

## § 15497. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

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### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

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

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

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

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

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

### **State Priorities**

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

#### A. Conditions of Learning:

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

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

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

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

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

#### B. Pupil Outcomes:

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

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

C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

**Section 1: Stakeholder Engagement**

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

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Board, Administration, Certificated, Classified Staff and parent group provided input in the LCAP. The district also used the following resources: Surveys from parents, students and staff. The District also held a districtwide public meeting on March 27<sup>th</sup>, 2014 at 6:00pm. The Board of Trustees approved the LCAP on June 23<sup>rd</sup>, 2014.</p>	<p>School Strengths, Weaknesses, Goals, Priorities were discussed. Input received from parent group, Certificated, Classified staff, Board, Administration and surveys from parents, students and staff formed goals and priorities are reflected in the LCAP.</p>

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup*

*of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

<b>Identified Need and Metric</b> (What needs have been identified and what metrics are used to measure progress?)	<b>Goals</b>			<b>Annual Update: Analysis of Progress</b>	<b>What will be different/improved for students? (based on identified metric)</b>			<b>Related State and Local Priorities</b> (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	<b>Description of Goal</b>	<b>Applicable Pupil Subgroups</b> (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	<b>School(s) Affected</b> (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		<b>LCAP YEAR</b> Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
20% of families are actively involved in school activities based upon surveys, parent club, and other school events.	By 2017 50% of district families will be actively involved in school events as measured by surveys parent club logs and attendance at other school events.	K-8 Families	All	Surveys, Parent meeting, and events.	30% of Families will be actively involved in school events.	40% of Families will be actively involved in school events.	50% of Families will be actively involved in school events.	#3, #4, #5, #6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
20% of students based on a school wide survey participate in a visual and performing arts program.	By 2017 100% of student population will choose to participate in visual and performing arts.	K-8 Students	All	Monthly showcase of student's art. Annual talent show Surveys Admin Observation	33.3% of Students will participate in visual and performing arts.	66.6 % of Students will participate in visual and performing arts.	100% of Students will participate in visual and performing arts.	#8, #3, #6, #5, #7



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
50% of 4 <sup>th</sup> grade EL students are reading, writing, speaking and listening proficiently in English by the end of 4 <sup>th</sup> grade based upon CELDT and ADEPT scores.	By 2017 80% of the district's 4 <sup>th</sup> grade EL students in attendance 3 years or more will read, write, speak and listen in English proficiently as measured by CELDT AND ADEPT	K-4 <sup>th</sup> English learners	All	Review of CELDT and ADEPT scores.	60% EL Language proficiency rates by the end of 4 <sup>th</sup> grade.	70% EL Language proficiency rates by the end of 4 <sup>th</sup> grade.	80% EL Language proficiency rates by the end of 4 <sup>th</sup> grade.	#2, #4, #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
50% of 8 <sup>th</sup> grade EL students are reading, writing, speaking and listening proficiently in English by the end of 8 <sup>th</sup> grade based upon CELDT and ADEPT scores.	By 2017 80% of the districts 8 <sup>th</sup> grade EL students in attendance 3 years or more will read, write, speak and listen in English proficiently as measured by CELDT AND ADEPT	5th-8 <sup>th</sup> English Learners	All	Review of CELDT and ADEPT scores.	60% EL Language proficiency rates by the end of 8 <sup>th</sup> grade.	70% EL Language proficiency rates by the end of 8 <sup>th</sup> grade.	80% EL Language proficiency rates by the end of 8 <sup>th</sup> grade.	#2, #4, #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
2013 CST data for Mathematics shows 58% of students at or above proficiency.	By 2017 90% of the district's students will score at or above proficiency in math. As measured by the SBAC and benchmark testing	K-8	All	SBAC Benchmarks Admin Observation	70% of Students will be proficient or above	80% of Students will be proficient or above	90% of Students will be proficient or above	#2, #4, #5, #7, #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
Currently the CCSS are minimally implemented	By 2017 the CCSS will be FULLY implemented as measured by the APS and Admin. Observation.	ALL	ALL	The APS and Admin. Observation	PARTIAL implementation	SUBSTANTIAL implementation	FULL implementation	#1 #3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
2013 CST data in the area of English Language Arts notes 58% of the districts students are at or above proficiency.	By 2017 90% of the district's students will score at or above proficiency in Language Arts. As measured by the SBAC and benchmark testing	K-8	All	SBAC Admin Observation Benchmarks	70% of Students will be proficient or above	80% of Students will be proficient or above	90% of Students will be proficient or above	#2, #4, #5, #7, #8

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
By 2017 50% of district families will be actively involved in school events as measured by surveys parent club logs and attendance at other school events.	#3, #4,#5, #6	Update Forms Update Data System Newsletters Phone Tree	LEA- wide	Surveys, Parent meeting, and events.	Additional Print cost for promotion of activities, meetings, etc. Additional print cost to update forms.  \$1,000 Supplies  Supplemental Funds	Additional Print cost for promotion of activities, meetings, etc. Additional print cost to update forms. Add additional work station in office for community use. \$2,000 Supplies & Technology  Supplemental Funds	Additional Print cost for promotion of activities, meetings, etc. Additional print cost to update forms. Purchase phone tree software and implement phone tree announcements. Staff training. \$5,000 Salary and Supplies Supplemental Funds





Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
By 2017 100% of student population will choose to participate in visual and performing arts.	#3, #5, #6, #7 #8	Art Coach Student Displays Community Art Show Elective Course After School Program	LEA - wide	Surveys and parent feedback	Additional Art supplies. Promotion of Art Show and awards.  \$1,000 Supplies  Supplemental & Concentration Funds	Elective Course work, supplies and awards for shows.  \$2,000 Supplies  Supplemental & Concentration Funds	After School Program. Staffing, Supplies and transportation  \$30,000 Salary, supplies and transportation  Supplemental & Concentration Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
By 2017 80% of the district's 4 <sup>th</sup> grade EL students in attendance 3 years or more will read, write, speak and listen in English proficiently as measured by CELDT AND ADEPT	#2, #4, #8	Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor	LEA - wide	Review of CELDT and ADEPT scores	Add training for staff. Provide, curriculum  \$15,000 Supplies and training.  Supplemental & Concentration Funds	Training, curriculum, additional staff  \$20,000 Salary, supplies and training  Supplemental & Concentration Funds	After school help, training, staffing, supplies.  \$30,000 Salary, supplies, training.  Supplemental & Concentration Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
By 2017 80% of the districts 8 <sup>th</sup> grade EL students in attendance 3 years or more will read, write, speak and listen in English proficiently as measured by CELDT AND ADEPT	#2, #4, #8	Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monit or	LEA - wide	Review of CELDT and ADEPT scores	Add training for staff. Provide, curriculum  \$15,000 Supplies and training.  Supplemental & Concentration Funds	Training, curriculum, additional staff  \$20,000 Salary, supplies and training  Supplemental & Concentration Funds	After school help, training, staffing, supplies.  \$30,000 Salary, supplies, training.  Supplemental & Concentration Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
By 2017 90% of the district's students will score at or above proficiency in Math. As measured by the SBAC and benchmark testing.	#2, #4, #5, #7, #8	Benchmarks Purchase General Curriculum Specialized Curriculum Provide Professional Development Collaborative Meetings After School Program Implementation/ Monitoring	LEA - wide	Review District test scores	Add training for staff. Provide, curriculum  \$15,000 Supplies and training.  Supplemental & Concentration Funds	Training, curriculum, additional staff  \$20,000 Salary, supplies and training  Supplemental & Concentration Funds	After school help, training, staffing, supplies.  \$30,000 Salary, supplies, training.  Supplemental & Concentration Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
By 2017 the CCSS will be FULLY implemented as measured by the APS and Admin. Observation	#1	Purchase new curriculum. Professional development training for personnel. Outside consultation. Teacher evaluations.	LEA	SBAC Admin Observation Professional Development Logs.	Add training for staff. Provide, curriculum  \$15,000 Supplies and training.  Supplemental & Concentration Funds	Training, curriculum, Outside consultation.  \$20,000 Salary, supplies and training  Supplemental & Concentration Funds	Training, curriculum, Outside consultation.  \$30,000 Salary, supplies, training.  Supplemental & Concentration Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
By 2017 90% of the district's students will score at or above proficiency in Language Arts. As measured by the SBAC and benchmark testing.	#2, #4, #5, #7, #8	Design, organize and implement an after school program. Build Infrastructure, Hire Personnel, Resources/, Materials, Curriculum. Parents Surveys. Transportation.	LEA	SBAC Benchmarks Admin Observation	Add training for staff. Provide, curriculum  \$11,143 Supplies and training.  Supplemental & Concentration Funds	Training, curriculum, additional staff  \$25,843 Salary, supplies and training  Supplemental & Concentration Funds	After school help, training, staffing, supplies.  \$41,752 Salary, supplies, training.  Supplemental & Concentration Funds

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
All goals and actions for General Shafter ESD include low income pupils.	All goals and actions for General Shafter ESD include low income pupils.	For low income pupils:	All goals and actions for General Shafter ESD include low income pupils.	All goals and actions for General Shafter ESD include low income pupils.	All goals and actions for General Shafter ESD include low income pupils.	All goals and actions for General Shafter ESD include low income pupils.	All goals and actions for General Shafter ESD include low income pupils.



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
All goals and actions for General Shafter ESD include English learners and will include Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/ Monitor	All goals and actions for General Shafter ESD include English learners and will include Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/ Monitor	All goals and actions for General Shafter ESD include English learners/redsdesignated English learners and will include Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/ Monitor	All goals and actions for General Shafter ESD include English learners and will include Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/ Monitor	All goals and actions for General Shafter ESD include English learners and will include Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/ Monitor	All goals and actions for General Shafter ESD include English learners and will include Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/ Monitor	All goals and actions for General Shafter ESD include English learners and will include Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/ Monitor	All goals and actions for General Shafter ESD include English learners and will include Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/ Monitor

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					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
All goals and actions for General Shafter ESD include foster youth.	All goals and actions for General Shafter ESD include foster youth	For foster youth:	All goals and actions for General Shafter ESD include foster youth	All goals and actions for General Shafter ESD include foster youth	All goals and actions for General Shafter ESD include foster youth	All goals and actions for General Shafter ESD include foster youth	All goals and actions for General Shafter ESD include foster youth

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
All goals and actions for General Shafter ESD include redesignated fluent English proficient pupils. and will include Conduct needs assessment Provide implementation in classroom. Implement/ Monitor Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom.	All goals and actions for General Shafter ESD include redesignated fluent English proficient pupils. and will include Conduct needs assessment Provide implementation in classroom. Implement/ Monitor Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom.	All goals and actions for General Shafter ESD include redesignated fluent English proficient pupils. and will include Conduct needs assessment Provide implementation in classroom. Implement/ Monitor Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom.	All goals and actions for General Shafter ESD include redesignated fluent English proficient pupils. and will include Conduct needs assessment Provide implementation in classroom. Implement/ Monitor Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom.	All goals and actions for General Shafter ESD include redesignated fluent English proficient pupils. and will include Conduct needs assessment Provide implementation in classroom. Implement/ Monitor Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom.	All goals and actions for General Shafter ESD include redesignated fluent English proficient pupils. and will include Conduct needs assessment Provide implementation in classroom. Implement/ Monitor Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom.	All goals and actions for General Shafter ESD include redesignated fluent English proficient pupils. and will include Conduct needs assessment Provide implementation in classroom. Implement/ Monitor Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom.	All goals and actions for General Shafter ESD include redesignated fluent English proficient pupils. and will include Conduct needs assessment Provide implementation in classroom. Implement/ Monitor Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom.

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

General Shafter School District has projected the following revenue amounts: 2014-15 = \$118,133, 2015-16 = \$185,752, 2016-17 = 215,844. General Shafter will use these funds to improve and increase expenditures by upgrading our curriculum, purchasing resources, hiring personnel, providing extra help and extracurricular activities. Based upon surveys and community and staff meetings, we feel our funds are best served by providing increased outreach to our parents and community, teacher training and new curriculum along with the implementation of an after school program. The families of the General Shafter school district will be impacted in a positive way by the increased quality of education they will receive. 80.28% of the General Shafter School District's students are identified as either Low Income, English Learners, or Foster Youth, and as these pupils are enrolled proportionally in our one-school school district, the district determined that the most effective use of its LCFF Supplemental and Concentration Grant Funds would be to enhance and prioritize services district-wide to these students in our single school.

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

**The following services provided include English Learners and Redesignated English Learners.**

**IMPROVED SERVICES FOR UNDUPLICATED STUDENTS** =New textbook and supplementary materials, Software for parent's involvement, Software for student achievement, professional development , art supplies, testing materials, awards, quality of instruction.

**INCREASED SERVICES FOR UNDUPLICATED STUDENTS** = After School program, Parent Resources, Additional Personnel, elective programs, community resource center, computers, community outreach, transportation, Common Core training, tutoring.

General Shafter Minimum Proportionality Percentage (MPP) is 13.06% for 2014-15.

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