

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

### Introduction:

The Fortuna Union High School District (FUHSD) is an integral part of a community that is both united and greatly varied in its physical and demographic features. FUHSD encompasses a 2,500 square mile range from the northern tip of the south jetty of Humboldt Bay, east along Highway 36 to the mountainous ridges, which divide the Van Duzen and Mad River watersheds near Ruth Lake, and south along the Avenue of the Giants to the town of Redcrest. Approximately sixty-five percent (65%) of the District's students live over a mile from our school sites.

The makeup of communities within our district varies widely in age, income, education level and rate of growth. The city of Fortuna and its surrounding areas have seen an increase of many new housing and commercial developments. According to the U.S. Census Bureau, the population of Fortuna has decreased 0.8% from 2010 - 2012. The development of one retail mall has completed and a commercial zone is currently under construction. The city of Rio Dell has been using funds from a Community Development Block Grant to fund the Gateway Improvement Project, a major project for its northern gateway, and continues to implement a downtown revitalization program as well.

The Forest Products industry continues to be plagued with uncertainties. The restrictions placed on logging have also reduced numerous other timber related jobs. The unemployment rate in the city of Fortuna was 7.5% in December 2013, according to homefacts.com. The Employment Development Department projects that these rates may increase as jobs shift from timber and agriculture to those in retail, health services and hospitality. The number of students receiving assistance is high: 46% receive free and reduced priced meals.

The City of Fortuna boasts two school districts: FUHSD and Fortuna Elementary School District (FESD). FESD is comprised of two (2) K – 4 schools, two (2) 5 – 8 schools and a charter school. Redwood Preparatory Charter is a K – 8 charter school. In addition, FUHSD has six other K – 8 feeder school districts. They are Bridgeville School District (located thirty miles to the east), Cuddeback Union School District (ten miles to the southeast), Hydesville School District (six and a half miles to the southeast), Loleta Union School District (seven miles to the north), Rio Dell School District (located eight miles to the south) and Scotia Union School District (located ten miles to the south).

The Fortuna Union High School District is comprised of three high schools serving students in the ninth through twelfth grades. Fortuna High School is a traditional comprehensive high school. East High School is a continuation school. Academy of the Redwoods is an early college high school located on the College of the Redwoods campus.

In developing and analyzing the Fortuna Union High School District (FUHSD) Local Control Accountability Plan (LCAP) it is important to include all district stakeholders. This is accomplished through our district advisory committee. All unduplicated count student groups are included (low income pupils, English learners, foster youth, re designated fluent English proficient, and students with low achievement scores). As a 9-12 district we did not use the middle school dropout rate because it was non-applicable. The Annual Performance Index accountability measurement system will not be applicable for 2015-16. When a new state accountability system is operational and approved our LCAP will be updated to include improvement targets based on baseline performance results.

**LEA: Fortuna Union High School District**      **Contact** Glen Senestraro, Superintendent, [gseestraro@fuhdsdistrict.net](mailto:gseestraro@fuhdsdistrict.net),      **LCAP Year: 2016-2017**

***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 funding 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, goals, and actions should demonstrate that 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 school site, 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 graduation 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, 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><b>Wednesday, September 23, 2015</b></p> <ol style="list-style-type: none"> <li>1. Established a District Advisory committee comprised of district stakeholders. The stakeholders included: CTA representatives, CSEA representative, district administrators, parents from all three school sites, students from the schools, special education teachers, English Language parents and students, Bilingual aide, and the technology department.</li> </ol> <p><b>Wednesday, October 21, 2015</b></p> <ol style="list-style-type: none"> <li>1. The District Advisory committee met and discussed the following topics: <ol style="list-style-type: none"> <li>a. Reviewed the process of how we consolidated our 12 goals in 2014-15 to our four goals for 2015-16.</li> <li>b. The need for a District-wide Safety Plan</li> <li>c. The need for a Single Plan for student achievement for Fortuna High School.</li> <li>d. LCAP Survey Distribution</li> <li>e. California Healthy kids Survey</li> <li>f. Student Support Counselors</li> <li>g. Multi-Cultural Graduation</li> </ol> </li> </ol> <p><b>Wednesday, December 2, 2015</b></p> <ol style="list-style-type: none"> <li>1. The District Advisory committee met and discussed the following topics in our meeting: <ol style="list-style-type: none"> <li>a. Student Support Counselors</li> <li>b. Single Plan for student achievement</li> <li>c. School Safety plan</li> <li>d. LCAP survey update</li> </ol> </li> </ol> <p><b>Wednesday, January 27, 2016</b></p> <ol style="list-style-type: none"> <li>1. The District Advisory committee met and discussed the following</li> </ol>	<p><b>Wednesday, September 23, 2015</b></p> <ol style="list-style-type: none"> <li>1. Reviewed the importance of stakeholder representation. Stakeholders identified which groups of people they needed to check in with regarding gathering input to create a holistic district plan.</li> <li>2. The committee reviewed the history of the LCAP and how the LCAP includes our supplemental funding along with our base grant revenues.</li> <li>3. We reviewed 3 years of historical data on our district's unduplicated counts. Our business manager discussed how the cafeteria proactively was on-site during pre-registration days at each school site to answer questions and ensure that the Free and Reduced Meal program applications were completed.</li> <li>4. We reviewed the four LCAP goals from 2014-15.</li> <li>5. We reviewed the actions and services aligned with the four LCAP goals.</li> <li>6. We discussed how we could redesign the parent survey, offer a dinner program, after-school classes, increase technology, reduce graduation costs for students and offer a multi-cultural graduation at the end of the year.</li> </ol> <p><b>Wednesday, October 21, 2015</b></p> <ol style="list-style-type: none"> <li>7. The committee reviewed each goal along with the action and services identified in 2015-16. They recognized the importance of tracking professional development through an online form that all district employees complete. The form identifies which employee activities are aligned to specific LCAP goals. We discussed that 97% of 11<sup>th</sup> grade students completed the CAASPP</li> </ol>



topics in our meeting:

- a. The 2014-15 California Health Kids Survey Results
- b. What measurement/survey should we use to gather student, staff, and parent input.

**Wednesday, March 23, 2016**

1. The District Advisory committee met and discussed the following topics in our meeting:

- a. We reviewed highlights that have been covered in our committee meetings.
- b. We extracted key focal areas from the CHKS student responses and created target areas.
- c. Mr. Duey presented information regarding the AVID Academy for incoming 9<sup>th</sup> Graders.
- d. Corey Weber presented the 2<sup>nd</sup> Interim Budget projections and how the supplemental/concentration grant could impact our funding.

assessment. We identified the difficulty in measuring whether our school had fully implement the Common Core State Standards.

8. We recognized the need for the district advisory committee to serve as the oversight body for the district safety plan and the Fortuna high School improvement plan.
9. We commended our new counselor and our bilingual aide for attending and organizing our district English Language Advisory Committee. We also encouraged the continued support of an annual multi-cultural graduation. We want to increase the number of American Indians participating in the event.
10. We are on target of meeting our goal to hold 7 district advisory meetings.
11. We had a volunteer to see how many parents are participating in the Fortuna High School booster club. We need this data for parent engagement.
12. We had created a goal to have each school site hold a minimum of two parent focus groups. We've redesigned this outcome to focus on getting parents to two school functions.
13. Our school data technician was able to report on the classes that each of our unduplicated students are in. This will allow us to analyze which subject areas are most impacted by our unduplicated students.
14. We updated the committee regarding the passage of SB-172.
15. We updated the committee on the number of eligible seniors at AR and FHS who met A-G requirements.
16. We analyzed how many of our unduplicated students were enrolled in Core content classes, visual performing

	<p>arts, Career Technical Education, Drivers Education and Foreign language.</p> <p>17. We move the presentation of the CHKS data to the January 27<sup>th</sup> meeting.</p> <p>18. We discussed collecting SAT and ACT participation rates, EL reclassification, and college units completed at the end of the 2015-16 school year. Additionally, we will analyze the following:</p> <ul style="list-style-type: none"> <li>a. Graduation Rates</li> <li>b. Suspension Rates</li> <li>c. District Attendance Rates</li> <li>d. Student Extracurricular activities.</li> </ul> <p>19. Rolling over to December 2<sup>nd</sup> Meeting:</p> <ul style="list-style-type: none"> <li>a. Student Support Counselors</li> <li>b. Single Plan for student achievement</li> <li>c. School Safety plan</li> <li>d. LCAP survey update</li> </ul> <p><b>Wednesday, December 2, 2015</b></p> <p>20. The District Advisory committee met and discussed the following topics in our meeting:</p> <ul style="list-style-type: none"> <li>a. Our Student Support Counselor at East High School and with the district updated the district advisory committee on how many student contacts they had by site, grade, concerns that were addressed, type of contact and referral. Students are predominantly see for general support and family issues. Most of our contacts were discipline follow-ups and they were referred by administration and by students self-selecting.</li> <li>b. Single Plan for student achievement <ul style="list-style-type: none"> <li>i. The committee reviewed the mission of</li> </ul> </li> </ul>
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	<p>Fortuna High School and the three key components to the school improvement plan.</p> <ul style="list-style-type: none"> <li>ii. Student learning, Educational community, and Eel River Valley community.</li> </ul> <p>c. School Safety plan</p> <ul style="list-style-type: none"> <li>i. The committee reviewed the following three components: <ul style="list-style-type: none"> <li>1. Assessment of the current status of crime committed on school campuses and at school related functions.</li> <li>2. Identification of appropriate strategies and programs that provide/maintain a high level of school safety.</li> <li>3. Procedures, plans, and policies related to student safety and behavior and emergency preparation and response.</li> </ul> </li> <li>ii. We discussed the information that might be valuable in assessing the current status of crime committed on school campuses and at school related functions: <ul style="list-style-type: none"> <li>1. Attendance data</li> <li>2. Suspension/expulsion data</li> <li>3. California Healthy kids survey data</li> </ul> </li> </ul> <p>d. Rolling over to January 27th Meeting</p> <ul style="list-style-type: none"> <li>i. California Healthy Kids Survey</li> <li>ii. Final review of the LCAP Survey</li> <li>iii. Review of the 2016-17 budget</li> </ul>
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**Wednesday, February 24, 2016**

The District Advisory committee met and discussed the following topics in our meeting:

1. The 2014-15 California Health Kids Survey Results.
  - a. Julie Slater, East High School Academic and Student Support counselor provided the advisory committee with background information on why the CHKS is in place. How it's relevant to FUHSD. The CHKS creates a baseline data source for LCAP actions and services. She spoke about future decisions to have the school data separated out. She highlighted the key indicators of school climate and student well being, school engagement and supports, school safety and substance abuse, and mental and physical health. The committee discussed the data and each team member identified strengths to the data and areas of concern that should be addressed.
  - b. The committee identified the following strengths from the survey
    - i. Students reported high levels of school connectedness and caring adult relationships, students perceive school as safe, and fewer students are smoking cigarettes.
  - c. The committee identified the following areas of concern from the survey
    - i. Students reported a lack of academic motivation, they have experienced harassment, bullying, and mean

rumors or lies spread about them. Students reported over the course of the year high levels of alcohol and drug use. They also reported chronic sadness and hopelessness.

2. The committee felt the weight of the results of the CHKS and recognized that this is baseline data. The administrative team is charge with reviewing the data and making possible revisions to actions and services. The committee reviewed survey samples that have been used in the past and due to time constraints requested that we vote electronically to see which local survey we will use to gather additional information.

**Wednesday, March 23, 2016**

1. The District Advisory committee met and discussed the following topics in our meeting:
  - a. We reviewed highlights that have been covered throughout the year in our committee meetings.
  - b. We extracted key focal areas from the CHKS student responses and created target areas. We established 2016-17 Outcomes and Goals for survey participation, school climate, school safety and substance abuse, and mental and physical health.
  - c. Mr. Duey presented information regarding the AVID Academy for incoming 9<sup>th</sup> Graders. His academic team will be creating goals and outcomes for the 2016-17 school year. The Academy is designed to provide a safe place for students to ease into high school with a goal of transitioning into the regular program as 11<sup>th</sup>

	<p>graders.</p> <ul style="list-style-type: none"> <li>i. Provide these students with the support systems they need so they don't slip through the cracks in their 9<sup>th</sup> and 10<sup>th</sup> grade years.</li> <li>ii. Build a culture of success for at risk high potential students.</li> </ul> <p>2. Corey Weber presented the 2<sup>nd</sup> Interim Budget projections and how the supplemental/concentration grant could impact our funding. We discussed that the AVID Academy will impact our supplemental funds for \$120,000. If we want to have an after-school program we have \$40,000, and transportation we have set-aside \$8,000 to run an evening bus route to outlying areas.</p> <p>3. Future Agenda items include: Who is enrolled in AP classes and how much would it cost to cover testing costs for all students. What would be the costs be to order district robes, caps and tassels. How could we structure an after-school program wheel.</p>
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<p><b>Annual Update:</b>  Prior to our first district advisory committee meeting, our administrative team reviewed the 2015-16 school year goals and relevant metrics. After review, we determined what items we would address with our advisory committee. Our administrative team reviewed evidence to determine whether the actions and services that we identified in 2015-16 addressed the needs and goals of our student outcomes. We identified actions and services that could be expanded or combined in the 2016-17 school year. All actions and services were reviewed through the district advisory committee. It was determined through the involvement process that in 2016-17 the district needed to continue with a clear timeline for reporting deadlines and expectations. For example, the LCAP is a yearlong process</p>	<p><b>Annual Update:</b>  Through the engagement process the district advisory committee understood and emphasized the value of collecting accurate data of our unduplicated student counts. There was a resounding sense of collective responsibility and accountability of all stakeholders to inform, collect, and report accurate student data. Stakeholder representatives were aware of the value of their input and whom they needed to gather input from. The advisory committee reviewed the 2015-16 LCAP stakeholder survey and discussed how to improve survey participation. The stakeholder survey saw an exponential increase in participation due to advertising at each school site.</p>
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with review of multiple metrics and stakeholder engagement and discussion. The district determined that a timeline along with staff responsibilities would ensure fidelity of implementation.

The advisory committee identified ways to reach more stakeholders in 2016-17 and this led to a dialogue regarding communication with parents and students electronically. Each school site has varied ways of communicating and the advisory committee recommended ways to streamline district communication. It was clear that the committee is committed to increasing health services for students. They directed administration to connect with other local area high schools to determine how a school nurse may meet the needs of students. It was unclear about whether district funding should support mental health services or general health services. They were also concerned with how to request mobile medical services through the county. It was determined that the mobile medical services schedule was impacted heavily by our K-8 elementary schools. The advisory committee was instrumental in reviewing the 2015-16 goals, actions and services along with advising administration on the 2016-17 goals, actions and services. The district administration team reviewed all 2016-17 goals to ensure that they're connected to all eight state priorities. All metric/evidence measurements were correlated to the state priorities and identified in goals one through four.

## ***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, school site-level advisory groups as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

**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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 specific measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

**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 school sites been evaluated to inform the development of meaningful district and/or individual school site 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 school sites?
- 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 school sites, 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?

<p>GOAL:</p>	<p><b>Goal #1</b>                  To provide a high quality instructional program to promote student learning by:                  1) Recruiting and retaining highly qualified teachers in all subject areas with county competitive salaries.                  2) Supporting teachers with ongoing professional development focused on the implementation of Common Core State Standards and the CAASPP assessment system.                  3) Ensuring all students including ELs and SWD have sufficient access to standards-aligned instructional materials.                  4) Maintaining safe facilities and transportation conditions for all students and staff.</p>	<p>Related State and/or Local Priorities:                  1X 2X 3_ 4_ 5_ 6_ 7_ 8_                  COE Only: 9_ 10_                  Local: Specify_____</p>
<p>Identified Need:</p>	<p>To have all FUHSD teachers earn countywide competitive salaries, maintain safe facilities and reliable transportation services for students and staff. To support high quality professional development opportunities to effectively implement the Common Core State Standards and the CAASPP testing.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p><b>LCAP Year 1: 2016-17</b></p>		
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;"><b>Metric</b></p> <ol style="list-style-type: none"> <li>1. Measured by annual CALPADS report</li> <li>2. Williams Act reports and SARC: Textbook inventories and purchase records</li> <li>3. Measure by HCOE Salary Comparisons</li> <li>4. Facility Inspection Tools</li> <li>5. Professional development attendance at each school site</li> <li>6. 11th Grade participation in CAASSP assessment</li> <li>7. Textbook alignment to CCSS tables</li> <li>8. Highly qualified paraprofessional data</li> <li>9. CCSS and ELD Professional development-topics, participation numbers, expenses.</li> </ol>	<p style="text-align: center;"><b>Outcome</b></p> <ol style="list-style-type: none"> <li>1. All staff will be highly qualified as reported by CALPADS and will be reflected in the Student Accountability report card (SARC)</li> <li>2. All students, including ELs, will have access to their own textbooks.</li> <li>3. The district will strive to have our teacher salary median in the within the top 3 paying districts.</li> <li>4. District facilities will be reported in "Good" condition according to the Facility Inspection tool (FIT).</li> <li>5. Professional development will be offered at all three school sites. We will have 60% of teachers district-wide participate in</li> </ol>

		<p>professional development.</p> <p>6. The district will have 95% participation in the CASSPP assessment.</p> <p>7. All Common Core Instructional materials will be aligned to the Common Core State Standard tables for ELA, ELD and Math and NGSS for Science.</p> <p>8. All district paraprofessionals will be highly qualified as deemed by the County office paraprofessional exam.</p> <p>9. All district staff will have to complete a professional development authorization form that identifies which LCAP goal the activities will focus on. Staff will also have to identify how they will share the information with the rest of the district employees.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>In order to have a highly qualified teaching staff to deliver effective CCSS aligned instruction we need to continue to offer on-going professional development and competitive compensation.</p> <p>We will continue to support teachers' ongoing professional development in implementing the Common Core State Standards and the CAASPP testing.</p>	LEA-Wide	<p><u>X</u> ALL ----- ----- -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p>	<p>(LEA Wide) 54.30 FTE Certificated Staff - Instructional - \$4,950,000 (Base Grant, Supplemental Grant, Education Protection Account, Title I, Title II, Special Education, 000*,1400,3010,3310,6500/1100s/3000s)</p> <p>(LEA Wide) 8 FTE - Certificated Staff - Pupil Services,</p>

<p>We will also provide monies to purchase Common Core aligned materials.</p> <p>We will continue to monitor infrastructure to determine areas of need in relation to our Facility Inspection Tool.</p> <p>We will also place monies into our transportation account to ensure that we are able to run a safe transportation fleet.</p>	<p>_Other Subgroups:(Specify)</p>	<p>\$660,000 (Base Grant, Supplemental Grant, TPP, Special Education, 000*, 3410, 6500/3100s/1200s/3000s)</p> <p>Professional Development, \$15,000 (Title I, Title II, Educator Effectiveness, 5200s)</p> <p>Textbooks, \$40,000 (Lottery, 6300/4110)</p> <p>Instructional Materials and Supplies, \$40,000 (Base Grant, Supplemental Grant, Lottery, 000*, 1100/4300s)</p> <p>4 FTE Maintenance Staff - \$280,000 (Base Grant/Routine Maintenance 8150)</p> <p>3 FTE Custodial Staff - \$190,000 (Base Grant, 0000/8260/2214,3000s)</p> <p>Transportation, \$30,000 (Base Grant 0000/7619/Bus Replacement Fund 0040/0055/8919)</p>
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LCAP Year 2: 2017-18		
<p>Expected Annual Measurable Outcomes:</p>	<p><b><u>Metric</u></b></p> <ol style="list-style-type: none"> <li>1. Measured by annual CALPADS report</li> <li>2. Williams Act reports and SARC: Textbook inventories and purchase records</li> <li>3. Measure by HCOE Salary Comparisons</li> <li>4. Facility Inspection Tools</li> <li>5. Professional development attendance at each school site</li> <li>6. 11th Grade participation in CAASSP assessment</li> <li>7. Textbook alignment to CCSS tables</li> <li>8. Highly qualified paraprofessional data</li> <li>9. CCSS and ELD Professional development-topics, participation numbers, expenses.</li> </ol>	<p><b><u>Outcome</u></b></p> <ol style="list-style-type: none"> <li>1. All staff will be highly qualified as reported by CALPADS and will be reflected in the Student Accountability report card (SARC)</li> <li>2. All students, including ELs, will have access to their own textbooks.</li> <li>3. The district will strive to have our teacher salary median in the within the top 3 paying districts.</li> <li>4. District facilities will be reported in “Good” condition according to the Facility Inspection tool (FIT).</li> <li>5. Professional development will be offered at all three school sites. We will have 65% of teachers district-wide participate in professional development.</li> <li>6. The district will have 96% participation in the CASSPP assessment.</li> <li>7. All Common Core Instructional materials will be aligned to the Common Core State Standard tables for ELA, ELD and Math and NGSS for Science.</li> <li>8. All district paraprofessionals will be highly qualified as deemed by the County office paraprofessional exam.</li> <li>9. All district staff will have to complete a professional development authorization form that identifies which LCAP goal the activities will focus on. Staff will also have to identify</li> </ol>

		how they will share the information with the rest of the district employees.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>In order to have a highly qualified teaching staff to deliver effective CCSS aligned instruction we need to continue to offer on-going professional development and competitive compensation.</p> <p>We will continue to support teachers' ongoing professional development in implementing the Common Core State Standards and the CAASPP testing.</p> <p>We will also provide monies to purchase Common Core aligned materials.</p> <p>We will continue to monitor infrastructure to determine areas of need in relation to our Facility Inspection Tool.</p> <p>We will also place monies into our transportation account to ensure that we are able to run a safe transportation fleet.</p>	<p>LEA-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"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>(LEA Wide) 54.30 FTE Certificated Staff - Instructional - \$5,148,000 (Base Grant, Supplemental Grant, Education Protection Account, Title I, Title II, Special Education, 000*,1400,3010,3310,6500/1100s/3000s)</p> <p>(LEA Wide) 8 FTE - Certificated Staff - Pupil Services, \$686,400 (Base Grant, Supplemental Grant, TPP, Special Education, 000*, 3410, 6500/3100s/1200s/3000s)</p> <p>Professional Development, \$15,000 (Title I, Title II, Educator Effectiveness, 5200s)</p> <p>Textbooks, \$40,000 (Lottery, 6300/4110)</p> <p>Instructional Materials and</p>



			<p>Supplies, \$40,000 (Base Grant, Supplemental Grant, Lottery, 000*, 1100/4300s)</p> <p>4 FTE Maintenance Staff - \$291,200 (Base Grant/Routine Maintenance 8150)</p> <p>3 FTE Custodial Staff - \$197,600 (Base Grant, 0000/8260/2214,3000s)</p> <p>Transportation, \$30,000 (Base Grant 0000/7619/Bus Replacement Fund 0040/0055/8919)</p>
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**LCAP Year 3: 2018-19**

	<u><b>Metric</b></u>	<u><b>Outcome</b></u>
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Measured by annual CALPADS report</li> <li>2. Williams Act reports and SARC: Textbook inventories and purchase records</li> <li>3. Measure by HCOE Salary Comparisons</li> <li>4. Facility Inspection Tools</li> <li>5. Professional development attendance at each school site</li> <li>6. 11th Grade participation in CAASSP assessment</li> <li>7. Textbook alignment to CCSS tables</li> <li>8. Highly qualified paraprofessional data CCSS and ELD Professional development-topics, participation numbers, expenses.</li> </ol>	<ol style="list-style-type: none"> <li>1. All staff will be highly qualified as reported by CALPADS and will be reflected in the Student Accountability report card (SARC)</li> <li>2. All students, including ELs, will have access to their own textbooks.</li> <li>3. The district will strive to have our teacher salary median in the within the top 3 paying districts.</li> <li>4. District facilities will be reported in “Good” condition according to the Facility Inspection tool (FIT).</li> <li>5. Professional development will be offered at all three school sites. We will have 68% of teachers district-wide participate in professional development.</li> <li>6. The district will have 97% participation in the CASSPP assessment.</li> <li>7. All Common Core Instructional materials will be aligned to the Common Core State Standard tables for ELA, ELD and Math and NGSS for Science.</li> <li>8. All district paraprofessionals will be highly qualified as deemed by the County office paraprofessional exam.</li> <li>9. All district staff will have to complete a professional development authorization form that identifies which LCAP goal the activities will focus on. Staff will also have to identify how they will share the information with the rest of the district employees.</li> </ol>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>In order to have a highly qualified teaching staff to deliver effective CCSS aligned instruction we need to continue to offer on-going professional development and competitive compensation.</p> <p>We will continue to support teachers' ongoing professional development in implementing the Common Core State Standards and the CAASPP testing.</p> <p>We will also provide monies to purchase Common Core aligned materials.</p> <p>We will continue to monitor infrastructure to determine areas of need in relation to our Facility Inspection Tool.</p> <p>We will also place monies into our transportation account to ensure that we are able to run a safe transportation fleet.</p>	<p>LEA-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"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>(LEA Wide) 54.30 FTE Certificated Staff - Instructional - \$5,353,920 (Base Grant, Supplemental Grant, Education Protection Account, Title I, Title II, Special Education, 000*,1400,3010,3310,6500/1100s/3000s)</p> <p>(LEA Wide) 8 FTE - Certificated Staff - Pupil Services, \$713,856 (Base Grant, Supplemental Grant, TPP, Special Education, 000*, 3410, 6500/3100s/1200s/3000s)</p> <p>Professional Development, \$15,000 (Title I, Title II, Educator Effectiveness, 5200s)</p> <p>Textbooks, \$40,000 (Lottery, 6300/4110)</p> <p>Instructional Materials and Supplies, \$40,000 (Base Grant, Supplemental Grant, Lottery,</p>

			<p>000*, 1100/4300s)</p> <p>4 FTE Maintenance Staff – \$302,800 (Base Grant/Routine Maintenance 8150)</p> <p>3 FTE Custodial Staff - \$205,500 (Base Grant, 0000/8260/2214,3000s)</p> <p>Transportation, \$30,000 (Base Grant 0000/7619/Bus Replacement Fund 0040/0055/8919)</p>
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GOAL:	<p><b>Goal #2</b> To improve and Increase parent engagement, including parents of EL and SWD.</p>		<p>Related State and/or Local Priorities: 1_ 2_3X 4_ 5_6_7_8_ COE Only: 9_10_ Local: Specify_____</p>
Identified Need:	To increase parent engagement, involvement and communication. Currently each school site communicates and engages parents but we have not collected or quantified the qualitative data.		
Goal Applies to:	Schools:	LEA-Wide	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<b>Metric</b>		<b>Outcome</b>
	<ol style="list-style-type: none"> <li>1. DELAC Agendas/Minutes</li> <li>2. District Advisory Agendas/Minutes</li> <li>3. Booster Club participants/projects</li> <li>4. District-wide Parent Focus Groups.</li> </ol>		<ol style="list-style-type: none"> <li>1. Create a baseline of parent engagement data and plan to increase the number of parents from East high school and Academy of the Redwoods who attend the DELAC meetings.</li> </ol>

	<ul style="list-style-type: none"> <li>a. Students with Disabilities</li> <li>b. Title VII Students and Parents</li> </ul> <p>5. California Healthy Kids Survey-Parent Completion.</p>	<p>2. Hold 5 District Advisory Committee (DAC) meetings. Increase the number of stakeholder representatives. Document increased engagement with meeting agendas, minutes and sign-in sheets.</p> <p>3. Create a baseline for parent engagement in extracurricular activities beginning with FUHS Booster Club participation.</p> <p>4a, b. Offer a minimum of 4 district-wide parent focus groups. The two subgroups will be Students and Families with disabilities and American Indian student with the Title VII program.</p> <p>5. 40 Spanish and 250 English California Healthy Kids surveys will be completed and returned.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Site principals will increase parent involvement in site council meetings, English Language Advisory meetings, and document parent booster club involvement and will support district-wide parent focus groups.</p> <p>The FHS principal is responsible for sending the following information to the district LCAP coordinator: Sign-in sheets from ELAC, Parent Booster Club meetings, parent focus groups, and any and all</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesigned fluent English proficient</p> <p>Other Subgroups:(Specify)</p>	<p>FHS Principal, \$130,000 (Base Grant, 0000/1303/3000S)</p> <p>Academy of the Redwoods Principal, \$120,000 (Base Grant, 0004/1305/3000s)</p> <p>East High Principal, \$43,000 (Base Grant 0003/1303/3000s)</p>

<p>feedback regarding increasing parent engagement.</p> <p>The East High Principal will be connecting with parents regarding student attendance, behavior, and credits. He will oversee the school’s special education program with the assistance of the resource teacher. The Principal will work with the Student Support Counselor to exam discipline data and restorative justice practices.</p> <p>The Alternative Education/Attendance/SARB support will organize the Student Attendance Review Board (SARB) referrals and hearings. They will work collaboratively with district administration to investigate alternative educational settings to improve the academic success for struggling 10<sup>th</sup> graders throughout the district.</p> <p>The Student Support Counselor will be responsible for home visits for students who are truant or who need additional support. They will also provide parent workshops on relevant topics that will increase parent’s connectedness to their student’s academic success. The Student Support Counselor at Fortuna High School will schedule and facilitate the 4 parent focus groups.</p> <p>The Student Support Counselors are responsible for administering the California Healthy kids survey to parents, staff and students.</p>		<p><input type="checkbox"/> ALL ----- -----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesigned fluent English proficient</p> <p>Other Subgroups:(Specify)</p>	<p>(LEA-Wide) Alternative Education/Attendance/SARB Support, \$65,700 (Supplemental Grant 0001/1200/3000s)</p> <p>(LEA-Wide) Student Support Counselor, \$85,600 (Supplemental Grant)</p> <p>East High Student Support Counselor, \$85,600 (Supplemental Grant)</p>
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<p>The bilingual aide should increase parent engagement because parents will have a direct contact at the school that will be able to communicate their student’s progress in their home language. Parents will begin to have a point person for follow-up conversations and meetings.</p> <p>The district-wide bilingual translator will ensure that all parents at either school site will have an active and engaged staff person who will be able to connect with Parents and staff in a way they feel safe and comfortable.</p>		<p><input type="checkbox"/> ALL ----- -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesigned fluent English proficient</p> <p>Other Subgroups:(Specify)</p>	<p>(FHS) Bilingual Aide, \$47,800 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$40,700 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Translator, \$4,330 (Supplemental Grant)</p>
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<p style="text-align: center;"><b>LCAP Year 2: 2017-18</b></p>		
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;"><u><b>Metric</b></u></p>	<p style="text-align: center;"><u><b>Outcome</b></u></p>
	<ol style="list-style-type: none"> <li>1. DELAC Agendas/Minutes</li> <li>2. District Advisory Agendas/Minutes</li> <li>3. Booster Club participants/projects</li> <li>4. District-wide Parent Focus Groups.                             <ol style="list-style-type: none"> <li>a. Students with Disabilities</li> <li>b. Title VII Students and Parents</li> </ol> </li> <li>5. California Healthy Kids Survey-Parent Completion</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a baseline of parent engagement data and plan to increase the number of parents from East high school and Academy of the Redwoods who attend the DELAC meetings.</li> <li>2. Hold 5 District Advisory Committee (DAC) meetings. Increase the number of stakeholder representatives. Document increased engagement with meeting agendas, minutes and sign-in sheets.</li> </ol>

		<p>3. Create a baseline for parent engagement in extracurricular activities beginning with FUHS Booster Club participation.</p> <p>4a, b. Offer a minimum of 4 district-wide parent focus groups. The two subgroups will be Students and Families with disabilities and American Indian student with the Title VII program.</p> <p>5. 75 Spanish and 300 English California Healthy Kids surveys will be completed and returned.</p>	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Site principals will increase parent involvement in site council meetings, English Language Advisory meetings, and document parent booster club involvement and will support district-wide parent focus groups.</p> <p>The FHS principal is responsible for sending the following information to the district LCAP coordinator: Sign-in sheets from ELAC, Parent Booster Club meetings, parent focus groups, and any and all feedback regarding increasing parent engagement.</p> <p>The East High Principal will be connecting with parents regarding student attendance, behavior, and credits. He will oversee the school’s special education program with the assistance of the resource teacher. The Principal will work with the Student Support Counselor to exam discipline data and restorative justice</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- ----- ----- OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesigned fluent English proficient Other Subgroups:(Specify)</p>	<p>FHS Principal, \$137,100 (Base Grant, 0000/1303/3000S)</p> <p>Academy of the Redwoods Principal, \$126,000 (Base Grant, 0004/1305/3000s)</p> <p>East High Principal, \$44,700 (Base Grant 0003/1303/3000s)</p>



practices.

The Alternative Education/Attendance/SARB support will organize the Student Attendance Review Board (SARB) referrals and hearings. They will work collaboratively with district administration to investigate alternative educational settings to improve the academic success for struggling 10<sup>th</sup> graders throughout the district.

The Student Support Counselor will be responsible for home visits for students who are truant or who need additional support. They will also provide parent workshops on relevant topics that will increase parent’s connectedness to their student’s academic success. The Student Support Counselor at Fortuna High School will schedule and facilitate the 4 parent focus groups.

The Student Support Counselors are responsible for administering the California Healthy kids survey to parents, staff and students.

ALL  
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OR:  
 Low Income pupils   
English Learners  
 Foster Youth   
Redesigned fluent  
English proficient  
Other  
Subgroups:(Specify)

(LEA-Wide) Alternative Education/Attendance/SARB Support, \$68,300 (Supplemental Grant 0001/1200/3000s)

(LEA-Wide) Student Support Counselor, \$89,000 (Supplemental Grant)

East High Student Support Counselor, \$89,000 (Supplemental Grant)

<p>The bilingual aide should increase parent engagement because parents will have a direct contact at the school that will be able to communicate their student’s progress in their home language. Parents will begin to have a point person for follow-up conversations and meetings.</p> <p>The district-wide bilingual translator will ensure that all parents at either school site will have an active and engaged staff person who will be able to connect with Parents and staff in a way they feel safe and comfortable.</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 checked="" type="checkbox"/> Redesigned fluent English proficient Other Subgroups:(Specify)</p>	<p>(FHS) Bilingual Aide, \$49,700 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$42,300 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Translator, \$4,500 (Supplemental Grant)</p>
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**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p align="center"><b><u>Metric</u></b></p> <ol style="list-style-type: none"> <li>1. DELAC Agendas/Minutes</li> <li>2. District Advisory Agendas/Minutes</li> <li>3. Booster Club participants/projects</li> <li>4. District-wide Parent Focus Groups.             <ol style="list-style-type: none"> <li>a. Students with Disabilities</li> <li>b. Title VII Students and Parents</li> </ol> </li> <li>5. California Healthy Kids Survey-Parent Completion</li> </ol>	<p align="center"><b><u>Outcome</u></b></p> <ol style="list-style-type: none"> <li>1. Create a baseline of parent engagement data and plan to increase the number of parents from East high school and Academy of the Redwoods who attend the DELAC meetings.</li> <li>2. Hold 5 District Advisory Committee (DAC) meetings. Increase the number of stakeholder representatives. Document increased engagement with meeting agendas, minutes and sign-in sheets.</li> <li>3. Create a baseline for parent engagement in extracurricular activities beginning with FUHS Booster Club participation.</li> <li>4a, b. Offer a minimum of 4 district-wide parent focus groups. The two subgroups will be Students and Families with disabilities and American Indian student with the Title VII program.</li> <li>5. 100 Spanish and 325 English California Healthy Kids surveys will be completed and returned.</li> </ol>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Site principals will increase parent involvement in site council meetings, English Language Advisory meetings, and document parent booster club involvement and will support district-wide parent focus groups.</p> <p>The FHS principal is responsible for sending the following information to the district LCAP coordinator: Sign-in sheets from ELAC, Parent Booster Club meetings, parent focus groups, and any and all</p>	<p>LEA-Wide</p>	<p><u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesigned fluent English proficient Other Subgroups:(Specify)</p>	<p>FHS Principal, \$142,500 (Base Grant, 0000/1303/3000S)</p> <p>Academy of the Redwoods Principal, \$131,000 (Base Grant, 0004/1305/3000s)</p> <p>East High Principal, \$46,400 (Base Grant 0003/1303/3000s)</p>

<p>feedback regarding increasing parent engagement.</p> <p>The East High Principal will be connecting with parents regarding student attendance, behavior, and credits. He will oversee the school’s special education program with the assistance of the resource teacher. The Principal will work with the Student Support Counselor to exam discipline data and restorative justice practices.</p> <p>The Alternative Education/Attendance/SARB support will organize the Student Attendance Review Board (SARB) referrals and hearings. They will work collaboratively with district administration to investigate alternative educational settings to improve the academic success for struggling 10<sup>th</sup> graders throughout the district.</p> <p>The Student Support Counselor will be responsible for home visits for students who are truant or who need additional support. They will also provide parent workshops on relevant topics that will increase parent’s connectedness to their student’s academic success. The Student Support Counselor at Fortuna High School will schedule and facilitate the 4 parent focus groups.</p> <p>The Student Support Counselors are responsible for administering the California Healthy kids survey to parents, staff and students.</p>		<p><input type="checkbox"/>_ALL ----- -----</p> <p>OR:</p> <p><input checked="" type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input checked="" type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesigned fluent English proficient</p> <p>Other Subgroups:(Specify)</p>	<p>(LEA-Wide) Alternative Education/Attendance/SARB Support, \$71,000 (Supplemental Grant 0001/1200/3000s)</p> <p>(LEA-Wide) Student Support Counselor, \$92,560 (Supplemental Grant)</p> <p>East High Student Support Counselor, \$92,560 (Supplemental Grant)</p>
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<p>The bilingual aide should increase parent engagement because parents will have a direct contact at the school that will be able to communicate their student’s progress in their home language. Parents will begin to have a point person for follow-up conversations and meetings.</p> <p>The district-wide bilingual translator will ensure that all parents at either school site will have an active and engaged staff person who will be able to connect with Parents and staff in a way they feel safe and comfortable.</p>		<p><u>  </u>ALL ----- ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesigned fluent English proficient Other Subgroups:(Specify)</p>	<p>(FHS) Bilingual Aide, \$51,600 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$43,900 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Translator, \$4,680 (Supplemental Grant)</p>
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<p><b>Goal #3</b> To monitor and improve student achievement, students course access to the following: Core Content classes, visual and performing arts, Career Technical Education, Drivers Education, Foreign Language, and technology access.</p>		<p>Related State and/or Local Priorities: 1_ 2_ 3_ 4 X 5_ 6_ 7 X 8 X COE Only: 9_ 10_ Local: Specify _____</p>
Identified Need:	To increase student achievement in the FUHSD district. We want to increase student participation rates in CTE courses from 575 district-wide to 600-student district-wide. We need to increase enrollment in Advanced Placement courses from 82% to 84%. We need to increase our student to device access from 1:2.5 to 1:2.25. We need to increase participation in the California Health Kids Survey.	
Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All
<b>LCAP Year 1: 2016-17</b>		
Expected Annual Measurable Outcomes:	<b><u>Metric</u></b>	<b><u>Outcome</u></b>
	<ul style="list-style-type: none"> <li>1 A-G Completion rates</li> <li>1.1 CTE course participation/passage rates</li> <li>1.2 Advanced Placement course offerings and student enrollment demographics</li> <li>2 College units earned</li> <li>3 Technology access-student to device</li> <li>4 CAASPP Data</li> <li>5 EAP data</li> <li>6 Master Schedules</li> <li>6.1 Sample unduplicated student schedules</li> <li>6.2 Visual and Performing Arts courses</li> <li>7 California Healthy kids survey</li> <li>8 CELDT and RFEP rates</li> </ul>	<ul style="list-style-type: none"> <li>1. Review Student Accountability Report Card for the following data points:                             <ul style="list-style-type: none"> <li>1.1 Increase A-G completion rates. In 2014-15 the district had 38% of students who completed A-G eligibility. Our goal is 40% in 2016-17.</li> <li>1.2 CTE course participation/passage rates to 600 students participating in 2015-16.</li> <li>1.3 We anticipate that 82% of students at Fortuna High School will be enrolled in Advanced Placement courses. 50% will pass with a 3 or higher.</li> </ul> </li> <li>2. Review 2016-17 college units earned at Academy of the Redwoods and increase by 5%.</li> <li>3. We anticipate increasing our student to device ratio from 1:2.5 to 1:2.25</li> <li>4. Overall we want to improve our 11<sup>th</sup> grade CAASPP scores in ELA and Math.</li> </ul> <p><b>LEA-Wide</b> 2014/15 ELA Actuals- 2560 <b>2015/16 ELA Goal-2660</b></p>

		<p>2014/15 Math Actuals- 2518 <b>2015/16 Math Goal- 2618</b> <b>Socio-Economically Disadvantaged</b> 2014/15 ELA Actuals- 2545 <b>2015/16 ELA Goal-2645</b> 2014/15 Math Actuals- 2506 <b>2015/16 Math Goal- 2606</b></p> <p>5. In 2014-15 We had 241 11<sup>th</sup> graders take the EAP assessment. We have 15% of students ready or conditionally ready to enter into college level mathematics. We had 38% of students ready or conditionally ready to enter into college level English.</p> <p><b>LEA-Wide</b> <b>2015/16 Math Goal 20% ELA Goal 43%</b></p> <p>6. Master Scheduling reviewing at each school site to reviewing the following and create baseline data for review by the district advisory committee. 6.1 We will sample unduplicated student schedules to see whether the actions and services we've implemented to reduce class sizes and improve course access are being effective. 6.2 We will also be looking at the master schedule to see which students are having access to Visual Performing arts and numerous other course offerings.</p> <p>7. In 2014-15 we contracted with WestEd to give the California Healthy kids survey to students in grades 9-12, staff and parents. We are in communication with WestEd to gather corrected reports. Our 2015-16 goal is to have 90% of staff complete the survey. We will also focus on increase completion rates for grades 9-12<sup>th</sup>.</p> <p>8. This Rate of Els being reclassified as RFEP will increase to 50%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The district will continue to fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support.</p> <p>For the past four years between 65-75% of all failing grades are earned by 9<sup>th</sup> and 10<sup>th</sup> grade students. The same number of 40-50 students makes up all of those failing grades. Many of the students will have 3-4 F's with only minor discipline and attendance issues. Currently, we have no place in our district for students to go in 9<sup>th</sup> and 10<sup>th</sup> grade and they are often referred to community school. The goals for the academy are to create a safe place for students transitioning into Fortuna High School. We are aiming to build a culture of success for at risk, high potential students. This program will consist of additional 2.5-certificated teachers.</p> <p>To be able to provide more individual instruction to struggling students, we will continue to support 1</p>	<p>LEA-Wide</p>	<p><u>  </u>ALL ----- ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Re designated fluent English proficient <u>  </u>Other Subgroups:(Specify) _____ _____</p>	<p>(LEA-Wide) Student Support Counselor, \$85,600 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$85,600 (Supplemental Grant)</p> <p>(FHS) AVID Program, 2.4 FTE Certificated Teacher, \$180,100 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher-1 section of English, \$18,340 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$33,700 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher - 2 Sections, \$33,700 (Supplemental Grant)</p> <p>(East High) Art/Activities, .2 FTE, Certificated Teacher, \$15,000 (Supplemental Grant)</p>



<p>section at Academy, 4 sections at Fortuna High to decrease class-sizes in core instructional classes.</p> <p>We are adding an additional section at East High to provide visual arts instruction.</p> <p>We continue to support 2 paraprofessionals at East High to provide additional support to struggling students.</p> <p>In order to increase student achievement in college units earned and CTE participation rates we are supporting an Academic Advisor who will advise students on proper course enrollment and placement.</p> <p>Our district advisory committee and our parents have advocated for the district to supplement student fees for the Advanced Placement exams.</p> <p>We will continue to have a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication.</p> <p>Our district has prioritized continued support of a section of English language development, a section of</p>		<p>_____ALL ----- -----</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re designated  <input type="checkbox"/> fluent English proficient <input type="checkbox"/> Other</p>	<p>(East High) Classified, 2 paraprofessional support staff \$26,400 (Supplemental Grant)</p> <p>(Academy) .4 Academic counselor, \$35,900 (Supplemental Grant)</p> <p>(LEA-Wide) AP Tests, \$8,000 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL/CELDT/ELAC) \$25,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$31,800 (Supplemental Grant)</p>
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<p>Spanish for native speakers, a section of English ¾ for improved English development and two additional sections of lower-level math to improve students skills and increase access to higher level math courses.</p> <p>We continue to support one full-time bilingual aide Districtwide and one full-time bilingual aide at Fortuna High School.</p> <p>We currently need additional Spanish translation services for our students and parents. We will have personnel dedicated to translating documents and communicating discipline issues with parents and students.</p>		<p>Subgroups:(Specify) _____ _____</p>	<p>(FHS) Bilingual Aide \$47,800 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$40,700 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Translator, \$4,330 (Supplemental Grant)</p>
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LCAP Year 2: 2017-18		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<ol style="list-style-type: none"> <li>1 A-G Completion rates               <ol style="list-style-type: none"> <li>1.1 CTE course participation/passage rates</li> <li>1.2 Advanced Placement course offerings and student enrollment demographics</li> </ol> </li> <li>2 College units earned</li> <li>3 Technology access-student to device</li> <li>4 CAASPP Data</li> <li>5 EAP data</li> <li>6 Master Schedules               <ol style="list-style-type: none"> <li>6.1 Sample unduplicated student schedules</li> <li>6.2 Visual and Performing Arts courses</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Review Student Accountability Report Card for the following data points:               <ol style="list-style-type: none"> <li>1.1 Increase A-G completion rates. In 2014-15 the district had 38% of students who completed A-G eligibility. Our goal is 40% in 2016-17.</li> <li>1.2 CTE course participation/passage rates to 600 students participating in 2015-16.</li> <li>1.3 We anticipate that 82% of students at Fortuna High School will be enrolled in Advanced Placement courses. 50% will pass with a 3 or higher.</li> </ol> </li> <li>2. Review 2016-17 college units earned at Academy of the</li> </ol>

	<p>7 California Healthy kids survey</p> <p>8 CELDT and RFE rates</p>	<p>Redwoods and increase by 5%.</p> <p>3. We anticipate increasing our student to device ratio from 1:2.5 to 1:2.25</p> <p>4. Overall we want to improve our 11<sup>th</sup> grade CAASPP scores in ELA and Math.</p> <p><b>LEA-Wide</b>          2014/15 ELA Actuals- 2560 <b>2015/16 ELA Goal-2660</b>          2014/15 Math Actuals- 2518 <b>2015/16 Math Goal- 2618</b>  <b>Socio-Economically Disadvantaged</b>          2014/15 ELA Actuals- 2545 <b>2015/16 ELA Goal-2645</b>          2014/15 Math Actuals- 2506 <b>2015/16 Math Goal- 2606</b></p> <p>5. In 2014-15 We had 241 11<sup>th</sup> graders take the EAP assessment. We have 15% of students ready or conditionally ready to enter into college level mathematics. We had 38% of students ready or conditionally ready to enter into college level English.</p> <p><b>LEA-Wide</b>  <b>2015/16 Math Goal 20% ELA Goal 43%</b></p> <p>6. Master Scheduling reviewing at each school site to reviewing the following and create baseline data for review by the district advisory committee.          6.1 We will sample unduplicated student schedules to see whether the actions and services we've implemented to reduce class sizes and improve course access are being effective.          6.2 We will also be looking at the master schedule to see which students are having access to Visual Performing arts and numerous other course offerings.</p> <p>7. In 2014-15 we contracted with WestEd to give the California Healthy kids survey to students in grades 9-</p>
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		<p>12, staff and parents. We are in communication with WestEd to gather corrected reports. Our 2015-16 goal is to have 90% of staff complete the survey. We will also focus on increase completion rates for grades 9-12<sup>th</sup>.</p> <p>9. This Rate of Els being reclassified as RFEP will increase to 50%</p> <p><b>LEA-Wide Actuals:</b>          District-wide number # of EL students and District-wide # of EL students who've been reclassified.</p> <p>District-wide number of EL students =92 (FUHS #85, East #4, AR #3 EL students)</p> <p>Number of students who qualify to be re-classified:12 (tentative waiting on teacher/admin/parent approval</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The district will continue to fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support.</p> <p>For the past four years between 65-75% of all failing grades are earned by 9<sup>th</sup> and 10<sup>th</sup> grade students. The same number of 40-50 students makes up all of those</p>	<p>LEA-Wide</p>	<p><u>  </u> ALL            -----            -----            OR:  <u>  X  </u> Low Income pupils <u>  X  </u> English Learners  <u>  X  </u> Foster Youth <u>  X  </u> Re designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____            _____</p>	<p>(LEA-Wide) Student Support Counselor, \$89,000 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$89,000 (Supplemental Grant)</p> <p>(FHS) AVID Program, 2.4 FTE Certificated Teacher, \$187,300 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher-1 section of English, \$19,000</p>

failing grades. Many of the students will have 3-4 F's with only minor discipline and attendance issues. Currently, we have no place in our district for students to go in 9<sup>th</sup> and 10<sup>th</sup> grade and they are often referred to community school. The goals for the academy are to create a safe place for students transitioning into Fortuna High School. We are aiming to build a culture of success for at risk, high potential students. This program will consist of additional 2.5-certificated teachers.

To be able to provide more individual instruction to struggling students, we will continue to support 1 section at Academy, 4 sections at Fortuna High to decrease class-sizes in core instructional classes.

We are adding an additional section at East High to provide visual arts instruction.

We continue to support 2 paraprofessionals at East High to provide additional support to struggling students.

In order to increase student achievement in college units earned and CTE participation rates we are supporting an Academic Advisor who will advise students on proper course enrollment and placement.

Our district advisory committee and our parents have advocated for the district to supplement student fees for the Advanced Placement exams.

(Supplemental Grant)

(FHS) Certificated Teacher- 2 Sections of Math. \$35,000 (Supplemental Grant)

(FHS) Certificated Teacher - 2 Sections, \$35,000 (Supplemental Grant)

(East High) Art/Activities, .2 FTE, Certificated Teacher, \$15,600 (Supplemental Grant)

(East High) Classified, 2 paraprofessional support staff \$27,400 (Supplemental Grant)

(Academy) .4 Academic counselor, \$37,300 (Supplemental Grant)

(LEA-Wide) AP Tests, \$8,000 (Supplemental Grant)

(FHS) After School Program, .4 FTE Certificated Teacher, \$33,700 (Supplemental Grant)

After School Bus Route, \$8,000 (Supplemental Grant)

<p>We will have a part-time instructional teacher coordinate an after-school program for students along with coordinating a late bus route.</p> <p>We will continue to have a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication.</p> <p>Our district has prioritized continued support of a section of English language development, a section of Spanish for native speakers, a section of English ¾ for improved English development and two additional sections of lower-level math to improve students skills and increase access to higher level math courses.</p> <p>We continue to support one full-time bilingual aide Districtwide and one full-time bilingual aide at Fortuna High School.</p> <p>We currently need additional Spanish translation services for our students and parents. We will have personnel dedicated to translating documents and communicating discipline issues with parents and students.</p>		<p><input type="checkbox"/> ALL ----- -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____ _____</p>	<p>(FHS) .4 Bilingual counselor (EL/CELDT/ELAC) \$26,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$33,000 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$49,700 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$42,300 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Translator, \$4,500 (Supplemental Grant)</p>
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LCAP Year 3: 2018-19		
	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>1 A-G Completion rates</li> <li>1.1 CTE course participation/passage rates</li> <li>1.2 Advanced Placement course offerings and student enrollment demographics</li> <li>2 College units earned</li> <li>3 Technology access-student to device</li> <li>4 CAASPP Data</li> <li>5 EAP data</li> <li>6 Master Schedules</li> <li>6.1 Sample unduplicated student schedules</li> <li>6.2 Visual and Performing Arts courses</li> <li>7 California Healthy kids survey</li> <li>8 CELDT and RFEP rates</li> </ul>	<ul style="list-style-type: none"> <li>1. Review Student Accountability Report Card for the following data points:               <ul style="list-style-type: none"> <li>1.1 Increase A-G completion rates. In 2014-15 the district had 38% of students who completed A-G eligibility. Our goal is 40% in 2016-17.</li> <li>1.2 CTE course participation/passage rates to 600 students participating in 2015-16.</li> <li>1.3 We anticipate that 82% of students at Fortuna High School will be enrolled in Advanced Placement courses. 50% will pass with a 3 or higher.</li> </ul> </li> <li>2. Review 2016-17 college units earned at Academy of the Redwoods and increase by 5%.</li> <li>3. We anticipate increasing our student to device ratio from 1:2.5 to 1:2.25</li> <li>4. Overall we want to improve our 11<sup>th</sup> grade CAASPP scores in ELA and Math.</li> </ul> <p><b>LEA-Wide</b>            2014/15 ELA Actuals- 2560 <b>2015/16 ELA Goal-2660</b>            2014/15 Math Actuals- 2518 <b>2015/16 Math Goal- 2618</b>  <b>Socio-Economically Disadvantaged</b>            2014/15 ELA Actuals- 2545 <b>2015/16 ELA Goal-2645</b>            2014/15 Math Actuals- 2506 <b>2015/16 Math Goal- 2606</b></p> <ul style="list-style-type: none"> <li>5. In 2014-15 We had 241 11<sup>th</sup> graders take the EAP assessment. We have 15% of students ready or conditionally ready to enter into college level mathematics. We had 38% of students ready or conditionally ready to enter into college level English.</li> </ul> <p><b>LEA-Wide</b></p>

		<p><b>2015/16 Math Goal 20% ELA Goal 43%</b></p> <p>6. Master Scheduling reviewing at each school site to reviewing the following and create baseline data for review by the district advisory committee.</p> <p>6.1 We will sample unduplicated student schedules to see whether the actions and services we've implemented to reduce class sizes and improve course access are being effective.</p> <p>6.2 We will also be looking at the master schedule to see which students are having access to Visual Performing arts and numerous other course offerings.</p> <p>7. In 2014-15 we contracted with WestEd to give the California Healthy kids survey to students in grades 9-12, staff and parents. We are in communication with WestEd to gather corrected reports. Our 2015-16 goal is to have 90% of staff complete the survey. We will also focus on increase completion rates for grades 9-12<sup>th</sup>.</p> <p>9. This Rate of Els being reclassified as RFEP will increase to 50%</p> <p><b>LEA-Wide Actuals:</b>  District-wide number # of EL students and District-wide # of EL students who've been reclassified.</p> <p>District-wide number of EL students =92 (FUHS #85, East #4, AR #3 EL students)</p> <p>Number of students who qualify to be re-classified: 12 (tentative waiting on teacher/admin/parent approval</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures



<p>The district will continue to fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support.</p> <p>For the past four years between 65-75% of all failing grades are earned by 9<sup>th</sup> and 10<sup>th</sup> grade students. The same number of 40-50 students makes up all of those failing grades. Many of the students will have 3-4 F's with only minor discipline and attendance issues. Currently, we have no place in our district for students to go in 9<sup>th</sup> and 10<sup>th</sup> grade and they are often referred to community school. The goals for the academy are to create a safe place for students transitioning into Fortuna High School. We are aiming to build a culture of success for at risk, high potential students. This program will consist of additional 2.5-certificated teachers.</p> <p>To be able to provide more individual instruction to struggling students, we will continue to support 1 section at Academy, 4 sections at Fortuna High to decrease class-sizes in core instructional classes.</p> <p>We are adding an additional section at East High to provide visual arts instruction.</p>	<p>LEA-Wide</p>	<p><u>  </u>ALL ----- -----</p> <p>OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Re designated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>(LEA-Wide) Student Support Counselor, \$92,560 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$92,560 (Supplemental Grant)</p> <p>(FHS) AVID Program, 2.4 FTE Certificated Teacher, \$194,700 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher- 1 section of English, \$19,760 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$36,400 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher - 2 Sections, \$36,400 (Supplemental Grant)</p> <p>(East High) Art/Activities, .2 FTE, Certificated Teacher, \$16,200 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofessional support staff \$28,400 (Supplemental Grant)</p>
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<p>We continue to support 2 paraprofessionals at East High to provide additional support to struggling students.</p> <p>In order to increase student achievement in college units earned and CTE participation rates we are supporting an Academic Advisor who will advise students on proper course enrollment and placement.</p> <p>Our district advisory committee and our parents have advocated for the district to supplement student fees for the Advanced Placement exams.</p> <p>We will have a part-time instructional teacher coordinate an after-school program for students along with coordinating a late bus route.</p> <p>We will continue to have a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication.</p> <p>Our district has prioritized continued support of a section of English language development, a section of Spanish for native speakers, a section of English ¾ for improved English development and two additional</p>		<p>_____</p> <p>_____</p> <p>OR:</p> <p>___Low Income pupils <u>X</u>English Learners</p> <p>___Foster Youth <u>X</u>Re designated fluent English proficient ___Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p>	<p>(Academy) .4 Academic counselor, \$38,700 (Supplemental Grant)</p> <p>(LEA-Wide) AP Tests, \$8,000 (Supplemental Grant)</p> <p>(FHS) After School Program, .4 FTE Certificated Teacher, \$36,400 (Supplemental Grant)</p> <p>After School Bus Route, \$8,000 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL/CELD/ELAC) \$27,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$34,300 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$51,600</p>
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<p>sections of lower-level math to improve students skills and increase access to higher level math courses.</p> <p>We continue to support one full-time bilingual aide Districtwide and one full-time bilingual aide at Fortuna High School.</p> <p>We currently need additional Spanish translation services for our students and parents. We will have personnel dedicated to translating documents and communicating discipline issues with parents and students.</p>			<p>(Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$43,900 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Translator, \$4,680 (Supplemental Grant)</p>
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<p><b>Goal #4</b> To increase student engagement and school climate.</p>	<p>Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5X 6X 7_ 8_ COE Only: 9_ 10_ Local: Specify _____</p>
<p>Identified Need:</p>	<p>We need to increase our graduation rates and decrease our dropout rate. We need to increase student ratings related to school safety and connectedness as reported in the California Healthy Kids survey.</p> <p>According the 2014-15 California Healthy Kids Survey we have identified six areas of need.</p> <ol style="list-style-type: none"> <li>1. Students reported feeling connected to school 50% of the time.</li> <li>2. Students reported that they only meaningfully participate in school 39.4 % of the time.</li> <li>3. 64% of students perceive the school as safe.</li> <li>4. 12.8% of students have been drunk or high on campus.</li> <li>5. 48.2% of students currently use drugs or alcohol.</li> </ol>

		6. 41% of students experience chronic sadness and hopelessness.	
Goal Applies to:	Schools:	LEA-Wide	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<u><b>Metric</b></u>		<u><b>Outcome</b></u>
	<ol style="list-style-type: none"> <li>1. Dropout and Graduation rate               <ol style="list-style-type: none"> <li>1.2 Suspension and Expulsion rates</li> </ol> </li> <li>2. Attendance Rates               <ol style="list-style-type: none"> <li>2.1 Truancy data and/or SARB data</li> <li>2.2 Chronic absenteeism rate</li> </ol> </li> <li>3. California Healthy kids survey</li> <li>4. Student Extracurricular participation rates.</li> <li>5. Inter-district transfer request</li> <li>6. Local parent/student/staff surveys</li> </ol>		<ol style="list-style-type: none"> <li>1. Review Student data points:               <ol style="list-style-type: none"> <li>1.1 Graduation rates will increase to 95% Our dropout rate will decrease to 5%</li> <li>1.2 Suspension will decrease to 11% Our expulsion rate will decrease to .5%</li> </ol> </li> <li>2. The district attendance rates will increase to 97.5%</li> <li>2.2. Monitor chronic absenteeism throughout the year and decrease annually by 2%.</li> <li>3. In 2014-15 we contracted with WestEd to give the California Healthy kids survey to students in grades 9-12, staff and parents. We received our data for staff and students and the report only has students broken down into grades 9<sup>th</sup> and 11<sup>th</sup>. We are in communication with WestEd to gather corrected reports. Our 2015-16 goal is to have 90% of staff complete the survey. We will also focus on increase completion rates for grades 9-12<sup>th</sup>.</li> <li>4. In 2014-15 we didn't collect information on student participation of extracurricular activities. In 2015-16 we will create baseline date for each school site. We will work closely with the student activities coordinator at Fortuna High School to document student participation. We will also work with Academy of the Redwoods and East high school to track data on student extra-curricular participation rates.</li> <li>5. In previous years we haven't reviewed district-wide data on students requesting an inter-district transfer out of the district. We will review this data and compare it</li> </ol>

		<p>with the number of students who are enrolled on an inter-district transfer from another district of residency.</p> <p>6. We will continue to review and refine our LCAP community survey. We specifically want to see an increase in the number of community members completing the survey by 5% annually. We also want use a survey tool that allows us to customize reports based upon how a specific person answered. Our outcome will be to have more stakeholders completing the survey and the advisory committee being able to interpret data for a longer period of time.</p>
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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The district will continue to fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support.</p> <p>The Alternative Education/Attendance/SARB support will organize the Student Attendance Review Board (SARB) referrals and hearings. They will work collaboratively with district administration to investigate alternative educational settings to improve the academic success for struggling 10<sup>th</sup> graders throughout the district.</p>	LEA-Wide	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>(LEA-Wide) Student Support Counselor, \$85,600 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$85,600 (Supplemental Grant)</p> <p>(LEA-Wide) Alternative Education/Attendance/SARB Support, \$65,700 (Supplemental Grant 0001/1200/3000s)</p> <p>(Academy) .4 Academic counselor, \$35,900 (Supplemental Grant)</p>

Our district is playing an integral role in our regions Student Attendance Review Board that connects families and schools for students who struggle with school attendance.

Annually conduct the California Healthy kids survey for students and parents. This survey provides stakeholders with information related to student engagement and school climate.

We will also use existing services to collect data on how many students participate in extracurricular activities to gauge student engagement.

Our district has prioritized collecting students and parents input through the use of our local LCAP survey. This survey will continue to impact which actions and services we continue to fund each year.

We will continue to have a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication.

Our district has prioritized continued support of a

ALL

OR:

Low Income pupils  English Learners  
 Foster Youth  Re designated  
 fluent English proficient  Other  
 Subgroups:(Specify) \_\_\_\_\_

(FHS) .4 Bilingual counselor  
 (EL/CELDT/ELAC) \$25,000  
 (Supplemental Grant)

(FHS) Certificated Teacher- 1  
 Section of ELD English and 1  
 Section of Spanish Native  
 Speaker, \$31,800

<p>section of English language development, a section of Spanish for native speakers, a section of English ¾ for improved English development and two additional sections of lower-level math to improve students skills and increase access to higher level math courses.</p> <p>We continue to support one full-time bilingual aide Districtwide and one full-time bilingual aide at Fortuna High School.</p> <p>We currently need additional Spanish translation services for our students and parents. We will have personnel dedicated to translating documents and communicating discipline issues with parents and students.</p>			<p>(Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$47,800 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$40,700 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Translator, \$4,330 (Supplemental Grant)</p>
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LCAP Year 2: 2017-18		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	1. Dropout and Graduation rate 1.2 Suspension and Expulsion rates	1. Review Student Accountability Report Card for the following data points:

	<p>2. Attendance Rates                  2.1 Truancy data and/or SARB data                  2.2 Chronic absenteeism rate                  3. California Healthy kids survey                  4. Student Extracurricular participation rates.                  5. Inter-district transfer request                  6. Local parent/student/staff surveys</p>	<p>1.1 Graduation rates will increase to 96% Our dropout rate will decrease to 4%                  1.2 Suspension will decrease to 10% Our expulsion rate will decrease to .45%                  2. The district attendance rates will increase to 98%                  2.2. Monitor chronic absenteeism throughout the year and decrease annually by 2%.                  3. Administer the California Healthy kids survey to students in grades 9-12, staff and parents. Our goal is to have 92% of staff complete the survey.                  4. Collect information on the EL and SWD student participation of extracurricular activities.                  5. Review district-wide data on students requesting an inter-district transfer out of the district. We will review this data and compare it with the number of students who are enrolled on an inter-district transfer from another district of residency.                  6. We will continue to review and refine our LCAP community survey. We specifically want to see an increase in the number of community members completing the survey by 5% annually. We also want use a survey tool that allows us to customize reports based upon how a specific person answered. Our outcome will be to have more stakeholders completing the survey and the advisory committee being able to interpret data for a longer period of time.</p>	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>



<p>The district will continue to fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support.</p> <p>The Alternative Education/Attendance/SARB support will organize the Student Attendance Review Board (SARB) referrals and hearings. They will work collaboratively with district administration to investigate alternative educational settings to improve the academic success for struggling 10<sup>th</sup> graders throughout the district.</p> <p>Our district is playing an integral role in our regions Student Attendance Review Board that connects families and schools for students who struggle with school attendance.</p> <p>Annually conduct the California Healthy kids survey for students and parents. This survey provides stakeholders with information related to student engagement and school climate.</p> <p>We will also use existing services to collect data on how many students participate in extracurricular activities to gauge student engagement.</p>	<p>LEA-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"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ -</p>	<p>(LEA-Wide) Student Support Counselor, \$89,000 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$89,000 (Supplemental Grant)</p> <p>(LEA-Wide) Alternative Education/Attendance/SARB Support, \$68,300 (Supplemental Grant 0001/1200/3000s)</p> <p>(Academy) .4 Academic counselor, \$37,300 (Supplemental Grant)</p>
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<p>Our district has prioritized collecting students and parents input through the use of our local LCAP survey. This survey will continue to impact which actions and services we continue to fund each year.</p> <p>We will continue to have a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication.</p> <p>Our district has prioritized continued support of a section of English language development, a section of Spanish for native speakers, a section of English <math>\frac{3}{4}</math> for improved English development and two additional sections of lower-level math to improve students skills and increase access to higher level math courses.</p> <p>We continue to support one full-time bilingual aide Districtwide and one full-time bilingual aide at Fortuna High School.</p> <p>We currently need additional Spanish translation services for our students and parents. We will have personnel dedicated to translating documents and</p>		<p><input type="checkbox"/> ALL ----- ---</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ -</p>	<p>(FHS) .4 Bilingual counselor (EL/CELDT/ELAC) \$26,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$33,000 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$49,700 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$42,300 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Translator, \$4,500 (Supplemental Grant)</p>
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communicating discipline issues with parents and students.			
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LCAP Year 3: 2018-19		
	<u>Metric</u>	<u>Outcome</u>
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Dropout and Graduation rate               <ol style="list-style-type: none"> <li>1.2 Suspension and Expulsion rates</li> </ol> </li> <li>2. Attendance Rates               <ol style="list-style-type: none"> <li>2.1 Truancy data and/or SARB data</li> <li>2.2 Chronic absenteeism rate</li> </ol> </li> <li>3. California Healthy kids survey</li> <li>4. Student Extracurricular participation rates.</li> <li>5. Inter-district transfer request</li> <li>6. Local parent/student/staff surveys</li> </ol>	<ol style="list-style-type: none"> <li>1. Review Student Accountability Report Card for the following data points:               <ol style="list-style-type: none"> <li>1.1 Graduation rates will increase to 98.5% Our dropout rate will decrease to 3%</li> <li>1.2 Suspension will decrease to 9.5% Our expulsion rate will decrease to .4%</li> </ol> </li> <li>2. The district attendance rates will increase to 96%               <ol style="list-style-type: none"> <li>2.2. Monitor chronic absenteeism throughout the year and decrease annually by 2%.</li> </ol> </li> <li>3. Administer the California Healthy kids survey to students in grades 9-12, staff and parents. Our goal is to have 94% of staff complete the survey.</li> <li>4. Collect information on the EL and SWD student participation of extracurricular activities.</li> <li>5. Review district-wide data on students requesting an inter-district transfer out of the district. We will review this data and compare it with the number of students who are enrolled on an inter-district transfer from another district of residency.</li> <li>6. We will continue to review and refine our LCAP community survey. We specifically want to see an increase in the number of community members completing the survey by 5% annually. We also want use a survey tool that allows us to customize reports based upon how a specific person answered. Our outcome will be to have more stakeholders completing the survey and the advisory committee being able to interpret data for a longer period of time.</li> </ol>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The district will continue to fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support.</p> <p>The Alternative Education/Attendance/SARB support will organize the Student Attendance Review Board (SARB) referrals and hearings. They will work collaboratively with district administration to investigate alternative educational settings to improve the academic success for struggling 10<sup>th</sup> graders throughout the district.</p> <p>Our district is playing an integral role in our regions Student Attendance Review Board that connects families and schools for students who struggle with school attendance.</p> <p>Annually conduct the California Healthy kids survey for students and parents. This survey provides stakeholders with information related to student engagement and school climate.</p> <p>We will also use existing services to collect data on</p>	<p>LEA-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"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>(LEA-Wide) Student Support Counselor, \$92,560 (Supplemental Grant)</p> <p>(East) Student Support Counselor, \$92,560 (Supplemental Grant)</p> <p>(LEA-Wide) Alternative Education/Attendance/SARB Support, \$71,000 (Supplemental Grant 0001/1200/3000s)</p> <p>(Academy) .4 Academic counselor, \$38,700 (Supplemental Grant)</p>

<p>how many students participate in extracurricular activities to gauge student engagement.</p> <p>Our district has prioritized collecting students and parents input through the use of our local LCAP survey. This survey will continue to impact which actions and services we continue to fund each year.</p> <p>We will continue to have a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by engaging families in home-to-school communication.</p> <p>Our district has prioritized continued support of a section of English language development, a section of Spanish for native speakers, a section of English ¾ for improved English development and two additional sections of lower-level math to improve students skills and increase access to higher level math courses.</p> <p>We continue to support one full-time bilingual aide Districtwide and one full-time bilingual aide at Fortuna High School.</p>		<p><input type="checkbox"/> ALL ----- -----</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>_____</p>	<p>(FHS) .4 Bilingual counselor (EL/CELDT/ELAC) \$27,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$34,300 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$51,600 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$43,900 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Translator, \$4,680 (Supplemental Grant)</p>
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<p>We currently need additional Spanish translation services for our students and parents. We will have personnel dedicated to translating documents and communicating discipline issues with parents and students.</p>			
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## Annual Update

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

**Guiding Questions:**

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

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



<p>Original GOAL from prior year LCAP:</p>	<p><b>Goal #1</b>                  FUHSD will continue to have highly qualified teachers in all subject areas with county competitive salaries. Teachers will be provided with ongoing professional development support in order to implement the Common Core State Standards and the CAASPP assessment system. Students in our school district, including ELs and SWD, will have sufficient access to standards-aligned instructional materials. We will continue to maintain a safe environment for all students and staff through facilities and transportation.</p>		<p>Related State and/or Local Priorities:                  1X 2X 3_4_5_6_7_8_                  COE Only: 9_10_                  Local: Specify_____</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metric</b></p> <ol style="list-style-type: none"> <li>1. Measured by annual CALPADS report</li> <li>2. Williams Act reports and SARC: Textbook inventories and purchase records</li> <li>3. Measure by HCOE Salary Comparisons</li> <li>4. Facility Inspection Tools</li> <li>5. Professional development attendance at each school site</li> <li>6. 11th Grade participation in CAASSP assessment</li> <li>7. Textbook alignment to CCSS tables</li> <li>8. Highly qualified paraprofessional data</li> <li>9. CCSS and ELD Professional</li> </ol>	<p><b>Outcome</b></p> <ol style="list-style-type: none"> <li>1. All staff will be highly qualified as reported by CALPADS and will be reflected in the Student Accountability report card (SARC)</li> <li>2. All students, including ELs, will have access to their own textbooks.</li> <li>3. Each year the Humboldt County Office of Education produces a countywide salary comparison. District administration will use this to guide evaluation of the above goal.</li> <li>4. District facilities will be reported in "Good"</li> </ol>	<p>Actual Annual Measurable Outcome:</p>	<ol style="list-style-type: none"> <li>1. All Certificated staff are highly qualified.</li> <li>2. All students have access to textbooks as reported in our Williams survey.</li> <li>3. This year our certificated staff received a 3.5% salary increase on the salary schedule. We are 91.9% close to the highest paid district on step 1. On Step 6 we are 86% closer to the highest paying district. Our top of the schedule is 96% of the highest paid district. This information comes from the 2015-16 HCOE salary comparison.</li> <li>4. All School sites are in good condition.</li> <li>5. We have had district-wide professional development at only one site.</li> <li>6. We had 97% of district wide 11<sup>th</sup> graders participate in the CAASPP assessment.</li> <li>7. We have textbooks in language arts and mathematics aligned to CCSS tables.</li> <li>8. All paraprofessionals have completed the</li> </ol>

	<p>development-topics, participation numbers, expenses. CCSS funding fiscal report.</p>	<p>condition according to the Facility Inspection tool (FIT).</p> <ol style="list-style-type: none"> <li>5. According to district details professional development will be offered at all three school sites.</li> <li>6. The district will have 95% participation in the CAASPP assessment.</li> <li>7. All Common Core Instructional materials will be aligned to the Common Core State Standard tables for ELA, ELD and Math and NGSS for Science.</li> <li>8. All district paraprofessionals will be highly qualified as deemed by the County office paraprofessional exam.</li> <li>9. All district staff will have to complete a professional development authorization form that identifies which LCAP goal the activities will focus on. Staff will also</li> </ol>	<p>county-wide paraprofessional exam.</p> <ol style="list-style-type: none"> <li>9. All staff completed a professional a development form. This form was helped staff identify which LCAP goal was aligned with each professional development activities. We had 29 employees complete authorization forms. Many of the forms applied to other employees attending the P.D. opportunity.</li> <li>10. All CCSS monies are expended.</li> </ol>
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		<p>have to identify how they will share the information with the rest of the district employees.</p> <p>10. We will continue to track CCSS funding through the fiscal report.</p>	
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. In order to have a highly qualified teaching staff to deliver effective CCSS aligned instruction we need to continue to offer on-going professional development and competitive compensation.</p> <p>2. We will continue to monitor infrastructure to determine areas of need in relation to our Facility Inspection Tool.</p> <p>3. We will also place monies into our transportation account to ensure that we are able to run a safe transportation fleet.</p> <p>4. We will continue to support teachers' ongoing professional development in implementing the Common Core State Standards and the CAASPP testing.</p>	<p>(LEA Wide) 48.35 FTE Certificated Staff - Classroom/Resource Teachers - \$4,080,000 (Base Grant, Supplemental Grant, Education Protection Account, Title I, Special Education, 000*,1400,3010,3310,6500/100,1104/3000s)</p> <p>.4 FTE - Mentor Teacher, \$38,400 (Title I, Title II, 1134/3000s)</p> <p>8 FTE - Certificated Pupil Services,</p>	<p>1. We increased all staff salary compensation by 3.5%, supported two sections of mentoring/coaching for teachers and provided professional development opportunities to all teaching staff.</p> <p>2. District and Site Administration reviewed all facilities and addressed all deficiencies utilizing</p>	<p>(LEA Wide) 50.80 FTE Certificated Staff - Classroom/Resource Teachers - \$4,271,300 (Base Grant, Supplemental Grant, Education Protection Account, Title I, Special Education, 000*,1400,3010,3310,6500/1100,1104/3000s)</p> <p>.4 FTE - Mentor</p>

<p>We will also provide monies to purchase Common Core aligned materials.</p>	<p>\$650,000 (Base Grant, Supplemental Grant, TPP, Special Education, 000*, 3410, 6500/3100s/1200s/3000s)</p> <p>.4 FTE - Certificated Co-curricular - \$37,000 (Base Grant 0006,0008/1135/4100,4200/3000s)</p> <p>Professional Development, \$15,000 (Title I, Title II, Supplemental grant, 5200s)</p> <p>Textbooks/Materials, \$50,000 (Lottery, 6300/4000s)</p> <p>Materials and Supplies, \$5,000 (Supplemental Grant)</p> <p>4 FTE Maintenance Staff - \$258,500 (Base Grant/Routine Maintenance 8150)</p> <p>3 FTE Custodial Staff - \$180,000 (Base Grant, 0000/8260/2214,3000s)</p>	<p>the Facility Inspection Tool.</p> <p>3. The District transferred \$30,000 into the Bus Replacement fund.</p> <p>4. 80% of District funded professional development focused on CCSS and/or CAASPP testing</p> <p>The District utilized Lottery funds to ensure that all students received textbooks aligned to Common Core.</p>	<p>Teacher, \$40,070 (Title I, Title II, 1134/3000s)</p> <p>8 FTE - Certificated Pupil Services, \$678,200 (Base Grant, Supplemental Grant, TPP, Special Education, 000*, 3410, 6500/3100s/1200s/3000s)</p> <p>.4 FTE - Certificated Co-curricular - \$38,840 (Base Grant 0006,0008/1135/4100,4200/3000s)</p> <p>Professional Development, \$19,800 (Title I, Title II, Supplemental grant, 5200s)</p> <p>Textbooks/Materials, \$23,900</p>
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	<p>Transportation, \$30,000 (Base Grant 0000/7619/Bus Replacement Fund 0040/0055/8919)</p>	<p>(Lottery, 6300/4000s)</p> <p>Materials and Supplies, \$4,000 (Supplemental Grant)</p> <p>4 FTE Maintenance Staff - \$266,700 (Base Grant/Routine Maintenance 8150)</p> <p>3 FTE Custodial Staff - \$187,670 (Base Grant, 0000/8260/2214,3 000s)</p> <p>Transportation, \$30,000 (Base Grant 0000/7619/Bus Replacement Fund 0040/0055/8919)</p>
<p>Scope of service: LEA-wide</p>	<p>Scope of service: LEA-wide</p>	
<p><u>X</u> ALL</p>	<p><u>X</u> ALL</p>	

<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>
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**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**  
This year we had high expectations that we would have district wide professional development opportunities at each school site. Due to the nature of the new position of the Director of Educational services we were unable to coordinate professional development district-wide at Academy of the Redwoods and East High School. We were able to move Next year, actions related to professional development will be clarified. For example, each staff person will complete a powerpoint slide that will highlight the LCAP goal and the highlights of their learning from the PD they attended. We have removed the metric "CCSS Funding Fiscal report." This report is no longer required from the state and all of our CCSS instructional materials are purchased through our general fund.

Original GOAL from prior year LCAP:	<b>Goal #2</b> Improve and Increase parent engagement, including parents of EL and SWD.		Related State and/or Local Priorities: 1_ 2_ 3X 4_ 5_ 6_ 7_ 8_ COE Only: 9_ 10_ Local: Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<u>Metric</u> 1. Site Council Agendas/Minutes 2. DELAC Agendas/Minutes 3. District Advisory Agendas/Minutes 4. Booster Club participants/projects 5. Parent Focus Group data.	<u>Expected Outcomes</u> 1. Hold three to four site council meetings at Fortuna high school to review Single Plan for Student Achievement and engage stakeholders. Site council agenda and minutes will serve as data. 2. Collect District English Language Advisory Council (DELAC) agendas and meeting minutes to create a baseline of parent engagement data. We want to increase the number of parents from East high school and Academy of the Redwoods who attend	Actual Annual Measurable Outcomes:	1. All school site council agendas and minutes were rolled into our district advisory committee meetings. We held 4 meetings this year that were combined with our district advisory committee meetings. 2. The District English Language Advisory Committee met 4 times this year. The agenda includes a family potluck. Topics addressed are: attendance, homework, graduation requirements, and class announcements. 3. District Advisory Agenda and Minutes are documented above in the section on LCAP impact. 4. We have 13 parents involved in the Fortuna High School booster club. 5. We held our first Students with Disabilities parent group on April 6th we have another one scheduled for May 19th. We had 6 parents attend each meeting. 6. We held our first Native American Student and Parent group meeting on April 21 <sup>st</sup> . We had two parents attend the meeting.

		<p>the DELAC meetings.</p> <p>3. We want to hold 7 District Advisory Committee (DAC) meetings in 2015-16. We want to increase the number of stakeholder representatives. We will use meeting agendas, minutes and sign-in sheets to document increased engagement.</p> <p>4. We want to meet with FHS booster club and create a list of participants and collect meeting minutes and agendas. This will create a baseline for parent engagement through extracurricular activities.</p> <p>5. Each school site will hold a minimum of two parent focus groups to increase parent engagement, including parents of SWD. Meeting</p>		
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		agendas, minutes, and sign in sheets will serve as data sets.		
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Site principals will increase parent involvement in site council meetings, English Language Advisory meetings, and document parent booster club involvement and hold biannual parent focus groups for feedback regarding increasing parent engagement.</p> <p>2. The bilingual aide should increase parent engagement because parents will have a direct contact at the school that will be able to communicate their student’s progress in their home language. Parents will begin to have a point person for follow-up conversations and meetings.</p> <p>3. The Student Support Counselor will be responsible for home visits for students who are truant or who need additional support. They will also provide parent workshops on relevant topics that will increase parent’s connectedness to their student’s academic success.</p> <p>4. The principal is responsible for sending the</p>	<p>FHS Principal, \$120,000 (Base Grant, 0000/1303/3000s)</p> <p>Academy of the Redwoods Principal, \$112,000 (Base Grant, 0004/1305/3000s)</p> <p>East High Principal/Director of Ed Services, \$116,000 (Base Grant, 0000/1306/3000s)</p>	<p>1. The Fortuna high school site council merged with the District Advisory Committee to increase stakeholder engagement. We held three to four site council meetings at Fortuna high school to review Single Plan for Student Achievement and engage stakeholders. Site council agenda and minutes served as data.</p> <p>Collected District English Language Advisory Council (DELAC) agendas and meeting minutes and created a baseline of parent engagement data through parent attendance.</p> <p>We held 4 District Advisory Committee (DAC) meetings in 2015-16. We want to increase the number of stakeholder representatives. We used meeting agendas, minutes and sign-in sheets to document increased engagement.</p> <p>We received information from FHS booster club and created a list of participants and collect meeting minutes and agendas. This created a baseline for</p>	<p>FHS Principal, \$127,793 (Base Grant, 0000/1303/3000s)</p> <p>Academy of the Redwoods Principal, \$117,528 (Base Grant, 0004/1305/3000s)</p> <p>East High Principal/Director of Ed Services, \$124,778 (Base Grant, 0000/1306/3000s)</p>

<p>following information to the district LCAP coordinator: Sign-in sheets from ELAC, Parent Booster Club meetings, parent focus groups, and any and all feedback regarding increasing parent engagement.</p>	<p>Bilingual Aide, \$46,000 (Supplemental Grant)</p>	<p>parent engagement through extracurricular activities.</p>	<p>Bilingual Aide, \$47,790 (Supplemental Grant)</p>
<p>Parent feedback whether formal or informal will be submitted via a Google Form in order to track and document parent engagement.</p>	<p>LEA-Wide Student Support Counselor, \$79,800 (Supplemental Grant)</p>	<p>Each school site held a minimum of two parent focus groups to increase parent engagement, including parents of SWD. Meeting agendas, minutes, and sign in sheets served as data sets.</p>	<p>LEA-Wide Student Support Counselor, \$84,139 (Supplemental Grant)</p>
	<p>East High Student Support Counselor, \$79,800 (Supplemental Grant)</p>	<p>Academy of the Redwoods held a parent information night on digital citizenship and the Aeries parent portal there were 14 families in attendance. East High School held a Back to School night with 40 families in attendance. East High School held its annual Thanksgiving feast with 75 families in attendance. Fortuna High School held a Back to School night with approximately 150 families in attendance.</p>	<p>East High Student Support Counselor, \$84,139 (Supplemental Grant)</p>
	<p>Workshop materials/refreshments, \$1500 (Supplemental Grant, 4390s)</p>	<p>2.The bilingual aides assisted EL parents at all advisory meetings, IEPs and other student related meetings that occurred throughout the year.</p>	<p>Workshop materials/refreshments, \$0 (Supplemental Grant, 4390s)</p>
	<p>Transportation to Meetings for Students</p>	<p>3. The Student Support Counselor was responsible for home visits for students who were truant or needed additional support. She also provided parent workshops on relevant topics that increased parent connectedness to their student’s academic success.</p>	<p>Transportation to Meetings for Students and Parents, \$0</p>
		<p>4.The principal attended all parent meetings and relayed information regarding the LCAP to the District Advisory Committee, ELAC and Parent Booster Club meetings.</p>	
		<p>Parent feedback was collected using the CA Healthy</p>	

	and Parents, \$2,400 (Supplemental Grant, 5801)	Kids Survey. Additionally, feedback was obtained at District Advisory Committee meetings, Students with Unique Needs meetings, and via other informal communications throughout the year. The District Advisory Committee decided to discontinue the local LCAP survey and a Google Form was not created to track and document parent engagement. The District Advisory Committee will revisit the decision to rely on the CA Healthy Kids Survey for formal parent input at its November meeting.	(Supplemental Grant, 5801)
<p><b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b></p> <ol style="list-style-type: none"> <li>1. Hold bimonthly support meetings for families with students with unique needs.</li> <li>2. Hold quarterly support meetings for families with students with Title VII eligibility.</li> <li>3. Hold bimonthly district advisory committee meetings.</li> <li>4. During the bimonthly district advisory committee meetings the Single Plan for Student Achievement will re reviewed and revised by the DAC.</li> <li>5. The district remains committed to translating all district documents from English to Spanish.</li> </ol>			

Original GOAL from prior year LCAP:	<b>Goal #3</b> Monitor and improve student achievement, students course access to the following: Core Content classes, visual and performing arts, Career Technical Education, Drivers Education, Foreign Language, and technology access	Related State and/or Local Priorities: 1_2_3_4X 5_6_7X 8X COE Only: 9_10_ Local: Specify_____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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	<u>Metric</u>	<u>Outcome</u>		
Expected Annual Measurable Outcomes:	1. Review district wide Student Accountability Report Cards 1.1 California High School Exit Exam (CAHSEE) data. 1.2 EL and SWD A-G Completion rates 1.3 EL and SWD CTE course participation/pass age rates 1.4 EL and SWD Advanced Placement Courses Offered and what percentages of enrolled students are enrolled in an	1. Review Student Accountability Report Card for the following data points: 1.1 California High School Exit Exam (CAHSEE) increase 10 <sup>th</sup> grade English Language Arts passage rates to 60% and Mathematics passage rates to 68% district-wide. 1.2 Increase A-G completion rates. This baseline data will be available district-wide as of June 13 <sup>th</sup> . 1.3 CTE course participation/passage rates to 600 students participating in 2015-16.	Actual Annual Measurable Outcomes:	1.1 In 2015-16 the California High School Exit Exam was placed on hold. In 2014-15 FUHSD students passed the English Language Arts portion of the CAHSEE by 67%. FUHSD students passed the mathematics portion of the CAHSEE by 80%.  1.2. In 2014-15 the district had 38% of students who completed A-G eligibility.  1.3 We have 946 students in FHS participating in CTE Courses.  1.4 Fortuna High School had 234 students enrolled in Advanced Placement coursbases. Pass Rates will be available in July.  2.0 Academy of the Redwoods students' earned 732.5 credits in the Fall and is enrolled in 777 credits this Spring.  3.0 FUHSD device to student ratio is the following 1:.65.

	<p>AP course.</p> <ol style="list-style-type: none"> <li>2. EL and SWD College units earned</li> <li>3. Technology access-student to device</li> <li>4. EL and SWD EAP data</li> <li>5. EL and SWD Master Schedules <ol style="list-style-type: none"> <li>5.1 Sample unduplicated student schedules</li> <li>5.2 Visual and Performing Arts courses</li> </ol> </li> <li>6. California Healthy kids survey</li> <li>7. EL and SWD SAT/ACT participation rates</li> <li>8. EL and SWD CELDT</li> <li>9. EL and SWD RFEP rates</li> </ol>	<p>1.4 We anticipate that 82% of students at Fortuna High School will be enrolled in Advanced Placement courses. 50% will pass with a 3 or higher.</p> <ol style="list-style-type: none"> <li>2. Review 2014-15 college units earned at Academy of the Redwoods and increase by 5%. AR students earned 1,458.5 college units in the 2014-15 academic school year. In 2013-14 AR students earned 1,215.5 college units. In 2014-15 AR students increased college units completed by 19.99%.</li> <li>3. In 2014-15 we didn't increase our student to device access. We spent our funds replacing existing devices. We anticipate increasing our student to device ratio from 1:2.5 to 1:2.25</li> </ol>		
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		<p>4. We will not have EAP data until mid July. This year being our first year receiving CASSPP data we will evaluate our EAP results and create a baseline.</p> <p>5. Master Scheduling reviewing at each school site to reviewing the following and create baseline data for review by the district advisory committee.</p> <p>5.1 We will sample unduplicated student schedules to see whether the actions and services we've implemented to reduce class sizes and improve course access are being effective.</p> <p>5.2 We will also be looking at the master schedule to see which students are having access to Visual Performing arts and numerous other</p>		<p>4. The Multiple Measures Assessment system reported that in 2014-15 we had 86% of our 11<sup>th</sup> grade students release their ELA results and participate in the EAP assessment. We had 66% of 11<sup>th</sup> grade students release their mathematics results and participation in the Math EAP. EAP results indicate that 11% of district students evaluated are ready for college level coursework in English and 2% are ready for college level coursework in math. An additional 33% of tested district students are conditionally ready in English and an additional 13% are conditionally ready in math.</p> <p>5. All site principals work with the district data clerk to ensure that all student schedules will improve course access for all students.</p> <p>5.2 All site principals with the district data clerk to ensure that all student schedules will improve course access for all students.</p> <p>6. We are currently administering the California Healthy Kids survey to all district students in grades 9-</p>
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		<p>course offerings.</p> <p>6. In 2014-15 we contracted with WestEd to give the California Healthy kids survey to students in grades 9-12, staff and parents. We received our data for staff and students and the report only has students broken down into grades 9<sup>th</sup> and 11<sup>th</sup>. We are in communication with WestEd to gather corrected reports. Our 2015-16 goal is to have 90% of staff complete the survey. We will also focus on increase completion rates for grades 9-12<sup>th</sup>.</p> <p>7. We will be collecting baseline SAT and ACT participation rates in 2015-16 and we want 30% of 11<sup>th</sup> graders to participate and 50% of 12<sup>th</sup> graders.</p> <p>8. Rate of ELs making</p>	<p>12<sup>th</sup>. We've surveyed the staff and we've mailed parents' surveys to unduplicated students, students with disabilities, and Native American parents. In 2014-15 we had 83 % of staff participate in the survey, 75% of students, and 71 parents participated in the survey.</p> <p>7. During the 2015/2016 school year 16% of 11<sup>th</sup> graders completed the SAT or ACT and 36% of 12<sup>th</sup> graders completed the SAT or ACT.</p> <p>8. Data was collected that will provide a baseline so that the rate of ELs making progress of one performance level or more can be tracked moving forward. Student domain scores were not tracked for the 2014/2015 school year.</p> <p>9. During the 2015/2016 school year 95 students</p>
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		<p>progress on ELD of one performance level or more a year will increase to 50 %</p> <p>9. Rate of ELs being reclassified as RFEP will increase to 50%</p>		<p>participated in CELDT testing. Of those 95 students, only 90 were actually EL students (5 had previously been reclassified). A total of 20 students, or 22% of the EL population, met all criteria for reclassification.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Beginning in 2015-16 the district will fund a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions are vital to ensuring that students, teachers, parents and administration have access to a qualified professional who can support students and families who need additional resources and support.</p> <p>2. This year we have hired a bilingual counselor who will provide academic and specialized student support services. Research indicates that providing students and families with access to a bilingual counselor will increase student achievement by</p>	<p>(LEA-Wide) Student Support Counselor, \$79,800 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL/CELDT/ELA C) \$30,000 (Supplemental Grant)</p> <p>(East) Student Support</p>	<p>1. The district funded a full-time Student Support Counselor at our continuation high school. We will continue to provide a full-time LEA-Wide student support counselor for students at Fortuna high school and Academy of the Redwoods. The student support counseling positions have been vital to ensuring that students, teachers, parents and administration have accessed to a qualified professional who can support students and families who needed additional resources and support.</p> <p>2. The bilingual counselor provided academic and specialized student support services. She conducted the CELDT testing.</p> <p>3. The additional sections of English language development, Spanish for Native speakers, English <math>\frac{3}{4}</math>,</p>	<p>(LEA-Wide) Student Support Counselor, \$84,139 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL/CELDT/ELA C) \$25,294 (Supplemental Grant)</p> <p>(East) Student Support</p>



<p>engaging families in home-to-school communication.</p> <p>3. Our district has prioritized continued support of a section of English language development, a section of Spanish for native speakers, a section of English ¾ for improved English development and two additional sections of lower-level math to improve students skills and increase access to higher level math courses.</p> <p>4. We continue to support two full-time bilingual aides.</p> <p>5. In order to increase student achievement in college units earned and CTE participation rates we are supporting an Academic Advisor who will advise students on proper course enrollment and placement.</p>	<p>Counselor, \$79,800 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$36,000 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofession al support staff \$23,000 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$37,000 (Supplemental Grant)</p> <p>(FHS) Bilingual</p>	<p>and lower-level mathematics decreased class sizes and allowed for broader course access for unduplicated students.</p> <p>4. East high school hired two part-time bilingual aides and in the Spring increased one bilingual aides to full-time due to the need for 1:1 language services.</p> <p>5. We funded a full-time academic advisor at Academy of the Redwoods. This year the academic advisor’s relationship with College of Redwoods provided additional counseling resources for Early College students.</p>	<p>Counselor, \$84,139 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$32,034 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofession al support staff \$31,757 (Supplemental Grant)</p> <p>(LEA-Wide) Bilingual Aide \$38,729 (Supplemental Grant)</p> <p>(FHS) Bilingual</p>
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	<p>Aide \$46,000 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher-1 section of English, \$17,000 (Supplemental Grant)</p> <p>(Academy) .4 Academic counselor, \$33,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$29,800 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher - 2 Sections,</p>		<p>Aide \$47,790 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher-1 section of English, \$20,732 (Supplemental Grant)</p> <p>(Academy) .4 Academic counselor, \$35,229 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$32,924 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher - 2 Sections,</p>
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	\$29,800 (Supplemental Grant)		\$24,025 (Supplemental Grant)
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<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"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> 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?

1. Remove students taking the CHKS at East High school and administer it in small groups in the computer labs at East High school.
2. Work closely with district-wide counseling staff to determine which students are completely A-G eligibility and which students have taken A-G eligible course work.
3. Continued to support our CTE teachers in placing them on the Certificated Salary schedule.
4. Fortuna High School has created a team of educators who will analyze and make academic recommendations to administration based on our EAP an CAASPP data.
5. The district is working with the bilingual counselor to analyze CELDT data and reclassification rates.
6. This year we are using the following CAASPP data as a baseline for student achievement in 2016 and beyond. Overall we want to improve our 11<sup>th</sup> grade CAASPP scores in ELA and Math.

**LEA-Wide**

2014/15 ELA Actuals- 2560 **2015/16 ELA Goal-2660**  
 2014/15 Math Actuals- 2518 **2015/16 Math Goal- 2618**

**Socio-Economically Disadvantaged**

2014/15 ELA Actuals- 2545 **2015/16 ELA Goal-2645**

2014/15 Math Actuals- 2506 **2015/16 Math Goal- 2606**

Original GOAL from prior year LCAP:	<b>Goal #4</b> Evaluate and increase student engagement and school climate.		Related State and/or Local Priorities: 1_2_3_4_5_6X7_8_ COE Only 9_10_ Local: Specify
Goal Applies to:	Schools:	LEA-Wide	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<u><b>Metric</b></u> 1. Review district wide Student Accountability Report Cards 1.1 Dropout and Graduation rate 1.2 Suspension and Expulsion rates 2. Attendance Rates 2.1 Truancy data and/or SARB data 2.2 Chronic absenteeism rate 3. California Healthy kids survey 4. Student Extracurricular participation rates. 5. Inter-district transfer	<u><b>Outcome</b></u> 1. Review Student Accountability Report Card for the following data points: 1.1 Graduation rates will increase to 95% Our dropout rate will decrease to 5% 1.2 Suspension will decrease to 11% Our expulsion rate will decrease to .5% 2. The district attendance rates need to increase to 93% In 2014-15 the district evaluated it's tracking through it's student information system and determined that one specific academic program was not	Actual Annual Measurable Outcomes:  1.1 The FUHSD Graduation is 97% and the dropout rate is 3%.  1.2 FUHSD suspension and expulsion rate for 2015-16 through April 13, 2016 are 8.5% and 0.5% respectively.  2.0 Our district attendance rate improved from 93% to 96.7%. We had 27 students referred to the SARB board.  2.2 171 students were chronically absent during the 2015/2016 school year. This represents a 5.6% increase in the chronic absenteeism rate over the 2014/2015 school year (the rate increased from 8.4% to 14%).  3. See goal 3, actual annual measurable outcome

	<p>request 6. Local parent/student/staff surveys</p>	<p>being reported correctly. This negatively influenced our internal calculation of our district attendance rate. 2015-16 should see dramatic improvements to at least 93% and .2 % increased annually.</p> <p>2.2. Monitor and decrease chronic absenteeism throughout the year through by 2% annually.</p> <p>3. In 2014-15 we contracted with WestEd to give the California Healthy kids survey to students in grades 9-12, staff and parents. We received our data for staff and students and the report only has students broken down into grades 9<sup>th</sup> and 11<sup>th</sup>. We are in communication with WestEd to gather corrected reports. Our 2015-16 goal is to have 90% of staff complete the survey. We will also focus on increase completion rates for grades 9-12<sup>th</sup>.</p> <p>4. In 2014-15 we didn't collect information on student participation of</p>		<p>number 6.</p> <p>4. We have 13 parents involved in the Fortuna High School booster club. Fortuna High School offered the following Fall sports: Cross Country, Tennis, Girls Golf, Boys and Girls Soccer, JV and Varsity Cheer, JV and Varsity Football and</p>
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		<p>extracurricular activities. In 2015-16 we will create baseline data for each school site. We will work closely with the student activities coordinator at Fortuna High School to document student participation. We will also work with Academy of the Redwoods and East high school to track data on student extra-curricular participation rates.</p> <p>5. In previous years we haven't reviewed district-wide data on students requesting an inter-district transfer out of the district. We will review this data and compare it with the number of students who are enrolled on an inter-district transfer from another district of residency.</p> <p>6. We will continue to review and refine our LCAP community survey. We specifically want to see an increase in the number of community members completing the survey by 5% annually. We also want use a survey tool that allows us to customize reports based upon</p>	<p>Volleyball. Out of 210 athletes 43 athletes are unduplicated students. 20.47% of our fall athletes are unduplicated students. We have 28 students enrolled in the Leadership class at Fortuna High School and these students are responsible for running the schools student government and assume responsibility for creating a positive school climate. 21% of the students in the leadership class are unduplicated students. At Academy of the Redwoods 74 students (unduplicated) are involved in at least one of the 14 school clubs. Additionally, 16 students played on the AR Coast League Basketball team.</p> <p>5. We had 39 students request inter-district transfers out of our district and 129 request transfers into our district.</p> <p>6. We will have parent survey data in July, 2016.</p>
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		how a specific person answered. Our outcome will be to have more stakeholders completing the survey and the advisory committee being able to interpret data for a longer period of time.		
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>1. See Goal 3 action 1.</li> <li>2. Annually conduct the California Healthy kids survey for students and parents. This survey provides stakeholders with information related to student engagement and school climate.</li> <li>3. See Goal 3 action 2.</li> <li>4. See Goal 3 action 3.</li> <li>5. See Goal 3 action 4.</li> <li>6. Our district is playing an integral role in our</li> </ol>	<p>(LEA-Wide) Student Support Counselor, \$79,800 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL CELDT/ELAC) \$30,000 (Supplemental Grant)</p> <p>(East) Student</p>	<ol style="list-style-type: none"> <li>1. See Goal 3 action 1.</li> <li>2. The California Healthy kids survey for students and parents was conducted. This survey provides stakeholders with information related to student engagement and school climate. The District Advisory Committee is excited to have data to compare for multiple years when we reconvene for the 2016/2017 school year.</li> <li>3. See Goal 3 action 2.</li> <li>4. See Goal 3 action 3.</li> <li>5. See Goal 3 action 4.</li> </ol>	<p>(LEA-Wide) Student Support Counselor, \$84,139 (Supplemental Grant)</p> <p>(FHS) .4 Bilingual counselor (EL CELDT/ELAC) \$25,294 (Supplemental Grant)</p> <p>(East) Student</p>

<p>regions Student Attendance Review Board that connects families and schools for students who struggle with school attendance.</p> <p>7. We will also use existing services to collect data on how many students participate in extracurricular activities to gauge student engagement.</p> <p>Our district has prioritized collecting students and parents input through the use of our local LCAP survey. This survey will continue to impact which actions and services we continue to fund each year.</p>	<p>Support Counselor, \$79,800 (Supplemental Grant)</p> <p>(FHS) Dean of Students, \$78,800 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$36,000 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofession al support staff \$23,000 (Supplemental Grant)</p>	<p>6. Our District has played an integral roll in the Eel River Valley SARB. The SARB had been inoperable for several months during the 2014/2015 school year, but this year two FUHSD Administrators chaired regular monthly meetings. In addition to the formal monthly meetings, the two chairs also did home visits and conducted informal meetings at school sites throughout the Eel River Valley. Student and schools were connected with resources and the SARB initiated several school placement changes in order to better put students in a position to be successful.</p> <p>7. Fortuna High School offered the following Fall sports: Cross Country, Tennis, Girls Golf, Boys and Girls Soccer, JV and Varsity Cheer, JV and Varsity Football and Volleyball. Out of 210 athletes 43 athletes are unduplicated students. 20.47% of our fall athletes are unduplicated students. We have 28 students enrolled in the Leadership class at Fortuna High School and these students are responsible for running the schools student government and assume responsibility for creating a positive school climate. 21% of the students in the leadership class are unduplicated students. At Academy of the Redwoods 74 students (unduplicated) are involved in at least one of the 14 school clubs. Additionally, 16 students played on the AR Coast League Basketball team.</p>	<p>Support Counselor, \$84,139 (Supplemental Grant)</p> <p>(FHS) Dean of Students, \$102,805 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 1 Section of ELD English and 1 Section of Spanish Native Speaker, \$32,034 (Supplemental Grant)</p> <p>(East High) Classified, 2 paraprofession al support staff \$31,757 (Supplemental Grant)</p>
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	<p>(LEA-Wide) Bilingual Aide \$37,000 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$46,000 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher-1 section of English, \$17,000 (Supplemental Grant)</p> <p>(Academy) .4 Academic counselor, \$33,000 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$29,800</p>	<p>The District Advisory Committee decided to discontinue the local LCAP survey. The District will continue with the Healthy Kids Survey and hopefully get greater participation by not asking parents to fill out multiple surveys.</p>	<p>(LEA-Wide) Bilingual Aide \$38,729 (Supplemental Grant)</p> <p>(FHS) Bilingual Aide \$47,790 (Supplemental Grant)</p> <p>(Academy) Certificated Teacher-1 section of English, \$20,732 (Supplemental Grant)</p> <p>(Academy) .4 Academic counselor, \$35,229 (Supplemental Grant)</p> <p>(FHS) Certificated Teacher- 2 Sections of Math. \$32,924</p>
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	(Supplemental Grant)  (FHS) Certificated Teacher - 2 Sections, \$29,800 (Supplemental Grant)		(Supplemental Grant)  (FHS) Certificated Teacher - 2 Sections, \$24,025 (Supplemental Grant)
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Scope of service: LEA-wide	Scope of service: LEA-wide
<u>X</u> ALL	<u>X</u> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> 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?

District Administration has a current district safety plan which includes emergency procedures as well as data collection. The safety of our students is measure by the district’s suspension and expulsion rates. This year we dramatically increased our district attendance rate. We believe this is related to accurate monthly tracking by district administration. The district serves as the Student Attendance Review Board officer and in this role the district has collected monthly attendance rates for each school in the Eel River Valley. This data analysis has been critical in driving the conversation regarding attendance in our region. At this time we are not adding any more additional SARB funding but we are analyzing data as a region.

**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 district wide, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide 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>\$758,848</u>
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**For 2016-17**

The actions the District will fund through the supplemental and concentration grant are the most effective use of the funds because research and past prior experience have found that students do better when the following strategies are in place for the reasons described.

1. The sections of ELD English/Spanish will provide more options and greater access for EL students to courses in language development, and a broader course of study.
2. One full-time bilingual aide will work at Fortuna High and another bilingual aide will serve other sites in the district. These services will provide extra support for the EL students of the district.
3. We will also maintain a full-time LEA-Wide student support counselor. The student support counseling positions provide a critical bridge for families and school personnel. They will also coordinate health service resources, invite relevant motivational speakers, lead small groups for students dealing with stress, anger, and social issues. These added services support all the unduplicated students by providing additional support to the student and the families.
4. The full-time counselor at East High will allow for the unduplicated students to receive one-on-one support with academic and emotional counseling to assist with creating a supportive learning experience.
5. At East High School the district will fund paraprofessional support along with a full-time student support counselor. The paraprofessional support provides one-on-one support for unduplicated students, which is expected to increase graduation rates.
6. The district will provide services of a full-time bilingual academic counselor to assist with the California English Language Development assessments, and special education for English Learners. This will increase the support time that EL students receive.
7. By maintaining a full-time counselor at the Academy of the Redwoods, the unduplicated students will receive additional one-on-one support that will help them achieve and excel in their academic goals.
8. The two sections of Math at Fortuna high school will decrease class sizes. This will allow for more support, due to the smaller class sizes, for unduplicated students.
9. The two sections of Social Science at Fortuna high school will decrease class sizes. This will allow for more support, due to the smaller class sizes, for unduplicated students.
10. The one section of English at Fortuna high school will decrease class sizes. This will allow for more support, due to the smaller class sizes, for unduplicated students.

11. By focusing a position on coordinating the programs to address attendance and credit deficiency issues the district looks to help the unduplicated students succeed in their academic endeavors.
12. An AVID academy for 9th graders will provide smaller class sizes and teachers dedicated to providing individualized support for student academic success. This increases the services that support the learning environment for the unduplicated student population.
13. District will also supplement students Advanced Placement testing fees to increase the number of students enrolling in Advanced Placement courses. This will allow more unduplicated students to take the AP test and progress in their education without the financial burden associated with the testing.

- 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.

8.36	%
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**For 2016-17**

The cost of the services detailed in 3a equals or exceeds the MMP. The district will be increasing the opportunities for success for the unduplicated pupils by 8.36% by providing those services which were selected specifically to be of greatest benefit to these students.

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

8-22-14 [California Department of Education]