

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Arcata School District		
Contact Name and Title	Barbara Short Superintendent	Email and Phone	bshort@arcatasd.org 707-822-0351

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Arcata School District is a K-8 district with a total enrollment of about 505 students comprised of two schools: Arcata Elementary School serving grades TK-5, and Sunny Brae Middle School, with grades 6 -8. We are located in the city of Arcata in northern Humboldt County. Arcata is a rural city of 16,000 people with an economic base of agriculture, forestry and light industry and is home to Humboldt State University. We are pleased to have 100% Highly Qualified teachers; current curriculum; 21st century learning opportunities such as the use of technology for instruction and demonstration of mastery, creative and critical thinking, and collaborative learning; and facilities that are safe, comfortable, and conducive to learning.

As a K-8 district, we do not have 9-12 grade students or curriculum, and therefore do not have high school dropout or graduation rate information, AP, EAP, or difficulties offering the course access necessary for college preparation, such as a-g courses; also, we have no API. All of our teachers are highly qualified and fully credentialed for the subjects they teach. Due to the circumstances, the following state priorities do not apply to our district: 4c, f, g; and 5 d, e.

Opportunities for Parent Involvement include holding seats on the School Site Councils and District LCAP Advisory Committee or English Learner Parent Advisory Committee; volunteering in classrooms; reading one-on-one or working with small groups of children; working at school events or being a chaperone on a field trip or event; and coaching sports or activity clubs. We have a strong P.T.O. that organizes events and fundraisers, such as R.A.D.D. (Raffle, Art, Dessert and Dance) and the Family Science Night. ASD partners with Humboldt State University and community organizations for volunteer assistance with events and projects as well as tutoring, student teaching and other internship opportunities.

The District has several programs to serve family needs and support family engagement. The Arcata Preschool accepts children ages 2 1/2 to 5 years and operates year-round. The After School Program is open daily during the school year and hosts a popular Summer Camp. The Arcata Family Resource Center provides resource and referral; classes in parenting and cooking; job skills training; and assistance for Health and Wellness access among other services, and sponsors family engagement events. The Arcata FRC is housed on the Arcata Elementary campus.

ASD has a small EL (English Learner) population of 30 students—just 5% of our total population. Each school site has an instructional aide to serve EL students, and a translator for our Spanish-speaking parents. In addition, the District provides curricular support for greater inclusion of English Language Development skills throughout the curriculum. In

2016-17 school year one student was reclassified and then entitled for ongoing support as needed. 11 students had comparative CELDT data and the average gain between years was 36 points.

The District free and reduced lunch rate is over 60%; we have school wide Title 1 at both sites. Efforts to better serve the needs of the students at AES have centered on smaller class sizes. District challenges include a high incidence of special education students (21%), and many students with behavioral issues, largely due to Adverse Childhood Experiences (ACEs). Other challenges are emergent use of technology due to developing teacher skill levels; adjustment to the new California State Standards; and an emergent school wide positive behavior program.

Special Education Program Profile:

In the Arcata School District, 21% of our students receive special education services. The district provides an RSP teacher at each site for students with an IEP for mild to moderate need, as well as paraprofessionals who provide special education support for students, with both push in and pull out services for students in individual and small group formats. In the 16-17 school year Arcata School District provided 2.0 FTE Special Day Class at AES and a 1.0 FTE Special Day Class at Sunny Brae with support from instructional aides, for class sizes of up to 13 students. The District has a 1.0 FTE School Psychologist and 1.0 Speech Therapist. The District collaborates with Humboldt County Office of Education and Early Intervention programs to provide quality, meaningful and relevant educational support services for students with disabilities. This collaborative model includes support services, professional development, and communities of practice.

Recent accomplishments include a roll out of 1:1 technology for grades 4-8; becoming a Google Apps for Education district with 21st century learning opportunities for students 6-8; a focus on STEAM at AES; and increased social supports programming on-campus Family Resource Center at AES. The Arcata School District has installed clean energy and waste reduction measures such as solar panels and recycling, as well as vermiculture to compost cafeteria waste and an organic garden at AES.

The California School Dashboard highlights our achievement progress. The following chart is a summary of performance at this point. This data was presented to stakeholders with a detailed analysis The Dashboard data, along with significant stakeholder engagement input has informed and influenced this plan.

Student Group Report

Arcata Elementary - Humboldt County

Enrollment: 533 Socioeconomically Disadvantaged: 68% English Learners: 3% Foster Youth: N/A Grade Span: K-8 Reporting Year: Spring 2017

Charter School: No

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A			*	*	*	*		*		
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		*	N/A	N/A			*	*	*	*		*	*	
<u>Mathematics (3-8)</u>		*	N/A	N/A			*	*	*	*		*	*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year’s LCAP.

The Arcata School District 17-18 Local Control Accountability Plan can be characterized as focusing on student achievement and engagement with innovative practices such as 1:1 technology and 21st century learning opportunities such as the use of technology for instruction and demonstration of mastery, creative and critical thinking, and collaborative learning; along with hands-on, applied learning experiences; differentiated instruction; and a new ELA curriculum. We will support student engagement and reduce suspensions through the use of PBIS, Restorative Practice, Mindfulness and Trauma-Informed Instruction. Staff development and parent involvement supports our new curricula and methodologies. Our 17-18 Local Control Accountability Plan was formulated with stakeholder input and numerous sessions of the LCAP Advisory Committee working to incorporate this input.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Last year, our stakeholders identified the following as priority Actions and Services to better meet the needs of our students. We implemented all of these Actions and Services in the 16-17 school year, and will continue these while building in further supports for students to increase their success.

1. Retain small class sizes
2. Hire a .6 Counselor
3. Create an orientation event for parents of ELL students
4. Retain a 1.0 School Psychologist
5. Retain EL paraprofessionals
6. Maintain Classified Aide time
7. Implement translation and interpretation services to support ELL families and students
8. Maintain the Family Resource Center to support parent and family engagement for Homeless and Foster students, students with disabilities, ELL students and low-income students.
9. Train School staff in parent and family engagement strategies for parents/guardians of Homeless and Foster students, students with disabilities, ELL students and low-income students.
10. Maintain and enhance district technology program to offer students 21st century skills

The Arcata School District has experienced much progress on our LCAP goals and increased student achievement in most areas. The graphic below depicts areas of accomplishment. Our district is most proud of our progress regarding student achievement in English Language Arts (ELA). Student achievement overall and among subgroups was Increased Significantly. Students Overall increased by 26 points, with a Medium Status of 6.5 points above level 3. Hispanic students increased by 31.8 points and held Medium Status. Students with Disabilities increased by 27.4 points, with a Low Status. Students with Socioeconomically Disadvantage held Low Status, but increased by 23.9 points. While Status is Medium or Low, the Significant Increases are positive and we hope to build on that success by implementation of a new ELA curriculum, and additional training for teachers in ELA and differentiation.

We plan to build upon this success with concerted effort to have each student reading at her/his appropriate level, use enhanced comprehension techniques, and interact with text using critical thinking, speaking and writing skills. Our effort will be enhanced by a new ELA curriculum, Fountas-Pinnell in grades K-2, for reading and Units of Study for writing in grades K-8. Grades 3-5 will utilize resources teach skills and content similar to the Fountas-Pinell as the 3-5 grade materials will not be ready until 2018. Our 6-8th grades ELA classes will continue to be CCSS aligned, and we will adopt Mirrors and Windows as curriculum in the 6-8th grades. Teachers will be trained on the new materials prior to school opening, and discuss practices in weekly PLCs. This training does not just focus on the scope and sequence of materials, these trainings will review instructional strategies as well as room arrangement and classroom environment. Our assumption is that increased teacher training, the use of research-based instructional strategies and CCSS curriculum will support our continuous improvement efforts.

In addition, we will continue to use resource staff flexibly such that they have time to provide intervention services for Tier II and Tier III students. We have been able to restructure services to increase time for reading intervention to students in need grades K-4. We are hopeful that with specialist training in the new Leveled Literacy Intervention we can support classroom teachers in addressing student reading needs as well as provide Tier III and II students with direct service.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The Arcata School District does not have any overall ratings of Orange or Red. The LCFF Evaluation Rubric Dashboard, using 14-15 Discipline data, shows our district to have a yellow rating overall indicating a district suspension rate of 4.7%, with orange ratings for the subgroups students with disabilities and students of two or more races. In the 15-16 year we made improvements regarding student suspensions overall, with an overall rate of 4% district-wide. We did not disaggregate data for subgroups of students. This will show a significant decline on the Dashboard with our 15-16 data. This 16-17 school year we are already at 4.7% in mid-May, and of our suspensions, approximately 50% have involved with students disabilities. Initial training in PBIS, Restorative Practice, Mindfulness and Trauma-Informed Instruction, and counseling can be continued such that we can more fully implement these practices to better support positive student engagement and success. In addition, in the 17-18 school year we are increasing the levels of behavioral consultation to better support our students and teachers in successfully engaging in the school program.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The California Dashboard Five by Five Grid shows that in the Arcata School District, we do not have any groups who perform two or more levels below All Students, and we will strive to maintain progress for all groups of students. Socioeconomically Disadvantaged students and Students with Disabilities perform one level below All Students and Hispanic Students. White Students as a group perform one level higher than All Students and Hispanic Students, and most of our Socioeconomically Disadvantaged Students and Students with Disabilities are also White Students. Our Student population by race and sub group is 63% White and 37% students with the following demographics: 16% Hispanic, 10% Two or more races, 5% Native American, 3% African American, and 3% Asian. 60% of our students are Socioeconomically Disadvantaged, and 21% are Students with Disabilities.

The Arcata School District is taking steps to improve our ELA instruction for All Students, especially Students With Disabilities and Socioeconomically Disadvantaged Students. We are purchasing new CCSS-ELA curriculum and training for teachers, and investing in a Leveled Literacy Intervention program, complete with training for our Resource Teachers. We will have district benchmark assessments so we can use baseline data for data-driven instruction. We are hopeful this concerted effort regarding ELA instruction will improve achievement for our students.

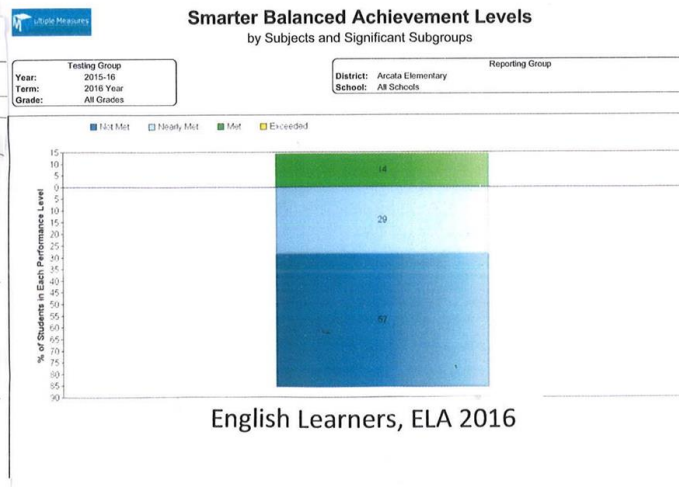
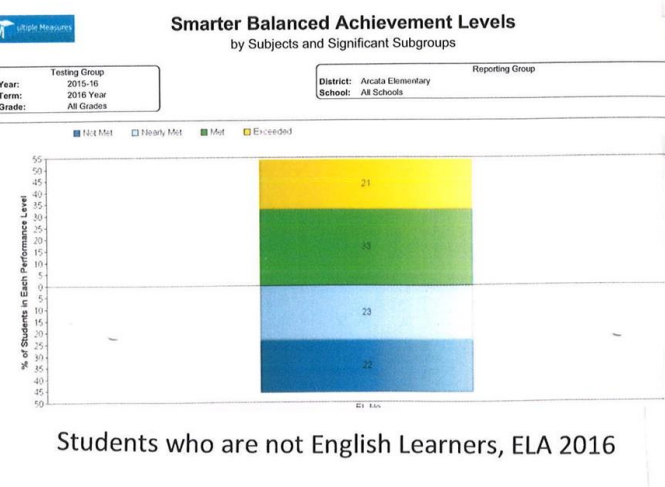
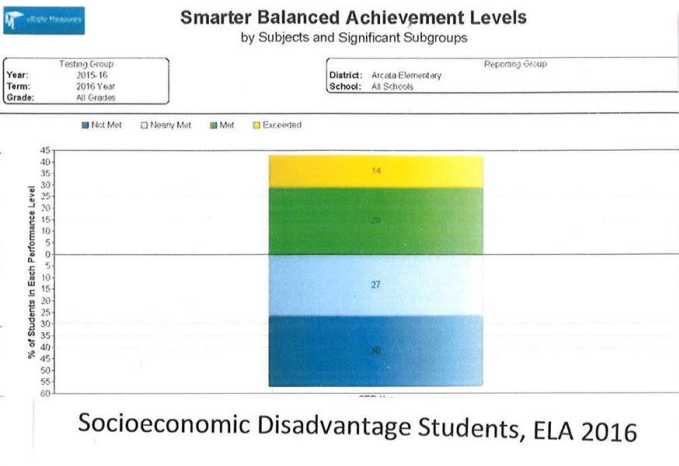
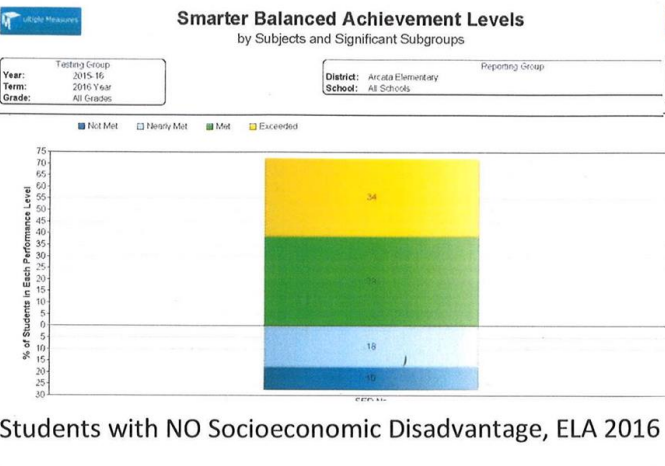
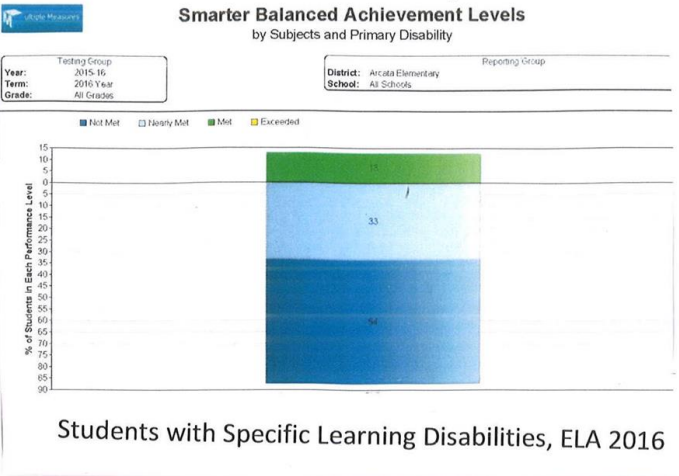
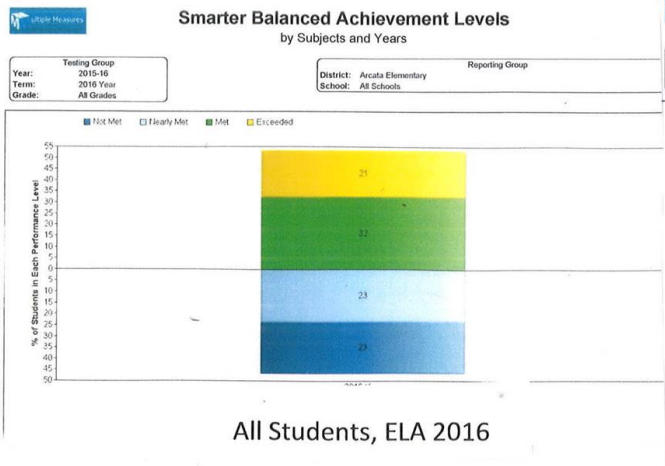
The Arcata School District will help improve student achievement in math through the use of district benchmark assessments so instruction can be data-driven, and better differentiated to meet student needs.

We will employ increased Behavioral Support for students and believe that this will help increase the focus on academics and success in achievement for some of our Students With Disabilities.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

While the Arcata School District will maintain and increase numerous measures to improve services to Socioeconomically Disadvantaged Students, Students With Disabilities, English Learners, and Homeless and Foster youth, our primary focus will be differentiated instruction and CCSS ELA curriculum, including writing, in all grade levels and disciplines, including the use of 1:1 technology to assist in personalizing learning. These initiatives will be of benefit to Socioeconomically Disadvantaged Students, Students With Disabilities, English Learners, as these students' achievement is not as high as students who are not Socioeconomically Disadvantaged, not English Learners or who do not have a Disability. See the graphics below. We will support student engagement, social-emotional well being, and reduce suspensions through the support of a trained Behavior Support Aide, and implementation of PBIS, Restorative Practice, Mindfulness and Trauma-Informed Instruction. These actions and services will benefit Socioeconomically Disadvantaged Students, Students With Disabilities, English Learners, and Homeless and Foster youth, and any other students with the possibility for heightened frustration in school or who have experienced trauma. Ongoing staff development supports all initiatives.



BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$7,058,174
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$5,197,891.00
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

After School, Camp, and Preschool programs and related food services
 District Office salaries and benefits
 School Administration salaries and benefits
 District and Administrative supplies and services
 STRS on Behalf
 Substitutes Salaries and Benefits
 OPEB
 Travel and Conference - PD
 Computer and copy machine leases

Salaries and Benefits \$1,365,055
 Materials and Supplies \$105,764
 Services \$389,464

\$4,331,253

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	Student achievement will increase in the core instructional areas of reading and math for all students, including EL, GATE, Foster and Homeless youth, and students with disabilities, as evidenced by an annual 2% increase on standardized assessment scores.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Class sizes will be on average: ≤ 20 in TK-1 and ≤ 24 in grades 2-5; ≤ 30 in grades 6-8

District Assessments: Multiple Measures will describe benchmark student achievement data in 16-17 so we can track achievement data in future years

Progress Monitoring will show 70% of students needing Academic Intervention are experiencing growth across the year

SBAC: Student scores MET or EXCEEDED averaged by site for 14-15 = AES: 37% ELA / 27% Math SBMS: 48% ELA / 48% Math. 2015-16 scores will reflect 2% increase.

Professional Development logs in CCSS-aligned core subject areas will reflect 6 hours per teacher in PD for CCSS in ELA and or Math

CELDT scores: Students will show an average of 65% increase in their scores from the prior year

CELDT reclassification: Students will be reclassified within 4 years of District attendance

ACTUAL

Class sizes are on average: ≤ 21 in TK-1 and ≤ 24 in grades 2-5 and ≤ 25 in grades 6-8 TARGET NOT MET

District Assessments: We did not implement District Assessments and benchmark measure this year. TARGET NOT MET

Progress Monitoring: We did not Progress Monitor TARGET NOT MET

SBAC: Student scores MET or EXCEEDED averaged by site for 14-15 = AES: 43% ELA / 27% Math SBMS: 61% ELA / 48% Math. 2015-16 scores reflected > 2% increase in most areas. AES: 6% increase in ELA / 10% gain in Math. SBMS: 13% gain in ELA / 8% decrease in Math. The 8% decrease in Math at Sunny Brae is the only area where we did not greatly exceed our achievement goals. TARGET MET

Professional Development logs in CCSS-aligned core subject areas reflect 6 hours per teacher in PD for CCSS in ELA and or Math TARGET MET

CELDT scores: Students had an average of 36 point increase in their scores from the prior year TARGET MET

CELDT reclassification: 6/8 students were reclassified within 4 years of District attendance in the last 8 years. TARGET MET

Williams Report: 100% of all teachers will be highly qualified for their assignments

Williams Report and yearly Instructional Materials Hearing and Resolution will demonstrate adequate instructional materials for all students.

Williams Report: 100% of all teachers are highly qualified for their assignments
TARGET MET

Williams Report and yearly Instructional Materials Hearing and Resolution demonstrate adequate instructional materials for all students. **TARGET MET**

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED</p> <p>1.1a. Fund the hiring and retention of sufficient appropriately assigned and fully credentialed, Highly Qualified teachers to support smaller class sizes at Arcata Elementary and Sunny Brae Middle School.</p>	<p>ACTUAL</p> <p>1.1a. We funded the hiring and retention of 31 appropriately assigned and fully credentialed, Highly Qualified teachers to support smaller class sizes at Arcata Elementary and Sunny Brae Middle School.</p>
Expenditures	<p>BUDGETED</p> <p>The District is budgeting to spend \$1,371,548 for credentialed, Highly Qualified Teachers in the 2016-17 fiscal year, through the following funding sources: Parcel Tax \$121,214</p> <p>Title I \$234,875</p> <p>LCFF \$820,314</p> <p>Title II \$80,269</p> <p>Supplemental & Concentration \$70,875</p>	<p>ESTIMATED ACTUAL</p> <p>The District spent \$1,455,049 for credentialed, Highly Qualified Teachers in the 2016-17 fiscal year, through the following funding sources: Parcel Tax \$129,059</p> <p>Title I \$243,346</p> <p>LCFF \$946,919</p> <p>Title II \$67,251</p> <p>Supplemental & Concentration \$68,474</p>
Action	2	
Actions/Services	<p>PLANNED</p> <p>1.1b. Professional Development to support CCSS implementation in ELA</p>	<p>ACTUAL</p> <p>1.1b. Professional Development to support CCSS implementation in ELA included training 11 educators in CCSS ELA, at HCOE and other settings</p>
Expenditures	<p>BUDGETED</p> <p>District implementation of English Language Arts Common Core State Standards will be supported by providing Certificated staff the opportunity to attend a Humboldt County Office of Education workshop in August 2016 through Educator Effectiveness Funding. \$10,000</p>	<p>ESTIMATED ACTUAL</p> <p>Other \$4,485</p>

Action **3**

Actions/Services	<p>PLANNED 1.1c. Professional Development to support ongoing CCSS implementation in Math</p>	<p>ACTUAL 1.1c. Professional Development supported ongoing CCSS implementation in Math</p>
Expenditures	<p>BUDGETED District staff will have access to Professional Development for implementation of Common Core State Standards through Educator Effectiveness Funding. \$2,000</p>	<p>ESTIMATED ACTUAL 6 district staff accessed Professional Development for implementation of Common Core State Standards in Math through Educator Effectiveness Funding and grant sources. Other \$225.00</p>

Action **4**

Actions/Services	<p>PLANNED 1.1d. Purchase ELA materials as per new adoption of CCSS ELA</p>	<p>ACTUAL 1.1d. The district did not purchase materials.</p>
Expenditures	<p>BUDGETED The District plans to begin the process of Adopting a new English Language Arts Curriculum for all grade levels through the use of unrestricted Instructional Materials funding budgeted for this purpose. LCFF \$84,800</p>	<p>ESTIMATED ACTUAL Materials re components for grade TK-2 will be purchased in the summer of 17-18 and 6-8. 3-5 will be purchased in 18-19. We estimate spending \$20,000 for grades 3-5 in 2018-19, or when the materials are ready. LCFF \$0</p>

Action **5**

Actions/Services	<p>PLANNED 1.1e. Technology instruction and network to support CAASPP/SBAC assessment</p>	<p>ACTUAL 1.1e. Technology instruction occurred and network improvements were made to support CAASPP/SBAC assessment.</p>
Expenditures	<p>BUDGETED The District will be supporting technology instruction and the California Assessment of Student Performance (CAASPP) and Progress and Smarter Balanced Assessments by budgeting:</p> <p>Technology/ CAASPP Coordinator Salaries Supplemental & Concentration \$118,677 Materials/Hardware LCFF \$500 Technology upgrade and repair LCFF \$1,500</p>	<p>ESTIMATED ACTUAL The District supported technology instruction and the California Assessment of Student Performance (CAASPP) and Progress and Smarter Balanced Assessments by budgeting:</p> <p>Technology/ CAASPP Coordinator Salaries Supplemental & Concentration \$120,678 LCFF \$772 LCFF \$573</p>

Action **6**

Actions/Services	<p>PLANNED 1.1f. Purchase District Assessment package for benchmarks and progress monitoring</p>	<p>ACTUAL 1.1f. The district plans the purchase of a District Assessment package for benchmarks and progress monitoring, but has not yet purchased.</p>
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Expenditures	<p>BUDGETED District Certificated Staff are considering the purchase of Illuminate Software to help set benchmarks and monitor student progress, and the District has budgeted in the unrestricted Instructional Materials resource to support their selection. LCFF \$10,000</p>	<p>ESTIMATED ACTUAL District has attempted to purchase Illuminate Software to help set benchmarks and monitor student progress, and the District has budgeted in the unrestricted Instructional Materials resource to support their selection. Illuminate has not responded with proposals after numerous attempts by the district. We are currently considering a different vendor. \$0</p>
Action	<h1 style="font-size: 2em; margin: 0;">7</h1>	
Actions/Services	<p>PLANNED 1.1g. Purchase and train for implementation of a Reading Intervention, Differentiation, monitoring program</p>	<p>ACTUAL 1.1g. No programs were purchased for implementation of a Reading Intervention, Differentiation ELA instruction, or an ELA monitoring program</p>
Expenditures	<p>BUDGETED The District is currently evaluating SRI, Lightsail, Accelerated Reader, and Reading Counts programs for reading intervention, differentiation, and monitoring to enrich curriculum, and has budgeted for this action in the unrestricted Instructional Materials resource. LCFF \$5,200</p>	<p>ESTIMATED ACTUAL District staff chose not to implement this action \$0</p>
Action	<h1 style="font-size: 2em; margin: 0;">8</h1>	
Actions/Services	<p>PLANNED 1.1h. After School Academic Intervention / Tutoring services</p>	<p>ACTUAL 1.1h. After School Academic Intervention / Tutoring services did not occur</p>
Expenditures	<p>BUDGETED The District will support intervention and tutoring services by budgeting for approximately 5 hours of certificated time per week. Depending upon funding availability and need, the time may be increased as the school year progresses. This expenditure is budgeted in unrestricted general fund resources. LCFF \$5,823</p>	<p>ESTIMATED ACTUAL The district posted positions for tutoring, but no one applied, hence no tutoring was offered to After School students beyond the homework help provided by After School staff. \$0</p>
Action	<h1 style="font-size: 2em; margin: 0;">9</h1>	
Actions/Services	<p>PLANNED 1.1i. Offer rigorous/advanced/challenging courses to maintain higher student achievement levels</p>	<p>ACTUAL 1.1i. Some rigorous/advanced/challenging courses were offered to maintain higher student achievement levels at Sunny Brae Middle School, such as Math Integrated I and II, Chess, Technology, and more.</p>
Expenditures	<p>BUDGETED Certificated staff will use staff meetings for collaboration time and the cost to the District will be incorporated in salary and benefit expenditures. The District will supply materials to enhance curriculum. Lottery Funds \$1,000 Training opportunities will be provided to encourage exceptional curriculum through the use of Educator Effectiveness Funding. \$500</p>	<p>ESTIMATED ACTUAL Materials were purchased LCFF \$3,621 \$0</p>

Action

10

<p>Actions/Services</p>	<p>PLANNED 1.1j. Retain ELL Intervention aides who will serve the individualized needs of English learners and re-designated fluent English-proficient students.</p>	<p>ACTUAL 1.1j. We retained qualified ELL Intervention aides who will serve the individualized needs of English learners and re-designated fluent English-proficient students.</p>
<p>Expenditures</p>	<p>BUDGETED The District supports this action through budgeting classified staff salaries and a certificated stipend. Supplemental & Concentration \$15,171</p>	<p>ESTIMATED ACTUAL Supplemental & Concentration \$15,091</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, our implementation of Actions/Services planned was accomplished at about a 50% rate. Benchmarking students such that we can provide RTI and Progress Monitoring, along with implementing a reading Intervention program (not adding a staff person) such as Accelerated Reader or Read 180, were major planned actions, and we did not do them. However, we did follow through on other Actions and Services. This year’s SBAC scores will help us understand the impact. As we do not have district assessments, we have no other mechanism by which to measure annual student progress.

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

Without multiple measures, it is difficult to measure the overall effectiveness of the Actions/Services related to Goal 1. Actions 1.1e and 1.1i appear to be effective. Students continue to grow in technology skills, and advanced courses had enrollment with success. Services 1.1a and 1.1j did supply a good ration for instruction and support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our material differences between Budgeted Expenditures and Estimated Actual Expenditures arise from spending either less or more than we had anticipated. For example, in action 1.1h, no one applied for the position of tutor for the after school program. Therefore, we could not offer tutoring during after school, and did not spend the budgeted \$5,823. Explanations for other cost variances are included in the budget detail for specific actions. For further information, please see the Estimated Actual explanations in the above section associated with each action. Any material differences we had this year do not affect our actions and services in future years.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are not making any changes to this goal, other than rewording the descriptions of students to be consistent across goals. We largely exceeded our goal, except for the decrease in Math scores at Sunny Brae, so we considered raising the bar, but we recognize that the greater than expected score increases could be related to it being year 2 of SBAC, with students being more familiar with the format of the new state assessment. We will see how the 16-17 SBAC scores look and consider adjusting the rate of achievement growth in coming years.

We will be adjusting some actions and services based on need, such as 1.1d., purchasing ELA curriculum, which we don't need to do more than once per grade level. In addition, stakeholders do not desire a Reading Intervention program that is not teacher-based. Hence, actions 1.1g, 1.1h, 1.1c, and 1.1d have been phased out, because they are either no longer needed, or not desired by stakeholders.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2	All students, including ELL, GATE, Foster students, Homeless students, and students with disabilities, will have access to a safe, welcoming, positive learning environment that is inclusive and culturally responsive to all students.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

FIT Tool: 100% of 2015-16 Deficiencies will be corrected

FIT Tool: Scores will be 95% or higher for both sites

Parent/Community Survey: 90% will rate the schools as "Clean and Well Maintained"

Parent Survey: > or = to 75% will report feeling that their child's school is inclusive and caring

Student Survey: 75% or higher will report that they feel safe at school
30% or higher will report that students at their school are respectful and kind

Office referrals (AES) (SBMS) will decrease by 3% over 2015-16 levels

Detentions (SBMS) will decrease by 3% over 2015-16 levels
In 2015-16 AES had 16 suspensions; SBMS had 15 suspensions. This is a District rate of 4%.

Suspensions will decrease by 10% over 2015-16 levels

Expulsion rate will remain < / = 0%

ACTUAL

FIT Tool: 100% of 2015-16 Deficiencies were corrected TARGET MET

FIT Tool: Scores were 97.38% at Sunny Brae site and 99.88% at Arcata Elementary
TARGET MET

Parent/Community Survey: 86.2% rated the schools as "Clean and Well Maintained"
TARGET NOT MET

Parent Survey: 81.8% reported feeling that their child's school is inclusive and caring
TARGET MET

Student Survey: 72.3% or higher reported that they feel safe at school
17% or higher reported that students at their school are respectful and kind, 69.5% reported students were "mostly" kind and respectful TARGET NOT MET

Office referrals at AES decreased by 40% over 15-16 levels, from 384 referrals to 217. SBMS has 52 office referrals will decrease this year which was similar to 2015-16 levels. TARGET MET

Detentions (SBMS) did not decrease over 2015-16 levels. SBMS had 402 detentions served as of May 2017
TARGET NOT MET

Middle School Drop Out rate will remain $\leq 0\%$

Attendance Clerk service hours $\geq 2,632$ hours of service

School Counseling service logs ≥ 15 student hours /week

Special Day class teacher: student ratios $\leq 1:13$

Student Attendance was 93.8% 2015-16; Student Attendance will improve by 1% over the 15-16 levels

Chronic Absenteeism was 14% at AES and 9% at SBMS for a District rate of 12%. Chronic

Absenteeism will decrease by 1% over 2015-16 levels

Bullying Reports will reflect ≤ 10 instances per year across the district

Positive Behavior Support Implementation strategies ≥ 4 employed with fidelity to the model

Professional Development hours of ≥ 10 hours per site in Positive Behavior Support as determined by MTSS meetings, onsite and off-site trainings.

Staff Perceptions of Behavior and Discipline pre/post survey results: % change reflects an understanding of PBIS concepts and strategies

Cultural Integration curriculum and events at both sites as evidenced by teacher and site planning documents

Home School/Independent study enrollment will = completion rates
Family Resource Center student/family support service logs for support with health, hygiene, nutrition and assistance for housing acquisition show ≥ 4000 service acts

Homeless student absenteeism will decrease by 2%

Suspensions AES had 8 suspensions; SBMS had 14 suspensions. This is a District rate of 4%. Suspensions did not decrease over 2015-16 levels. TARGET NOT MET

Expulsion rate remains $\leq 0\%$ TARGET MET

Middle School Drop Out rate remains $\leq 0\%$ TARGET MET

Attendance Clerk service hours $\geq 2,632$ hours of service TARGET MET

School Counseling service logs = 22.5 student hours /week TARGET MET

Special Day class teacher: student ratios $\leq 1:13$ TARGET MET

Student Attendance at PS 16-17 was 93.8% TARGET NOT MET

Chronic Absenteeism was 8% at AES and 9% at SBMS for a District rate of 9%. TARGET MET

Chronic Absenteeism of Homeless Students was 13% district wide as of May 2017 TARGET MET

Bullying Reports reflected significantly ≤ 10 instances per year across the district, with 4 events reported TARGET MET

Positive Behavior Support Implementation strategies ≥ 1 employed with fidelity to the model TARGET NOT MET

Professional Development hours of ≥ 20 hours per site in Positive Behavior Support as determined by MTSS meetings, onsite and off-site trainings. TARGET MET

Staff Perceptions of Behavior and Discipline pre/post survey results: We did not do pre/post surveys and are still working on buy-in and implementation for PBIS as a strategy. TARGET NOT MET

Cultural Integration curriculum and events took place at AES as evidenced by teacher and site planning documents TARGET MET

Home School/Independent study did not begin this year so there was no enrollment TARGET NOT MET



Family Resource Center student/family support service logs for support with health, hygiene, nutrition and assistance for housing acquisition show >= to 4000 service acts TARGET MET

Chronic Absenteeism of Homeless Students was 13% district wide as of May 2017 TARGET MET

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED 2.1a. Custodial services will be retained at a level to keep facilities clean on a routine basis. Deferred Maintenance and Ongoing and Major Maintenance funds will be used to make needed repairs and improvements to the facilities.</p>	<p>ACTUAL 2.1a. Custodial services were retained at a level to keep facilities clean on a routine basis. Deferred Maintenance and Ongoing and Major Maintenance funds will be used to make needed repairs and improvements to the facilities.</p>
Expenditures	<p>BUDGETED These services are supported by a budget of \$384,650 in unrestricted general fund resources and the District has budgeted a contribution of \$150,059 to a restricted ongoing and major maintenance resource annually to support this action. General Fund \$302,235.15</p>	<p>ESTIMATED ACTUAL The District had budgeted a contribution of \$150,059 to a restricted ongoing and major maintenance resource annually to support this action, and this amount was not added to the original estimate. LCFF \$582,145</p>
Action	2	
Actions/Services	<p>PLANNED 2.1b. Maintain SDC classes FTE commensurate with a 13:1 student: teacher ratio</p>	<p>ACTUAL 2.1b. We maintained SDC classes FTE commensurate with a 13:1 student: teacher ratio</p>
Expenditures	<p>BUDGETED The District supports this action with \$203,936 budgeted in Special Education resources for salaries and benefits, an amount that is supported by a significant contribution from unrestricted general fund resources. LCFF</p>	<p>ESTIMATED ACTUAL We hired newer teachers for our SDC so our personnel costs were less than we budgeted for LCFF \$190,216</p>
Action	3	
Actions/Services	<p>PLANNED 2.1c. Family Resource Center support for student and family needs for Foster Youth</p>	<p>ACTUAL 2.1c. The Family Resource Center supported the needs of Foster Youth and their families.</p>

Expenditures	BUDGETED The District received a pass-through grant from Humboldt County of Education which is budgeted to support personnel salaries for provision of services. Other \$21,000	ESTIMATED ACTUAL The District received a pass-through grant from Humboldt County of Education which is budgeted to support personnel salaries for provision of services. Other \$16,100
Action	4	
Actions/Services	PLANNED 2.1d. Family Resource Center support for student and family needs for Homeless Youth	ACTUAL 2.1d. Family Resource Center supported student and family needs for Homeless Youth
Expenditures	BUDGETED Personnel to support homeless youth Cal-Fresh Grant \$3,000	ESTIMATED ACTUAL Personnel to support homeless youth Cal-Fresh Grant \$3,000
Action	5	
Actions/Services	PLANNED 2.1e. Family Resource Center support for student and family needs for low income students	ACTUAL 2.1e. Family Resource Center supported student and family needs for low income students
Expenditures	BUDGETED Personnel to provide services, training and support for parents Cal-Fresh Grant \$500	ESTIMATED ACTUAL Personnel to provide services, training and support for parents Cal-Fresh Grant \$500
Action	6	
Actions/Services	PLANNED 2.1f. 1.0 School psychologist	ACTUAL 2.1f. We employed a 1.0 School psychologist
Expenditures	BUDGETED Psychologist salary and benefits: Supplemental & Concentration \$89,586	ESTIMATED ACTUAL Psychologist salary and benefits: Supplemental & Concentration \$89,555
Action	7	
Actions/Services	PLANNED 2.1g. .6 FTE School Counselor	ACTUAL 2.1.g We hired a 1.0 School counselor for half of the school year. She was a January hire, because prior to that we were unable to find someone to fill this position. We found that we liked having a counselor available for the full school days, and everyday of the week.
Expenditures	BUDGETED Counselor Salary and benefits: Supplemental & Concentration \$53,752	ESTIMATED ACTUAL This expense was less because we we hired a counselor new to the system, and so low on the salary schedule. Supplemental & Concentration \$36,767
Action	8	

<p>Actions/Services</p>	<p>PLANNED 2.1h. Retain attendance clerks to ensure that student attendance and truancy issues are tracked and addressed.</p>	<p>ACTUAL 2.1h. We retained attendance clerks to ensure that student attendance and truancy issues are tracked and addressed.</p>
<p>Expenditures</p>	<p>BUDGETED Unrestricted General Fund resources: \$24,695 in salaries and benefits, also budgeted in Title I \$16,461</p>	<p>ESTIMATED ACTUAL We had not added Health and Welfare to the cost of retaining attendance clerks. So the actual cost is higher. Title I \$24,966 LCFF \$37,453</p>

Action **9**

<p>Actions/Services</p>	<p>PLANNED 2.1i. Classroom aides, playground and cafeteria monitors will be retained to assist in providing adequate supervision of students</p>	<p>ACTUAL 2.1i. Classroom aides, playground and cafeteria monitors were retained to assist in providing adequate supervision of students</p>
<p>Expenditures</p>	<p>BUDGETED The District has budgeted salaries and benefits of \$ 10,666 in Parcel tax and LCFF \$112,911 Supplemental & Concentration \$131,714</p>	<p>ESTIMATED ACTUAL We had aide positions that we could not fill due to lack of applicants. LCFF \$71,477 Supplemental & Concentration \$138,256 Parcel Tax \$9,615</p>

Action **10**

<p>Actions/Services</p>	<p>PLANNED 2.1j. Cultural inclusion events and curriculum</p>	<p>ACTUAL 2.1j. Cultural inclusion events occurred and curriculum was purchased for 6-8th grades</p>
<p>Expenditures</p>	<p>BUDGETED Events--presenters, food (3 events) Supplemental & Concentration \$2,327</p>	<p>ESTIMATED ACTUAL We did not have as many events as we had hoped. e only had one cultural event. Supplemental & Concentration \$206</p>

Action **11**

<p>Actions/Services</p>	<p>PLANNED 2.1k. Positive Behavior Support programming (MTSS)</p>	<p>ACTUAL 2.1k. Both sites participated in Positive Behavior Support programming (MTSS)</p>
<p>Expenditures</p>	<p>BUDGETED Budgeted in Educator Effectiveness resource. \$3,500</p>	<p>ESTIMATED ACTUAL This was the actual cost of participating with the HCOE trainings Other \$5000</p>

Action **12**

Actions/Services	<p>PLANNED 2.1l. Positive Behavior Support professional development</p>	<p>ACTUAL 2.1l. Both sites participated in Positive Behavior Support professional development</p>
Expenditures	<p>BUDGETED Staff development training Title I \$300</p>	<p>ESTIMATED ACTUAL We had more people take trainings from HCOE than anticipated Other \$1,200</p>

Action **13**

Actions/Services	<p>PLANNED 2.1m. Home School/Independent Study program development and implementation</p>	<p>ACTUAL 2.1m. Home School/Independent Study program development is not complete nor was it implemented. We are hoping for Fall of 2017</p>
Expenditures	<p>BUDGETED Certificated planning time for program development Lottery Funds \$1,500 Advertising materials LCFF \$1,000 Start up curriculum costs are budgeted in the unrestricted instructional materials resource. LCFF \$1,000 Allotments for student access to Board course of instruction (per ADA/year). This expenditure will be budgeted at \$450 per ADA as students are enrolled in the program.</p>	<p>ESTIMATED ACTUAL We did not implement the program so we didnt spend the money Lottery Funds \$1,500 \$0 \$0 \$0</p>

Action **14**

Actions/Services	<p>PLANNED 2.1n. Social emotional curriculum purchase and training</p>	<p>ACTUAL 2.1n. We purchased anti-bias curriculum for grades TK-5 as part of our Social Emotional curriculum, but did not purchase anything for grades 6-8, nor did we engage in staff training.</p>
Expenditures	<p>BUDGETED Curriculum and training LCFF \$1,500</p>	<p>ESTIMATED ACTUAL We did not purchase as much curriculum as we had anticipated Lottery Funds \$818</p>

Action **15**

Actions/Services	<p>PLANNED 2.1o. Digital Citizenship curriculum and training</p>	<p>ACTUAL 2.1o. The District used free curriculum to provide our students with education on Digital Citizenship, so curriculum was not purchased. Staff were trained at staff meetings.</p>
Expenditures	<p>BUDGETED Curriculum and training LCFF \$500</p>	<p>ESTIMATED ACTUAL</p>

	We used a free, open source curriculum so we did not need to purchase \$0
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Action **16**

Actions/Services	<p>PLANNED 2.1p. The District will provide two bus routes for the purpose of providing students transportation to school in support of attendance goals.</p>	<p>ACTUAL 2.1p. The District provided two bus routes for the purpose of providing students transportation to school in support of attendance goals.</p>
Expenditures	<p>BUDGETED The District is budgeting to expend \$179,581 in unrestricted transportation resource to support this action. LCFF</p>	<p>ESTIMATED ACTUAL The District is budgeted to expend \$179,581 in unrestricted transportation resource to support this action. Our buses needed less maintenance than expected. LCFF \$176,033</p>

Action **17**

Actions/Services	<p>PLANNED 2.1q. Funding will be provided to transport homeless/foster youth to their schools of origin</p>	<p>ACTUAL 2.1q. Funding was provided to transport homeless/foster youth to their schools of origin, and occasionally for parents to allow for parent engagement</p>
Expenditures	<p>BUDGETED Unrestricted Transportation Resource LCFF \$500 Title I \$500</p>	<p>ESTIMATED ACTUAL We had more Homeless students who needed transportation than anticipated LCFF \$758 Title I \$904</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The Arcata School District had over a 90% implementation rate of Actions and Services for Goal 2. We believe that most students and their parents, as witnessed by surveys and behaviors, find our schools to be safe, welcoming, positive learning environments inclusive and culturally responsive to all students. We did have four bullying events that were related to race, and reached out to numerous local resources for assistance with this at both the student and parent level, to no avail. We did purchase anti-bias curriculum for our elementary school. Our PBIS implementation is emergent, but we do have a dedicated team who has engaged in training.

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

Our services have been very effective overall. Homeless and Foster youth and their families report feeling supported. Transportation for all students is safe and appreciated. Our schools are safe and in reasonable good to excellent repair. We are doing our best to ensure that student feel welcome, are positively engaged, and have their needs met, both academically, emotionally, socially, and with regards to clothing, food, shelter, transportation, and engaging experiences such as music, drama, art and athletics. Parents perceive our schools to be safe and inclusive. The few instances of bullying we had appeared to mirror adult behavior in the media around a divisive political context. While we would like to deepen our implementation of PBIS to lessen behaviors that detract from engagement, overall we have successfully achieved our Goal 2, as evidenced by a 40% reduction in office referrals, and positive survey results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our material differences between Budgeted Expenditures and Estimated Actual Expenditures arise from spending either less or more than we had anticipated. For example, in action 2.1n, we purchased less curriculum than anticipated. Therefore, we did not spend the budgeted \$500. Explanations for other cost variances are included in the budget detail for specific actions. For further information, please see the Estimated Actual explanations in the above section associated with each action. Any material differences we had this year do not affect our actions and services in future years.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are not making any changes to this goal, other than rewording the descriptions of students to be consistent across goals.
In action 2.1g., we hired a 1.0 School counselor for half of the school year. The counselor was a January hire, because prior to that we were unable to find someone to fill this position. We found that we liked having a counselor available for the full school days, and everyday of the week. Based on this, we would like to fund a counselor at a 1.0 FTE for the entire 17-18 school year, but lack sufficient funds to do so. We will retain the counseling positions at the .5 level.

We will be funding school sites for student engagement options to help increase attendance, although the rate in Arcata is relatively constant at 93% historically, and this action will be added 2.1o., to Goal 2 for next year to give sites a budget to fund student engagement activities as they choose to best meet the needs of their students. We are not continuing the current action labeled 2.1o., purchasing curriculum for digital citizenship, as we are using a free curriculum. We plan to deepen PBIS implementation in order to further reduce suspensions. We will have 2.1p., purchasing social-emotional and anti-bullying curriculum. as a response to parent and student survey data.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	All students, including Socio-Economic disadvantaged, English Learners, students with disabilities, and foster/homeless youth, will have access to a broad course of study that nurtures the whole child, including visual and performing arts, Science, STEM/STEAM, Physical Education and 21st Century Learning.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	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 checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students and teachers will have access to functional wireless internet > or = to 175/180 school days

Students and teachers will have access to functional technological devices at at least a 5:1 ratio (total) for > or = to 175/180 school days

> or = to 3 certificated staff will receive at least 8 hours each in STEAM-related professional development

> or = to 60% of students will participate in a STEAM-related instruction during the 16-17 school year

> or = to 2 teaching staff will receive training in Project-based Learning

> or = to 30% of students at the middle school level will participate in College and Career field opportunities or events

CTE 30% of SBMS students will participate in a CTE inventory

> or = to 50% of staff will receive Arts Integration training (on-site training)

Library materials audit will reflect a 3% increase in materials

ACTUAL

Students and teachers had access to functional wireless internet = 180/180 school days TARGET MET

Students and teachers had access to functional technological devices at a 3:1 ratio for > or = to 175/180 school days. TARGET MET

10 certificated staff members had 140 hours of STEAM training TARGET MET

90% of students participated in a STEAM-related instruction during the 16-17 school year TARGET MET

No staff received training in Project-Based Learning TARGET NOT MET

30% of students at the middle school level participated in College and Career field opportunities or events TARGET MET

30% of SBMS students participated in a CTE inventory TARGET MET

55% of staff received Arts Integration training (on-site training) TARGET MET

Library materials audit reflected a 3% increase in materials TARGET MET

Library will be accessible to middle school students > / = 1.5 hours /week out-of-class time

Library will be accessible to elementary students > / = 1 hour per week, as a class session

Elective Offerings will show diverse opportunities across domains

Native American Cultural Curriculum units will be presented in at least grades 3 and 4

Support for Academic events and competition (county, regional, state) reflect student participation

Music curriculum will be maintained to provide class time for all grades TK-4, plus electives > or = to 6 electives (i.e. Concert Band, Jazz Band, Orchestra, Beginning Strings, Beginning Band, Glee, and Steel Drums)

> or = to one full production play or musical will be produced each year

Dance courses or opportunities will be offered at all grade levels every trimester

Fitness Test results for 5th and 7th grade show that 60% are within or above the Healthy Fitness Zone

Library were accessible to middle school students > / = 1.5 hours /week out-of-class time TARGET MET

Library was accessible to elementary students > / = 1 hour per week, as a class session TARGET MET

Elective Offerings showed diverse opportunities across domains TARGET MET

Native American Cultural Curriculum units were presented in grades 3, 4 and 5 TARGET MET

Academic events and competition (district, county, regional, state) reflects 8 events with 521 and students participated TARGET MET

Music curriculum was maintained to provide class time for all grades TK-4, plus electives > or = to 6 electives (i.e. Concert Band, Jazz Band, Orchestra, Beginning Strings, Beginning Band, Glee, and Steel Drums) TARGET MET

1 full production play or musical was produced this year TARGET MET

Dance courses or opportunities were offered at all grade levels every trimester TARGET MET

Fitness Test results for 5th and 7th grade show that 71.7% are within or above the Healthy Fitness Zone TARGET MET

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED 3.1a. Native American Cultural Curriculum support--field trips</p>	<p>ACTUAL 3.1a. Native American Cultural Curriculum support--field trips occurred for 3rd and 4th grade</p>
Expenditures	<p>BUDGETED The District has budgeted a portion of bus transportation to Patrick's Point, Trees of Mystery and Clarke Museum to support this action. Lottery Funds \$200</p>	<p>ESTIMATED ACTUAL Lottery Funds \$1039</p>

Action **2**

Actions/Services	PLANNED 3.1b. Retain two .564 technology positions	ACTUAL 3.1b. We retained two .564 technology positions
Expenditures	BUDGETED Supplemental & Concentration \$118,677	ESTIMATED ACTUAL Supplemental & Concentration \$99,357

Action **3**

Actions/Services	PLANNED 3.1c. Retain staffing levels of site libraries	ACTUAL 3.1c. We retained staffing levels of site libraries
Expenditures	BUDGETED Salaries and benefits of library clerks for both sites: Title I \$41,801	ESTIMATED ACTUAL Title I \$45,643

Action **4**

Actions/Services	PLANNED 3.1d. Professional Development for STEAM training	ACTUAL 3.1d. 10 educators had Professional Development for STEAM training
Expenditures	BUDGETED Educator Effectiveness resource \$1,000	ESTIMATED ACTUAL Other \$300

Action **5**

Actions/Services	PLANNED 3.1e. Professional Development for Project-based Learning	ACTUAL 3.1e. Staff did not choose to engage in PBL training
Expenditures	BUDGETED Educator Effectiveness resource \$2,500	ESTIMATED ACTUAL \$0

Action **6**

Actions/Services	PLANNED 3.1f. Professional Development for Arts Integration	ACTUAL 3.1f. We held a Professional Development session for Arts Integration at our school sites
Expenditures	BUDGETED Educator Effectiveness resource \$300	ESTIMATED ACTUAL Other \$1250

Action **7**

Actions/Services	PLANNED	ACTUAL
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Expenditures	3.1g. Purchase new and /or updated Library materials	
	BUDGETED Library contract, Follett Lottery Funds \$8,950	ESTIMATED ACTUAL Lottery Funds \$8,420
Action	8	
Expenditures	3.1h. Dance field trips	
	BUDGETED LCFF \$200	ESTIMATED ACTUAL Lottery Funds \$435
Actions/Services	PLANNED 3.1h. Dance field trips	ACTUAL 3.1h. Students performed on Dance field trips twice over the school year.
Expenditures	3.1i. Materials, supplies, instructional stipends and any accompaniment for Theater performances	
	BUDGETED The District plans to incorporate Instructional stipends in the budget as funding allows. The budget will be determined at the close of the 2015-16 Fiscal year. materials LCFF \$300	ESTIMATED ACTUAL Lottery Funds \$931 Other 359
Actions/Services	PLANNED 3.1i. Materials, supplies, instructional stipends and any accompaniment for Theater performances	ACTUAL 3.1i. We purchased materials, supplies, instructional stipends and any accompaniment for Theater performances.
Action	9	
Expenditures	3.1j. Music supplies and curriculum	
	BUDGETED LCFF \$200	ESTIMATED ACTUAL LCFF \$157
Actions/Services	PLANNED 3.1j. Music supplies and curriculum	ACTUAL 3.1j. We purchased music supplies and curriculum
Expenditures	3.1k. Diverse Physical Education curriculum taught by highly qualified instructor(s)	
	BUDGETED The District has budgeted salary and benefits in unrestricted general fund resource. LCFF \$36,023	ESTIMATED ACTUAL LCFF \$36,414
Actions/Services	PLANNED 3.1k. Diverse Physical Education curriculum taught by highly qualified instructor(s)	ACTUAL 3.1k. Diverse Physical Education curriculum was taught by highly qualified instructor(s)
Action	10	
Action	11	

Action **12**

Actions/Services	PLANNED 3.1l. Diverse Physical Education presented with support from community partnership with Humboldt State University	ACTUAL 3.1l. Diverse Physical Education was presented with support from community partnership with Humboldt State University
Expenditures	BUDGETED Supplies and curriculum, partnership collaboration LCFF \$500	ESTIMATED ACTUAL We did not need supplies. We still had our collaboration. \$0

Action **13**

Actions/Services	PLANNED 3.1m. Purchase sufficient Chromebooks and accompanying cases and insurance polcies and to support 1:1 device program in grades 5-8th	ACTUAL 3.1m. We purchase sufficient Chromebooks and accompanying cases to support 1:1 device program in grades 4-8th, and will purchase policies for the 17-18 year when our 1:1 is fully implemented.
Expenditures	BUDGETED The District budgeted for Chromebooks, cases, and insurance policies in unrestricted instructional materials resource. LCFF \$50,000	ESTIMATED ACTUAL LCFF \$58,497

Action **14**

Actions/Services	PLANNED 3.1n. Update and improve hands-on Science, STEM/STEAM curriculum and materials	ACTUAL 3.1n. We updated and improved hands-on Science, STEM/STEAM curriculum and materials
Expenditures	BUDGETED Instructional materials: Restricted Lottery \$2,000	ESTIMATED ACTUAL We largely used free or donated resources and online curriculum \$0

Action **15**

Actions/Services	PLANNED Music Teacher for Elective courses at SBMS and arts integration at AES	ACTUAL 3.1.o We hired a Music Teacher for Elective courses at SBMS and arts integration at AES
Expenditures	BUDGETED Music Teacher Parcel Tax 75,553	ESTIMATED ACTUAL Parcel Tax \$77,371

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We exceeded our expectations for implementation of Actions and Services for Goal 3, with the exception of the training in project-based Learning, for which there was not sufficient interest. However, thi slack of training did not in any way impede our ability to offer a broad course of study that nurtures the whole child, including visual and performing arts, Science, STEM/STEAM, Physical Education and 21st Century Learning. Our 1:1 program is not fully implemented, although the students are using 1:1 devices much of the time. In the 17-18 year there will be "ownership" of devices by students, and this year we have fully set up the structure for this to occur in 17-18, including charging systems, tech device agreements for students and parents, and a system for use with teacher training.

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

Our Actions and Services were very effective, and students enjoyed many diverse offerings and experiences to enrich and enhance their standards-based academic instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our material differences between Budgeted Expenditures and Estimated Actual Expenditures arise from spending either less or more than we had anticipated. For example, in action 3.1n, we did not need purchase materials as we had donations. Therefore, we did not spend the budgeted \$2000. Explanations for other cost variances are included in the budget detail for specific actions. For further information, please see the Estimated Actual explanations in the above section associated with each action. Any material differences we had this year do not affect our actions and services in future years.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are not making any changes to this goal, other than rewording the descriptions of students to be consistent across goals. We will retain most of the Actions and Services for this Goal. For action 3.1j., we will purchase less Chromebooks than this year, although we will still need to keep purchasing yearly for rotation/replacement purposes. We have more cultural curriculum to purchase, for grades K-2, and want to retain field trips and events. Action 3.1e., the training for Project-based Learning, did not happen due to a lack of interest. We will not continue this action next year. We have added a new action, 3.1i., for sustainability education because it is important to the Board of Trustees of our district.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4	The Arcata School District will promote and encourage parent and community engagement for all parents and families, including parents and families of low income students, students who are English Language Learners, and students with disabilities.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Parent Survey: > or = to 75% will report feeling welcomed at their child's school

Parent Survey 35% of Parents will participate in the survey

Parent Survey Reported satisfaction of EL Parents will match the reports of non-EL parents within 10%

EL Parent Advisory Committee Minutes Minutes will reflect > / = 12% EL parent participation in decision making

Records show Community-District partnership activities to be >/= to 3 per year

Annual Title 1 meeting and School Site Council elections show >/= to 20% of Parents attending the meeting and participating in the election.

Parent Involvement Rosters & Meeting Minutes 18% of parents will participate in decision-making involvement activities

Parent Involvement and Participation in school events by parents, including parents of EL students, low-income students, Homeless and Foster youth and students with disabilities, will be documented as >/= to 10% on sign-in sheets.

ACTUAL

Parent Survey: 93% reported feeling welcomed at their child's school TARGET MET

Parent Survey 35% of Parents participated in the survey TARGET MET

Parent Survey Reported satisfaction of EL Parents matched the reports of non-EL parents within 24% TARGET MET

EL Parent Advisory Committee Minutes Minutes reflect that = 12% EL parent participated in decision making
TARGET MET

Records show Community-District partnership activities to be 5 this year TARGET MET

Annual Title 1 meeting and School Site Council elections showed = 38% of Parents attended the meeting and participated in the election. TARGET MET

Parent Involvement Rosters & Meeting Minutes showed 49% of parents participated in decision-making involvement activities TARGET MET

Parent Involvement and Participation in school events by parents, including parents of EL students, Socioeconomically Disadvantaged Students, Homeless and Foster



youth, and Students With Disabilities, is documented as 85% on sign-in sheets.
TARGET MET

ACTIONS / SERVICES

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

<p>Action 1</p>	<p>PLANNED 4.1a. Family Resource Center will implement programs that reach families at home, in the community and at school with a focus on increasing engagement of economically disadvantaged families.</p> <p>The Family Resource Center will provide services to parents for needs such as food, clothing, social service referrals, school supplies and parenting classes to support parent and family engagement</p> <p>BUDGETED Personnel salary and benefits: Cal-Fresh Grant \$10,691</p>	<p>ACTUAL 4.1a. Family Resource Center implemented programs that reach families at home, in the community and at school with a focus on increasing engagement of economically disadvantaged families.</p> <p>The Family Resource Center provided services to parents for needs such as food, clothing, social service referrals, school supplies and parenting classes to support parent and family engagement</p> <p>ESTIMATED ACTUAL Cal-Fresh Grant \$10,691</p>
<p>Action 2</p>	<p>PLANNED 4.1b. Community-building Events</p> <p>BUDGETED Food and materials LCFF \$300</p>	<p>ACTUAL 4.1b. Community-building Events. We held trainings and speakers for parents, staff and community.</p> <p>ESTIMATED ACTUAL We held more events than planned LCFF \$1075</p>
<p>Action 3</p>	<p>PLANNED 4.1c. Special orientation session for EL parents, by invitation with translated notice. Pre-CELDT testing packet (translated) for EL Parents Orientation Table for EL parents at Open House</p>	<p>ACTUAL 4.1c. Special orientation session was held for EL parents, by invitation with translated notice. Pre-CELDT testing packet (translated) was sent to EL Parents</p>

	ELPAC meetings to be held at least twice per year	Orientation Table for EL parents was placed at at Open House ELPAC meetings were held at least three times this year
Expenditures	BUDGETED Food and materials LCFF \$300 child care LCFF \$100	ESTIMATED ACTUAL Supplemental & Concentration \$374 LCFF \$100

Action **4**

Actions/Services	PLANNED 4.1d. Translation services	ACTUAL 4.1d. Translation services were provided as necessary
Expenditures	BUDGETED The District has budgeted translation services. Supplemental & Concentration \$2,000	ESTIMATED ACTUAL Title I \$70.00

Action **5**

Actions/Services	PLANNED 4.1e. Increase communication strategies: Email blasts, robo-calls, website. Mail newsletters home	ACTUAL 4.1e. We used multiple communication strategies: Email blasts, robo-calls, website, and mailed newsletters home
Expenditures	BUDGETED Bright Arrow, plus web costs LCFF \$600	ESTIMATED ACTUAL LCFF \$1,046

Action **6**

Actions/Services	PLANNED 4.1f. Training for school staff regarding engagement strategies, especially for increasing engagement of economically disadvantaged families	ACTUAL 4.1f. We held training for school staff at AES regarding engagement strategies, especially for increasing engagement of economically disadvantaged families
Expenditures	BUDGETED In-house training, need materials only Title I \$250	ESTIMATED ACTUAL Title I \$150

Action **7**

Actions/Services	PLANNED 4.1g. Family Resource Center will offer Parenting classes	ACTUAL 4.1g. The Family Resource Center offered a Parenting Support Group
Expenditures	BUDGETED The District will purchase Parenting curriculum to be presented by FRC staff LCFF \$500	ESTIMATED ACTUAL We offered the group but used existing curriculum \$0

Action

8

<p>Actions/Services</p>	<p>PLANNED 4.1h. Materials and supplies for School-Community partnership projects (city of Arcata, Humboldt State University, Fish and Wildlife, Arcata Police Dept, etc)</p>	<p>ACTUAL 4.1h. Materials and supplies for School-Community partnership projects were purchased (city of Arcata, Humboldt State University, Fish and Wildlife, Arcata Police Dept, etc)</p>
<p>Expenditures</p>	<p>BUDGETED LCFF \$300</p>	<p>ESTIMATED ACTUAL We did not need to purchase any supplies \$0</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The Arcata School District implemented all Actions and Services planned to promote and encourage parent and community engagement for all parents and families, including parents and families of EL (English Learners), GATE, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students.

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

The district believes the Actions and Services were effective in achieving our goal. Parents provided positive feedback regarding our communication strategies. The ELAC and EL parents were pleased with the orientation and new materials, and there was positive engagement with the ELAC. Many parents used our Family Resource Center to assist them with challenges as parents and in providing for the needs of their families. Collaboration between the district and community partners remains strong.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our material differences between Budgeted Expenditures and Estimated Actual Expenditures arise from spending either less or more than we had anticipated. For example, in action 4.1h., we did not need purchase materials or supplies. Therefore, we did not spend the budgeted \$500. Explanations for other cost variances are included in the budget detail for specific actions. For further information, please see the Estimated Actual explanations in the above section associated with each action. Any material differences we had this year do not affect our actions and services in future years.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are not making any changes to this goal, other than rewording the descriptions of students to be consistent across goals. We will be retaining all of these Actions and Services to better support and promote parents and family engagement for EL (English Learners), GATE, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students. We have added a new action, 4.1i., to provide early literacy training for parents and volunteers. We are hopeful this new action will promote further parent engagement in their students' education, and help increase our student achievement levels.

Stakeholder Engagement

LCAP
Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

During the 2016-17 school year, Arcata School parents regularly participated in providing feedback regarding school programs and processes; defining school programming needs; and evaluating school programming and processes through parent surveys, and participation in Advisory Committee meetings, PTO and the School Site Councils, which serve as our Parent Advisory Councils. Arcata School District teaching and administrative staff hold meetings weekly for communication, collaboration, training, evaluation and collaborative decision making regarding school site programs and processes and services to students and families. Staff, including representatives from administration and certified and classified employees, sit on committees such as the Safety, School Climate, and Technology committees. Staff are regularly engaged in the planning and review process for the school. Students K-8 were involved in surveys to inform school sites and district needs. Parent and Community stakeholders were also surveyed.

1. Specific to LCAP, stakeholders received information regarding the LCAP in newsletters and at meetings, on our website, and in electronic mailings and reminder flyers sent home with students. Meetings were held with stakeholder groups such as the Board, parents and community members. These meetings provided further information about the LCAP and LCFF, the process and purpose of the LCAP, a review of school data, and the opportunity to directly provide input on the goals.

2. Stakeholders were included in a timely manner to allow multiple opportunities for engagement in our LCAP process. Meetings were held from September through April, and public parent-community stakeholder LCAP meetings were held in November, December, January and February at varying times, such as at 9:00 am and at 4:00 or 6:30 pm, with childcare provided so as to accommodate people with different work schedules and needs. Meetings were held at both school sites. In addition, stakeholders were invited to submit written comments to the school through either the mail, email or by dropping them off at the front office at any time.

3. Stakeholders had access to district data such as attendance, the School Accountability Report Card (SARC); the Single Plan for Student Achievement (SPSA); SBAC and longitudinal STAR test data; the Williams's reports; suspension and expulsion data; information on professional development and information on the curricular offerings at each school site; information on programming for target populations; and information on ancillary schoolwide programs such as our After School Program.

4. Stakeholders will have opportunities to review the draft LCAP during the month of May through mid June, both online and with copies available at the district office. Stakeholders were invited to give feedback on the draft in person or in written format, electronic or otherwise. Stakeholder feedback resulted in changes to the LCAP. These are detailed in the column on the right, at the end of the section.

5. Specific actions taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062 and 52068 including engagement with representative parents of pupils identified in Education Code section 42238.01, by holding a special meeting for the District Parent Advisory Committee and by planning for the County Superintendent of Schools to review the plan and offer opportunities for public review. Representative parents of pupils identified in 42238.01 will receive invitations and encouragement to attend

meetings. Attendance records show that some parents representative of unduplicated pupils attended input meetings.

2017-18 Update

The following meetings/requests for input were utilized to facilitate the inclusion of all stakeholders in the LEA's update of the LCAP for 2017-18:

The following meetings/requests for input were utilized to facilitate the inclusion of stakeholders in the LEA's development of the LCAP for 2015/2016. Statistics related to student achievement, attendance and behavior were provided during stakeholder meetings, as were anecdotal and qualitative information from the site principals and staff. Budget information was presented at all stakeholder meetings and in Board meetings. In addition, two surveys were utilized: a Parent and Community survey, and a Student survey to capture stakeholder input.

Stakeholder Group:	Meeting date:
1. District Staff meeting	8/25/16
2. English Learner Parent Advisory Committee	9/18/16
3. Board of Trustees and and Public LCAP	10/10/16
4. Board of Trustees and and Public LCAP	11/14/16
5. LCAP Advisory Committee meeting	11/16/16
6. LCAP Parent/Community/Public Stakeholder meeting	11/17/16
7. LCAP Advisory Committee meeting	12/1/16
8. LCAP Parent/Community/Public Stakeholder meeting	12/6/16
9. Board of Trustees and Public LCAP	12/12/16
10. Board of Trustees and Public LCAP	1/9/17
11. LCAP Advisory Committee meeting	1/11/17
12. LCAP Parent/Community/Public Stakeholder meeting	1/18/17
13. Board of Trustees and Public LCAP	2/13/17
14. LCAP Parent/Community/Public Stakeholder meeting	2/16/17
15. LCAP Advisory Committee meeting	3/2/17
16. Board of Trustees and Public LCAP	3/13/17
17. LCAP Advisory Committee meeting	4/4/17
18. Board of Trustees and Public LCAP	4/10/17
19. LCAP Advisory Committee digital comment review	5/31/17-6/7/17
20. District Advisory Council	6/8/17
Student Survey data:	May 2017
Parent/Community Survey Data:	March 2017

Teacher Survey Data:

March 2017

Public Review Comment period

6/12/17 - 6/27/17

IMPACT ON LCAP AND ANNUAL UPDATE

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

Our school district has a history of well developed patterns of stakeholder engagement. Parents, staff and community members are comfortable and feel welcome offering input and putting forth evaluative statements regarding our programs and services. Parents and Stakeholders are invited and encouraged to engage in Public Comment and discussion at Board meetings. Parents, staff, and community members are invited to send LCAP input to a special email address, myLCAPinput@arcatasd.org, or directly to the superintendent at any time.

Stakeholders were well informed as to the LCAP process and purpose and the variety of ways they could participate. This led to a school community educated and informed and ready to engage. 13 LCAP Stakeholder meetings were held--some for parents and the public; some for specific parent groups; some for staff members. An additional 6 LCAP Advisory Committee meetings were held, and 1 District Advisory Council meeting. Parents participated in 13 out of the 13 stakeholder meetings, as well as in a Parent Survey. Parents also hold seats on the LCAP Advisory Committee.

Teaching staff members had 1 dedicated meeting, on paid employee time to participate at our initial staff development day, as well as a teacher survey, and representation on the LCAP Advisory Committee.

All staff members had a general assembly regarding LCAP content and process, on paid employee time.

Bargaining units, AETA and CSEA, had representatives on the LCAP Advisory Committee. In addition, Bargaining units were sent the draft LCAP by email for review and comment.

Stakeholders also have opportunities to send written feedback and input as well as respond to the draft LCAP and attend Public Hearings.

Stakeholders had repeated opportunities and a variety of ways they could participate in the LCAP process.

Ostensibly this has led to greater involvement and engagement and also higher expectations for the school in meeting the goals set forth by stakeholders. Staff want to maintain smaller class sizes, and really wanted a new staff position of Reading Intervention teacher, which the budget cannot support. Parents were consistent in asking for enrichment, both artistically and academically, and maintaining smaller class sizes and instructional aides as well as counseling and social-emotional curriculum. All of this input and more was incorporated into the LCAP for this three year planning cycle.

Stakeholders were able to help identify needs and put forth goals based on data, and either consider the data on their own or have a dialogue about the implications of the data with school personnel. Attendance is a concern, as data show we are at about 93%, which is a historically consistent rate for Arcata School District. Of greatest concern is the suspension rate, specifically for Students With Disabilities and Students of Two or More Races. An increase in Behavioral Support is planned to assist students with success in school and reduce the suspension rate.

The district LCAP will reflect the goals set forth by stakeholders in the district changes resulting from stakeholder feedback this includes:

#1: Student achievement will increase in the core instructional areas of reading, math and writing for all students, including EL, Socioeconomically Disadvantaged students, Homeless and Foster students, Students With Disabilities, and GATE students, as evidenced by an annual 2% increase on standardized assessment scores.

#2: All students, including EL, Socioeconomically Disadvantaged students, Homeless and Foster students, Students With Disabilities, and GATE students will have access to a safe, welcoming, positive learning environment that is inclusive and culturally responsive to all students.

#3: All students, including EL, Socioeconomically Disadvantaged students, Homeless and Foster students, Students With Disabilities, and GATE students will have access to a broad course of study that nurtures the whole child, including visual and performing arts, physical education and 21st Century Learning.

#4 The Arcata School District will promote parent and community engagement for parents of all students; EL, Socioeconomically Disadvantaged students, Homeless and Foster students, Students With Disabilities, and GATE students.

Top Actions and services requested include:

1. Retain small class sizes
2. Hire a 1.0 Counselor
3. Retain an orientation event for parents of EL students
4. Retain a 1.0 School Psychologist
5. Retain EL paraprofessionals
6. Maintain Classified Aide time
7. Hire a 1.0 Reading Intervention teacher

Parents representative of students identified by Ed Code section 42238.01 had a voice in the development of our LCAP and are likely to feel a greater connection to their student's education and the school community. Parents of Socioeconomically Disadvantaged students, EL students and Students With Disabilities provided input for family engagement, school climate improvements and smaller class sizes with instructional aide support.

2017-18 Update

The below numbering corresponds to input opportunities and events matched in the column to the left.

1. District Staff reviewed the LCAP for the 16-17 year and noted commitments. SBAC data examined. Opportunities for input were discussed. Staff expressed desire for a Reading Intervention teacher.
2. The EL Parent Advisory Committee examined data for achievement and school climate, and gave support for continuing the EL parent orientation packet, meeting, and table at Open House.
3. Student achievement data shared, current Goals revisited. Input gathered for Annual Update. Parents support smaller class sizes and express concerns regarding large sizes in some grades. Parents want a reading intervention teacher and counseling services. The Board would like to see more community collaboration, such as partnerships with HSU.
4. Current progress was discussed and the need for more behavioral services and PBIS training to address student needs. People would like to see reading intervention offered. The Board desires that staff choose a reading intervention program that can be computer adaptive as the budget cannot support additional personnel.
5. Student achievement data shared, current Goals revisited. The role of the LCAP Advisory Committee explained. Input gathered for Annual Update. LCAP Advisory Committee wants increased support for students, academically and behaviorally. The committee favors a Reading Intervention teacher and more field trips and hands-on experiences for students. Committee wants consistent language across goals, and acronyms defined in document. They would like to see after school tutoring retained in the coming years.

6. Student achievement data shared, current Goals revisited. Input gathered for Annual Update. Stakeholders want to see sustained services for SPED, mindfulness training for teachers, School Moves training for teachers, retain teachers to support smaller class sizes and aides for supervision and student assistance.

7. LCAP Advisory Committee reviewed Stakeholder input from 11/17 meeting. Planned survey time frames. Discussed need for cultural inclusion curriculum and events. Discussed need for an up to date library with books that reflect the lives of our students. Discussed how to encourage greater parent participation in stakeholder meetings.

8. Student achievement and behavior data shared, current Goals revisited. Input gathered for Annual Update. Parents favor increased counseling for students. Suggested parenting classes or groups be held through the Family Resource Center. Parents would like to see more organic food in the school nutrition program, including a farm to school initiative such that locally grown organic offered is served to the maximum capability possible. Parents also want more field trips for kids.

9. The Board still wants to see District Assessments--a goal this year, last year and the year before that, but not acted on. The Board also wants to see an affordable Reading Intervention option. Staff and parents all expressed a desire for reading intervention and concern that we do not have a system or personnel in place. Discussed holding a Board workshop so the Board can better understand the options.

10. The Board had a workshop on Reading Intervention and wants staff to choose a computer based option as we cannot add personnel this year, and probably next year, based on budget.

11. The LCAP Advisory Committee discussed the need for increased volunteers and training for volunteers, such as the Early Literacy Training. Reviewed Stakeholder input and survey questions. The Committee suggested edits for the survey.

12. Annual Update draft Goals displayed and update on Actions and Services implemented, with initial results. Opportunities for input. Stakeholders contributed ideas for actions or services for 17-18 such as smaller class sizes and retention of aides, increasing counseling or behavioral services; retention of Special Ed staff, increasing field trips and cultural curriculum.

13. The Board is still advocating for a Reading Intervention solution and assessments to support data-based instruction. The Board would like to see further training in CCSS curriculum for staff. The Board also wants to see continued focus on communication and outreach to parents and community.

14. Annual Update draft Goals displayed for input at Stakeholder meeting. Suggestions include increasing counseling, training in trauma-informed instruction for teachers and staff, behavior aides to support students with disabilities, retain smaller class sizes, and add reading intervention. Parents want to see music and arts retained. Parents want a high quality food program, with organically grown food.

15. Advisory Committee reviewed stakeholder input and examined budget. they want to find a way for the budget to support a reading intervention teacher. Budget information was given, and more will be forthcoming digitally such that it is clear what services and actions can be changed or cut to support Reading Intervention as an alternative, and what actions and services are funded by sources that must support currently prescribed services.

16. The Board expressed a desire to have reading intervention programming in place for 17-18, along with district assessments and increased community partnerships. The Board also supports zero-waste efforts, such as recycling and composting of cafeteria food, in order for students to learn about sustainable living.

17. Advisory Committee met to examine Stakeholder input from meetings and to come to agreement on recommending changes to actions and services for the 17-18 year based on budget availability. The committee examined the areas that could be changed to support a reading intervention teacher, and came to the conclusion that the actions and services available to pull from, such as classroom aides to supervise and support students, were not areas that the majority of stakeholders wanted to cut. The Committee could only capture about \$10,000 in funds by shifting actions and services for 17-18, which is not enough to support even a .25 teacher. The Committee suggested budgeting these monies for student engagement at each site, to increase attendance and reduce suspensions.

18. The Board suggested increasing student engagement to promote positive interactions at school and reducing suspensions, as well as promotion of our successes to the community to attract more students. Special events,

arts, community partnerships and field trips are supported, as well as increasing academic success through intervention, new curriculum and training. Sustainability education, and Spanish language instruction are also suggested.

19. The LCAP Advisory Committee examined the proposed draft and suggested XXXXX

20. The District Advisory Committee reviewed the draft and had no comments.

Teacher survey data shows teachers favoring actions and services such as: small class sizes, academic intervention, Library and technology services; Teachers favored training in mindfulness, behavior management strategies, trauma informed instruction, and differentiated instruction.

Review of Parent Engagement Policy and results:

We updated our Parent Engagement Policy and disseminated it widely to communicate to parents their role as collaborators and decision-makers in the school sites and district. We stressed the role of parents as decision-makers in the district and clearly communicated the various opportunities for parents. We encouraged attendance at our annual meetings and participation in the Parent Advisory Committee. We provide childcare and some light snacks for most parent meetings.

Survey data: Parent/Community surveys indicate that:

Stakeholders in general are very happy with the services and level of services at the district schools.

Parents have greatly increased their awareness of their role as decision makers in the district or for their child's education, with over 53% saying that they participated in decision-making in our district.

Parents want some curriculum for bullying or social skills

Parents would like to see more adult support for students

Parents want more counseling or behavior support for students

Parents want increased academic intervention or tutoring for their struggling students

Parents want healthier choices and more organic food in the cafeterias

The drop off and pick up routines at both sites are still seen as problematic regarding traffic flow and management of students, parents and vehicles.

Student surveys indicate that:

About 66% of students feel that the class work is at the right level for their abilities and needs.

School climate--respect and kindness among both students and adults could be improved, and 6% of students report concerns regarding bullying.

93% of students rated their classroom(s) as a positive learning environment "most" or "some" of the time

45% of students participate in Music (instruments and choir), and up to 64% participate in theater or dance. 27% of students participate in sports, up to 20% participate in clubs or academic competitions, and 55% participate in science fair.

73% of students say that they have the internet at home, and up to 63% of students have access to a internet-enabled device.

As a result of the stakeholder meetings and new input received from other sources, such as the Student, Parent and Community surveys, the following updates were made to the 2017-2018 LCAP:

Actions and Services suggested and supported from the above stakeholder improvement:

1. Retain small class sizes
2. Retain the .5 Counselor
3. Retain an orientation event for parents of EL students
4. Retain a 1.0 School Psychologist
5. Retain EL paraprofessionals
6. Maintain Classified Aide time
7. Retain translation and interpretation services to support ELL families and students
8. Maintain the Family Resource Center to support parent and family engagement for Homeless and Foster students, Students With Disabilities, EL students and Socioeconomically Disadvantaged students.
9. Retain field trips and cultural events
10. Follow through with assessments and reading intervention services or programs
11. Retain SPED staff
12. Retain music, dance and arts

The main changes to our LCAP include the elimination of some professional development opportunities as they are no longer necessary, and the inclusion of:

13. Increase sustainability and sustainability education

14. Provide anti-bullying and social skills curriculum

15. Provide sites with funds for discretionary student engagement events and attendance improvement