

Introduction:

LEA: Lassen Union High School District **Contact (Name, Title, Email, Phone Number):** Bill McCabe, Superintendent, Bill.McCabe@lassenhigh.org, 530-251-1197 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

Lassen Union High School District is nestled in the Eastern Sierra in historic Susanville, California. The district serves a large geographic area, which includes the following districts; Janesville Union Elementary School District, Johnstonville Elementary School District, Richmond Elementary School District, Shaffer Union Elementary School District, and Susanville School District. The district serves approximately 850 students grades nine through 12. Lassen High School is a comprehensive program with an array of educational and co-curricular opportunities for students to experience. Students have access to standards based curricular paths that contribute to their academic and occupational goals. Types of specialty courses include vocational, technical preparation, advanced placement and honors courses, intervention courses, special education (RSP & SDC), English language learners, and credit recovery classes. The school offers introductory and advanced courses to serve each students interest and post-secondary ambitions. Each course taught at Lassen is working to develop standards-based benchmarks or competencies that, along with unit and lesson tasks, provide students and staff with the ability to measure their work against state standards. The same benchmarks are used by all staff for professional program evaluation that serves two purposes: teachers self-evaluate to improve services and outcomes. Students are MAP tested three times a year in order to monitor the progress of all students in English and mathematics to measure their proficiency in reading, language arts, and math to assure targeted assistance. The high school articulates closely with Lassen Community College by providing career pathways and accelerated learning opportunities for advanced students through 2+2 agreements. In recent years the district has improved cohort graduation rate by 17% to its current level of 94.6%. The dropout rate for the district is approximately 4%. The district is experiencing a decline in student enrollment from 983 ADA to 866 ADA in 2013/14. The free and reduced lunch count is approximately 303 students. English language learners are 38 with the predominant language of Spanish. The foster youth count is 14 students. Supplemental funds target the unduplicated count of the aforementioned groups.

The district is maintaining Year 3 of Program Improvement based on the lack of a statewide assessment tool for all students. Our past API score in 2013 was 789, which demonstrated significant growth over the prior year. The state came out with a three year API average, and based on our growth, our average goes down to 770. API scores have been effectively suspended until baseline data can be determined from each school site. Smarter Balance data is not available to districts until sometime in late summer or early fall. In September, the district will meet with a school wide stakeholder group to establish foundation levels and appropriate goals for future improvement on Smarter Balance performance. High school districts were being measured by their performance on CAHSEE and the Lassen Union High School District has made significant gains in this area through curriculum alignment and professional development. Our current scores allowed us to meet AYP standards for the current year. Our scores in English Language Arts were 68% proficient on the CAHSEE and 74% proficient in Mathematics. In other assessments such as AP, the district has considerable room for growth due to our low percentage of students who are passing with a 3 or better. Lassen is currently testing over 88% of all students enrolled in AP courses, and our prior year performance level was 27%, which is 4% higher than the 2012/13 year. Teachers are implementing strategies to better motivate and prepare students to succeed on the test, and the district is anxious to see current year data, which is not yet available. Of our 38 English Language Learner students, 63% have been in the program for six years or more. Of the population, 57% were early advanced to advanced, and 3.6% were at a beginning level. Due to the suspension of STAR testing, the method by which reclassification of EL students was adjusted during the school year. An an annual basis, the district assesses and reclassifies students based on student performance. Also, programs were put in place to provide direct support to EL students through intervention courses and push in services. All 12 grade EL students were able to pass the CAHSEE and graduate on time.

Lassen High School continues to have a low percentage of students who are prepared for UC/CSU admission, and in fact, we have a low percentage of students who are attended college at either the four year or two year community college level. In 2013/14, the Early Assessment Program results indicated at 11% of LHS students were ready for college level math and 42% were ready in English, with 39% and 30% conditionally ready in math and English respectively. 21% of the graduating class of 2015 met all requirements for admission to the UC/CSU systems. Through the improvement process engaged by our learning community, it is our desire to bolster a college going attitude amongst our student population. Counselors will be working with Naviance to identify career goals and actions necessary for college and career readiness. The district is also engaged in creating educational options for children by expanding career pathways and dual enrollment opportunities through the community college. It is the intent of the district to test all eligible students for college entrance through Lassen Community College on site. Results from the EAP, which was administered to all students in the spring of 2014 yielded disappointing results and a lack of college readiness for language arts and mathematics.

An ongoing challenge for the Lassen Union High School District is attracting and maintaining highly qualified and appropriately credentialed certificated staff. 5% of our teachers were not fully credentialed, one under an intern permit, another teacher was not highly qualified. California is experiencing a critical shortage of credentialed teachers, which is amplified in rural areas. This affects not only classroom teachers, but also the available pool of substitutes. To that end, the district will take aggressive measures to compete with other districts for the available pool of candidates by looking at different forms of incentives. This year, a math position opened up late in June, and the hiring pool was three candidates, and the ultimate hire will serve on an intern credential. Based on the fact that we have a higher percentage of intern candidates, teacher mentors and professional development time is increased to bring these candidates up to professional standards.

Lassen High has utilized an inclusion model for our special education population to raise academic performance. We discovered on our CAHSEE that the special education sub group increased by 13% over the prior year for students scoring proficient or above. The district is also heavily vested in a co-teach model, which utilizes a subject area specialist with a special education teacher, and they jointly instruct a group of students as opposed to isolating special education students in a homogenously grouped class. This provides peer competition and role models to enhance student performance.

The Community Day School was reactivated due to direct consultation with foster youth, at risk, and special education guardians and the need for an appropriate placement of incoming students that the current high school setting could not meet. A smaller highly supervised educational environment provided an area which students could be transitioned from to maximize their educational experience. The district continues to work with different sub group representatives to seek educational solutions to the various needs of our student populations.

Based on the Healthy Kids Survey, with 38% of our 9th grade students experiencing sadness and/or depression and 28% considering suicide, also in the IRRE survey, less than 17% of the students indicated they connected directly with a teacher, and the fact that the district experienced a tragedy late in the spring; we have compelling evidence that we must connect more effectively with our student population in a more thoughtful and purposeful manner. To that end, for the 2015/16 school year, we are implementing an advocacy period to strengthen the relationship and connectedness of students to Lassen High. This will be a one day per week program, which will start with a full day staff in-service prior to the start of school to provide our teachers with the tools and skills necessary to implement this program. IRRE has prescribed curriculum that is already written and shelf ready for staff. A committee will be formed to evaluate and monitor the implementation of advocacy and modify as necessary.

The Lassen Union High School District has gone to great efforts to gather input from stakeholder populations, which include but are not limited to; teachers, classified, administration, parents, community, and the Board to represent a plan, which meets the specific needs of our student population towards achieving state performance standards. The first year the plan was organized a committee met regularly to formulate the genesis of the LCAP plan and formulate a plan which met the eight state priorities and at the same time enhanced the overall conditions at Lassen High. This year our focus has been to coordinate all plans to align with the strategic plan for the district and the LCAP. The allocation of resources has been prioritized to areas of greatest need and the plan is being modified to reflect modifications to the first year plan and learning targets established through this year's process.

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should

demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
School Board and Community input and review of the "draft" LCAP June 1, 2015	The "draft" plan was presented for review and comment. No input was received at the Board meeting, but comments and suggestions are expected during additional stakeholder meetings (students, bargaining units, parent committee).
Associated Student Body input and review of the "draft" LCAP. June 2, 2015	Revised language in the draft LCAP, based on comments and suggestions from students.
Classified Union Officer input and review of the "draft" LCAP. June 9, 2015	Solidify the priorities, goals, and actions of the "draft" plan, which was sent

<p>Certified Union Officer input and review of the "draft" LCAP. June 9, 2015</p> <p>Parent Committee input on the "draft" LCAP. June 9, 2015</p> <p>Lassen Union High School District Public Hearing for LCAP June 16, 2015</p> <p>Lassen Union High School District Adoption of LCAP, June 25, 2015</p> <p>Lassen Union High School District's adopted LCAP will be submitted to the Lassen County Office of Education on June 26, 2015.</p>	<p>ahead of time to all unit members for review and comments.</p> <p>Solidify the priorities, goals, and actions of the "draft" plan, which was sent ahead of time to all unit members for review and comments.</p> <p>Solidify the priorities, goals, and actions of the "draft" plan, which was sent ahead of time to parent committee members for review and comments.</p> <p>Discussion of the "draft" plan during the Public Hearing.</p>
<p>Annual Update:</p> <p>Administrative (district office and high school) review of student achievement data and accountability reports. March - June 2015</p> <p>Review of State priorities during a Strategic Planning Workshop, which involved parents, students, classified and certificated bargaining unit staff, administration, community members, and other stakeholders. March 3, 2015</p> <p>Review of ACT test results, which indicate the percent of ACT tested students ready for college-level coursework. Board Meeting September 9, 2015</p> <p>Review of EAP test results, which indicate the percent of Juniors ready or conditionally ready for college level coursework in Math & English. Board Meeting September 9, 2014</p> <p>Review of MAP test results, which indicate the percent of students at, above, or below grade level in Math, Reading, and English. Board Meeting October 14, 2014</p> <p>Review and discussion of commonality between district plans and their relation to the eight state priorities. Board Meeting/workshop February 2, 2015</p> <p>Review of Discipline (suspension) information and AP test data. Board Meeting/workshop February 2, 2015</p> <p>SARB Agreement/Truancy Resolution. Board Meeting March 10, 2015</p> <p>Comparison of AP Course grades and test scores, as well as ELA MAP scores and Standards Based Grading. Board Meeting April 10, 2015</p>	<p>Annual Update:</p> <p>Analyzed data and revised a priority list for program and budget purposes.</p> <p>Reviewed state priorities and determined District priorities through dialogue and discussion establishing overarching goals in the Strategic Plan, for inclusion in the LCAP.</p> <p>This data indicated that in all subjects tested (English Composition, Algebra, Social Science, and Biology), LHS students outperformed the state average.</p> <p>This data indicates that a high percentage of LHS students, like many students in California, have taken the required coursework, but still need remedial coursework in math & English at the CSU level.</p> <p>This data helps determine interventions needed and assists the teachers in determining areas of focus for their students.</p> <p>Reviewed state priorities and discussed the process to align all plans through the Strategic Planning process, which would help guide the LCAP.</p> <p>Reviewed and discussed discipline data in relation to suspensions as well as Advanced Placement test data.</p> <p>Approval of the SARB Plan and Truancy Resolution to address truancy issues.</p> <p>Reviewed test scores in comparison to course grades.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Improve Conditions of Learning by implementing the Common Core State Standards, ensuring course access, and by providing basic services.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Developed curriculum/pacing guides Aligned teacher and student materials Aligned end of the course assessments Class assessments (rubrics and checklists). Increased teacher/administrator content knowledge and effective instructional practice through classroom observation data. State English acquisition assessments, state and district assessments. Administrator, teacher, instructional assistant, licensure and highly qualified status documents and audits. Bilingual Education Program and push in support Recruiting and hiring qualified teachers Improve condition of campus Metrics to be used: SARC, FIT, CELDT, Title III AMOs, CAHSEE, CAASPP, MAP, AP, EL Reclassification Rate, Attendance Rates, Absenteeism Rates, High School Drop Out Rates, High School Graduation Rates, Percentage of students enrolled in specific courses, Master Schedule, Percentage of special needs students participating in inclusion model.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>Provide high quality professional development for all teachers four times throughout the year.</p> <p>Achieve greater student mastery as determined by school/district and state assessments and a 5% increase in performance.</p> <p>More access to technology will be available through devices and software as measured by student utilization per year.</p> <p>Align curriculum and purchase materials with California Standards in Math, Science, and English Language Arts to improve performance by 5% on the Smarter Balance State test.</p> <p>Create a grading system that is consistent with individual growth goals as measured by district/school level assessments for Math and Science by September 1st.</p> <p>All student including students with IEPs and 504s will have access to the general education curriculum, measured by number of courses taken each year.</p> <p>By October 1st, revise system to recruit and hire qualified teachers by October 1st.</p> <p>By August 18th, hire .2 Bilingual Education Teacher and .47 Paraprofessional to work with ELL/ELD students to provide push in services.</p> <p>By September 1st, create and implement a plan to improve campus conditions</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1-A. Develop written curriculum, I can statements, pacing guides, unit and individual lesson plans, classroom assessments for ELA, mathematics, and science. Also develop curriculum and pacing guides to ensure that the California Standards and literacy standards are being taught and assessed in every course offering in the course catalog. Finally, purchase instructional materials, textbooks, and supplementary materials for the implementation of the standards.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p> <p>(Specify)</p>	<p>Release time for ELA, Math and Science teachers to plan and collaborate on instructional units, content and pacing. 1000-1999: Certificated Personnel Salaries Base \$7,500</p> <p>Purchase textbooks, instructional materials, supplemental materials. 4000-4999: Books And Supplies Lottery \$45,000</p>
<p>1-B. Implement a school/district assessment plan using classroom common formative assessments, end of the course summative assessments, and MAP assessments to ensure that the written curriculum is being mastered by students. The plan will include other assessments such as; Smarter Balance, CELDT, EAP, AP, CAHSEE (if required)</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>Release time for teachers to analyze student assessment results. 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Purchase MAP and other assessments. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Base \$15,050</p>

		(Specify)	
1-C. Observe and give specific feedback to teachers on the implementation of curriculum and pacing guides. Both administration and department heads will provide informal feedback through Measuring What Matters (MWM) and administration will provide formal through annual evaluation to ensure the written curriculum is being implemented and best practices are achieved.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract with Institute for Research and Reform in Education (IRRE) to train administration and staff in classroom observations. 5800: Professional/Consulting Services And Operating Expenditures Other \$5,000 Substitute time for administrators to coach and mentor classroom teachers. 1000-1999: Certificated Personnel Salaries Base \$2,500
1-D. Increase student access to technology for learning support within classrooms and for independent and extended study and learning as well as interventions, including targeted support for EL students and those with exceptional needs, including course access.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase technology. 4000-4999: Books And Supplies Base \$10,000 Purchase intervention software. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Supplemental \$2,500 Purchase intervention software. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Title I \$7,500 Purchase intervention software. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Title II \$2,500
1-E. Use collaborative department and teacher time to develop a unified grading system based upon student growth and proficiency.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Collaborative teacher time. 1000-1999: Certificated Personnel Salaries Base \$2,500
1-F. Provide professional development for continued implementation of California Standards and effective instructional practices for all teachers through IRRE.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$17,470 Professional Development 5000-5999: Services And Other Operating Expenditures Title I \$22,250 Professional Development 5000-5999: Services And Other Operating Expenditures Base \$40,780 Pre-service training days for ELA, Math and Science Teachers 1000-1999: Certificated Personnel Salaries Base

			\$20,400 Fixed Costs for pre-service training days 3000-3999: Employee Benefits Base \$3,005
1-G. Develop and implement a Family Advocacy period to develop skills which will strengthen interpersonal relationships between students and staff and support the academic growth of each child. This is expected to improve attendance and decrease drop out rates through improved pupil engagement.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development through IRRE 5800: Professional/Consulting Services And Operating Expenditures Base \$7,500 Staff training time - 1 day 1000-1999: Certificated Personnel Salaries Base \$14,250 Fixed costs for staff training 3000-3999: Employee Benefits Base \$2,099
1-H. Develop and implement a plan to recruit and hire highly qualified teachers/staff	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time to develop a comprehensive plan which will include marketing materials, incentives and action steps 2000-2999: Classified Personnel Salaries Base \$5,000 Fixed Costs 3000-3999: Employee Benefits Base \$1,163 Promotional Materials 5000-5999: Services And Other Operating Expenditures Base \$5,000
1-I. Develop and implement a plan to improve custodial and grounds services with an outcome to provide a clean and attractive learning environment.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide OT for Maintenance Supervisor and staff to develop a plan to provide adequate services. 2000-2999: Classified Personnel Salaries Base \$1,000 Fixed Costs 3000-3999: Employee Benefits Base \$223
1-J. Hire/assign .2 ELL/ELD teacher and .47 FTE Paraprofessional to work in an assigned class and push in ELL program to improve access to the California State and English Language Development Standards.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELA/ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$10,880 Paraprofessional 2000-2999: Classified Personnel Salaries Title III \$3,147 Fixed Costs Certificated 3000-3999: Employee Benefits Supplemental \$1,603 Fixed Costs Classified 3000-3999: Employee Benefits Title III \$694

			Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental \$4,716
			Fixed Costs paraprofessional 3000-3999: Employee Benefits Supplemental \$1,040

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>Provide high quality professional development for all teachers four times throughout the year.</p> <p>Achieve greater student mastery as determined by school/district and state assessments and a 5% increase in performance.</p> <p>More access to technology will be available through devices and software as measured by student utilization per year.</p> <p>Align curriculum and purchase materials with California Standards in Math, Science, and English Language Arts to improve performance by 5% on the Smarter Balance State test.</p> <p>Create a grading system that is consistent with individual growth goals as measured by district/school level assessments for Math and Science by September 1st.</p> <p>All student including students with IEPs and 504s will have access to the general education curriculum, measured by number of courses taken each year.</p> <p>By October 1st, revise system to recruit and hire qualified teachers by October 1st.</p> <p>By August 18th, hire .2 Bilingual Education Teacher and .47 Paraprofessional to work with ELL/ELD students to provide push in services.</p> <p>By September 1st, create and implement a plan to improve campus conditions</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop written curriculum, I can statements, pacing guides, unit and individual lesson plans, classroom assessments for ELA, mathematics, and science. Also develop curriculum and pacing guides to ensure that the California Standards and literacy standards are being taught and assessed in every course offering in the course catalog. Finally, purchase instructional materials, textbooks, and supplementary materials for the implementation of the standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Release time for ELA, Math and Science teachers to plan and collaborate on instructional units, content and pacing. 1000-1999: Certificated Personnel Salaries Base \$7,500 Purchase textbooks, instructional materials, supplemental materials 4000-4999: Books And Supplies Lottery \$28,000
Continue implementation of a school/district assessment plan using classroom common formative assessments, end of the course summative	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Release time for teachers to analyze student assessment results. 1000-1999: Certificated Personnel Salaries Base \$2,500

<p>assessments, and MAP assessments to ensure that the written curriculum is being mastered by students. The plan will include other assessments such as; Smarter Balance, CELDT, EAP, AP, CAHSEE (if required)</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase MAP and other assessments. 4000-4999: Books And Supplies Base \$15,050</p>
<p>Observe and give specific feedback to teachers on the implementation of curriculum and pacing guides. Both administration and department heads will provide informal feedback through MWMs and administration will provide formal through annual evaluation to ensure the written curriculum is being implemented and best practices are achieved.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contract with IRRE to train administration and staff in classroom observations. 5000-5999: Services And Other Operating Expenditures Other \$5,000 Substitute time for administrators to coach and mentor classroom teachers. 1000-1999: Certificated Personnel Salaries Base \$2,500</p>
<p>Increase student access to technology for learning support within classrooms and for independent and extended study and learning as well as interventions, including targeted support for EL students and those with exceptional needs.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase technology 4000-4999: Books And Supplies Base \$10,000 Purchase intervention software. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Supplemental \$2,500 Purchase intervention software. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Title I \$7,500 Purchase intervention software. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Title II \$2,500</p>
<p>Use collaborative department and teacher time to develop a unified grading system based upon student growth and proficiency.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Collaborative teacher time. 1000-1999: Certificated Personnel Salaries Base \$2,500</p>
<p>Provide professional development for continued implementation of California Standards and effective instructional practices for all teachers through IRRE.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Title II 17,470 Professional Development 5000-5999: Services And Other</p>

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Operating Expenditures Title I \$22,250 Professional Development 5000-5999: Services And Other Operating Expenditures Base \$40,780 Pre-service training days for ELA, Math and Science Teachers 1000-1999: Certificated Personnel Salaries Base \$20,400 Fixed Costs for pre-service training days 3000-3999: Employee Benefits Base \$3,005
Continue implementation of a Family Advocacy period to develop skills which will strengthen interpersonal relationships between students and staff and support the academic growth of each child	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development through IRRE 5000-5999: Services And Other Operating Expenditures Base \$7,500 Staff training time - 1 day 1000-1999: Certificated Personnel Salaries Base \$14,250 Fixed costs for staff training 3000-3999: Employee Benefits Base \$2,099
Continue implementation of a plan to recruit and hire highly qualified teachers/staff	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time to develop a comprehensive plan which will include marketing materials, incentives and action steps 2000-2999: Classified Personnel Salaries Base \$5,000 Fixed Costs 3000-3999: Employee Benefits Base \$1,163 Promotional Materials 4000-4999: Books And Supplies Base \$5,000
Develop and implement a plan to improve custodial and grounds services with an outcome to provide a clean and attractive learning environment.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide OT for Maintenance Supervisor and staff to develop a plan to provide adequate services. 2000-2999: Classified Personnel Salaries Base \$1,000 Fixed Costs 3000-3999: Employee Benefits Base \$223
Hire/assign .2 ELL/ELD teacher and .47 FTE Paraprofessional to work in an assigned class and push in ELL program to improve access to the California State Standards	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	ELA/ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$10,880 Paraprofessional 2000-2999: Classified Personnel Salaries

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title III \$3,147 Fixed Costs Certificated 3000-3999: Employee Benefits Supplemental \$1,603 Fixed Costs Classified 3000-3999: Employee Benefits Title III \$694 Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental \$4,716 Fixed Costs paraprofessional 3000-3999: Employee Benefits Supplemental \$1,040
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Provide high quality professional development for all teachers four times throughout the year.</p> <p>Achieve greater student mastery as determined by school/district and state assessments and a 5% increase in performance.</p> <p>More access to technology will be available through devices and software as measured by student utilization per year.</p> <p>Align curriculum and purchase materials with California Standards in Math, Science, and English Language Arts to improve performance by 5% on the Smarter Balance State test.</p> <p>Create a grading system that is consistent with individual growth goals as measured by district/school level assessments for Math and Science by September 1st.</p> <p>All student including students with IEPs and 504s will have access to the general education curriculum, measured by number of courses taken each year.</p> <p>By October 1st, revise system to recruit and hire qualified teachers by October 1st.</p> <p>By August 18th, hire .2 Bilingual Education Teacher and .47 Paraprofessional to work with ELL/ELD students to provide push in services.</p> <p>By September 1st, create and implement a plan to improve campus conditions</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop written curriculum, I can statements, pacing guides, unit and individual lesson plans, classroom assessments for ELA, mathematics, and science. Also develop curriculum and pacing guides to ensure that the California Standards and literacy standards are being taught and assessed in every course offering in the course catalog. Finally, purchase instructional materials,	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Release time for ELA, Math and Science teachers to plan and collaborate on instructional units, content and pacing. 1000-1999: Certificated Personnel Salaries Base \$7,500 Purchase textbooks, instructional materials, supplemental materials 4000-4999: Books And Supplies Lottery \$28,000

textbooks, and supplementary materials for the implementation of the standards.		<input type="checkbox"/> Other Subgroups: (Specify)	
Continue implementation of a school/district assessment plan using classroom common formative assessments, end of the course summative assessments, and MAP assessments to ensure that the written curriculum is being mastered by students. The plan will include other assessments such as; Smarter Balance, CELDT, EAP, AP, CAHSEE (if required)	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Release time for teachers to analyze student assessment results. 1000-1999: Certificated Personnel Salaries Base \$2,500 Purchase MAP and other assessments. 4000-4999: Books And Supplies Base \$15,050
Observe and give specific feedback to teachers on the implementation of curriculum and pacing guides. Both administration and department heads will provide informal feedback through MWMs and administration will provide formal through annual evaluation to ensure the written curriculum is being implemented and best practices are achieved.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract with IRRE to train administration and staff in classroom observations 5000-5999: Services And Other Operating Expenditures Other \$5,000 Substitute time for administrators to coach and mentor classroom teachers. 1000-1999: Certificated Personnel Salaries Base \$2,500
Increase student access to technology for learning support within classrooms and for independent and extended study and learning as well as interventions, including targeted support for EL students and those with exceptional needs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase technology 4000-4999: Books And Supplies Base \$10,000 Purchase intervention software. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Supplemental \$2,500 Purchase intervention software. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Title I \$7,500 Purchase intervention software. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Title II \$2,500
Use collaborative department and teacher time to develop a unified grading system based upon student growth and proficiency.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Collaborative teacher time. 1000-1999: Certificated Personnel Salaries Base \$2,500

		(Specify)	
Provide professional development for continued implementation of California Standards and effective instructional practices for all teachers through IRRE	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$17,470 Professional Development 5000-5999: Services And Other Operating Expenditures Title I \$22,250 Professional Development 5000-5999: Services And Other Operating Expenditures Base \$40,780 Pre-service training days for ELA, Math and Science Teachers 1000-1999: Certificated Personnel Salaries Base \$20,400 Fixed Costs for pre-service training days 3000-3999: Employee Benefits Base \$3,005
Continue implementation of a Family Advocacy period to develop skills which will strengthen interpersonal relationships between students and staff and support the academic growth of each child	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development through IRRE 5000-5999: Services And Other Operating Expenditures Base \$7,500 Staff training time - 1 day 1000-1999: Certificated Personnel Salaries Base \$14,250 Fixed costs for staff training 3000-3999: Employee Benefits Base \$2,099
Continue implementation of a plan to recruit and hire highly qualified teachers/staff	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time to develop a comprehensive plan which will include marketing materials, incentives and action steps 2000-2999: Classified Personnel Salaries Base \$5,000 Fixed Costs 3000-3999: Employee Benefits Base \$1,163 Promotional Materials 4000-4999: Books And Supplies Base \$5,000
Develop and implement a plan to improve custodial and grounds services with an outcome to provide a clean and attractive learning environment.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Provide OT for Maintenance Supervisor and staff to develop a plan to provide adequate services. 2000-2999: Classified Personnel Salaries Base \$1,000 Fixed Costs 3000-3999: Employee Benefits Base \$223

		(Specify)	
Hire/assign .2 ELL/ELD teacher and .47 FTE Paraprofessional to work in an assigned class and push in ELL program to improve access to the California State Standards	LEA-wide	_ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELA/ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$10,880 Paraprofessional 2000-2999: Classified Personnel Salaries Title III \$3.147 Fixed Costs Certificated 3000-3999: Employee Benefits Supplemental \$1,603 Fixed Costs Classified 3000-3999: Employee Benefits Title III \$694 Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental \$4,716 Fixed Costs paraprofessional 3000-3999: Employee Benefits Supplemental \$1,040

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

<p>GOAL 2:</p>	<p>Increase Engagement by increasing student (pupil) engagement, parent involvement, and ensuring a safe school climate.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Opportunities for students to access intervention/credit recovery. Graduation rates, attendance rates, dropout rates, surveys. Reports depicting the involvement and engagement of staff, parent, and community groups in the academic improvement of students. Surveys, Site Council meeting minutes, District level meetings (DSL) minutes. Pupil suspension and expulsion rates, surveys. Students social & emotional counseling. Metrics to be used: Blackboard Connect call logs, Participation in school and district committees as measured by sign in sheets and meeting minutes, Healthy Kids Survey, IRRE Survey, Parent Survey, SARC, FIT, CELDT, Title III AMOs, CAHSEE, CAASPP, MAP, AP, EL Reclassification Rate, Attendance Rates, Absenteeism Rates, High School Drop Out Rates, High School Graduation Rates, Percentage of students enrolled in specific courses, Master Schedule, Percentage of special needs students participating in inclusion model.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase opportunities for interventions/credit recovery course options by 10% after school and summer.</p> <p>Increased percentage of students becoming proficient on school, district, state and national assessments by 5%.</p> <p>Increased participation in co-curricular and extra-curricular activities to provide a "hook" for students to be in school and remain eligible for participation by 10%.</p> <p>Increased opportunities for our students to be connected with community resources to establish relevancy for their classroom learning, measured by number of contacts.</p> <p>To ensure more parent involvement in the school's and district's decision making processes more parents will be present at Site Council, DSLT meetings, and local school board meetings. This will be accomplished by making communications between the school/district and parents a priority.</p> <p>Make our campus safer. Upgrade facilities with safety measures and audit site two times/year.</p> <p>Contract with the city of Susanville for the services of a School Resource Officer by July 1st.</p> <p>Convene the School Safety Study Committee to harden the campus, four times per year.</p> <p>Reduce student off campus suspension by 10% with alternative means of correction.</p> <p>Develop and implement a program for social and emotional learning and increase service by 20%.</p> <p>By October 1st, redesign courses to meet student interest, needs and retain more students over four years.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2-A. Analyze the current intervention courses being offered and increase student academic support through before and after school credit recovery as well as summer programs to ensure student readiness for course work in core subjects.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Collaborative time for teachers and administrators to analyze the effectiveness of current interventions. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500 Provide tutor time for before and after school interventions in core subjects. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Supplemental \$10,440 Fixed costs for before/after school interventions salaries 3000-3999: Employee Benefits Supplemental \$1,346 Summer school certificated staff 1000-1999: Certificated Personnel Salaries Supplemental \$9,200

			<p>Certificated summer school fixed costs 3000-3999: Employee Benefits Supplemental \$1,186</p> <p>Summer school classified staff 2000-2999: Classified Personnel Salaries Supplemental \$2,400</p> <p>Classified summer school fixed costs 3000-3999: Employee Benefits Supplemental \$558</p> <p>Intervention and credit recovery software 4000-4999: Books And Supplies Supplemental \$2,500</p>
2-B. Increase opportunities for students to stay in school by offering additional high interest elective courses, more rigorous required courses, and extra and co-curricular activities. Redesign and market independent study and dual enrollment (courses at Lassen Community College during the school day) to increase learning opportunities.	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Collaboration time to study the master schedule and the course catalog to ensure rigor in courses. 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Collaboration time to study the feasibility to increase high interest elective courses. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Fixed Costs certificated salaries 3000-3999: Employee Benefits Base \$737</p>
2-C. Maintain decreased class sizes in math and ELA, and provide intervention classes in mathematics.	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Additional 1.0 Math and .4 English FTE 1000-1999: Certificated Personnel Salaries Supplemental \$65,282</p> <p>Fixed costs of math & ELA FTEs 3000-3999: Employee Benefits Supplemental \$9,617</p>
2-D. Additional counselor days should be spent in tracking students' interests and needs for college and career readiness as well as interventions and making connections to community resources in order to establish relevancy for classroom teaching and learning. Provide on-line services for tracking student interest and readiness for colleges and careers.	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Additional counselor days to provide services. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,486</p> <p>Fixed Costs for additional counselor days 3000-3999: Employee Benefits Base \$219</p> <p>Software 5000-5999: Services And Other Operating Expenditures Base \$14,454</p>
2-E. Evaluate and implement a plan to reduce student suspensions off campus and implement alternative means of correction to keep students fully engaged in academic endeavors.	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	<p>Provide a collaborative meeting environment quarterly. 4000-4999: Books And Supplies Base \$500</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>2-F. Convene safety study task forces to receive recommendations as to how to "harden" the campus and elevate student safety. Provide safety training for students and staff to ensure a positive school climate. Facilities will need to be upgraded with new safety measures.</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Purchase safety training of an outside expert. 5800: Professional/Consulting Services And Operating Expenditures Base \$2,500</p> <p>Purchase supplies and equipment to harden the school campus. 4000-4999: Books And Supplies Base \$5,000</p>
<p>2-G. Strengthen the role of the School Resource Officer while maintaining campus security personnel.</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Revised contract with the City of Susanville. 5800: Professional/Consulting Services And Operating Expenditures Base \$68,570</p> <p>Maintain security campus personnel. 2000-2999: Classified Personnel Salaries Base \$97,175</p> <p>Fixed Costs 3000-3999: Employee Benefits Base \$44,446</p>
<p>2-H. Develop programs for students and staff through the increase in counselors days for social and emotional learning for students and support for parents. Develop and/or purchase additional student programs for social and emotional learning for students and support for parents.</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Purchase programs for students and parents. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Supplemental \$500</p> <p>Additional counselor days 1000-1999: Certificated Personnel Salaries Base \$1,486</p> <p>Fixed costs for counselor days 3000-3999: Employee Benefits Base \$219</p> <p>Tracking software annual costs 5000-5999: Services And Other Operating Expenditures Supplemental \$2,193</p> <p>Purchase social and emotional learning curriculum 4000-4999: Books And Supplies Supplemental \$1,500</p> <p>Contract with LCOE for mental health counselor services. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>

<p>2-I. Actively engage in a process of attendance/truancy board at the district and county level to hear cases involving excessive absences and/or trancies. Ensure collaboration of this board with other community agencies to work towards keeping students in school. Provide incentives for perfect attendance through community donations.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide collaborative time and substitute teacher time quarterly. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500 Collaboration time 1000-1999: Certificated Personnel Salaries Base \$1,000 Postage, etc. 5900: Communications Base \$1,000 Provide Incentive 0000: Unrestricted Other \$500</p>
<p>2-J. Increase teacher-parent communication, with a specific focus on parents with children who are at-risk and/or have exceptional needs. The district and site will also more aggressively involve parents/guardians in the governance of programs at all levels through school site council, ELAC, Advisory committees and Board meetings.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide meeting opportunities for parents to meet with teachers. Substitute time. 4000-4999: Books And Supplies Supplemental \$1,000</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase opportunities for interventions/credit recovery course options by 10% after school and summer.</p> <p>Increased percentage of students becoming proficient on school, district, state and national assessments by 5%.</p> <p>Increased participation in co-curricular and extra-curricular activities to provide a "hook" for students to be in school and remain eligible for participation by 10%.</p> <p>Increased opportunities for our students to be connected with community resources to establish relevancy for their classroom learning, measured by number of contacts.</p> <p>To ensure more parent involvement in the school's and district's decision making processes more parents will be present at Site Council, DSLT meetings, and local school board meetings. This will be accomplished by making communications between the school/district and parents a priority.</p> <p>Make our campus safer. Upgrade facilities with safety measures and audit site two times/year.</p> <p>Contract with the city of Susanville for the services of a School Resource Officer by July 1st.</p> <p>Convene the School Safety Study Committee to harden the campus, four times per year.</p> <p>Reduce student off campus suspension by 10% with alternative means of correction.</p> <p>Develop and implement a program for social and emotional learning and increase service by 20%.</p> <p>By October 1st, redesign courses to meet student interest, needs and retain more students over four years.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analyze the current intervention courses being offered and increase student academic support through before and after school credit recovery as well as summer programs to ensure student readiness for course work in core subjects.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Collaborative time for teachers and administrators to analyze the effectiveness of current interventions. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500</p> <p>Provide tutor time for before and after school interventions in core subjects. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Supplemental \$10,440</p> <p>Fixed costs for before/after school interventions salaries 3000-3999: Employee Benefits Supplemental \$1,346</p> <p>Summer school certificated staff 1000-1999: Certificated Personnel Salaries Base \$9,200</p>

			<p>Certificated summer school fixed costs 3000-3999: Employee Benefits Base \$1,186</p> <p>Summer school classified staff 2000-2999: Classified Personnel Salaries Base \$2,400</p> <p>Classified summer school fixed costs 3000-3999: Employee Benefits Base \$558</p> <p>Intervention and credit recovery software 4000-4999: Books And Supplies Supplemental \$2,500</p>
Increase opportunities for students to stay in school by offering additional high interest elective courses, more rigorous required courses, and extra and co-curricular activities. Redesign and market independent study and dual enrollment to increase learning opportunities	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Collaboration time to study the master schedule and the course catalog to ensure rigor in courses. 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Collaboration time to study the feasibility to increase high interest elective courses. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Fixed Costs certificated salaries 3000-3999: Employee Benefits Base \$737</p>
Maintain decreased class sizes in math and ELA, and provide intervention classes in mathematics.	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Additional 1.0 Math and .4 English FTE 1000-1999: Certificated Personnel Salaries Supplemental \$65,282</p> <p>Fixed costs of math & ELA FTEs 3000-3999: Employee Benefits Supplemental \$9,617</p>
Additional counselor days should be spent in tracking students' interests and needs for college and career readiness as well as interventions and making connections to community resources in order to establish relevancy for classroom teaching and learning. Provide on-line services for tracking student interest and readiness for colleges and careers.	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Additional counselor days to provide services. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,526</p> <p>Fixed costs for additional counselor days 3000-3999: Employee Benefits Base \$225</p> <p>Software 5000-5999: Services And Other Operating Expenditures Base \$14,454</p>
Evaluate and implement a plan to reduce student suspensions off campus and implement alternative means of correction to keep students fully engaged in	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	<p>Provide a collaborative meeting environment quarterly 4000-4999: Books And Supplies Base \$500</p>

<p>academic endeavors.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Convene safety study task forces to receive recommendations as to how to "harden" the campus and elevate student safety. Provide safety training for students and staff to ensure a positive school climate. Facilities will need to be upgraded with new safety measures</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase safety training of an outside expert 5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <p>Purchase supplies and equipment to harden the school campus. 4000-4999: Books And Supplies Base \$5,000</p>
<p>Strengthen the role of the School Resource Officer while maintaining campus security personnel.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Revised contract with the City of Susanville 5800: Professional/Consulting Services And Operating Expenditures Base \$68,570</p> <p>Maintain security campus personnel personnel. 2000-2999: Classified Personnel Salaries Base \$97,175, Fixed Costs 3000-3999: Employee Benefits Base \$44,446</p>
<p>Develop programs for students and staff through the increase in counselors days for social and emotional learning for students and support for parents. Develop and/or purchase additional student programs for social and emotional learning for students and support for parents.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase programs for students and parents. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Supplemental \$500</p> <p>Additional counselor days 1000-1999: Certificated Personnel Salaries Base \$1,526</p> <p>Fixed costs for counselor days 3000-3999: Employee Benefits Base \$225</p> <p>Tracking software annual costs 5000-5999: Services And Other Operating Expenditures Supplemental \$2,193</p> <p>Purchase social and emotional learning curriculum 4000-4999: Books And Supplies Supplemental \$1,500</p> <p>Contract with LCOE for mental health counselor services 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p>

<p>Actively engage in a process of attendance/truancy board at the district and county level to hear cases involving excessive absences and/or trancies. Ensure collaboration of this board with other community agencies to work towards keeping students in school. Provide incentives for perfect attendance through community donations.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide collaborative time and substitute teacher time quarterly. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500 Collaboration time 1000-1999: Certificated Personnel Salaries Base \$1,000 Postage, etc. 5900: Communications Base \$1,000 Provide Incentive 0000 5000-5999: Services And Other Operating Expenditures Other \$500</p>
<p>Increase teacher-parent communication, with a specific focus on parents with children who are at-risk and/or have exceptional needs.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide meeting opportunities for parents to meet with teachers. Substitute time 4000-4999: Books And Supplies Supplemental \$1,000</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase opportunities for interventions/credit recovery course options by 10% after school and summer.</p> <p>Increased percentage of students becoming proficient on school, district, state and national assessments by 5%.</p> <p>Increased participation in co-curricular and extra-curricular activities to provide a "hook" for students to be in school and remain eligible for participation by 10%.</p> <p>Increased opportunities for our students to be connected with community resources to establish relevancy for their classroom learning, measured by number of contacts.</p> <p>To ensure more parent involvement in the school's and district's decision making processes more parents will be present at Site Council, DSLT meetings, and local school board meetings. This will be accomplished by making communications between the school/district and parents a priority.</p> <p>Make our campus safer. Upgrade facilities with safety measures and audit site two times/year.</p> <p>Contract with the city of Susanville for the services of a School Resource Officer by July 1st.</p> <p>Convene the School Safety Study Committee to harden the campus, four times per year.</p> <p>Reduce student off campus suspension by 10% with alternative means of correction.</p> <p>Develop and implement a program for social and emotional learning and increase service by 20%.</p> <p>By October 1st, redesign courses to meet student interest, needs and retain more students over four years.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analyze the current intervention courses being offered and increase student academic support through before and after school credit recovery as well as summer programs to ensure student readiness for course work in core subjects.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Collaborative time for teachers and administrators to analyze the effectiveness of current interventions. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500</p> <p>Provide tutor time for before and after school interventions in core subjects. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Supplemental \$10,440</p> <p>Fixed costs for before/after school interventions salaries 3000-3999: Employee Benefits Supplemental \$1,346</p> <p>Summer school certificated staff 1000-1999: Certificated Personnel Salaries Base \$9,200</p>

			<p>Certificated summer school fixed costs 3000-3999: Employee Benefits Base \$1,186</p> <p>Summer school classified staff 2000-2999: Classified Personnel Salaries Base \$2,400</p> <p>Classified summer school fixed costs 3000-3999: Employee Benefits Base \$558</p> <p>Intervention and credit recovery software 4000-4999: Books And Supplies Supplemental \$2,500</p>
Increase opportunities for students to stay in school by offering additional high interest elective courses, more rigorous required courses, and extra and co-curricular activities. Redesign and market independent study and dual enrollment to increase learning opportunities	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Collaboration time to study the master schedule and the course catalog to ensure rigor in courses. 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Collaboration time to study the feasibility to increase high interest elective courses. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Fixed Costs certificated salaries 3000-3999: Employee Benefits Base \$737</p>
Maintain decreased class sizes in math and ELA, and provide intervention classes in mathematics.	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Additional 1.0 Math and .4 English FTE 1000-1999: Certificated Personnel Salaries Supplemental \$65,282</p> <p>Fixed costs of math & ELA FTEs 3000-3999: Employee Benefits Supplemental 9,617</p>
Additional counselor days should be spent in tracking students' interests and needs for college and career readiness as well as interventions and making connections to community resources in order to establish relevancy for classroom teaching and learning. Provide on-line services for tracking student interest and readiness for colleges and careers.	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Additional counselor days to provide services. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,568</p> <p>Fixed costs for additional counselor days 3000-3999: Employee Benefits Base \$231</p> <p>Software 5000-5999: Services And Other Operating Expenditures Base \$14,454</p>
Evaluate and implement a plan to reduce student suspensions off campus and implement alternative means of correction to keep students fully engaged in	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	<p>Provide a collaborative meeting environment quarterly 4000-4999: Books And Supplies Base \$500</p>

<p>academic endeavors.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Convene safety study task forces to receive recommendations as to how to "harden" the campus and elevate student safety. Provide safety training for students and staff to ensure a positive school climate. Facilities will need to be upgraded with new safety measures</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase safety training of an outside expert 5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <p>Purchase supplies and equipment to harden the school campus. 4000-4999: Books And Supplies Base \$5,000</p>
<p>Strengthen the role of the School Resource Officer while maintaining campus security personnel.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Revised contract with the City of Susanville 5000-5999: Services And Other Operating Expenditures Base \$68,570</p> <p>Maintain security campus personnel personnel. 2000-2999: Classified Personnel Salaries Base \$97,175</p> <p>Fixed Costs 3000-3999: Employee Benefits Base \$44,446</p>
<p>Develop programs for students and staff through the increase in counselors days for social and emotional learning for students and support for parents. Develop and/or purchase additional student programs for social and emotional learning for students and support for parents.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase programs for students and parents. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Supplemental \$500</p> <p>Additional counselor days 1000-1999: Certificated Personnel Salaries Base \$1,568</p> <p>Fixed costs for counselor days 3000-3999: Employee Benefits Base \$231</p> <p>Tracking software annual costs 5000-5999: Services And Other Operating Expenditures Supplemental \$2,193</p> <p>Purchase social and emotional learning curriculum 4000-4999: Books And Supplies Supplemental \$1,500</p> <p>Contract with LCOE for mental health counselor services 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p>

<p>Actively engage in a process of attendance/truancy board at the district and county level to hear cases involving excessive absences and/or trancies. Ensure collaboration of this board with other community agencies to work towards keeping students in school. Provide incentives for perfect attendance through community donations.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide collaborative time and substitute teacher time quarterly. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500 Collaboration time 1000-1999: Certificated Personnel Salaries Base \$1,000 Postage, etc 5900: Communications Base \$1,000 Provide Incentive 0000 5800: Professional/Consulting Services And Operating Expenditures Other \$500</p>
<p>Increase teacher-parent communication, with a specific focus on parents with children who are at-risk and/or have exceptional needs.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide meeting opportunities for parents to meet with teachers. Substitute time 4000-4999: Books And Supplies Supplemental \$1,000</p>

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

<p>GOAL 3:</p>	<p>Increase Pupil Services by increasing student (pupil) achievement and other student (pupil) outcomes.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>State assessments, CAHSEE, CAPA, CELDT, Advance Placement, Smarter Balance. District, School, Department, End-of-Course, Classroom assessments. Articulation of curriculum pre and post high school. Community Day School for high risk population. Metrics to be used: SARC, FIT, CELDT, Title III AMOs, CAHSEE, CAASPP, MAP, AP, EL Reclassification Rate, Attendance Rates, Absenteeism Rates, High School Drop Out Rates, High School Graduation Rates, Percentage of students enrolled in specific courses, Master Schedule, Percentage of special needs students participating in inclusion model.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased proficiency on all State assessments by 5%.</p> <p>Increased proficiency on district/school assessments to ensure success on State assessments by 5% in each area.</p> <p>More written, articulated, and taught curriculum leading to proficiency on district/school and classroom assessments, pre and post high school by April 2nd.</p> <p>By November 1st, review and revise the course catalog to plan for increased course offerings.</p> <p>Continue Community Day School for high risk population and provide focused curriculum and counseling, special education service by August 20th.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3-A. Increase student proficiency by instituting a program for students to study curriculum and/or assessments for Smarter Balance, AP, Honors, and District/School assessments to raise student performance (example; AP courses have been traditionally low in percentage of students passing with a grade of 3 or higher; implement programs that will strengthen and increase the percentage of students passing AP exams through focused instruction and supplemental materials). Provide students the opportunity to take practice assessments.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase AP assessments. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Lottery \$14,000</p> <p>On-line tutoring for national assessments. (Low income, Foster Youth & English Learner students)</p> <p>4000-4999: Books And Supplies Base \$2,000</p>
<p>3-B. Establish articulation with feeder schools and the college in order to better prepare incoming high school students and outgoing college students. Collaboration time will need to be given for teachers and administrators to meet with elementary school teachers and administrators as well as college teachers and administrators.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Collaboration and substitute teacher time. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Fixed Costs certificated salaries 3000-3999: Employee Benefits Base \$368</p>
<p>3-C. All students will take end-of-the course as well as on-going classroom and district/school assessments in core subjects to ensure progress towards proficiency. Data should be gathered quarterly and analyzed for interventions and differentiated instruction within the classroom. .5 FTE Assessment Technician will support</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p>	<p>Collaborative teacher time. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Fixed Costs Certificated Salaries 3000-3999: Employee Benefits Base \$368</p>

<p>testing and data analysis.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology & Assessment Technician 2000-2999: Classified Personnel Salaries Supplemental \$8,535 Fixed Costs Technology & Assessment Tech 3000-3999: Employee Benefits Supplemental \$4,760 Technology & Assessment Technician 2000-2999: Classified Personnel Salaries Base \$8,535 Fixed Costs Technology & Assessment Tech 3000-3999: Employee Benefits Base \$4,760</p>
<p>3-D. A study of student interests and school needs will be conducted in order to broaden its course offerings for both required courses and elective courses. The matriculation in science will be evaluated and implemented throughout the school/district. The school/district will study and apply for grants to expand pathways options for students to ensure college and career readiness.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Substitute time for teachers. 1000-1999: Certificated Personnel Salaries Base \$2,500 Provide a PR/Grant Writing .2 FTE assignment 1000-1999: Certificated Personnel Salaries Base \$11,451 Fixed costs for certificated staff 3000-3999: Employee Benefits Base \$3,606 Fixed costs for subs 3000-3999: Employee Benefits Base \$368</p>
<p>3-E. Community Day School will operate to service high risk and expelled students in an environment that meets their academic, emotional and special needs.</p>	<p>Lassen Community Day School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u></p>	<p>Certificated Salaries 1.0 teaching FTE (85%) 1000-1999: Certificated Personnel Salaries Supplemental \$59,984 Certificated Fixed Costs 3000-3999: Employee Benefits Supplemental \$18,620 Classified Salaries .75 Paraprofessional FTE 2000-2999: Classified Personnel Salaries Supplemental \$16,879 Classified fixed costs 3000-3999: Employee Benefits Supplemental \$3,722 Certificated Salaries 1.0 FTE (15%) Resource 3025 1000-1999: Certificated Personnel Salaries Title I \$10,585 Fixed Costs Certificated 3000-3999: Employee Benefits Title I \$3,286</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>Increased proficiency on all State assessments by 5%.</p> <p>Increased proficiency on district/school assessments to ensure success on State assessments by 5% in each area.</p> <p>More written, articulated, and taught curriculum leading to proficiency on district/school and classroom assessments, pre and post high school by April 2nd.</p> <p>By November 1st, review and revise the course catalog to plan for increased course offerings.</p> <p>Continue Community Day School for high risk population and provide focused curriculum and counseling, special education service by August 20th.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase student proficiency by instituting a program for students to study curriculum assessments for Smarter Balance, AP, Honors, and District/School assessments. Provide students the opportunity to take practice assessments.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase AP assessments. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Lottery \$14,000 On-line tutoring for national assessments. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Base \$2,000
Establish articulation with feeder schools and the college in order to better prepare incoming high school students and outgoing college students. Collaboration time will need to be given for teachers and administrators to meet with elementary school teachers and administrators as well as college teachers and administrators.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Collaboration and substitute teacher time. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500 Fixed Costs certificated salaries 3000-3999: Employee Benefits Base \$368
All students will take end-of-the course as well as ongoing classroom and district/school assessments in core subjects to ensure progress towards proficiency. Data should be gathered quarterly and analyzed for	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Collaborative teacher time. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500 Technology and Assessment Technician 2000-2999: Classified Personnel Salaries Supplemental \$8,928

<p>interventions and differentiated instruction within the classroom. .5 FTE Assessment Technician will support testing and data analysis.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified staff fixed costs 3000-3999: Employee Benefits Supplemental \$4,954 Technology & Assessment Technician 2000-2999: Classified Personnel Salaries Base \$8,928 Fixed Costs Technology & Assessment Tech 3000-3999: Employee Benefits Base \$4,954</p>
<p>A study of student interests and school needs will be conducted in order to broaden its course offerings for both required courses and elective courses. The matriculation in science will be evaluated and implemented throughout the school/district. The school/district will study and apply for grants to expand pathways options for students to ensure college and career readiness.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Substitute time for teachers. 1000-1999: Certificated Personnel Salaries Base \$2,500 Provide a PR/Grant Writing .2 FTE assignment 1000-1999: Certificated Personnel Salaries Base \$11,764 Fixed costs for certificated staff 3000-3999: Employee Benefits Base \$3,869 Fixed costs for subs 3000-3999: Employee Benefits Base \$368</p>
<p>Community Day School will operate to service high risk and expelled students in an environment that meets their academic, emotional and special needs.</p>	<p>Lassen Community Day School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u></p>	<p>Certificated Salaries 1.0 teaching FTE (85%) 1000-1999: Certificated Personnel Salaries Supplemental \$61,622 Certificated Fixed Costs 3000-3999: Employee Benefits Supplemental \$20,002 Classified Salaries .75 Paraprofessional FTE 2000-2999: Classified Personnel Salaries Supplemental \$17,711 Classified fixed costs 3000-3999: Employee Benefits Supplemental \$4,118 Certificated Salaries 1.0 FTE (15%) Resource 3025 1000-1999: Certificated Personnel Salaries Title I \$10,874 Fixed Costs Certificated 3000-3999: Employee Benefits Title I \$3,530</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Increased proficiency on all State assessments by 5%.</p> <p>Increased proficiency on district/school assessments to ensure success on State assessments by 5% in each area.</p> <p>More written, articulated, and taught curriculum leading to proficiency on district/school and classroom assessments, pre and post high school by April 2nd.</p> <p>By November 1st, review and revise the course catalog to plan for increased course offerings.</p> <p>Continue Community Day School for high risk population and provide focused curriculum and counseling, special education service by August 20th.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase student proficiency by instituting a program for students to study curriculum assessments for Smarter Balance, AP, Honors, and District/School assessments. Provide students the opportunity to take practice assessments.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase AP assessments. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Lottery \$14,000 On-line tutoring for national assessments. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Base \$2,000
Establish articulation with feeder schools and the college in order to better prepare incoming high school students and outgoing college students. Collaboration time will need to be given for teachers and administrators to meet with elementary school teachers and administrators as well as college teachers and administrators.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Collaboration and substitute teacher time. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500 Fixed Costs certificated salaries 3000-3999: Employee Benefits Base \$368
All students will take end-of-the course as well as ongoing classroom and district/school assessments in core subjects to ensure progress towards proficiency. Data should be gathered quarterly and analyzed for interventions and differentiated instruction within the	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Collaborative teacher time. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500 Technology and Assessment Technician 2000-2999: Classified Personnel Salaries Supplemental \$9,340

<p>classroom. .5 FTE Assessment Technician will support testing and data analysis.</p>		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>Classified staff fixed costs 3000-3999: Employee Benefits Supplemental \$5,381 Technology and Assessment Technician 2000-2999: Classified Personnel Salaries Base \$9,340 Classified staff fixed costs 3000-3999: Employee Benefits Base \$5,381</p>
<p>A study of student interests and school needs will be conducted in order to broaden its course offerings for both required courses and elective courses. The matriculation in science will be evaluated and implemented throughout the school/district. The school/district will study and apply for grants to expand pathways options for students to ensure college and career readiness.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Substitute time for teachers. 1000-1999: Certificated Personnel Salaries Base \$2,500 Provide a PR/Grant Writing .2 FTE assignment 1000-1999: Certificated Personnel Salaries Base \$12,085 Fixed costs for certificated staff 3000-3999: Employee Benefits Base \$4,146 Fixed costs for subs 3000-3999: Employee Benefits Base \$368</p>
<p>Community Day School will operate to service high risk and expelled students in an environment that meets their academic, emotional and special needs</p>	<p>Lassen Community Day School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Expelled Youth</p>	<p>Certificated Salaries 1.0 teaching FTE (85%) 1000-1999: Certificated Personnel Salaries Supplemental \$63,305 Certificated Fixed Costs 3000-3999: Employee Benefits Supplemental \$21,452 Classified Salaries .75 Paraprofessional FTE 2000-2999: Classified Personnel Salaries Supplemental \$18,422 Classified fixed costs 3000-3999: Employee Benefits Supplemental \$4,938 Certificated Salaries 1.0 FTE (15%) Resource 3025 1000-1999: Certificated Personnel Salaries Title I \$11,171 Fixed Costs Certificated 3000-3999: Employee Benefits Title I \$3,786</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Improve Conditions of Learning by implementing the Common Core State Standards (CCSS), ensuring course access (CA), and by providing basic services (BS).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify			
Goal Applies to:	<table border="1"> <tr> <td data-bbox="319 446 445 544">Schools:</td> <td data-bbox="445 446 1999 544">Lassen High School Credence High School (Continuation Program)</td> </tr> <tr> <td data-bbox="319 544 445 646">Applicable Pupil Subgroups:</td> <td data-bbox="445 544 1999 646">All</td> </tr> </table>	Schools:	Lassen High School Credence High School (Continuation Program)	Applicable Pupil Subgroups:	All
Schools:	Lassen High School Credence High School (Continuation Program)				
Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	<p>Hire a director for Curriculum, Instruction, and Assessment.</p> <p>Greater student mastery as determined by school/district and state assessments.</p> <p>More access to technology will be available through devices and software.</p> <p>A grading system that is consistent with individual growth goals as measured by district/school level assessments.</p> <p>All student including students with IEPs and 504s will have access to the general education curriculum.</p> <p>An EL program will be developed and a .5 FTE EL teacher will be hired.</p> <p>Cleaner campus (e.g. restrooms in the gym, gum on sidewalks, trash in parking lots).</p> <p>Completion of the ADA project.</p>	Actual Annual Measurable Outcomes:	<p>In place of hiring a Director of Curriculum, Instruction, and Assessment, the district hired a classified employee who was responsible for working with administration to coordinate assessment and analyze related data.</p> <p>A comparison of MAP data from fall to winter testing showed an improvement in Language Arts skills, which was expected as this was the focus of professional development. CAHSEE ELA scores increased from 59% proficient or above in 2013/14 to 68% proficient or above in 2014/15. Most subpopulations also grew in the percentage proficient in ELA from 2013/14 - 2014/15. CAHSEE math scores increased as well, but not as substantially as ELA with moving from 73% proficient or above in 2013/14 to 74% proficient or above in 2014/15. It should also be noted that the pass rate for the first administration has consistently exceeded 90%. Additional test data such as Smarter Balanced are not yet available.</p> <p>The district successfully implemented Mastery Grading within the English department to demonstrate that students were proficient in common core skills taught throughout the year.</p> <p>Lassen High is heavily vested in an inclusion model for special education students. We continue to refine our co-teach model through professional development and collaboration. In 2014/15, over 90% of special education students accessed general education courses. In 2015/16 we expect that every special</p>		

		<p>education student will participate in at least one general education class. The district uses a hybrid of push in support from paraprofessionals and full inclusion with both general education and special education co-teachers in some core subjects, such as math.</p> <p>The district hired a part time teacher and a paraprofessional to provide services in both a dedicated classroom and support for a push in model for ELL/ELD.</p> <p>The district is placing a priority to empower students to maintain a cleaner campus by working with them collaboratively to increase waste receptacles throughout the campus and dedicating time to remove stains on sidewalks caused by gum and other sources.</p> <p>The ADA project was completed prior to the football season through a contracted source. Students were engaged in the project in constructing additional panels to maintain a safe and orderly environment.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Hire a director for Curriculum, Instruction, and Assessment and provide professional develop for administrators, teachers, and other staff for the implementation of standards and for effective instructional practices (e.g. differentiated instruction, flexible grouping by proficiency, co-teach model).	Director of C, I, A. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$50,000	The district hired a classified employee to coordinate assessment for the high school. This individual gathered data, developed visual aids, and implemented testing.	Assessment Position - Salary - Resource 0800 2000-2999: Classified Personnel Salaries Supplemental 8,696	
	Fixed Costs of CIA position 3000-3999: Employee Benefits Base \$6,112		Assessment Position Fixed Costs & Benefits 3000-3999: Employee Benefits Supplemental 9,289	
	Professional Development of CCSS & Effective Instructional Practice. (Low income, Foster Youth & English Learner students) 5000-5999: Services And Other Operating Expenditures Other \$12,053		Contracted with IRRE for professional development, specifically focusing on the English Language Arts department and implementing common core standards across the curriculum. Administrators were trained additionally in Measuring What Matters to more effectively gauge classroom practices and effectiveness.	IRRE Contract -Resource 3185 5800: Professional/Consulting Services And Operating Expenditures Other 50,000
			Contracted with Janice Grant for professional development for the co-teach model.	IRRE Contract - Resource 4035 5800: Professional/Consulting Services And Operating Expenditures Title II \$26,500
			IRRE Contract - Resource 7405 5800: Professional/Consulting Services And Operating Expenditures Common	

			<p>Core Standards Implementation Funds \$8,500</p> <p>Janice Grant - Resource 4035 5000-5999: Services And Other Operating Expenditures Title II \$4,800</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop written curriculum and pacing guides, unit and individual lesson plans, classroom assessments for ELA, mathematics, science, and social studies. Also develop curriculum and pacing guides to ensure that the CCSS literacy standards are being taught and assessed in every course offering in the course catalog. Finally, purchase instructional materials, textbooks, and supplementary materials for the implementation of the standards.</p>	<p>Collaboration time for department teachers. 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Purchase textbooks, instructional materials, supplemental materials. 4000-4999: Books And Supplies Other \$139,748</p>	<p>The English department was engaged in extensive professional development through IRRE and developed I Can statements, pacing guides, instructional units, and means to assess through formative and interim assessment.</p> <p>The district provided grade level English department staff collaboration time during the instructional day for the purpose of extended planning, units, and means to assess.</p> <p>Math teachers collaborated to deploy the new Math I unit for the 14/15 school year. Department members attended a workshop to learn best practices for implementation of our new curriculum.</p> <p>IRRE worked with all staff to develop the rigor within our curriculum to meet the objectives of common core standards. Strategies were demonstrated by the staff during MWM visits.</p>	<p>Math Curriculum - CCSS - Res 7405 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$85,742</p> <p>RLA Curriculum - CCSS - Res 6300 4000-4999: Books And Supplies Lottery \$11,319</p> <p>RLA Curriculum - CCSS - Res 7405 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$1,781</p>

		<p>Materials to support the goals of the CCSS were purchased in the Math, Spanish and English departments. The Spanish department purchased a new series aligned with state standards to more effectively deliver a common core curriculum. The math department is purchasing a new textbook for Math I & 2 that complies with CCSS and has a technology component built in to remediate and enrich student progress. The English department purchased novels to coincide with the curriculum and pacing guides established during the year.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement a school/district assessment plan using classroom common assessments, end-of-the course assessments, and MAP assessments to ensure that the written curriculum is being mastered by students.</p>	<p>Collaborative time for teachers to analyze student assessment results. 1000-1999: Certificated Personnel Salaries Base \$2,500 Purchase MAP and other assessments. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Base \$15,050</p>	<p>Through collaboration time, departments were able to develop common formative assessments to gauge the progress of students within their curricular area and MAP assessments were utilized to determine growth and areas of need in Language Arts and mathematics.</p> <p>Mastery grading ensures common assessments throughout the curriculum formative, interim, and summative. These assessments are gauged towards mastery so that a teacher can clearly articulate what every student</p>	<p>MAP Assessment - Res 3010 5800: Professional/Consulting Services And Operating Expenditures Title I \$9,412</p>

		<p>knows and is able to do by the time they exit the class.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Observe and give specific feedback to teachers on the implementation of curriculum and pacing guides (informally and formally through annual evaluation) to ensure the written curriculum is being taught.</p>	<p>Purchase of expert services for classroom observations. 5800: Professional/Consulting Services And Operating Expenditures Other \$5,800</p> <hr/> <p>Substitute time for administrators to coach and mentor classroom teachers. 1000-1999: Certificated Personnel Salaries Base \$2,500</p>	<p>Through IRRE the administration has been trained in Measuring what Matters, which specifically gauges grade level content, rigor, and assessment related to the adopted standards and assessment plan. This model is based on coaching, which engaged not only the administration but lead teachers to provide feedback to improve instructional practices. Department Chairs in core subjects completed a combined total of 48 Measuring What Matters observations and feedback to teachers regarding the implementation of the prescribed curriculum, pacing, and assessment strategies. Site administration conducted a total of 66 MWM visits in addition to normal evaluative observations.</p> <p>Annual evaluations are being conducted by administration and are monitoring the implementation of the prescribed curriculum, pacing, and assessment strategies.</p> <p>An outside consultant, who specializes</p>	<p>IRRE Contract cost listed above</p> <hr/> <p>Janice Grant contract cost above</p>

		<p>in co-teaching professional development, also completed numerous classroom observations to gauge the effectiveness of implementation of the co-teach model.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide for collaboration time within departments and with the Director of C, I, A to develop classroom assessments and to provide time for student assessment data analysis. Provide collaboration time for general education and special education teachers and staff and well as the general education teachers and the EL teacher (program).</p>	<p>Collaborative time for general education teachers and Special Education and EL staff. (Low Income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500</p>	<p>A collaboration model was put in place and lead teachers and administration were key to the implementation school wide. The principal worked with the departments to analyze data that was gathered by the classified assessment person to inform instructional decisions. The co-teach model provided for intensive training and collaboration time to effectively implement the model and utilize best practices to achieve the common core curriculum standards. The co-teach model involved regular education and special education teachers.</p> <p>The district provided new teachers with a support provider to ensure the implementation of the common core standards and instructional practices common throughout Lassen High. This included special education, general education, and EL staff.</p>	<p>Stipends - new teacher support 1000-1999: Certificated Personnel Salaries Base \$7,500</p> <p>Fixed costs for support stipends 3000-3999: Employee Benefits Base \$967</p>

<p>Scope of Service LEA-wide</p>		<p>Scope of Service 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase student access to technology for learning support within classrooms and for independent and extended study and learning as well as interventions. CCSS</p>	<p>Purchase technology. 4000-4999: Books And Supplies Base \$12,053 Purchase intervention software. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Base \$5,000</p>	<p>The district purchased two COWS (computers on wheels/laptop carts). Also, in the 300 building an additional 34 station computer lab was installed. All of these new purchases greatly expanded student access to technology and supported the goals of the district and statewide testing. Intervention programs, such as READ 180 were purchased to provide for intervention in reading, math, language arts, social science, and science.</p>	<p>COW - Res. 7405 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$7,610 COW - Res 0000 4000-4999: Books And Supplies Base \$5,895 Computer Lab 300 Bldg - Res 1100 4000-4999: Books And Supplies Lottery \$12,046 Read 180 Intervention Program - Res 3010 4000-4999: Books And Supplies Title I \$3,581 Read 180 Intervention Program - Res 3010 5800: Professional/Consulting Services And Operating Expenditures Title I \$2,700</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Use collaborative department and</p>	<p>Collaborative teacher time. 1000-</p>	<p>The district and staff collaboratively</p>	<p>Substitute teacher costs 1000-1999:</p>

<p>teacher time to develop a unified grading system based upon student growth and proficiency. CA</p>	<p>1999: Certificated Personnel Salaries Base \$2,500</p>	<p>initiated a standards based grading system to uniformly evaluate the performance of students and the skills they have through formative and summative assessments.</p>	<p>Certificated Personnel Salaries Base \$2,500 Fixed costs for subs 3000-3999: Employee Benefits Base \$322</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Develop an EL program through the hiring of a .5 FTE EL teacher and an instructional assistant for tutoring. CA & CCSS</p>	<p>Hire a .5 FTE EL teacher. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Supplemental 1,347 Fixed costs of EL teacher 3000-3999: Employee Benefits Supplemental \$451 Hire an EL tutor. (Low income, Foster Youth & English Learner students) 2000-2999: Classified Personnel Salaries Supplemental \$470 Fixed costs of EL tutor. 3000-3999: Employee Benefits Supplemental \$102</p>	<p>The district hired a part time EL teacher and an instructional assistant for tutoring. Based on student need, the district modified the assigned time during the second semester. The instructional program was designed to support the acquisition of English language skills and was based partly on a push in model to bridge learning challenges experienced by English language learners. The district trained the paraprofessional in CELDT assessment.</p>	<p>40% EL Teacher - Res 0800 1000-1999: Certificated Personnel Salaries Supplemental 12,269 40% EL Teacher fixed costs - Res 0800 3000-3999: Employee Benefits Supplemental 5,135 EL Paraprofessional - Res 0800 2000-2999: Classified Personnel Salaries Supplemental 3,879 EL Para-pro Fixed Costs - Res 0800 3000-3999: Employee Benefits Supplemental \$9,182 EL Parapro - Resource 4203 2000-2999: Classified Personnel Salaries Title III \$3,174 EL Parapro fixed costs - Resource 4203 3000-3999: Employee Benefits Title III \$667</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>_ All OR: _ Low Income pupils</p>		<p>Scope of Service LEA-wide</p> <hr/> <p>_ All OR: _ Low Income pupils</p>	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Perform an analysis of custodial services with an outcome to have a cleaner school and campus. BS	Provide OT for Director of Maintenance and staff to develop a plan to provide adequate services. 2000-2999: Classified Personnel Salaries Base \$1,000 Fixed Costs 3000-3999: Employee Benefits Base \$325	The district management team has discussed this topic and this will be an area of ongoing growth for the upcoming year. An analysis was not completed. However, strategies were put in place to improve the cleanliness of the campus and the upkeep of the environment to provide a safe and clean campus.	Additional trash cans purchased 4000-4999: Books And Supplies Base \$500
Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Complete the ADA project so students, staff, parents, and community will have a facility to continue activities. BS	Bids for the project. 6000-6999: Capital Outlay Base \$195,119	The ADA project has been completed in its entirety in accordance with state approved plans and current mandates. Students are constructing additional panels to ensure the safe and orderly flow of spectators within these facilities.	Deferred Maintenance Fund 14 4000-4999: Books And Supplies Other \$7,084 Deferred Maintenance Fund 14 5800: Professional/Consulting Services And Operating Expenditures Other \$190,561 Deferred Maintenance Fund 14 6000-6999: Capital Outlay Other \$5,525
Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR:		Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR:	

<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hire a director for Curriculum, Instruction, and Assessment. Provide professional development for the implementation of CCSS and effective instructional practices.</p>	<p>Director of C, I, A. 1000-1999: Certificated Personnel Salaries Supplemental \$30,264 Fixed costs for C, I, A 3000-3999: Employee Benefits Supplemental \$15,159 Professional Development 5000-5999: Services And Other Operating Expenditures Other \$5,415</p>	<p>The district hired a classified employee to coordinate assessment for the high school. This individual gathered data, developed visual aids, and implemented testing. Contracted with IRRE for professional development, specifically focusing on the English Language Arts department and implementing common core standards across the curriculum. Administrators were trained additionally in Measuring What Matters to more effectively gauge classroom practices and effectiveness. Contracted with Janice Grant for professional development for the co-teach model.</p>	<p>Assessment Position - classified personnel costs listed above Assessment Position - classified fixed costs listed above IRRE Contract cost listed above Janice Grant co-teach contract cost listed above</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement a school/district assessment plan.</p>	<p>Purchase assessments. 4000-4999: Books And Supplies Base \$6,750</p>	<p>Through collaboration time, departments were able to develop common formative assessments to gauge the progress of students within</p>	<p>Substitute costs listed above IRRE contract costs listed above Instructional Materials costs listed</p>

		<p>their curricular area and MAP assessments were utilized to determine growth and areas of need in Language Arts and mathematics.</p> <p>Mastery grading ensures common assessments throughout the curriculum formative, interim, and summative. These assessments are gauged towards mastery so that a teacher can clearly articulate what every student knows and is able to do by the time they exit the class.</p>	<p>above</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide collaborative time for staff for student assessment analysis</p>	<p>Collaborative and substitute time. 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>A collaboration model was put in place and lead teachers and administration were key to the implementation. The principal worked with the departments to analyze data that was gathered by the classified assessment person to inform instructional decisions. The co-teach model provided for intensive training and collaboration time to effectively implement the model and utilize best practices to achieve the common core curriculum standards. The co-teach model involved regular education and special education teachers.</p> <p>The district provided new teachers with</p>	<p>Substitute Time cost listed above</p> <p>Stipends for Mentor Teachers 1000-1999: Certificated Personnel Salaries Base \$5,000</p> <p>Certificated Fixed Costs 3000-3999: Employee Benefits Base \$650</p> <p>Janice Grant co-teach contract cost listed above</p>

		<p>a support provider to ensure the implementation of the common core standards and instructional practices common throughout Lassen High. This included special education, general education, and EL staff.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase student access to technology.</p>	<p>Purchase technology and software for interventions 4000-4999: Books And Supplies Supplemental \$7,038</p>	<p>The district purchased two COWS (computers on wheels/laptop carts). Also, in the 300 building an additional 34 station computer lab was installed. All of these new purchases greatly expanded student access to technology and supported the goals of the district and statewide testing.</p> <p>Intervention programs were purchased to provide for intervention in reading, math, language arts, social science, and science.</p>	<p>COWS - costs listed above</p> <p>Instructional materials costs listed above</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Develop an EL program.	Hire a .5 FTE EL teacher. 1000-1999: Certificated Personnel Salaries Supplemental \$25,585 Fixed Costs for EL teacher 3000-3999: Employee Benefits Supplemental \$8,571 Hire an EL tutor 2000-2999: Classified Personnel Salaries Supplemental \$8,922 Fixed Costs for tutor 3000-3999: Employee Benefits Supplemental \$1,928	The district hired a part time EL teacher and an instructional assistant for tutoring. Based on student need, the district modified the assigned time during the second semester. The instructional program was designed to support the acquisition of English language skills and was based partly on a push in model to bridge learning challenges experienced by English language learners. The district trained the paraprofessional in CELDT assessment.	Certificated personnel and fixed costs listed above Classified personnel and fixed costs listed above
Scope of Service LEA-wide <hr/> _ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> _ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Lassen will move forward with this goal, which will be narrowed and focused on targeted needs. The district, based on declining enrollment, did not hire a Director of Curriculum, Instruction & Assessment. Many of those functions are handled by the Principal and hiring an Assessment Technician to transfer workload and responsibility away from the Principal is a more efficient use of resources. The district has experienced a critical shortage of qualified teachers and substitutes and will redesign the hiring process to attract more qualified candidates. IRRE was brought in for professional development to focus on English and now we're expanding to three areas; English, Math and Science. Additional resources will be required to pay staff pre-service training. Textbooks in science will be evaluated for the current year to match Next Generation Science Standards and will be replaced as required. New teacher support is a priority, and individuals new to the district will be assigned a mentor. Many of the existing actions and services will continue in effect, because those tasks are not completed.		

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

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Increase Engagement by increasing student (pupil) engagement, parent involvement, and ensuring a safe school climate.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: Lassen High School Credence High School (Continuation Program)</p> <p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Increased percentage of students becoming proficient on school, district, and state assessments.</p> <p>Increased participation in co-curricular and extra-curricular activities to provide a "hook" for students be in school and remain eligible for such.</p> <p>Increased opportunities for our students to be connected with community resources to establish relevancy for their classroom learning.</p> <p>To ensure more parent involvement in the school's and district's decision making processes more parents will be present at Site Council, DSLT meetings, and local school board meetings. This will be accomplished by making communications between the school/district and parents a priority.</p> <p>To make our campus safer facilities will need to be upgraded (door locks, etc.)</p> <p>Hire a School Resource Officer.</p> <p>Continue with the School Safety Study Committee to harden the campus.</p> <p>Increase counselors days per year to develop a program for social and emotional learning.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Based on the annual CAHSEE and MAP data, measurable growth was achieved in English Language Arts across grades 9 & 10. CAHSEE ELA scores increased from 59% proficient or above in 2013/14 to 68% proficient or above in 2014/15. Most subpopulations also grew in the percentage proficient in ELA from 2013/14 - 2014/15. CAHSEE math scores increased as well, but not as substantially as ELA with moving from 73% proficient or above in 2013/14 to 74% proficient or above in 2014/15. It should also be noted that the pass rate for the first administration has consistently exceeded 90%. Additional test data such as Smarter Balanced are not yet available. Limited data was available for grades 11 & 12. The district intends to MAP test 11th graders in the future and use Smarter Balanced data to assess areas of need within the curriculum.</p> <p>The district has experienced increased involvement in the FFA and FBLA during the current academic year. Participation in extra-curricular sports remains strong, but did not expand. A new Interact Club was formed to appeal to service oriented students. The district is pursuing a Cadet Corps program and Trap Shooting Club to expand participation by different student groups.</p> <p>FBLA and FFA have components built into the programs that require a connection to community resources to enhance their overall learning experience. Community resources are utilized for professional expertise, resources, and time to improve the overall educational experience.</p>

	<p>The School Board has consciously modified meeting times and the agenda to be more user friendly to the public, thus engaging more parents and community in school board meetings. attendance has dramatically increased from prior years. Other organizations continue to develop stakeholder involvement to acquire meaningful participation by these respective groups.</p> <p>The district installed in all classrooms, a mechanism to lock the classroom inside in the event of an active shooter on campus. This past summer, an active shooter training was conducted on campus and involved over 400 professionals in law enforcement, fire, and emergency services. This activity better prepared our community. The district is developing plans to fence the campus and minimize unauthorized access during instructional time. This project will take multiple years to accomplish.</p> <p>The school district engaged with the City of Susanville in hiring a school resource officer for the next three years. This year, the contract was modified to allow for greater flexibility in the use of this officer to address critical needs on and off campus.</p> <p>School safety committee meetings were held this year, and one of the primary outcomes was the recommendation to fence the campus to provide a safe perimeter and learning space for students.</p> <p>Counselor days were extended to meet the specific goal to better serve college and career planning through the implementation of Naviance during the current instructional year.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Analyze the current intervention courses being offered and increase student academic support through before and after school as well as summer programs to ensure student readiness for course work in ELA and mathematics.	<p>Collaborative time for teachers and administrators to analyze the effectiveness of current interventions. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500</p> <p>Provide tutor time for before and</p>	Based on student performance, the district implemented a multi pronged plan to provide greater interventions to students both after school and in the summer. An after school credit recovery was implemented, and the district is implementing summer school for the first time in several years. The summer school program currently has over 70	<p>Credit Recovery Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$10,440</p> <p>Credit Recovery Fixed Costs 3000-3999: Employee Benefits Supplemental \$1,346</p> <p>Summer School Salaries 1000-1999: Certificated Personnel Salaries</p>

	<p>after school interventions in ELA and mathematics. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Supplemental \$8,070</p> <p>Fixed costs for before/after school interventions salaries 3000-3999: Employee Benefits Supplemental \$986</p>	<p>students registered for intervention and credit recovery. Current interventions within the instructional day are yielding positive results and moving students closer to achieving graduation requirements and providing access to common core curriculum.</p> <p>Expanded paraprofessional time was implemented during the current year to support EL, low income, and foster children to successfully access the common core curriculum.</p>	<p>Supplemental \$9,200</p> <p>Summer School Staff Fixed Costs 3000-3999: Employee Benefits Supplemental \$1,186</p> <p>Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Supplemental \$16,199</p> <p>Paraprofessional Fixed Costs 3000-3999: Employee Benefits Supplemental \$7,266</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase opportunities for students to stay in school by offering additional high interest elective courses, more rigorous required courses, and extra and co-curricular activities.</p>	<p>Collaboration time to study the master schedule and the course catalog to ensure rigor in courses. 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Collaboration time to study the feasibility to increase high interest elective courses. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500</p>	<p>An evaluation of course offerings was performed by counseling and administration and several high interest courses were offered for 2015-16. Two courses in particular that had high demand were Cadet Corps with approximately 90 students enrolling and Robotics. Throughout the curriculum several new offerings were flown through the registration process. Once the master schedule is developed the district can articulate the scope of new offerings. Rigorous courses in our AP curriculum were offered for 2014-15 and student interest existed. During this year testing in AP was not mandatory yet 88% of the students</p>	<p>Classroom and program supplies for Cadet Corps 4000-4999: Books And Supplies Lottery \$5,925</p> <p>Travel & Conference for Cadet Corps Training 0000: Unrestricted Base \$234</p>

<p>Scope of Service LEA-wide</p>		<p>chose to engage in an AP exam.</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Hire an additional mathematics teacher to decrease class sizes and to offer additional student learning interventions.</p>	<p>Hire a mathematics teachers for additional interventions. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$8,080</p> <hr/> <p>Fixed costs of math teacher 3000-3999: Employee Benefits Base \$2,706</p>	<p>The district hired an additional math teacher which had a dramatic impact on class size and student support. The district launched a new Math 1 curriculum and these reduced class sizes supported student learning.</p>	<p>Math teacher salary 1000-1999: Certificated Personnel Salaries Supplemental \$30,748</p> <hr/> <p>Math teacher fixed costs 3000-3999: Employee Benefits Supplemental \$13,749</p> <hr/> <p>Math teacher salary 1000-1999: Certificated Personnel Salaries Base \$5,426</p> <hr/> <p>Math teacher fixed costs 3000-3999: Employee Benefits Base \$2,426</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Additional counselor days should be spent in tracking students' interests and needs for college and career readiness as well as interventions and making connections to community</p>	<p>Additional counselor days to provide services. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,600</p>	<p>Each counselor's contract was extended by five additional days. A new program, Naviance, was purchased and counselors were trained that explores student interest and</p>	<p>Counselor additional 5 days 1000-1999: Certificated Personnel Salaries Base \$2,865</p> <hr/> <p>Counselor additional 5 days fixed costs 3000-3999: Employee Benefits</p>

<p>resources in order to establish relevancy for classroom teaching and learning.</p>	<p>Fixed costs for additional counselor days 3000-3999: Employee Benefits Base \$196</p>	<p>needs for college and career readiness. This program is being deployed throughout the school and will provide a useful tool which should increase college going rates for Lassen High School students. Naviance provides students with connections to career aspirations and relevant course work required to solidify student interest in learning.</p>	<p>Base \$369 Naviance software 5000-5999: Services And Other Operating Expenditures Lottery \$14,454</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide safety training for students and staff to ensure a positive school climate. Facilities will need to be upgraded with new door locks, blinds, cameras, etc.</p>	<p>Purchase safety training of an outside expert. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Purchase supplies and equipment to harden the school campus. 4000-4999: Books And Supplies Base \$5,000</p>	<p>The district invested in increasing safety in the event of an outside intruder on campus by providing mechanisms so that all doors could be locked from inside the classroom. In August a massive active assailant drill occurred on the Lassen campus which involved over 400 law enforcement, fire, and emergency personnel. Each of these measures increased the overall readiness and safety of the campus.</p> <p>20 External video surveillance cameras were strategically placed throughout the campus to provide a means to document potential illegal activities.</p> <p>Numerous drills have been conducted during this past year utilizing lessons learned from prior drills and the active assailant drill. Each of these drills</p>	<p>Surveillance cameras 4000-4999: Books And Supplies Base \$6,000</p>

		prepare us for potential issues.	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue the district-wide and school-wide safety study task forces to receive recommendations as to how to "harden" the campus and how to implement the school-wide progressive discipline plan.</p>	<p>Provide a collaborative meeting environment quarterly. 4000-4999: Books And Supplies Base \$500</p>	<p>The district safety committee has met on numerous occasions and discussed ways to increase student safety and harden the campus. The primary recommendation was to fence the campus and funnel all visitors through the main office, ultimately limiting the access to our campus and eliminating unwanted intruders. Over this past year approximately 18 individuals have been escorted off the campus who were unauthorized. During June 2015, another active assailant drill will be conducted on campus with law enforcement and community organizations.</p>	<p>No costs incurred for meetings</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Hire a School Resource Officer while maintaining two campus security personnel.</p>	<p>Hire a SRO. 5800: Professional/Consulting Services And Operating Expenditures Base \$67,850</p> <p>Maintain two security campus personnel. 2000-2999: Classified Personnel Salaries Base \$93,917</p> <p>Fixed Costs 3000-3999: Employee Benefits Base \$43,629</p>	<p>The district entered in a contract with the City of Susanville to hire a school resource officer and maintained two campus security personnel to raise overall safety on the campus.</p>	<p>SRO Contract with City of Susanville 5000-5999: Services And Other Operating Expenditures Base \$68,570</p> <p>Two campus security personnel 2000-2999: Classified Personnel Salaries Base \$94,847</p> <p>Two campus security personnel fixed costs 3000-3999: Employee Benefits Base \$43,874</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop programs for students and staff through the increase in counselors days for social and emotional learning for students and support for parents.</p>	<p>Purchase programs for students and parents. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Supplemental \$500</p>	<p>This area was not satisfactorily accomplished although our counseling staff handles social and emotional issues that arise with our student population. The district is actively exploring a comprehensive system that will increase social emotional and reduce bullying and other undesirable behaviors.</p>	<p>Additional counselor personnel and fixed costs listed above</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Create an attendance/ truancy board to hear cases involving excessive absences and/or trancies. Ensure collaboration of this board with other community agencies to work towards keeping students in school. Purchase and implement curriculum that will support student attendance.</p>	<p>Provide collaborative time and substitute teacher time quarterly. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500</p>	<p>The district in collaboration with the Juvenile Justice Commission, other districts, Lassen County Office of Education, and other relevant agencies formulated a county-wide SARB process with buy-in from all stakeholders. This system provides uniform documentation throughout all districts and a county SARB to address severe attendance issues which will ultimately end up in the court system. Release time was provided for teachers and students to participate in this process.</p>	<p>Subs for staff member release time 1000-1999: Certificated Personnel Salaries Base \$180</p> <p>Sub fixed costs 3000-3999: Employee Benefits Base \$23</p> <p>Juvenile Justice Meeting supplies 4000-4999: Books And Supplies Base \$259</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide ways of teacher-parent and school-family communication in order to involve parents in the decision making processes at the school and district levels. Link community resources to parents. Finally, create a parent advisory committee for at-risk, unduplicated students.</p>	<p>Provide a productive environment for meetings with parents. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Base \$500</p> <p>Provide substitute and collaborative time for teachers to provide teacher-parent communications. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500</p>	<p>The district in consultation with parent/guardian of high-risk students implemented a Community Day School Program to provide a restrictive environment for high-risk students with strategies to transition the population to least restrictive environments based on student performance and attitude. The district will need to expand its effort to reach out to more diverse student populations.</p>	<p>Community Day School Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$28,831</p> <p>Fixed costs 3000-3999: Employee Benefits Supplemental \$11,205</p> <p>Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental \$8,325</p> <p>Fixed costs 3000-3999: Employee Benefits Supplemental \$1,831</p> <p>Community Day School 4000-4999: Books And Supplies Supplemental \$546</p> <p>Community Day School 5000-5999: Services And Other Operating Expenditures Supplemental \$4,125</p>

<p>Scope of Service LEA-wide</p>		<p>Scope of Service 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Analyze the current intervention courses as to their effectiveness.</p>	<p>Collaborative and substitute time. 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>Based on student performance, the district implemented a multi pronged plan to provide greater interventions to students both after school and in the summer. An after school credit recovery was implemented, and the district is implementing summer school for the first time in several years. Current interventions within the instructional day are yielding positive results and moving students closer to achieving graduation requirements and providing access to common core curriculum.</p> <p>Expanded paraprofessional time was implemented during the current year to support EL, low income, and foster children to successfully access the common core curriculum.</p>	<p>Credit Recovery personnel and fixed costs listed above</p> <p>EL Paraprofessional personnel and fixed costs listed above</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Provide academic support by implementing before/after and summer school programs.</p>	<p>Teacher time. 1000-1999: Certificated Personnel Salaries Base \$5,000</p>	<p>Based on student performance, the district implemented a multi-pronged plan to provide greater interventions to students both after school and in the summer. An after school credit recovery was implemented, and the district is implementing summer school for the first time in several years. Current interventions within the instructional day are yielding positive results and moving students closer to achieving graduation requirements and providing access to common core curriculum.</p> <p>Expanded paraprofessional time was implemented during the current year to support EL, low income, and foster children to successfully access the common core curriculum.</p>	<p>Credit recovery personnel and fixed costs listed above</p> <p>Costs for summer school listed above</p> <p>Paraprofessional personnel and fixed costs listed above</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase opportunities for at-risk students to stay in school.</p>	<p>Collaborative and substitute time. 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>An evaluation of course offerings was performed by counseling and administration and several high interest courses were offered for 2015-16. Two courses in particular that had high demand were Cadet Corps with approximately 90 students enrolling and Robotics. Throughout the curriculum several new offerings were flown through the registration process. Once</p>	<p>Cadet Corps costs listed above</p> <p>Advanced Placement Test Fees 4000-4999: Books And Supplies Lottery \$13,326</p>

		the master schedule is developed the district can articulate the scope of new offerings. Rigorous courses in our AP curriculum were offered for 2014-15 and student interest existed. During this year testing in AP was not mandatory yet 88% of the students chose to engage in an AP exam.	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Decrease class sizes and provide intervention classes in mathematics.</p>	<p>Hire an additional mathematics teacher. 1000-1999: Certificated Personnel Salaries Supplemental \$45,784</p> <p>Fixed costs for math teacher 3000-3999: Employee Benefits Supplemental \$15,338</p>	<p>The district hired an additional math teacher which had a dramatic impact on class size and student support. The district launched a new Math 1 curriculum and these reduced class sizes supported student learning.</p>	<p>Certificated personnel costs and fixed costs listed above</p> <hr/> <p>Textbook/curriculum costs listed above</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide additional counseling services and purchases on-line services for tracking student interest and</p>	<p>Increase counselor days. 1000-1999: Certificated Personnel</p>	<p>Each counselor's contract was extended by five additional days. A new program, Naviance, was</p>	<p>Counselor personnel and fixed costs listed above</p>

<p>readiness for colleges and careers.</p>	<p>Salaries Base \$1,600 Fixed costs for counselor days 3000-3999: Employee Benefits Base \$196 Purchase tracking software. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,588</p>	<p>purchased and counselors were trained that explores student interest and needs for college and career readiness. This program is being deployed throughout the school and will provide a useful tool which should increase college going rates for Lassen High School students. Naviance provides students with connections to career aspirations and relevant course work required to solidify student interest in learning.</p>	<p>Naviance Software costs listed above</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop and/or purchase additional student programs for social and emotional learning for students and support for parents.</p>	<p>Purchase social and emotional learning curriculum. 4000-4999: Books And Supplies Supplemental \$2,000</p>	<p>This area was not satisfactorily accomplished although our counseling staff handles social and emotional issues that arise with our student population. The district is actively exploring a comprehensive system that will increase social emotional and reduce bullying and other undesirable behaviors.</p>	<p>Curriculum was not purchased during 14/15, so no associated costs were incurred.</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	

<p>_ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Create an attendance/truancy board.</p>	<p>Collaboration time. 1000-1999: Certificated Personnel Salaries Base \$1,000 Postage, etc. 5900: Communications Base \$1,000 Attendance/truancy prevention curriculum. 4000-4999: Books And Supplies Base \$1,000</p>	<p>The district in collaboration with the Juvenile Justice Commission, other districts, Lassen County Office of Education, and other relevant agencies formulated a county-wide SARB process with buy-in from all stake holders. This system provides uniform documentation throughout all districts and a county SARB to address severe attendance issues which will ultimately end up in the court system. Release time was provided for teachers and students to participate in this process.</p>	<p>Costs included above for JJC and SARB</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Increase teacher-parent communication.</p>	<p>Provide meeting opportunities for parents to meet with teachers. Substitute time. 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>The district in consultation with parent/guardian of high-risk students implemented a Community Day School Program to provide a restrictive environment for high-risk students with strategies to transition the population to least restrictive environments based on student performance and attitude. The district will need to expand its effort to reach out to more diverse student populations.</p>	<p>Substitute personnel and fixed costs listed above</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>_ All</p>		<p>Scope of Service LEA-wide</p> <hr/> <p>_ All</p>	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Lassen will move forward with this goal, which will be narrowed and focused on targeted needs. A priority will be placed on involving parents/students in the governance of the organization by creating a system which is more user friendly and values their input. Summer school will be added this year and next, based on the need for credit recovery and intervention for low performing students. After school credit recovery will be expanded substantially, and credit recovery will not be offered during the school day. Six hours paraeducator time will be hired to provide for effective implementation of inclusion model for the 2015/16 school year. In order to implement an inclusion model, instructional staff and/or paraeducators need to be pushed in with the students to accomplish this goal. Social and emotional counseling will be expanded through a county contract to address the need on our current campus.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Increase Pupil Services by increasing student (pupil) achievement and other student (pupil) outcomes.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Lassen High School Credence High School (Continuation Program)		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	Actual Annual Measurable Outcomes:	<p>CAHSEE, MAP, AP, and Smarter Balance test results will be the indicator used to measure growth. Based on the annual CAHSEE and MAP data, measurable growth was achieved in English Language Arts across grades 9 & 10. CAHSEE ELA scores increased from 59% proficient or above in 2013/14 to 68% proficient or above in 2014/15. Most subpopulations also grew in the percentage proficient in ELA from 2013/14 - 2014/15. CAHSEE math scores increased as well, but not as substantially as ELA with moving from 73% proficient or above in 2013/14 to 74% proficient or above in 2014/15. It should also be noted that the pass rate for the first administration has consistently exceeded 90%. Additional test data such as AP and Smarter Balanced are not yet available.</p> <p>Curriculum planning, pacing, and common assessments were developed and implemented in the English Language Arts program, with the guidance of IRRE.</p> <p>Additional AP courses were offered in the 2014/15 school year, such as AP Environment Science and AP Computer Science. In the 2015/16 school year, Robotics and Cadet Corps have been added to garner student interest. Surveys and interviews were conducted with students which indicate that additional CTE programs should be offered, such as Culinary/Home Economics and others, as well as expanded options for concurrent or dual enrollment with Lassen Community College. District administration is exploring options to accommodate student</p>

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Increase student proficiency by instituting a program for students to study curriculum and to take practice assessments for AP, Honors, EAP, State and District/School assessments.</p>	<p>Purchase AP assessments. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Base \$17,000</p> <p>On-line tutoring for national assessments. (Low income, Foster Youth & English Learner students) 4000-4999: Books And Supplies Supplemental \$2,000</p>	<p>Materials were purchased for AP courses to provide opportunity to independently practice assessments and ultimately impact performance. This year students had a choice of whether they took the AP exam and 88% of the students voluntarily chose to be assessed. The district also worked with Smarter Balance Test Banks to prepare students for the state-wide assessment on 11th grade students. AP and Smarter Balance results are not yet available.</p>	<p>A/P tests 4000-4999: Books And Supplies Lottery \$13,326</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Ensure collaboration with feeder schools and the college in order to better prepare incoming high school students and outgoing college students. Collaboration time will need to be given for teachers and administrators to meet with elementary school teachers and administrators as well as college teachers and administrators.</p>	<p>Collaboration and substitute teacher time. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$1,500</p>	<p>The district is developing a targeted plan to initiate K-12 articulation which is in the newly adopted strategic plan. Articulation in specific courses has occurred with the college in order to solidify 2+2 agreements and insure appropriate transition from high school to college.</p>	<p>2+2 collaboration time - Resource 3550 1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education \$3,700</p> <p>Fixed Costs 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education \$477</p>

requests.

LCAP Year: 2014-2015

<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>A mandate must be given so that all students take end-of-the course as well as on-going classroom and district/school assessments in ELA and mathematics to ensure progress towards proficiency. Data should be gathered quarterly and analyzed for interventions and differentiated instruction within the classroom.</p>	<p>Collaborative teacher time. (Low income, Foster Youth & English Learner students) 1000-1999: Certificated Personnel Salaries Base \$2,500</p>	<p>The district has multiple forms of assessments to provide information on performance on our students. MAP testing occurs three times per year and provides insight on math and ELA. AP courses have an end of year nationally normed exam in which results will come back in the fall. This past year's AP courses had a relatively low passage rate and teachers were analyzing data throughout the year to improve student performance combined with other strategies. Data was reviewed with the board on a five year performance of AP compared to GPA.</p>	<p>Substitute teachers costs 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Fixed costs for subs 3000-3999: Employee Benefits Base \$322</p> <p>Assessment position salary 2000-2999: Classified Personnel Salaries Supplemental \$8,696</p> <p>Assessment position fixed costs & benefits 3000-3999: Employee Benefits Supplemental \$9,289</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The district will need to contract for services to evaluate the effectiveness of the EL program and the Corrective Action program.</p>	<p>Contract for outside evaluation experts. (Low income, Foster Youth & English Learner students) 5800:</p>	<p>The district will have to identify a vendor to perform an assessment on our EL program through the LCOE.</p>	<p>No costs incurred in 2014/15</p>

	Professional/Consulting Services And Operating Expenditures Other \$2,900		
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The district will need to study student interest and school needs in order to broaden its course offerings for both required courses and elective courses. The school/district should study pathways options for students to ensure college and career readiness.</p>	<p>Substitute time for teachers. 1000-1999: Certificated Personnel Salaries Base \$2,500</p>	<p>A survey was conducted on student interest at LHS. The results were lower than anticipated with 17% giving an optimal response. When discussing with students the option of taking a community college class 330 students indicated interest through a dual enrollment program. When asking students on career pathways and additional CTE programs the strongest response was home economics/culinary. In evaluating our CTE program Lassen is strong in Agriculture and Business, but students desire additional options.</p>	<p>No direct costs incurred in 2014/15</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Increase proficiency of students on school/district/national assessments.</p>	<p>Purchase AP assessments. 4000-4999: Books And Supplies Base \$1,000 Purchase on-line tutoring for assessments. 4000-4999: Books And Supplies Supplemental \$1,000</p>		<p>A/P assessment costs included above</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Ensure collaboration time for feeder schools and the college.</p>	<p>Collaborative or substitute time. 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>2+2 Collaboration time. Meeting with college to explore dual enrollment initiatives.</p>	<p>Collaboration time personnel and fixed costs included above.</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Evaluation of the EL program and the implementation of the CA plan.</p>	<p>Contract with outside experts to evaluation plans and programs. 5800: Professional/Consulting Services And Operating Expenditures Base \$2,900</p>	<p>Action was not taken on this item during 2014/15.</p>	<p>No costs incurred in 2014/15.</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service</p>	

<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Lassen will move forward with this goal, which will be narrowed and focused on targeted needs. Articulation will be a priority this year, particularly in English both pre and post high school. Dual enrollment programs and expanded course offerings and redesigning of how we deliver programs will occur.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$307,777</u>
Continued operation of a Community Day School which was established in January of the prior fiscal year. Additional math teacher will be hired to reduce class sizes. Additional ELA teacher will be hired to reduce class sizes. Funds to cover staff hours providing credit recovery opportunities for students. Bilingual paraprofessional hours. Assessment staff hours. Services of one day of a mental health specialist will be provided. The district's unduplicated count in 2014/15 was 29%.	
The Lassen Union High School District is utilizing supplemental funding on a schoolwide basis to launch fundamental educational initiatives, such as; professional development with IRRE, co-teach professional development, acquisition of instructional materials and textbooks to name a few, which raise the performance of all sub groups through professional development, intervention options, and reducing class size in lower end courses. 99% of our population attends Lassen High School, and these students are integrated through an inclusion model, which is supported through staff and instructional resources.	

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.

4.58	%
Community Day School established in 2014-15 and will continue operation. An additional math teacher will be hired as well as an additional ELA teacher will be hired. Both of these positions will decrease existing class sizes. Students will be offered options for credit recovery. A bilingual paraprofessional will be hired at 3.75 hours per day. An assessment/testing coordinator will monitor student success. Students will have access to a mental health professional one day per week.	
The Lassen Union High School District is utilizing supplemental funding on a schoolwide basis to launch fundamental educational initiatives, which raise the performance of all sub groups through professional development, intervention options, and reducing class size in lower end courses. 99% of our population attends Lassen High School, and these	

students are integrated through an inclusion model, which is supported through staff and instructional resources.

See the following goals, actions, and services for specific information:

Goal 1: actions/services 1-D, 1-F, 1-J

Goal 2: actions/services 2-A, 2-C, 2-H

Goal 3: actions/services 3-C AND 3-E

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	929,602.00	944,871.00	814,111.00	803,366.00	807,811.15	2,425,288.15
Base	583,583.00	251,229.00	426,218.00	440,449.00	441,982.00	1,308,649.00
Carl D. Perkins Career and Technical Education	0.00	4,177.00	0.00	0.00	0.00	0.00
Common Core Standards Implementation Funds	0.00	103,633.00	0.00	0.00	0.00	0.00
Lottery	0.00	70,396.00	59,000.00	42,000.00	42,000.00	143,000.00
Other	165,916.00	253,170.00	5,500.00	5,500.00	5,500.00	16,500.00
Supplemental	180,103.00	211,432.00	255,961.00	247,452.00	252,955.00	756,368.00
Title I	0.00	15,693.00	43,621.00	44,154.00	44,707.00	132,482.00
Title II	0.00	31,300.00	19,970.00	19,970.00	19,970.00	59,910.00
Title III	0.00	3,841.00	3,841.00	3,841.00	697.15	8,379.15

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	929,602.00	944,871.00	814,111.00	803,366.00	807,811.15	2,425,288.15
0000: Unrestricted	0.00	234.00	500.00	0.00	0.00	500.00
1000-1999: Certificated Personnel Salaries	210,830.00	121,159.00	246,944.00	249,264.00	251,649.00	747,857.00
2000-2999: Classified Personnel Salaries	104,309.00	143,816.00	147,387.00	149,005.00	147,396.15	443,788.15
3000-3999: Employee Benefits	95,699.00	119,575.00	108,013.00	110,330.00	113,999.00	332,342.00
4000-4999: Books And Supplies	216,139.00	174,940.00	109,550.00	97,550.00	97,550.00	304,650.00
5000-5999: Services And Other Operating Expenditures	22,468.00	91,949.00	102,147.00	127,647.00	195,717.00	425,511.00
5800: Professional/Consulting Services And Operating Expenditures	84,038.00	287,673.00	98,570.00	68,570.00	500.00	167,640.00
5900: Communications	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
6000-6999: Capital Outlay	195,119.00	5,525.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	929,602.00	944,871.00	814,111.00	803,366.00	807,811.15	2,425,288.15
0000: Unrestricted	Base	0.00	234.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	500.00	0.00	0.00	500.00
1000-1999: Certificated Personnel Salaries	Base	99,780.00	25,971.00	80,573.00	90,166.00	90,571.00	261,310.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Carl D. Perkins Career and Technical Education	0.00	3,700.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	111,050.00	91,488.00	155,786.00	148,224.00	149,907.00	453,917.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	10,585.00	10,874.00	11,171.00	32,630.00
2000-2999: Classified Personnel Salaries	Base	94,917.00	94,847.00	111,710.00	114,503.00	114,915.00	341,128.00
2000-2999: Classified Personnel Salaries	Supplemental	9,392.00	45,795.00	32,530.00	31,355.00	32,478.00	96,363.00
2000-2999: Classified Personnel Salaries	Title III	0.00	3,174.00	3,147.00	3,147.00	3.15	6,297.15
3000-3999: Employee Benefits	Base	53,164.00	48,953.00	61,581.00	63,426.00	64,142.00	189,149.00
3000-3999: Employee Benefits	Carl D. Perkins Career and Technical Education	0.00	477.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	42,535.00	69,478.00	42,452.00	42,680.00	45,377.00	130,509.00
3000-3999: Employee Benefits	Title I	0.00	0.00	3,286.00	3,530.00	3,786.00	10,602.00
3000-3999: Employee Benefits	Title III	0.00	667.00	694.00	694.00	694.00	2,082.00
4000-4999: Books And Supplies	Base	63,853.00	12,654.00	32,550.00	37,550.00	37,550.00	107,650.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	95,133.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	55,942.00	59,000.00	42,000.00	42,000.00	143,000.00
4000-4999: Books And Supplies	Other	139,748.00	7,084.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	12,538.00	546.00	8,000.00	8,000.00	8,000.00	24,000.00
4000-4999: Books And Supplies	Title I	0.00	3,581.00	7,500.00	7,500.00	7,500.00	22,500.00
4000-4999: Books And Supplies	Title II	0.00	0.00	2,500.00	2,500.00	2,500.00	7,500.00
5000-5999: Services And Other Operating Expenditures	Base	5,000.00	68,570.00	60,234.00	65,234.00	133,804.00	259,272.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	14,454.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	17,468.00	0.00	0.00	5,500.00	5,000.00	10,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	4,125.00	2,193.00	17,193.00	17,193.00	36,579.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	22,250.00	22,250.00	22,250.00	66,750.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	4,800.00	17,470.00	17,470.00	17,470.00	52,410.00
5800: Professional/Consulting Services And Operating Expenditures	Base	70,750.00	0.00	78,570.00	68,570.00	0.00	147,140.00
5800: Professional/Consulting Services And Operating Expenditures	Common Core Standards Implementation Funds	0.00	8,500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	8,700.00	240,561.00	5,000.00	0.00	500.00	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	4,588.00	0.00	15,000.00	0.00	0.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	12,112.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	26,500.00	0.00	0.00	0.00	0.00
5900: Communications	Base	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
6000-6999: Capital Outlay	Base	195,119.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	0.00	5,525.00	0.00	0.00	0.00	0.00

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).

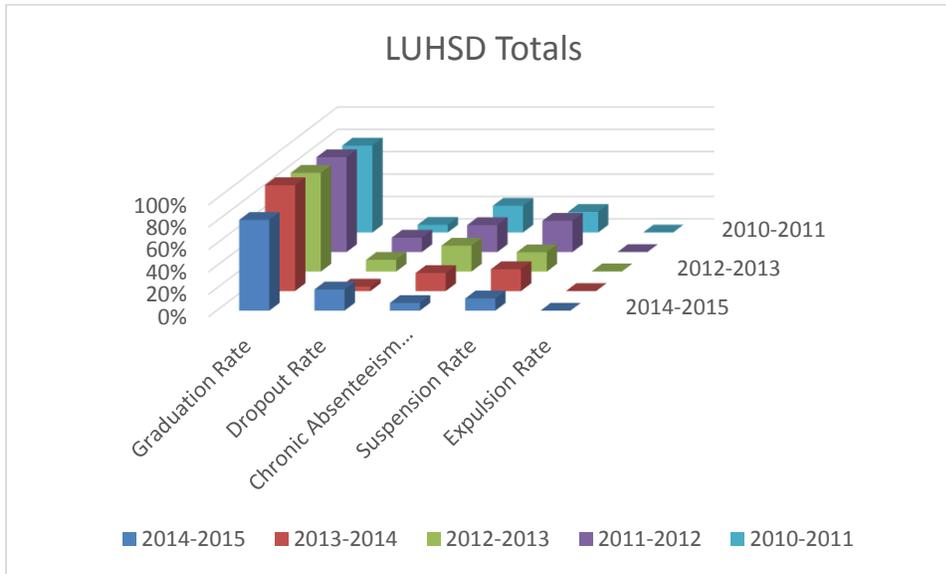
(e) "Suspension rate" shall be calculated as follows:

- (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).

APPENDIX I - SUMMARY DATA



Year Range	Graduation Rate	Dropout Rate	Chronic Absenteeism Rate	Suspension Rate	Expulsion Rate
2014-2015	81%	19%	7%	11%	0.00%
2013-2014	95%	4%	16%	20%	0.11%
2012-2013	88%	10%	23%	17%	0.21%
2011-2012	85%	13%	24%	28%	0.00%
2010-2011	78%	7%	24%	18%	0.00%

APPENDIX II - SUSPENSION RATE

Year Range	District Total (LHS, CHS, LCDS, DMCHS) Students Absent Due to Suspension	District Total Enrolled	Suspension Rate
2014/15	94	866	11%
2013/14	183	937	20%
2012/13	168	973	17%
2011/12	266	952	28%
2010/11	182	986	18%

APPENDIX III - EXPULSION RATE

Year Range	District Total Students Expelled	District Total Enrolled	Expulsion Rate
2014/15	0	866	0.00%
2013/14	1	937	0.11%
2012/13	2	973	0.21%
2011/12	0	952	0.00%
2010/11	0	986	0.00%

APPENDIX IV - ABSENTEE RATE

Year Range	District Total Chronic Absentee Students (LHS, CHS, LCDS, DMCHS)	District Total enrolled	Chronic Absenteeism Rate
2014/15	55	866	7%
2013/14	130	937	16%
2012/13	183	973	23%
2011/12	185	952	24%
2010/11	190	986	24%

APPENDIX V – COHORT DROPOUT/GRADUATION RATE*

**Cohort dropout/graduation rate is not equivalent to graduation/dropout rates. This information will be re-benchmarked once state data is released.*

Year Range	Cohort Students	Cohort Graduates	Cohort Dropouts	Cohort Dropout Rate	Cohort Graduation Rate
2014/15	243	197	46	19%	81%
2013/14	222	210	9	4%	95%
2012/13	220	194	23	10%	88%
2011/12	210	178	27	13%	85%
2010/11	246	191	17	7%	78%