Books And Supplies Supplemental 37</p> <p>Ancillary materials/consumables. 4000-4999: Books And Supplies Supplemental 800 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000</p>				
<table border="1"> <tr> <td data-bbox="109 868 241 932">Scope of Service</td> <td data-bbox="241 868 560 932">Scope of Service</td> </tr> </table>	Scope of Service	Scope of Service		<table border="1"> <tr> <td data-bbox="1039 868 1178 932">Scope of Service</td> <td data-bbox="1178 868 1505 932">Scope of Service</td> </tr> </table>	Scope of Service	Scope of Service	
Scope of Service	Scope of Service						
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<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Purchase additional CCSS-aligned ancillary instructional materials specific to the needs of ELD students.</p>		<p>Purchased other ELD focused materials</p>	<p>Ancillary materials/consumables. 4000-4999: Books And Supplies Supplemental 800 4000-4999: Books And Supplies Supplemental 1049</p>				

Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>After site administrators, stakeholders (Parent Groups - NAEAC and DELAC, Strategic Plan Committees, District and Site Staff, etc.) reviewed actual annual measurable outcomes of the School Climate Survey and other data, it was determined that the 2014-2015 Goal 1 as written was not clear enough to support communication of staff expectations. Consequently, Goal 1 will be amended to make the goal more specific and clear to support communication of staff expectations regarding responsibility of LCAP goals as relating to Common Core Standards. (That will be Goal 2 for 2015/2016 and beyond.) The specificity of the revised goal will ensure that the who, what and why is clearly assigned to district staff ensuring action and completion of LCAP goals.</p> <p>The review of the School Climate Report Card completed in Spring of 2014 sets our baseline scores. The overall School Climate Index (SCI) was 280. The School Climate Report Card data will be used in Years 2 and 3 to guide the action plans of Goal 1 and Goal 3.</p> <p>The FIT Report establishes the following next steps: Many window frames on south side are rotting out, allowing air leaks &amp; moisture intrusion: All portables and 2 permanent classrooms use electric heat. Boiler is 1989 model needs \$10K control replacement; Many original rooms have 6' tall single pane glass. This campus would benefit greatly from energy upgrades.</p>		

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.

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.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>2. Implement instructional strategies, curriculum materials and formative/ summative assessments aligned to Common Core State Standards</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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8                   COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>                   Local : Specify</p>
<p>Goal Applies to: Schools: AUES                  Applicable Pupil Subgroups: all</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>CCSS-aligned math adoption and curriculum alignment at or near completion; CCSS-aligned benchmark exams built for all grade levels in ELA.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Benchmark Overview:                  Benchmark exams were created by teachers in Math and English/Language Arts (E/LA), and were administered regularly during 2014/2015. During the 2014-2015 school year, teachers received Illuminate training (test item banks that teachers can use to develop Benchmark tests). Teachers who teach E/LA and Math had release days during the 2014 summer to complete the creation of Benchmark exams. What our staff discovered was, though most exam questions were created, not all questions effectively assessed each Common Core Standard. Many of the questions need revising. During the 2015/2016 summer, the teachers will receive release days to complete the development and revision of Benchmark exams.</p> <p>Math:                  The CCSS-aligned math adoption is well underway. The adoption coordinator and team has selected the two curricula that our teachers will pilot. 2015/2016 will be the pilot year. We are having difficulty getting the product "rep" to call us back to deliver products for our district to pilot, perhaps due to our small size. We will continue to contact them.</p> <p>Reading/Language Arts:                  All Benchmark assessments have been completed except Vocabulary, Grammar, and Conventions and those will be completed this summer. They will continue to be revised as needed. Until the E/LA adoption when textbooks are Common Core aligned, teachers will continue to revise and update lessons, using the Common Core Standards. Teachers use the</p>



		<p>eStandards app to quickly access the Common Core standards.</p> <p>Engagement:                  Student engagement strategies are emphasized by the site administrator and discussed by teachers in their collaborative partnerships with professional peers. Peer observations are supported and implemented. Training for teachers, para-professionals, and after school staff in student engagement strategies has been offered on staff-development days and on Early Release days. Student engagement is a focus of administrator walk-through observations, and training on student engagement is based on administrator observation and teacher request.</p> <p>Additional Professional Development:                  Common Core (Informational Text and Collaborative Conversations) was the focus of district-wide staff meetings/professional development. Research-based differentiation strategies were taught to support teachers to provide appropriate ability leveled instruction to low income and EL students, and all students, to support access to the Common Core Standards.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers will align curriculum and lessons to CCSS and create CCSS-aligned pacing guides for ELA and math at all grade levels.	All teachers, 2 days x 8 hours summer work to align curriculum and create pacing guides-supplemental pay rate (\$25/hr) 1000-1999: Certificated Personnel Salaries Supplemental 11,500 Benefits for above 3000-3999: Employee Benefits Supplemental 1700 General Fund	2 CCSS days for all teachers + Add'l Duty submitted	All teachers, 2 days x 8 hours summer work to align curriculum and create pacing guides-supplemental pay rate (\$25/hr) 1000-1999: Certificated Personnel Salaries Supplemental 15,495 Benefits for above 3000-3999: Employee Benefits Supplemental 2291
Scope of Service: school-wide <hr/> All OR:		Scope of Service: school-wide <hr/> All OR:	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>Teachers will be trained in multiple instructional and engagement strategies to help all students access the CCSS-aligned curriculum and show improved performance on academic tasks.</p>	<p>All teachers: 8 hours staff development - full day added to contractual year at per diem rate 1000-1999: Certificated Personnel Salaries Base see above</p> <p>Benefits for above 3000-3999: Employee Benefits Base see above</p> <p>General Fund</p>	<p>Teachers trained in multiple instructional and engagement strategies to help all students access the CCSS-aligned curriculum and show improved performance on academic tasks.</p>	<p>All teachers: 8 hours staff development - full day added to contractual year at per diem rate 1000-1999: Certificated Personnel Salaries Base see above (2.1)</p> <p>Benefits for above 3000-3999: Employee Benefits Base see above (2.1)</p>
<p>Scope of Service   school-wide</p> <hr/> <p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>In Early Release time and summer hours, teachers will align curriculum and lessons to CCSS and create CCSS-aligned pacing guides for ELA and math at all grade levels</p>	<p>Included in 3A - 2.1 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Included in 3A - 2.1 3000-3999: Employee Benefits Supplemental</p>	<p>In Early Release time and summer hours, teachers aligned curriculum and lessons to CCSS and created CCSS-aligned pacing guides for ELA and math at all grade levels</p>	<p>Included in 3A - 2.1 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Included in 3A - 2.1 3000-3999: Employee Benefits Supplemental</p>
<p>Scope of Service   school-wide</p> <hr/> <p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English</li> </ul>		<p>Scope of Service   school-wide</p> <hr/> <p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> </ul>	

<p>proficient                  _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>In Early Release time, teachers will create new CCSS-aligned benchmark exams to support Low Income and EL students. Create benchmarks using Illuminate, and use Illuminate program to closely monitor progress of subgroups.</p>	<p>Teacher on Special Assignment (TOSA) 6 days per year 1000-1999: Certificated Personnel Salaries Concentration 2077                  Benefits for above 3000-3999: Employee Benefits Concentration 314                  General Fund</p>	<p>In Early Release time, teachers will created new CCSS-aligned benchmark exams to support Low Income and EL students. Created benchmarks using Illuminate, and used Illuminate program to closely monitor progress of subgroups.</p>	<p>Teacher on Special Assignment (TOSA) 6 days per year 1000-1999: Certificated Personnel Salaries Concentration 2077                  Benefits for above 3000-3999: Employee Benefits Concentration 314</p>
<p>Scope of Service   school-wide</p> <hr/> <p>_ All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>		<p>Scope of Service   school-wide</p> <hr/> <p>_ All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>	
<p>Teachers will be trained in multiple instructional and engagement strategies to help all students access the CCSS-aligned curriculum and show improved performance on academic tasks.</p>	<p>Included in 3A - 2.2 1000-1999: Certificated Personnel Salaries Supplemental                  Included in 3A - 2.2 3000-3999: Employee Benefits Supplemental                  General Fund</p>	<p>Teachers were trained in multiple instructional and engagement strategies to help all students access the CCSS-aligned curriculum and show improved performance on academic tasks.</p>	<p>Included in 3A - 2.2 1000-1999: Certificated Personnel Salaries Supplemental                  Included in 3A - 2.2 3000-3999: Employee Benefits Supplemental</p>
<p>Scope of Service</p> <hr/> <p>_ All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>_ All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Increased student engagement and support will be a continued conversation into the 2015-2016 school year. Overt discussions regarding student engagement strategies observed in all classrooms will be continued and supported during Early Release (ER). Additional benchmarks will be created during the summer of 2015. Teachers will continue to use Illuminate to support the creation of Benchmark Assessments.</p> <p>A summer intervention program to support English Learners (and perhaps students in need of additional support -if space allows) in the areas of English/Language Arts and Math will be implemented.</p> <p>Continued access for all teachers to the Illuminate test item bank to build Benchmark Assessments will be provided during the summer of 2015 and the 2015-2016 school year. In addition, the MCOE will be used as a resource to provide continued support to teachers. Also, during Early Release teachers will be provided with training in the use of the Smarter Balanced Digital Library as a means of preparing Standards-based lessons and using formative assessment.</p> <p>The 2015-2016 Goal 2 was amended to provide additional specificity as it relates to the implementation and use of engaging and intentional instruction to support the 1:1 support of each student according to his/her specific needs. Currently, teachers meet as a group with the administrator and the reading specialist to discuss assessment results. Opportunities for more in-depth examination of individual student data will be provided during at least two, one-on-one sessions with each reading/language arts and math teacher and the principal. Plans for implementation and use of engaging and intentional instruction to support each student according to his/her specific needs will be discussed.</p>
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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.

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 3 from prior year LCAP:	3. Increase parent participation in parent groups, committees, student progress conferences, surveys and school activities.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: AUES Applicable Pupil Subgroups: all	
Expected Annual Measurable Outcomes:	Websites updated at least once per week and increased hits/use of website; sign-in sheets showing increased participation at SSC, ELAC/DELAC and NAEAC. Improve return rate on surveys over previous year.	<p>Actual Annual Measurable Outcomes:</p> <p>A Facebook account (Arena Union Elementary School) was created in the beginning of September. This has been a magnificent tool to reach family members. For example, one post received nearly 400 views. The Facebook posts range from updates on bus route changes due to weather, to lunch menus, to pictures of school activities and classroom lessons, to invitations and opportunities to volunteer at school. At the March ELAC/DELAC meeting, parents agreed that the best way to keep them informed was Facebook because everything is translated into Spanish. Facebook was used to encourage parents to return CHKS surveys. After it was announced on Facebook, we went from 5 returned surveys to over 25.</p> <p>The school website and Facebook page are both updated with monthly lunch and breakfast menus. The school website includes principal messages and other translated items as they are available. We are finding it a challenge to get items translated in a timely manner and are investigating alternatives. We recently paid someone from outside the area to translate documents, but give first priority to our current employees, then local transcriptionists, then out of area transcriptionists. One of the district transcriptionists just quit last month, which leaves us with one transcriptionist in the joint district. The original Goal #3 stated that we would update the web site weekly, but instead we update the new Facebook page- usually weekly or more often, but update the website monthly or more often- it is easier for non-English speakers to access the information.</p> <p>NAEAC, we moved the meetings to the Tribal Center on the Reservation, and provided refreshments. We also give students</p>

awards (attendance, academics, etc.) at each meeting. To further encourage attendance, we offered a drawing for a \$50 gas card, donated by our superintendent. These changes have resulted in up to a 70% increase in parent/student attendance at meetings.

ELAC/DELA Meetings: we hired a new ELD Coordinator to lead the meetings, and either provided refreshments or held potluck dinners. We also give students awards (attendance) at each meeting. To further encourage attendance, we offered a drawing for a \$50 gas card, donated by our superintendent. These changes have resulted in up to a 70% increase in parent/student attendance at meetings.

SSC: Attendance was not as we had hoped for the SSC meetings. The meetings have a reputation of being "business-like" despite the fact that the meetings are actually really fun! For the 2013 - 2014 school year we averaged 9.4 people attending SSC meetings. In the 2014 - 2015 school year so far we're averaging 9.0 people per meeting.

- Data:
- 9/26/13: 13
  - 10/24/13: 9
  - 11/21/13: 11
  - 1/16/14: 7
  - 2/13/14: 10
  - 3/13/14: 6
  - 4/10/14: 9
  - 5/22/14: 10
  
  - 9/14/14: 9
  - 10/2/14: 9
  - 11/20/14: 9
  - 1/29/15: 9
  - 2/26/15: 9

We attempted to advertise in Spanish on the radio one time. It was very difficult to reach the two radio stations. One station never responded, and finally on the second station we submitted a request online to advertise our event in Spanish but never received a response from the station.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Conduct a parent survey in English and Spanish at least once per year; include self-addressed stamped envelopes to increase return rate; follow-up via phone calls; share results with parents via website, SSC, ELAC/DELAC and NAEAC.</p>	<p>1 day District Secretary 2000-2999: Classified Personnel Salaries Base 130</p> <p>Benefits for above 3000-3999: Employee Benefits Base 20</p> <p>Supplies 4000-4999: Books And Supplies Base 150</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Base 200</p> <p>4 hours Counselor 5800: Professional/Consulting Services And Operating Expenditures Base 200</p> <p>General Fund</p>	<p>Conducted a parent survey in English and Spanish once per year; included self-addressed stamped envelopes to increase return rate; follow-up via phone calls; share results with parents via website, SSC, ELAC/DELAC and NAEAC.</p>	<p>1 day District Secretary 2000-2999: Classified Personnel Salaries Base 130</p> <p>Benefits for above 3000-3999: Employee Benefits Base 20</p> <p>Supplies 4000-4999: Books And Supplies Base 0</p> <p>Postage/Supplies 4000-4999: Books And Supplies Base 147</p> <p>4 hours Counselor 5800: Professional/Consulting Services And Operating Expenditures Base 0</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hold parent meetings and Awards Celebrations for NAEAC at the Tribal Center on the Reservation</p>	<p>Superintendent and Principal 3 hours each for 3 evening meetings per year 1000-1999: Certificated Personnel Salaries Concentration 950</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 130</p> <p>Meeting Supplies and Snacks 4000-4999: Books And Supplies</p>	<p>Held parent meetings and Awards Celebrations for NAEAC at the Tribal Center on the Reservation</p>	<p>Superintendent and Principal 3 hours each for 3 evening meetings per year 1000-1999: Certificated Personnel Salaries Concentration 950</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 130</p> <p>Meeting Supplies and Snacks 4000-4999: Books And Supplies Concentration 591</p>

	Concentration 200 General Fund		
Scope of Service   school-wide		Scope of Service   school-wide	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide Spanish speaking interpreters for parent conferences, Back-to-School Night and Open House to increase EL parent participation.	Interpreters 2000-2999: Classified Personnel Salaries Concentration 600 Benefits for above 3000-3999: Employee Benefits Concentration 150 General Fund	Provided Spanish speaking interpreters for parent conferences, Back-to-School Night and Open House to increase EL parent participation.	Interpreters/Translators 2000-2999: Classified Personnel Salaries Concentration 2304 Benefits for above 3000-3999: Employee Benefits Concentration 576
Scope of Service   school-wide		Scope of Service	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement radio ads on Spanish Language radio programs to improve communication with EL parents	Purchase radio advertisement slots 5800: Professional/Consulting Services And Operating Expenditures Concentration 750 General Fund	Implemented one radio ad on Spanish Language radio programs to improve communication with EL parents	Purchase radio advertisement slots 5800: Professional/Consulting Services And Operating Expenditures Concentration 0
Scope of Service   school-wide		Scope of Service   school-wide	



<p><input 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)</p>		<p><input 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)</p>	
<p>Translate (Spanish) all major documents on the school website to increase EL/Low Income parent use of website</p>	<p>Translation services 5800: Professional/Consulting Services And Operating Expenditures Concentration 400</p> <hr/> <p>General Fund</p>	<p>Translated (Spanish) documents on the school website to increase EL/Low Income parent use of website</p>	<p>Translation services 5800: Professional/Consulting Services And Operating Expenditures Concentration 50</p> <p>Note: the above represents translation services charged to Obj 5800 (external service providers). Additional translation services were also charged to Objects 2000-2999 (for district employees), which is reflected in the Interpreters/Translator sum of \$2304.</p>
<p>Scope of Service</p> <hr/> <p><input 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)</p>		<p>Scope of Service</p> <hr/> <p><input 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)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The new Goal #3 is important because the 2014/2015 Goals 3, 5, and 6, were combined to create the 2015/2016 Goal 3, "Improve K-12 student engagement which includes 97% attendance, increased parent participation and a high-performing school culture promoting healthy lifestyle choices and personal responsibility." Included are outcomes and expenses for improving parent participation in all aspects of schooling, increasing student attendance in all areas of our population, decreasing bullying, and improving opportunities for students to make healthy lifestyle choices and to take personal responsibility. We are hoping that by increasing the culture of the school - the parent participation, healthy lifestyle choices and personal responsibility, that school attendance will increase.</p>		

	<p>Parent participation: The purpose of the 2014/2015 Goal #3, to increase parent participation- is vital and its essence will be carried over to Goal #3 in 2015/2016. Parent participation will be encouraged and measured through participation in School Site Council, DELAC and NAEAC meetings, parent conferences, Back to School Night, Open House, field trips, and other school activities and events. Parent participation through School Site Council (SSC) will be encouraged next year with an incentive program. Gift cards are being purchased to use as incentives for attendance. If a parent attends four SSC events, he/she will receive a \$5 gift card to our local bakery or coffee shop.</p> <p>Attendance: The metrics used to measure this goal were effective, and through the creation of our Strategic Plan, and through interaction with stakeholders, student attendance is one important component (and result) of the larger goal, to "Improve K-12 student engagement which includes 97% attendance, increased parent participation and a high-performing school culture promoting healthy lifestyle choices and personal responsibility." The new goal of 97% attendance comes from research from Bryan Goodwin (2011) in "Simply Better: Doing What Matters Most to Change the Odds for Student Success." We combined 2014/2015 Goals 3, 5, and 6, to create the 2015/2016 Goal 3, "Improve K-12 student engagement which includes 97% attendance, increased parent participation and a high-performing school culture promoting healthy lifestyle choices and personal responsibility."</p> <p>High-performing school culture promoting healthy lifestyle choices and personal responsibility: This aspect of the goal was added because it supports the District Goals, aligns with the District Wellness Plan, and will support increased student attendance . AUES will continue to provide safety procedures and appropriate training for students, staff and parents that support personal safety and a violence/harassment-free environment (OSHA, child abuse, bullying, lock-down, etc.). AUES will form a committee to examine opportunities to build the AUES "high-performing school culture," including hiring a PE teacher/activities director to create a student council, intramural activities, and create other possible culture-building systems.</p> <p>Spanish language advertising: We attempted to advertise in Spanish on the radio one time. It was very difficult to reach the two radio stations. One station never responded, and finally on the second station we submitted a request online to advertise our event n Spanish but never received a response from the station. Because of this, we are removing this action step.</p>
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**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.**

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.

<p>Original GOAL 4 from prior year LCAP:</p>	<p>4. Improve student performance on all standardized measures of academic progress (CAASPP-ELA and math, CELDT/RFEP/EL proficiency, district benchmark exams, API).</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>           COE only: 9 _ 10 _           Local : Specify</p>
<p>Goal Applies to: Schools: AUES          Applicable Pupil Subgroups: all</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Improved CELDT band improvement, EL proficiency and RFEP rates; 90% participation rate on ELA and math CAASPP.          All students complete at least three benchmark exams.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Summary of standardized measures of academic progress:          The percentage of students at each grade who have completed each of the Benchmark exams to date:          K- 100%          1st: 84% E/LA; 88% Math (Teacher on maternity leave, sub giving final Benchmark exam- will update)          2nd: 97%          3rd: 100%          4th: 95%          5th: 90%          6th: 100%          7th: 90%          8th: 95%</p> <p>We are below our goal of 100% of three Benchmarks. We attribute this to high extended absentee rates during the flu season.</p> <p>The percentage of students who participated in CAASP, 2015: 99%. One special education student's parents opted to not assess their child.</p> <p>Total Number of English Learners (K-8):          2013- 71 Total EL Students          2014- 64 Total EL Students          2015- 70 Total EL Students</p> <p>The percentage of EL students who moved up one or more</p>

		<p>CELDT bands:                  2013- 25 students, 35%                  2014- 24 students, 38%                  2015- Data not available until after September CELDT testing</p> <p>The percentage of EL students who are Reclassified Fully English Proficient (RFEP) status: 2014/15: 8 Students RFEPed                  2013- 5 students, 7%                  2014- 3 students, 5%                  2015- 8 students, 11%</p> <p>Benchmark assessments were created in mathematics and English. Teachers were provided with release time during the summer to complete the assessments. Additional days are required during the summer of 2015/2016 for teachers to complete E/LA Benchmarks and to update Benchmarks.</p> <p>Staff members attended Illuminate professional development. Illuminate training will continue into the 15-16 school year to support teachers to create and update Benchmarks for math and English/language arts.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase kindergarten from half time to "all day"; add back 2:15 PM bus run for K-3 students who are not in 2:15-3:15 intervention classes. Intervention is specifically for EL, LI students.	Additional bus driver time, benefits and incremental cost for use of larger buses 5700-5799: Transfers Of Direct Costs Supplemental 9800 General Fund	Increased kindergarten from half time to "all day"; add back 2:15 PM bus run for K-3 students who are not in 2:15-3:15 intervention classes. Intervention is specifically for EL, LI students.	Additional bus driver time, benefits and incremental cost for use of larger buses 5700-5799: Transfers Of Direct Costs Supplemental 9800  Note: transfer will happen at end-of-year during closing.
Scope of Service: school-wide		Scope of Service: school-wide	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>Improve services to all students by providing scheduled class time in the computer lab at least 30 minutes per week per class.</p>	<p>Add 30 minutes of computer lab time per week for all Gr. 1-8 teachers.                  All teachers, 20 hours per year                  1000-1999: Certificated Personnel Salaries Base 15250                  Benefits for above 3000-3999: Employee Benefits Base 5800                  General Fund</p>	<p>Improved services to all students by providing scheduled class time in the computer lab at least 30 minutes per week per class.</p>	<p>Add 30 minutes of computer lab time per week for all Gr. 1-8 teachers. All teachers, 20 hours per year                  1000-1999: Certificated Personnel Salaries Base 15,250                  Benefits for above 3000-3999: Employee Benefits Base 5800</p>
<p>Scope of Service school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain the positions of Testing Coordinator for STAR and CELDT/Title I Coordinator.</p>	<p>Testing Coordinator 1000-1999: Certificated Personnel Salaries Base 2500                  Benefits for above 3000-3999: Employee Benefits Base 378                  General Fund</p>	<p>Maintained the positions of Testing Coordinator for STAR and CELDT/Title I Coordinator.</p>	<p>Testing Coordinator 1000-1999: Certificated Personnel Salaries Base 2500                  Benefits for above 3000-3999: Employee Benefits Base 378</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Initial planning for summer bridge/intervention program for summer, 2015 to increase the number of EL and Low Income students testing proficient on benchmark exams and showing improved performance on CELDT.</p>	<p>2 teachers at 16 hours each supplemental rate (\$25/hr) 1000-1999: Certificated Personnel Salaries Concentration 800</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 110</p> <p>General Fund</p>	<p>Summer bridge/intervention program for summer (June 2015 portion), to increase the number of EL and Low Income students testing proficient on benchmark exams and showing improved performance on CELDT.</p>	<p>2 teachers at 16 hours each supplemental rate (\$25/hr) 1000-1999: Certificated Personnel Salaries Concentration 0</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 0</p> <p>Summer School Instruction (June 2015) 1000-1999: Certificated Personnel Salaries Concentration 1183</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 194</p> <p>Summer School Aides (June 2015) 2000-2999: Classified Personnel Salaries Concentration 322</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 79</p> <p>Summer School Cafeteria - AE portion (25%) 5700-5799: Transfers Of Direct Costs Concentration -254</p> <p>Summer School Transportation - AE portion (25%) 5700-5799: Transfers Of Direct Costs Concentration 368</p>
<p>Scope of Service school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide online academic enrichment/intervention access to EL and low income students, including adding appropriate student-use devices.</p>	<p>Odysseyware online program annual fee 5800: Professional/Consulting Services And Operating Expenditures Concentration 10,000</p>	<p>Provided online academic enrichment/intervention access to EL and low income students, including adding appropriate student-use devices.</p>	<p>Odysseyware online program annual fee 5800: Professional/Consulting Services And Operating Expenditures Concentration 5898</p> <p>7 PC laptops to run Odysseyware</p>

	<p>7 PC laptops to run Odysseyware courses. 4000-4999: Books And Supplies Concentration 3200</p> <p>2 teachers to Odysseyware Trainer workshop in Sonoma 1000-1999: Certificated Personnel Salaries Concentration 540</p> <p>conference registration and travel expenses 5000-5999: Services And Other Operating Expenditures Concentration 550</p> <p>benefits for above 3000-3999: Employee Benefits Concentration 58</p>		<p>courses. 4000-4999: Books And Supplies Concentration 3127</p> <p>2 teachers to Odysseyware Trainer workshop in Sonoma 1000-1999: Certificated Personnel Salaries Concentration 540</p> <p>conference registration and travel expenses 5000-5999: Services And Other Operating Expenditures Concentration 375</p> <p>benefits for above 3000-3999: Employee Benefits Concentration 58</p> <p>Odysseyware Meeting time 1000-1999: Certificated Personnel Salaries Concentration 25</p>
<p>Scope of Service school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Add Reading Specialist hours to increase intervention time and support for EL and Low Income students.</p>	<p>30 additional days of Reading Specialist 1000-1999: Certificated Personnel Salaries Concentration 10,143</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 1548</p> <p>General Fund</p>	<p>Added Reading Specialist hours to increase intervention time and support for EL and Low Income students.</p>	<p>30 additional days of Reading Specialist 1000-1999: Certificated Personnel Salaries Concentration 10,143</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 1548</p>
<p>Scope of Service school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Maintain the M,T, Th, F 2:15-3:15 Intervention classes specifically for EL, LI students for grades K-3</p>	<p>K-3 Teachers, 4 hours per week, for 36 weeks of school 1000-1999: Certificated Personnel Salaries Concentration 27,150</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 5000</p> <p>General Fund</p>	<p>Maintained the M,T, Th, F 2:15-3:15 Intervention classes specifically for EL, LI students for grades K-3</p>	<p>K-3 Teachers, 4 hours per week, for 36 weeks of school 1000-1999: Certificated Personnel Salaries Concentration 32,736</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 14,824</p> <p>Teacher: Jan Henley (53% of salary)</p>
<p>Scope of Service   school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Maintain ELAC/DELAC Coordinator</p>	<p>annual coordinator stipend 1000-1999: Certificated Personnel Salaries Concentration 2500</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 378</p> <p>General Fund</p>	<p>Maintained ELAC/DELAC Coordinator</p>	<p>annual coordinator stipend 1000-1999: Certificated Personnel Salaries Concentration 0</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 0</p> <p>Note: we pay the above ELAC/DELAC coordinator stipend (\$1500) out of Title I (RS 3010) funds.</p>
<p>Scope of Service   school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> </ul>		<p>Scope of Service   school-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> </ul>	



<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>Continue to provide ELD pullout and targeted support for EL students.</p>	<p>2 teachers equivalent to 0.6 FTE 1000-1999: Certificated Personnel Salaries Concentration 30,289</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 13,882</p> <p>General Fund</p>	<p>Continued to provide ELD pullout and targeted support for EL students from Reading Specialist and teacher/Behavior Support.</p>	<p>2 teachers equivalent to 0.6 FTE 1000-1999: Certificated Personnel Salaries Concentration 32,141</p> <p>Benefits for above 3000-3999: Employee Benefits Concentration 13,963</p>
<p>Scope of Service</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <li>_ All</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <li>_ All</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There was no change to the wording of this goal. Unexpected expenditures related to assessment have been made. These include reading testing of all middle school students because the high school needed more detailed information about incoming student abilities. Students in Grades 7 and 8 were tested using the Scholastic Reading Inventory (SRI), and the results of the assessment were used to guide placement at the high school (PAHS) and to provide intervention support. We will continue this practice. Additionally, we used SRI to test students in Grades 2 and 6 in order to determine where to focus intensive instruction next year and to have a baseline for our summer school.</p> <p>To increase ELD support to English Learners through staff professional development, direct instruction, and assessment, an ELD K-12 teacher has been hired for the 2015-16 year. In addition, a teacher will manage CELDT and other related data during the 2015-16 school year. Currently, the teacher manages CELDT and related EL data plans, but we hope to transition the teacher's CELDT and related EL data tasks to the ELD teacher, if it seems feasible. Next year we will make that decision and develop a plan, if applicable.</p> <p>Devices were implemented as a result of areas of needed student support or enrichment:          Rosetta Stone Language Support: 10 licenses purchased to support English learners (to learn English) and another student with assessed enrichment needs (pilot to learn Spanish)          Read Live Reading Online Support at Grades 6-8: 30 licenses purchased to support reading intervention</p>		

	<p>IXL Math Online Practice: Grade 2 pilot to provide supportive practice of math concepts for struggling students and enrichment for students with assessed enrichment needs</p> <p>Odysseyware: Algebra</p> <p>Staff:</p> <p>Illuminate training will continue into the 15-16 school year to support teachers to create and update Benchmark Assessments for each class.</p>
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**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.**

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 5 from prior year LCAP:	5. Improve all student attendance and classroom engagement, with a focus on EL, Native American and low income students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8  COE only: 9 _ 10 _  Local : Specify																																												
Goal Applies to:	Schools: AUES Applicable Pupil Subgroups: all																																													
Expected Annual Measurable Outcomes:	Improved student attendance and chronic absentee rates; decreased number of D/F grades; improved number of students completing extra-curricular commitments; no Middle School drop-outs.	<p>Actual Annual Measurable Outcomes: Overall student attendance has remained about the same as last year, with the following attendance data:</p> <table border="1"> <thead> <tr> <th colspan="2">2013/14 Percent of Students in Attendance</th> <th colspan="2">2014/15 Percent of Students in Attendance</th> </tr> <tr> <th>Grades:</th> <th>K-6</th> <th>7-8</th> <th>Grades K-6</th> </tr> </thead> <tbody> <tr> <td>7-8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Month 1:</td> <td>94%</td> <td>96%</td> <td>95%</td> </tr> <tr> <td>2:</td> <td>95%</td> <td>96%</td> <td>92%</td> </tr> <tr> <td>3:</td> <td>92%</td> <td>94%</td> <td>93%</td> </tr> <tr> <td>4:</td> <td>92%</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>5:</td> <td>90%</td> <td>89%</td> <td>91%</td> </tr> <tr> <td>6:</td> <td>92%</td> <td>92%</td> <td>89%</td> </tr> <tr> <td>7:</td> <td>92%</td> <td>93%</td> <td>92%</td> </tr> <tr> <td>8:</td> <td>92%</td> <td>93%</td> <td>91%</td> </tr> </tbody> </table> <p>A great deal of time was spent on increasing student attendance, especially in the Native American and EL populations. At the Native American Educational Advisory Council and English Learner Advisory Council meetings, attendance awards were given to those students achieving 90-</p>	2013/14 Percent of Students in Attendance		2014/15 Percent of Students in Attendance		Grades:	K-6	7-8	Grades K-6	7-8				Month 1:	94%	96%	95%	2:	95%	96%	92%	3:	92%	94%	93%	4:	92%	92%	92%	5:	90%	89%	91%	6:	92%	92%	89%	7:	92%	93%	92%	8:	92%	93%	91%
2013/14 Percent of Students in Attendance		2014/15 Percent of Students in Attendance																																												
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6:	92%	92%	89%																																											
7:	92%	93%	92%																																											
8:	92%	93%	91%																																											

		<p>100% attendance at school. Our Native American liaison and EI coordinators made phone calls to families of students with chronic absenteeism. Home visits were made. The SARB process was started for qualifying students. Alarm clocks were purchased for those students in need.</p> <p>Middle school D and F rates are unavailable for the 2013/2014 year due to staff changes and a report card system change to aeries.net. However, D and F Rates for the 2014/2015 year have decreased.</p> <table border="1"> <thead> <tr> <th>D</th> <th>F</th> <th>%</th> <th></th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td>14</td> <td>0</td> <td>3% Ds, 0 Fs</td> </tr> <tr> <td>2nd Quarter</td> <td>4</td> <td>0</td> <td>1% Ds, 0 Fs</td> </tr> <tr> <td>3rd Quarter</td> <td>3</td> <td>0</td> <td>1% Ds, 0 Fs</td> </tr> </tbody> </table> <p>Extra-curricular participation held steady in the 2014-15 school year, and included boys basketball, and girls basketball and volleyball, and band and art in grades 4-8.</p> <p>No middle school drop outs.</p>	D	F	%		1st Quarter	14	0	3% Ds, 0 Fs	2nd Quarter	4	0	1% Ds, 0 Fs	3rd Quarter	3	0	1% Ds, 0 Fs
D	F	%																
1st Quarter	14	0	3% Ds, 0 Fs															
2nd Quarter	4	0	1% Ds, 0 Fs															
3rd Quarter	3	0	1% Ds, 0 Fs															

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services									
Budgeted Expenditures		Estimated Actual Annual Expenditures									
2015 Increase student access to technology devices and computer-based learning activities to increase student engagement. Configure 5 Chrome Books per classroom with grade-level and challenge-level learning activities for student use.	40 hours Tech Coordinator summer hours to load/configure Chrome Books with learning software. 1000-1999: Certificated Personnel Salaries Base 800 Benefits for above 3000-3999: Employee Benefits Base 380 General Fund	Funded 40 hour Tech Coordinator	40 hours Tech Coordinator (summer hours) 1000-1999: Certificated Personnel Salaries Base 800 Benefits for above 3000-3999: Employee Benefits Base 116								
<table border="1"> <tr> <th>Scope of Service</th> <th>Scope of Service</th> </tr> <tr> <td> <input checked="" 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                 </td> <td></td> </tr> </table>	Scope of Service	Scope of Service	<input checked="" 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			<table border="1"> <tr> <th>Scope of Service</th> <th>Scope of Service</th> </tr> <tr> <td> <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                 </td> <td></td> </tr> </table>	Scope of Service	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		
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proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)									
Continue to fund band teacher for two periods per day to give students access to enrichment courses.	Band Teacher (0.27 fte) 1000-1999: Certificated Personnel Salaries Supplemental 13,171 Benefits for above 3000-3999: Employee Benefits Supplemental 5747 General Fund	Funded band teacher for two periods per day	Band teacher for two periods per day 1000-1999: Certificated Personnel Salaries Supplemental 16,128 Benefits for above 3000-3999: Employee Benefits Supplemental 6721 Teacher: (31.5% of salary)								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Scope of Service</td> <td style="text-align: center;">Scope of Service</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black;"> <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)         </td> </tr> </table>	Scope of Service	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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Scope of Service</td> <td style="text-align: center;">Scope of Service</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black;"> <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)         </td> </tr> </table>	Scope of Service	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)		
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		Increased student access to technology	Computers & Instructional Technology 4000-4999: Books And Supplies Concentration 423 Online Enrichment subscriptions 5800: Professional/Consulting Services And Operating Expenditures Concentration 833 Odysseyware Program - included in 3B 4.2 5800: Professional/Consulting Services And Operating Expenditures Concentration								
Increase student support/behavior support staff time to improve behavior and engagement for EL and Low Income students	0.25 FTE teacher assigned to student support/behavior support 1000-1999: Certificated Personnel Salaries Concentration 16,200 Benefits for above 3000-3999: Employee Benefits Concentration 5750	Fund student support/behavior support staff time	Student support/behavior support staff time 1000-1999: Certificated Personnel Salaries Concentration 16,128 Benefits for above 3000-3999: Employee Benefits Concentration 6721								

	General Fund		Teacher: (25% of salary)
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In 2014/2015, we have tried the most common solutions to attendance: calling home, working with community liaison, SARB processes. Based on surveys of students, we are working to improve school culture in the hope that it entices students to come to school. A PE teacher and para-educator will conduct intramural sports, and begin student council and other culture-building activities.</p> <p>New Goal #5: Increase student access to rigorous courses and academic enrichment activities. (Modified former Goal #7)</p> <p>Changes to this goal were made due to a review of the K-12 articulation processes as well as review throughout the Strategic Plan development process. It was determined by stakeholders that there is a need to increase the articulation and vertical training of staff. This articulation will increase the consistency of student academic and behavior expectations. Emphasis will be placed on K-12 articulation to support students at the start of their academic careers to establish vital academic habits, consistent attendance and engagement in the school community. During K-12 articulation, opportunities for AUES students to interact intellectually with the PAHS students will be created. Transition meetings to support 8th grade students as they move into high school will be offered for professional development of both middle and high school teachers to better meet the needs of students as they transition into high school. These academic expectations along with the implementation of consistent K-12 formative and summative assessments will support an increased high school graduation rate and promote a higher standard of academic performance.</p> <p>Professional development topics will be offered for teachers, administrators, and para-educators based on formative and summative assessments, feedback from staff members, and findings of current research in the educational field. The professional development cycle will be used to train K-12 staff. The District Director of K-12 Curriculum and Instruction will work with the District Superintendent to plan a continuum of professional development that includes review of research and/or data, instruction or new learning, practice and feedback in implementation of new learning, collaboration and observation of peers, and re-instruction- if needed.</p> <p>Another finding that came from the review of the K-12 articulation processes and from the Strategic Plan development process, was that Goal 3: "Academic Achievement: Each student, with school and parent support, will demonstrate annual academic progress in core academic subjects and enrichment electives," was not specific to how we want to see our students challenged. Goal 5 was created to specifically address how students are challenged. Goal 5 states, "Increase student access to rigorous courses and academic enrichment activities." A committee will be formed to investigate the</p>		

	efficacy of creating a Science Technology Engineering Math (STEM) course or an "advanced placement" type of program at Arena for the 2015/2016 school year. Technology use such as Rosetta Stone online program to teach Spanish to English only students will be explored. It is being piloted this year.
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**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.**

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 6 from prior year LCAP:	6. Improve school climate with regard to student behavior referrals and instances of bullying.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify																				
Goal Applies to:	Schools: AUES Applicable Pupil Subgroups: all																					
Expected Annual Measurable Outcomes:	Over previous year, steady and/or increased extra-curricular participation records; improved D/F rates	<p>Actual Annual Measurable Outcomes:</p> <p>School-wide Suspension rates show a significant decreasing trend:          Suspensions in 2013/2014 school year: 26          Suspensions in 2014/2015 school year (through 5/1/15): 14</p> <p>Middle school D and F rates are unavailable for the 2013/2014 year due to staff changes and a report card system change to aeries.net. However, D and F Rates for the 2014/2015 year have decreased.</p> <table border="1"> <thead> <tr> <th></th> <th>D</th> <th>F</th> <th>%</th> <th></th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td></td> <td>14</td> <td>0</td> <td>3% Ds, 0 Fs</td> </tr> <tr> <td>2nd Quarter</td> <td></td> <td>4</td> <td>0</td> <td>1% Ds, 0 Fs</td> </tr> <tr> <td>3rtd Quarter</td> <td></td> <td>3</td> <td>0</td> <td>1% Ds, 0 Fs</td> </tr> </tbody> </table> <p>Extra-curricular participation held steady in the 2014-15 school year, and included boys basketball, and girls basketball and volleyball, and band and art in grades 4-8. Plans for 2015-16 school year will bring participation up, with the hiring of a full time PE Teacher/Activities Director. The plan has the new teacher beginning a student council at the middle school level, and the middle school student council will provide input into the new intramural sports to be organized by the PE teacher at lunchtime. The hope is that these sporting opportunities will engage students during a critical bullying time- lunch recess, and lead to a decrease in instances of bullying. Additionally, plans are built for a K-12 community Halloween Carnival, to encourage parents to come to school and meet teachers, and a K-12 Olympics Day to encourage K-12 transition and team-building.</p>		D	F	%		1st Quarter		14	0	3% Ds, 0 Fs	2nd Quarter		4	0	1% Ds, 0 Fs	3rtd Quarter		3	0	1% Ds, 0 Fs
	D	F	%																			
1st Quarter		14	0	3% Ds, 0 Fs																		
2nd Quarter		4	0	1% Ds, 0 Fs																		
3rtd Quarter		3	0	1% Ds, 0 Fs																		



LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue funding after school extra-curricular activities to encourage student engagement and participation in positive activities.	<p>Cost to District for snacks for the ASES program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 16,200</p> <p>Maintenance/Custodial for ASES program not covered by grant 5700-5799: Transfers Of Direct Costs Supplemental 7600</p> <p>General Fund</p>	Continued funding after school extra-curricular activities to encourage student engagement and participation in positive activities.	<p>Cost to District for snacks for the ASES program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 12,000</p> <p>Maintenance/Custodial for ASES program not covered by grant 5700-5799: Transfers Of Direct Costs Supplemental 7600</p> <p>Note: We plan to perform transfer at end-of-year, during closing, for the above 2 items.</p>
<p>Scope of Service: school-wide</p> <p>____ All _____ OR:                      _ Low Income pupils                      _ English Learners                      _ Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)</p>		<p>Scope of Service: school-wide</p> <p>____ All _____ OR:                      _ Low Income pupils                      _ English Learners                      _ Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)</p>	
Continue classroom modules on appropriate social behaviors and processing emotions as delivered by Counselor and District MFT.	<p>10 days per year of District MFT 2000-2999: Classified Personnel Salaries Base 2700</p> <p>Benefits for above 3000-3999: Employee Benefits Base 600</p> <p>Professional services of NPA counselor @ \$450/day 5800: Professional/Consulting Services And Operating Expenditures Base 44,550</p> <p>General Fund</p>	Continued classroom modules on appropriate social behaviors and processing emotions as delivered by Counselor and District MFT.	<p>10 days per year of District MFT 2000-2999: Classified Personnel Salaries Base 2700</p> <p>Benefits for above 3000-3999: Employee Benefits Base 600</p> <p>Professional services of NPA counselor @ \$450/day 5800: Professional/Consulting Services And Operating Expenditures Base 44,850</p>
Scope of Service:		Scope of Service:	

<p><input 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)</p>		<p><input 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)</p>	
<p>Increase student support/Behavior support staff time to improve behavior support and address bullying</p>	<p>0.25 FTE teacher assigned to student support/behavior support 1000-1999: Certificated Personnel Salaries Concentration 16,200 Benefits for above 3000-3999: Employee Benefits Concentration 5750 General Fund</p>	<p>Increased student support/Behavior support staff time to improve behavior support and address bullying</p>	<p>0.25 FTE teacher assigned to student support/behavior support 1000-1999: Certificated Personnel Salaries Concentration 16,968 Benefits for above 3000-3999: Employee Benefits Concentration 5939 Teacher: (25% of salary)</p>
<p>Scope of Service</p> <hr/> <p><input 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)</p>		<p>Scope of Service school-wide</p> <hr/> <p><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)</p>	
		<p>Increased student self-awareness, empowerment and bullying education through Challenge Day activities to improve school climate.</p>	<p>Challenge Day program 5800: Professional/Consulting Services And Operating Expenditures Concentration 3527 Challenge Day food 4000-4999: Books And Supplies Concentration 143</p>
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All -----</p>	

<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<p>OR:</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Plans for 2015-16 school year will bring participation in extracurricular activities up, with beginning a student council at the middle school level. The new middle school student council will provide input into the new intramural sports to be organized by the PE teacher and para-educator at lunchtime/recess. The hope is that these sporting opportunities will engage students during a critical bullying time- lunch recess, and lead to a decrease in instances of bullying. Additionally, plans are built for a K-12 community Halloween Carnival, to encourage parents to come to school and meet teachers, and a K-12 Olympics Day to encourage K-12 transition and team-building.</p> <p>New Goal #6: Ensure students are college and career ready through a K-12 aligned Common Core curriculum and coherent K-12 instruction. (Was Goal 9- modified) Goal 9 was changed, and became Goal #6, to reflect the new K-12 alignment for consistency for students as they transition from Grade 8 at the elementary level to grade 9 at the high school. A strong, consistent effort that begins in Grade K and continues through Grade 12 to ensure that students are college and career ready will benefit students as they enter college or a career.</p> <p>These actions will accompany this goal: All middle school students complete 3 or more activities toward building a 10-year plan; all grade levels have at least one college/career activity per semester. Classroom teachers will incorporate college and career readiness activities into lessons at least once per month.</p>		

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.

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 7 from prior year LCAP:	7. Increase access to rigorous courses and academic enrichment activities for all students.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: AUES Applicable Pupil Subgroups: all, EL , Low Income	
Expected Annual Measurable Outcomes:	Students ready for Algebra and/or Geometry in middle school successfully completing it; maintain band enrollment year-to-year; increased number of teachers accessing computer lab for computer use and instruction; online enrichment in place	<p>Actual Annual Measurable Outcomes:</p> <p>We struggled with how to add an Algebra I course for the few students who needed the challenge and met the criteria. The first plan was to have these students attend Algebra at the local high school, but the schedules did not align. As a result, we elected to purchase Odysseyware and as a staff we received training on the system. This allowed students to work independently at their own pace. Several students had success with this, but most found it to have not enough instruction and too much independent practice without guidance. To address this need, times were arranged before school for students to come in and access teacher help- but students did not like the early hours. Some returned to Grade 8 Math. We arranged times in the day for students to get support during Study Skills, however the math teacher reports that students rarely ask for Algebra help. Next year we will not offer Odysseyware.</p> <p>In planning for the 2015/2016 year, two math classes are being created for Grade 8- a Grade 8 math and an Algebra 1. This will alleviate the scheduling problem and will provide necessary instructional support.</p> <p>Band was offered twice per day (One period Grades 4 and 5; one period Grades 6-8). Busses were provided to take students back and forth between AUES and PAHS.</p> <p>Band Data: 2013/14 - 10 4th grade 2014/15 – 18 4th grade Increased 80%</p> <p>2013/14 - 8 5th grade</p>

2014/15 – 9 5th grade  
Increased 12.5%

2013/14 6th - 12  
2014/15 6th - 8  
Decreased 33%

2013/14 7th - 5  
2014/15 7th – 5  
No change

2013/14 8th - 7  
2014/15 8th - 4  
Decreased 43%

Due to the high drop rates for Band (students said they wanted to be able to do other things), Band will be offered two days a week- for more intense sectional classes. For example, some percussion and woodwinds on Monday and Tuesday, and other percussion and brass on Thursday and Friday. This change will provide more individualized support, and allow students in Band to take another enrichment opportunity, perhaps art. Hopefully, we will see a lower attrition rate.

Computer Lab:

We have a sign-in log in the lab so teachers can sign the classes in. Unfortunately, in reviewing the log, many times the teachers forgot to sign in. In an informal survey of teachers, a great majority of the classes (85%) used the lab regularly for their assigned 30 minutes weekly, others used it at least twice monthly. Our lab is monitored by video camera and plays in the principal's office. The footage shows that the lab is consistently busy with classes! No teachers used the lab during the weeks of CAASP testing. Next year, the principal will bring the log to staff meetings and remind teachers to log class attendance.

Online enrichment:

One online experience we are testing is using Rosetta Stone to learn Spanish. A mother approached us about her Grade 3 daughter who needed a challenge. We set her up with a Rosetta Stone account and she is now learning Spanish in the library during a set schedule three days per week. She is serving as a pilot for us and if she is successful we will consider purchasing more licenses for other students who need enrichment.

			<p>Other Online enrichment:                  A Grade 2 teacher researched and found an online enrichment and remediation program called IXL. After using the free trial period with her class, she asked to purchase the program for her class. It was so successful that other grade-levels are using it. Next year we will purchase the program for more classes.</p> <p>One Action Plan we had that we did not follow well, was to review ancillary materials for all adopted curriculum and implement one challenge/enrichment activity for each unit. We will include that next year as part of our Early Release tasks.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services									
	Budgeted Expenditures		Estimated Actual Annual Expenditures								
Review ancillary materials for all adopted curriculum and implement one challenge/enrichment activity for each unit.	Included in regular teacher day 1000-1999: Certificated Personnel Salaries Base	Reviewed ancillary materials for all adopted curriculum and implement one challenge/enrichment activity for each unit.	Included in regular teacher day 1000-1999: Certificated Personnel Salaries Base								
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td></td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils                      _ English Learners                      _ Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td></td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils                      _ English Learners                      _ Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service											
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service											
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Fund online academic enrichment program(s) to give low income and EL students access to "challenge" and remedial learning activities.	See 4.2 - all costs reported there 5800: Professional/Consulting Services And Operating Expenditures Concentration		See 4.2 - all costs reported there 5800: Professional/Consulting Services And Operating Expenditures Concentration								
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>school-wide</td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                 </td> </tr> </table>	Scope of Service	school-wide	_ All ----- OR:			<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td></td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils                      _ English Learners                 </td> </tr> </table>	Scope of Service		_ All ----- OR: _ Low Income pupils _ English Learners		
Scope of Service	school-wide										
_ All ----- OR:											
Scope of Service											
_ All ----- OR: _ Low Income pupils _ English Learners											

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Maintain Arena Tech Center program to increase student (and low income parent) access to computers after school hours.</p>	<p>30% of ATC costs 5700-5799: Transfers Of Direct Costs Supplemental 12,970</p> <hr/> <p>General Fund</p>	<p>Maintain Arena Tech Center program to increase student (and low income parent) access to computers after school hours.</p>	<p>30% of ATC costs 5700-5799: Transfers Of Direct Costs Supplemental 12,955</p> <hr/> <p>Note: We plan to perform transfer at end-of-year, during closing.</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This goal will be rolled into Goals #1 and #5 for 2015/2016. Goal #1: The District will utilize the best business practices to provide all students with rigorous and engaging instruction, a safe, secure learning environment, and clean, well-maintained facilities. Goal #5: Increase student access to rigorous courses and academic enrichment activities. In planning for 2015-16, at grades 4-8 a new period in the day was created, called "Enrichment." That is going to be the time in the day to meet students where they are. If they need ELD, they will get it, if they need remediation (re-teaching, pre-teaching, skills practice, they will get it, if they are doing well in the basics and need more- they will get it. Preliminary course offerings include computer coding/programing (which prepares students for Grades 9-12 STEM courses), Spanish, Art, and Band. At Grades 1-3, there will be an E/LA Enrichment course during the first 30 minutes of the day. This will be a leveled approach- across grade levels, and will be designed to meet students at their ability level. If they need ELD, they will get it, if they need remediation (re-teaching, pre-teaching, skills practice, they will get it, if they are doing well in the basics and need more- they will get it. Advanced and Proficient level students will participate in novel studies. Grade K will address enrichment in the afternoon. The morning addresses core classes, and the afternoon is designated as enrichment time. See 2015-16 Goals 1 and 5 for more details.</p>		

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.

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 8 from prior year LCAP:	8. Increase the number of EL students meeting annual CELDT goals for continuous improvement and RFEP and EL proficiency.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: AUES Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	increased number of EL students advancing at least one CELDT level per year, and increased RFEP rate. Improved EL proficiency percentage over previous year.	Actual Annual Measurable Outcomes: EL proficiency percentages compared to previous year: The percentage of EL students who moved up one or more CELDT bands: 2013- 25 students, 35% 2014- 24 students, 38% 2015- Data not available until after September CELDT testing  The percentage of EL students who are Reclassified Fully English Proficient (RFEP) status: 2014/15: 8 Students RFEPed 2013- 5 students, 7% 2014- 3 students, 5% 2015- 8 students, 11%	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5 intervention classes 40 minutes, 4 times per week to provide additional academic support to EL and low income students.	5 teachers, 160 minutes per week for 38 weeks 1000-1999: Certificated Personnel Salaries Supplemental 45,000  Benefits for above 3000-3999: Employee Benefits Supplemental 12,300  General Fund	Funded 5 intervention classes 40 minutes, 4 times per week to provide additional academic support to EL and low income students.	5 teachers, 160 minutes per week for 38 weeks 1000-1999: Certificated Personnel Salaries Supplemental 45,000  Benefits for above 3000-3999: Employee Benefits Supplemental 12,300
Scope of Service		Scope of Service	



<p><input 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)</p>		<p><input 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)</p>	
<p>Begin planning for 2015 summer bridge program to improve services for EL and low income intervention/academic support</p>	<p>See 4.1 - all costs reported there 2000-2999: Classified Personnel Salaries Concentration See 4.1 - all costs reported there 3000-3999: Employee Benefits Concentration</p>	<p>Begin planning for 2015 summer bridge program to improve services for EL and low income intervention/academic support</p>	<p>See 4.1 - all costs reported there 2000-2999: Classified Personnel Salaries Concentration See 4.1 - all costs reported there 3000-3999: Employee Benefits Concentration</p>
<p>Scope of Service: school-wide</p> <hr/> <p><input 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)</p>		<p>Scope of Service: school-wide</p> <hr/> <p><input 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)</p>	
<p>Dedicated one early release staff development session per quarter to plan improved support and intervention for EL students</p>	<p>All teachers, 1.5 hours 4 times per year 1000-1999: Certificated Personnel Salaries Concentration 4300 Benefits for above 3000-3999: Employee Benefits Concentration 600 General Fund</p>	<p>Dedicated one early release staff development session per quarter to plan improved support and intervention for EL students</p>	<p>All teachers, 1.5 hours 4 times per year 1000-1999: Certificated Personnel Salaries Concentration 4300 Benefits for above 3000-3999: Employee Benefits Concentration 600</p>
<p>Scope of Service:</p> <hr/> <p><input type="checkbox"/> All ----- OR:</p>		<p>Scope of Service:</p> <hr/> <p><input type="checkbox"/> All ----- OR:</p>	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>A full time ELD teacher is hired and will begin work in the 2014/2015 school year. She will split her time between this school and the high school. She will run the ELD instruction. The CELDT coordinator will continue to test CELDT, and the ELD coordinator will continue to run the ELAC/DELAC meetings.</p> <p>This goal will be deleted and combined with Goal #4: Improve student performance on all standardized measures of academic progress (CAASPP-ELA and math, CDLDT/RFEP/EL proficiency, District Benchmark exams, API).</p>		

**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.**

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.

<p>Original GOAL 9 from prior year LCAP:</p>	<p>Increase student participation in college and career readiness activities.</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>                  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>                  Local : Specify</p>
<p>Goal Applies to: Schools: AUES                  Applicable Pupil Subgroups: all, EL, Low Income</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>All middle school students complete 4 activities toward building a 10-year plan; all grade levels have at least one college/career activity per semester.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Percentage of students who completed opportunities: As of April 27th, approximately 90% of Middle School students have completed two activities out of four toward building a 10-year plan, and will complete the remaining two activities after SBAC testing.</p> <p>The 7th Grade students attended a field trip in April at the Marin Sea Life Center. At the Center, the students were presented with a variety of career opportunities that related to working near the ocean. They were presented with opportunities to participate in internships beginning at age 15 and 16.</p> <p>Students eligible for Special Education services receive ten hours of career exploration/workability type activities from the Mendocino County Office of Education Workability Department.</p> <p>Kindergarten through Grade 6 students will participate in two college/career activities after SBAC testing, in May. After CAASP, students will complete a very intensive values survey. At the end, the students will have a score that tells what matters to them. They can use this information to guide career options. A survey called California Career Zone is being planned. It is more specific than the values survey and gives more detailed information. At the end of the survey students are presented with about 15 careers and provided information about each.</p> <p>One activity being planned for May is school-wide, where upper grade students speak to underclassmen about potential career choices. The upper-grade students will assume the character of the particular career/profession.</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Classroom teachers will incorporate college and career readiness activities into lessons at least once per month.	all (16) teachers, one hour per month for 10 months 1000-1999: Certificated Personnel Salaries Base 6900 Benefits for above 3000-3999: Employee Benefits Base 1000 General Fund	Classroom teachers incorporated college and career readiness activities into lessons at least once per month.	all (16) teachers, one hour per month for 10 months 1000-1999: Certificated Personnel Salaries Base 6900 Benefits for above 3000-3999: Employee Benefits Base 1000
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
In summer work, develop one college/career enrichment activity for each grade level to increase Low Income, EL and Native American student awareness of options.	10 hours professional NPA counselor during the summer (\$50/hr) 5800: Professional/Consulting Services And Operating Expenditures Concentration 500 General Fund	In summer work, one college/career enrichment activity for each grade level was developed to increase Low Income, EL and Native American student awareness of options.	10 hours professional NPA counselor during the summer (\$50/hr) 5800: Professional/Consulting Services And Operating Expenditures Concentration 500
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal will be deleted and combined with Goal #6: Ensure students are college and career ready through a K-12 aligned Common Core curriculum and coherent K-12 instruction. This college and career goal needs to be kept more at the forefront via regular check-ins at staff meetings and monitoring of progress toward goal, because teachers were not reminded enough to do the monthly activities. The students did, however, participate in some ongoing activities and the main activities: All middle school students complete 4 activities toward building a 10-year plan; all grade levels have at least one college/career activity per semester, and some ongoing activities were completed. We have already placed one college awareness on the calendar for next year; teachers are each selecting a college of focus and the class will investigate elements of college life, like what the application process looks like, what is needed to apply, what extracurricular activities look like, etc...		

**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:	<u>\$165,551</u>
<p>On a district-wide basis, Arena Union Elementary school district used Supplemental &amp; Concentration dollars in a variety of ways.</p> <p>Dedicated monthly early release staff development sessions were used to plan improved support and intervention for EL students, align curriculum and lessons to CCSS and create CCSS-aligned pacing guides for ELA and math at all grade levels, create new CCSS-aligned benchmark exams to support Low Income and EL students, create benchmarks using Illuminate, and use Illuminate program to closely monitor progress of subgroups, and to plan multiple instructional and engagement strategies to help all students access the CCSS aligned curriculum. As of June 1st, these meetings occurred on 9/3, 9/10, 10/1, 10/8, 10/22, 11/19,12/10, 2/3, 2/25, 3/11, 4/1 and 5/13. CCSS work for ELA and math is planned for summer 2015.</p> <p>The opportunity to meet with parents and family members of EL and Native American students was greatly improved this year. In March, 2014 we began a huge push to get Native and EL parents involved. For example, we worked with the Tribal Council and came up with ideas to motivate Native parents to attend. We moved the meetings to the Tribal Center and the time to 5:30 (it was 1:30 PM in prior years). Giving awards (and food!) seemed to be the ticket, in addition to changing the location and time. As a result of our efforts, the March, 2014 meeting had 9 parents, 13 students and the Tribal Chair—a significant improvement over the previous 10 years. For example, in comparing the January meetings over time: 2010: 4 parents, 1 Tribal Council representative--happened to be the Tribal Chair (Nelson Pinola) that time; 2011: 2 parents, 0 Tribal Council representation; 2012: 0 parents, 1 Tribal Council representative; January 2013: Rescheduled a couple of times, then canceled (due to lack of interest); January 2014 (Did not have one). In January 2015, we had 23 parents and family members! In addition, the average meeting had the superintendent, the high school, elementary school, and Charter School principals, the District Native American Liaison, a Board Member, and usually our Human Resources Coordinator to represent the Tribe. A cafeteria worker and Native American parent, came occasionally. Warren Galletti, County Superintendent of Schools, and former school principal, said the attendance shown above (before 2014) was typical for his entire tenure as principal (11 years).</p> <p>To increase EL parent participation, Spanish speaking interpreters were provided for parent conferences, Back-to-School Night, and Open House. At Back-to-School Night, a Spanish interpreter area was designated by a sign in Spanish, and was utilized by parents. Interpreters for parent conferences, and for Open House were arranged in advance. Our goal to implement radio ads on Spanish Language radio programs to improve communication with EL parents was partially met. We have two Spanish language stations in the region and we were able to utilize one station, but not the other. Though we attempted to contact both stations, we were only able to reach one. We advertised the kindergarten registration event, and will advertise Open House. Next year we will advertise school start information, as well. Our goal of translating into Spanish all major documents on the school website to increase EL/Low Income parent use of website was not met. We have a serious problem finding qualified translators at an affordable rate. As a result, we have reached out to the Sacramento area, where we secured the services of another translator. Now we have the services of two part-time employees who can translate documents when they have time, and another person to whom we can email documents for translation. We will schedule a meeting with the site webmaster, one of the translators and the interim school secretary to ensure that these documents get translated. The EL Master Plan is currently being translated.</p>	

The planning for summer bridge/intervention program for summer, 2015 to increase the number of EL and Low Income students testing proficient on benchmark exams and showing improved performance on CELDT has occurred. The first planning meetings occurred at the March 24th Principals' Meeting, and on March 17th at a meeting requesting input from interested stakeholders. Bimonthly meetings followed in April and May, and the summer bridge program to support EL/Low Income students will run from June 26 through July 10, 2015 with 2 teachers and 2 paraprofessionals.

To provide online academic enrichment/intervention access to EL and low income students, including adding appropriate student-use devices, ten seats for Rosetta Stone were purchased. This online program supported newcomer ELs. Additionally, in an effort to increase communication between English and non-English speakers, we are piloting a program to use Rosetta Stone to teach English speakers how to speak Spanish. We are also researching the program called Pronunciator for use with EL students. Another online tool we have purchased for Grade 2 as a pilot, is IXL. IXL offers reinforcement and advancement in the form of interactive questions, vivid visuals, and enticing awards for every math and E/LA lesson we teach. The practice is designed to engage and inspire low income pupils, foster youth, and English learners. Our site also funded an online academic enrichment program called Odysseyware to give low income and EL students access to "challenge" themselves. During the initial purchase and training conversations, we were led to believe that this program would work for our students. However, once we began implementing the program in Algebra, we found that it required extensive pre-teaching by a certificated teacher. It was not as student self-directed as we were led to believe. We are not purchasing this program again. The program that we are piloting, referred to earlier (IXL), is working much better for pushing students ahead and allowing them to grow on their own, after the initial classroom instruction.

Thirty additional days of Reading Specialist hours were added to increase intervention time and support for EL and Low Income students. The Reading Specialist works with small homogenous groups of ELs on a weekly basis to provide ELD pullout and targeted support for EL students. Additionally, she leads staff development on Early Release Days. Programs to provide ELD pullout and targeted support for EL students is an ongoing challenge for us because of our transient population. For example, late in 2014 one family with three non-English speaking newcomer children moved into the area. In February 2015, they moved away. In March, they moved back. The week of March 23rd we received 5 newcomer Spanish-speaking students. As a staff, we are flexible and always willing to regroup our teachers and students to meet the needs of our students, but sometimes it is a logistical challenge that takes time to coordinate.

Intervention classes specifically for EL, LI students for grades K-3 were maintained throughout the school year, on M,T, Th, F from 2:15-3:15. Currently AUES has an individual who administers the CELDT, files the proper paper work, and oversees on a general basis, the progress of ELs. This individual completes this work as a certificated employee.

The hiring of a new ELAC/DELAC Coordinator allowed us to maintain the position when the former coordinator moved out of our area. The new coordinator has worked tirelessly to implement fresh ideas to attract parents to the meetings, including holding drawings for gift certificates to the local grocery stores, presenting attendance awards to students, and asking the local Catholic Priest to speak about the importance of parent participation in school activities. Outreach to increase attendance at DELAC/ELAC meetings is completed via phone calls in the parents' preferred language (Spanish). As a result, in a comparison of attendance data, in prior January meetings, parent/family attendance was ten or less people. This year, our January meeting had over 30 parent/family members present!

We increased student support / behavior support staff time to improve behavior and engagement for EL and Low Income students, by adding a 0.25 FTE teacher assigned to student support / behavior support. Funds were used to send our behavior support teacher outside the area to attend two professional development about bullying prevention.

Our school strives to utilize the Arena Tech Center program to increase student (and low income parent) access to computers after school hours. We have referred students to the Tech Center who for various reasons cannot access the computers in the After School Program. Additionally, staff members who want to increase their technology skills are referred to the center. During the April 30th ELAC/DELAC meeting, ELAC parent and student attendees walked to the Tech Center to learn how to access the opportunities for students and community members.

In summer work, our counselor developed one college/career enrichment activity for each grade level to increase Low Income, EL and Native American student awareness of

options. Throughout the year, she met with grade-levels and discussed these activities with students. Opportunities for students to see themselves as people who go to college or who have a career were offered at all grade-levels. Plans for coordinating our informational text writing sample with a series of posters explaining the steps to get to specific careers are being created and will begin next year.

Another service provided by our counselor is the overseeing of several funds for supporting students from low income households. She distributes the McKinney Vento funds for things like shoes, coats, snacks and more for homeless students. The Community Foundation of Mendocino, Mendocino Children's Fund, and other funds donated to our school are used for for things like shoes, coats, and snacks and also for specific needs of low income students, like alarm clocks, and valentines for Valentine's Day.

- 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.

9.62	%
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Quantitative data regarding proportionality percentage, and how it is met through increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils, is documented in Attachment "Section 3B Documentation."

Qualitatively, the proportionality percentage, and how it is met through increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils, is accomplished in a large variety of ways. Dedicated monthly early release staff development sessions were used to plan improved support and intervention for EL students, align curriculum and lessons to CCSS and create CCSS-aligned pacing guides for ELA and math at all grade levels, create new CCSS-aligned benchmark exams to support Low Income and EL students, create benchmarks using Illuminate, and use Illuminate program to closely monitor progress of subgroups, and to plan multiple instructional and engagement strategies to help all students access the CCSS aligned curriculum. As of June 1st, these meetings occurred on 9/3, 9/10, 10/1, 10/8, 10/22, 11/19, 12/10, 2/3, 2/25, 3/11, 4/1, 5/13. CCSS work will continue in the summer 2015.

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Areas of need to continue and increase focus for the 2015-2016 school year.

1. During the 2014-2015 school year ELD coordination and support has been completed, on an as needed basis. During 2015-2016 year, AUES will hire an ELD teacher. This individual must be selected/hired for the 2015-2016 school year and will be shared with PAHS.
2. Summer benchmark development by teachers with a focus on accessing unduplicated pupils' academic performance data will continue to be supported for the summer months.
3. ELD reading strategies will continue to be taught to teachers and implemented by teachers in classrooms supporting unduplicated pupils.

**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).

**AUES LCAP Section 3A (pg. 17) Yr. 1 2014-15 - Actions, Services and Expenditures for All Students**

No.	Level of Service	Proposed Expenditure	Type	Funding Source	Amount	In Budget (Y/N)?	Amount Spent YTD	Entered into DTS 14-15 Annual Update?
1.1	Purchase newly adopted instructional materials when enrollment or current supply dictates the need.	Approved curriculum texts, consumables, etc. for each student.	4000-4999	Base	\$ 29,900.00	Y - 4100	\$ 28,768.27	Y
1.2	Monthly facility inspections by Maintenance II and Supervisor to ensure clean and safe environment for students.	1 Maintenance Supervisor & 1 Maintenance II; 1 hour each per month to inspect facilities	2000-2999	Base	\$ 500.00	Y - 2300, 2200	n/a	Y
		Benefits for above	3000-3999	Base	\$ 120.00	Y - 3000s	n/a	Y
1.3	Principal will work with HR to assign classes in the Master Schedule in accordance with credentialing to ensure that all teachers will be NCLB/HQT compliant and correctly assigned.	Human Resources Analyst II - 30 hours per year to ensure compliance	2000-2999	Base	\$ 840.00	Y - 2400	n/a	Y
		Benefits for above	3000-3999	Base	\$ 200.00	Y - 3000s	n/a	Y
1.4	Convert light switches and thermostats to energy efficient models.	Cost of switches and thermostats	4000-4999	Base	\$ 1,700.00	Y - 5000-5999	\$ 308.39	Y
2.1 (in 3B)	In Early Release time and summer hours, teachers will align curriculum and lessons to CCSS and create CCSS-aligned pacing guides for ELA and math at all grade levels	All teachers, 2 days x 8 hours summer work to align curriculum and create pacing guides-supplemental pay rate (\$25/hr)	1000-1999	Supplemental	\$ 11,500.00			
		Benefits for above	3000-3999	Supplemental	\$ 1,700.00			
2.2	Teachers will be trained in multiple instructional and engagement strategies to help all students access the CCSS-aligned curriculum and show improved performance on academic tasks.	All teachers: 8 hours staff development - full day added to contractual year at per diem rate	1000-1999	Base	see above (2.1)	Y - 1100	n/a	Y
		Benefits for above	3000-3999	Base	see above (2.1)	Y - 3000s	n/a	Y
3.1	Conduct a parent survey in English and Spanish at least once per year; include self addressed stamped envelopes to increase return rate; follow-up via phone calls; share results with parents via website, SSC, ELAC/DELAC and NAEAC.	1 day District Secretary	2000-2999	Base	\$ 130.00	Y - 2400	n/a	Y
		Benefits for above	3000-3999	Base	\$ 20.00	Y - 3000s	n/a	Y
		Supplies	4000-4999	Base	\$ 150.00	Y - 4300	\$ -	Y
		Postage/Supplies	5000-5999	Base	\$ 200.00	Y - 5904	\$ 147.00	Y
		4 hours Counselor	5800	Base	\$ 200.00	Y - 5800	\$ -	Y
4.1 (in 3B)	Increase kindergarten from half time to "all day"; add back 2:15 PM bus run for K-3 students who are not in 2:15-3:15 intervention classes. Intervention is specifically for EL, LI students.	Additional bus driver time, benefits and incremental cost for use of larger buses	5700-5799	Supplemental	\$ 9,800.00	Y - 5710	\$ -	Y
4.2	Improve services to all students by providing scheduled class time in the computer lab at least 30 minutes per week per class.	Add 30 minutes of computer lab time per week for all Gr. 1-8 teachers. All teachers, 20 hours per year	1000-1999	Base	\$ 15,250.00	Y - 1100	n/a	Y
		Benefits for above	3000-3999	Base	\$ 5,800.00	Y - 3000s	n/a	Y
4.3	Maintain the positions of Testing Coordinator for STAR and CELDT/Title I Coordinator.	Testing Coordinator	1000-1999	Base	\$ 2,500.00	Y - 1900	\$ 1,250.00	Y

		Benefits for above	3000-3999	Base	\$ 378.00	Y - 3000s	\$ 181.54	Y
5.1	Increase student access to technology devices and computer-based learning activities to increase student engagement. Configure 5 Chrome Books per classroom with grade-level and challenge-level learning activities for student use.	40 hours Tech Coordinator summer hours to load/configure Chrome Books with learning software.	1000-1999	Base	\$ 800.00	Y - 1950	\$ 800.00	
		Benefits for above	3000-3999	Base	\$ 380.00	Y - 3000s	\$ 116.18	
5.2 (in 3B)	Continue to fund band teacher for two periods per day to give students access to enrichment courses.	Band Teacher (0.27 fte)	1000-1999	Supplemental	\$ 13,171.00			
		Benefits for above	3000-3999	Supplemental	\$ 5,747.00			
6.1 (in 3B)	Continue funding after school extracurricular activities to encourage student engagement and participation in positive activities.	Cost to District for snacks for the ASES program	5800	Supplemental	\$ 16,200.00			
		Maintenance/Custodial for ASES program not covered by grant	5700-5799	Supplemental	\$ 7,600.00			
6.2	Continue classroom modules on appropriate social behaviors and processing emotions as delivered by Counselor and District MFT.	10 days per year of District MFT	2000-2999	Base	\$ 2,700.00	Y - 2200	n/a	
		Benefits for above	3000-3999	Base	\$ 600.00	Y - 3000s	n/a	
		Professional services of NPA counselor @ \$450/day	5800	Base	\$ 44,550.00	Y - 5800	\$ 44,850.00	
7.1	Review ancillary materials for all adopted curriculum and implement one challenge/enrichment activity for each unit.	Included in regular teacher day	1000-1999	Base	\$ -	Y - 1100	n/a	
8.1 (in 3B)	5 intervention classes 40 minutes, 4 times per week to provide additional academic support to EL and low income students.	5 teachers, 160 minutes per week for 38 weeks	1000-1999	Supplemental	\$ 45,000.00			
		Benefits for above	3000-3999	Supplemental	\$ 12,300.00			
9.1	Classroom teachers will incorporate college and career readiness activities into lessons at least once per month.	all (16) teachers, one hour per month for 10 months	1000-1999	Base	\$ 6,900.00	Y -1100	n/a	
		Benefits for above	3000-3999	Base	\$ 1,000.00	Y - 3000s	n/a	

**Color Legend**

Amounts entered into the 2014-15 LCAP Annual update

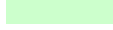
**AUES LCAP Section 3B (pg. 41) Yr. 1 2014-15 - Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

No.	Level of Service	Proposed Expenditure	Type	Funding Source	Amount	In Budget (Y/N)?	Amount Spent YTD	Entered into DTS 14-15 Annual Update?
1.1	Purchase additional CCSS-aligned ancillary instructional materials specific to the needs of ELD students.	Ancillary materials /consumables.	4000-4999	Supplemental	\$ 800.00	Y - 4300	\$ 4,871.49	Y
2.1	In Early Release time and summer hours, teachers will align curriculum and lessons to CCSS and create CCSS-aligned pacing guides for ELA and math at all grade levels	All teachers, 2 days x 8 hours summer work to align curriculum and create pacing guides-supplemental pay rate (\$25/hr)	1000-1999	Supplemental	\$ 11,500.00	Y - 1150	\$ 15,495.39	Y
		Benefits for above	3000-3999	Supplemental	\$ 1,700.00	Y - 3000s	\$ 2,290.62	Y
2.2	In Early Release time, teachers will create new CCSS-aligned benchmark exams to support Low Income and EL students. Create benchmarks using Illuminate, and use Illuminate program to closely monitor progress of subgroups.	Teacher on Special Assignment (TOSA) 6 days per year	1000-1999	Concentration	\$ 2,077.00	Y - 1300	\$ 1,838.64	Y
		Benefits for above	3000-3999	Concentration	\$ 314.00	Y - 3000s	n/a	Y
2.3	Teachers will be trained in multiple instructional and engagement strategies to help all students access the CCSS aligned curriculum and show improved performance on academic tasks.	All teachers: 8 hours staff development - full day added to contractual year at per diem rate	1000-1999	Base	see above (2.1)	n/a	\$ -	Y
		Benefits for above	3000-3999	Base	see above (2.1)	n/a	\$ -	Y
3.1	Hold parent meetings and Awards Celebrations for NAEAC at the Tribal Center on the Reservation	Superintendent and Principal 3 hours each for 3 evening meetings per year	1000-1999	Concentration	\$ 950.00	Y - 1350	n/a	Y
		Benefits for above	3000-3999	Concentration	\$ 130.00	Y - 3000s	n/a	Y
		Meeting Supplies and Snacks	4000-4999	Concentration	\$ 200.00	Y - 4300	\$ 590.56	Y
3.2	Provide Spanish speaking interpreters for parent conferences, Back-to-School Night and Open House to increase EL parent participation.	Interpreters	2000-2999	Concentration	\$ 600.00	Y - 2150, 2250, 2400	\$ 2,303.68	Y
		Benefits for above	3000-3999	Concentration	\$ 150.00	Y - 3000s	\$ 576.00	Y
3.3	Implement radio ads on Spanish Language radio programs to improve communication with EL parents	Purchase radio advertisement slots	5800	Concentration	\$ 750.00	Y - 5811	\$ -	Y
3.4	Translate (Spanish) all major documents on the school website to increase EL/Low Income parent use of website	Translation services	5800	Concentration	\$ 400.00	Y - 5800	\$ 50.00	Y
4.1	Initial planning for summer bridge/intervention program for summer, 2015 to increase the number of EL and Low Income students testing proficient on benchmark exams and showing improved performance on CELDT.	2 teachers at 16 hours each supplemental rate (\$25/hr)	1000-1999	Concentration	\$ 800.00	Y - 1150	\$ -	Y
		Benefits for above	3000-3999	Concentration	\$ 110.00	Y - 3000s	\$ -	Y
		Summer School Instruction (June 2015)	1000-1999	Concentration	\$ -	Y - 1150	\$ 1,182.60	
		Benefits for above	3000-3999	Concentration	\$ -	Y - 3000s	\$ 193.62	
		Summer School Aides (June 2015)	2000-2999	Concentration	\$ -	Y - 2150	\$ 321.72	
		Benefits for above	3000-3999	Concentration	\$ -	Y - 3000s	\$ 78.63	
		Summer School Cafeteria - AE portion (25%)	5700-5799	Concentration	\$ -	Y - 5710	\$ (253.74)	
Summer School Transportation - AE portion (25%)	5700-5799	Concentration	\$ -	Y - 5710	\$ 368.16			
4.1 (3A)	Listed as Supplemental Increase kindergarten from half-time to "all day" add back 2:15PM bus run for K-3 students who are not in 2:15-3:15 intervention classes. Intervention is specifically for EL, LI students.	Additional bus driver time, benefits and incremental cost for use of larger buses General Fund	5700-5799	Supplemental	\$ 9,800.00	Y - 5710	\$ -	Y
4.2	Provide online academic enrichment/intervention access to EL and low income students, including adding appropriate student-use devices.	Odysseyware online program annual fee	5800	Concentration	\$ 10,000.00	Y - 5800	\$ 5,898.00	Y
		7 PC laptops to run Odysseyware courses.	4000-4999	Concentration	\$ 3,200.00	Y - 4400	\$ 3,126.98	Y
		2 teachers to Odysseyware Trainer workshop in Sonoma	1000-1999	Concentration	\$ 540.00	Y - 1100	n/a	Y
		conference registration and travel expenses	5000-5999	Concentration	\$ 550.00	Y - 5200	\$ 374.51	Y
		Odysseyware Mtgs	1000-1999	Concentration	n/a	n/a	\$ 25.00	Y
		Benefits for above	3000-3999	Concentration	\$ 58.00	Y - 3000s	n/a	Y

4.3	Add Reading Specialist hours to increase intervention time and support for EL and Low Income students.	30 additional days of Reading Specialist	1000-1999	Concentration	\$ 10,143.00	Y - 1100 (1023)	\$ 7,384.71	Y
		Benefits for above	3000-3999	Concentration	\$ 1,548.00	Y - 3000s	n/a	Y
4.4	Maintain the M,T, Th, F 2:15-3:15 Intervention classes specifically for EL, LI students for grades K-3	K-3 Teachers, 4 hours per week, for 36 weeks of school	1000-1999	Concentration	\$ 27,150.00	Y - 1100	\$ 32,736.16	Y
		Benefits for above	3000-3999	Concentration	\$ 5,000.00	Y - 3000s	\$ 14,824.18	Y
4.5	Maintain ELAC/DELAC Coordinator	annual coordinator stipend	1000-1999	Concentration	\$ 2,500.00	Y - 1900	\$ -	Y
		Benefits for above	3000-3999	Concentration	\$ 378.00	Y - 3000s	\$ -	Y
4.6	Continue to provide ELD pullout and targeted support for EL students.	2 teachers equivalent to 0.6 FTE	1000-1999	Concentration	\$ 30,289.00	Y - 1100 (1015) Y - 1100 (1083)	\$ 32,140.61	
		Benefits for above	3000-3999	Concentration	\$ 13,882.00	Y - 3000s	\$ 13,963.12	
5.1	Increase student support / behavior support staff time to improve behavior and engagement for EL and Low Income students	0.25 FTE teacher assigned to student support / behavior support	1000-1999	Concentration	\$ 16,200.00	Y - 1100 (1001)	\$ 16,968.17	
		Benefits for above	3000-3999	Concentration	\$ 5,750.00	Y - 3000s	\$ 5,939.08	
5.2 (3A)	Listed as Supplemental Continue to fund band teacher for two periods per day to give students access to enrichment courses	Band Teacher (0.27 FTE)	1000-1999	Supplemental	\$ 13,171.00	Y - 1100	\$ 16,128.00	
		Benefits for above	3000-3999	Supplemental	\$ 5,747.00	Y - 3000s	\$ 6,721.00	
5	Increase student access to technology	Computers & Instructional Technology	4000-4999	Concentration	\$ 16,200.00	Y - 1100 (1001)	\$ 423.21	
		Online Enrichment subscriptions	5800	Concentration	n/a	n/a	\$ 832.67	
		Odysseyware Program - included in 3B 4.2	5800	Concentration	\$ 5,750.00	Y - 3000s	Odysseyware Program - included in 3B 4.2	
6.1	Increase student support / Behavior support staff time to improve behavior support and address bullying	0.25 FTE teacher assigned to student support / behavior support	1000-1999	Concentration	\$ 16,200.00	Y - 1100 (1001)	\$ 16,968.17	
		Benefits for above	3000-3999	Concentration	\$ 5,750.00	Y - 3000s	\$ 5,939.08	
6.1 (3A)	Listed as Supplemental Continue funding after school extra-curricular activities to encourage student engagement and participation in positive activities.	Cost to District for snacks for ASES program	5800	Supplemental	\$ 12,000.00	Y - 5800	\$ -	
		Maintenance/Custodial for ASES program not covered by grant	5700-5799	Supplemental	\$ 7,600.00	Y - 5710	\$ -	
6	Increase student self-awareness, empowerment and bullying education through Challenge Day activities to improve school climate.	Challenge Day program	5800	Supplemental	n/a	n/a	\$ 3,527.00	
		Challenge Day food	4000-4999	Supplemental	n/a	n/a	\$ 143.00	
7.1	Fund online academic enrichment program(s) to give low income and EL students access to "challenge" and remedial learning activities.	See 4.2 - all costs reported there	5800	Concentration	See 4.2 - all costs reported there	n/a	n/a	
7.2	Maintain Arena Tech Center program to increase student (and low income parent) access to computers after school hours.	30% of ATC costs	5700-5799	Supplemental	\$ 12,970.00	Y - 5710	\$ 12,955.37	
8.1	Begin planning for 2015 summer bridge program to improve services for EL and low income intervention/academic support	See Goal 4 - all costs reported there	2000-2999	Concentration	See Goal 4 - all costs reported there	n/a	n/a	
		See Goal 4 - all costs reported there	3000-3999	Concentration	See Goal 4 - all costs reported there	n/a	n/a	
8.1 (3A)	Listed as Supplemental 5 intervention classes 40 minutes, 4 times per week to provide additional academic support to EL and low income students	5 teachers, 160 minutes per week for 38 wks	1000-1999	Supplemental	\$ 45,000.00	Y - 1100	n/a	
		Benefits for above	3000-3999	Supplemental	\$ 12,300.00	Y - 3000s	n/a	
8.2	Dedicated one early release staff development session per quarter to plan improved support and intervention for EL students	All teachers, 1.5 hours 4 times per year	1000-1999	Concentration	\$ 4,300.00	Y - 1100	n/a	
		Benefits for above	3000-3999	Concentration	\$ 600.00	Y - 3000s	n/a	
9.1	In summer work, develop one college/career enrichment activity for each grade level to increase Low Income, EL and Native American student awareness of options.	10 hours professional NPA counselor during the summer (\$50/hr)	5800	Concentration	\$ 500.00	Y - 5800	\$ 500.00	



**Color Legend**

 Amounts entered into the 2014-15 LCAP Annual update