

# LOCAL CONTROL ACCOUNTABILITY PLAN

**Name of Local Educational Agency (LEA):** Semitropic School District

**County/District Code:** 1563768

**Dates of Plan Duration:** 2014-2017

**Date of Local Governing Board Approval:** June 17, 2014

**District Superintendent:** Dr. Valerie Park, Ed.D., Superintendent

**LEA LCAP Representative:** Dr. Valerie Park, Ed.D., Superintendent

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**Date of Submission to The Kern County Superintendent of Schools:** June 18, 2014 \_\_\_\_\_

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

**Introduction:**

**LEA: Semitropic School District      Contact (Name, Title, Email, Phone Number): Pat Alexander, Interim Supt., [patalexander@semitropicschool.com](mailto:patalexander@semitropicschool.com), 661-758-2436**  
**LCAP Year: 2014-15**

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

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

*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.

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### **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 (j), 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 (j), 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)*

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### **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?

## Section 1: Stakeholder Engagement

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>The Semitropic School District has involved stakeholders in the development of this LCAP through the following process:</p> <ol style="list-style-type: none"> <li>1. November 14, 2013: The Semitropic Board of Trustees, at a regular board meeting, discussed the LCAP process with district administrators and approved attendance at the KCSOS LCAP training for administrative and support staff.</li> <li>2. November – December, 2013: The Semitropic leadership team reviewed LCAP and LCFF guidelines and state priorities.</li> <li>3. February 26, 2014: District administrator and leadership team held a meeting with all parents to receive input on the development of the LCAP. Parents formed small focus groups and wrote down ideas for the improvement of the school. The LCFF funding was explained utilizing the video as provided by the WestEd.</li> </ol>	<p>The information provided by parents and teachers through face-to-face meetings, surveys, and hearings are reflected in the goals and actions of the LCAP. The suggestions and concerns that are not included in the LCAP are identified in items 3 – 5 below and were addressed in the Superintendent's written response</p> <ol style="list-style-type: none"> <li>1. This action gave the district an opportunity for staff members to get started on the process of development of the LCAP with a clear understanding of the legal requirements and the ongoing support they could expect from the county office.</li> <li>2. The staff members responsible for the development of the LCAP were able to work together to lay out a timeline for development of the LCAP, identify the stakeholder groups, and plan multiple opportunities for input.</li> <li>3. The parent meetings and surveys provided the following information and, as indicated, addressed in the LCAP: <ul style="list-style-type: none"> <li>• Additional tutoring for students outside the school day as was previously provided by the School Improvement Grant (SIG). (Not addressed in the LCAP, but will be addressed in the future as funds are available.)</li> <li>• More opportunities for parents to be involved and improved communication about their child's progress and activities at the school. (Section 3A and 3B/Goal #3)</li> <li>• More rigorous educational program – higher goals for student achievement. (Section 3A and 3B/Goal #1 and #2)</li> <li>• More opportunities for training and guidance in helping students at home, especially around the CCSS. (Section 3A and 3B/Goal #3)</li> <li>• More activities regarding college and career paths. (Not addressed in the LCAP but will be addressed in the future.</li> <li>• The facility needs lots of repairs and improved fencing is needed to address student safety. (Section 3A and 3B/Goal #6)</li> </ul> </li> </ol>

<p>4. April 10, 2014: The LCAP was presented to the Booster Club (parents) for their review and input.</p>	<p>4. The results of the Booster Club meeting review of the LCAP are included in #3 above.</p>
<p>5. March 2014 : Parent, student and staff LCAP surveys were completed.</p>	<p>5. The results of the parent surveys are included in #3 above. The student and staff surveys provided additional information that is addressed in the LCAP:</p> <ul style="list-style-type: none"> <li>• Instructional materials are out of date and not in alignment with the CCSS.(Section 3A and 3B/Goal #1 and #2)</li> <li>• Need to improve parent engagement in student achievement and school activities. (Section 3A and 3B/Goal #3)</li> <li>• Students asked for more activities and sports during PE classes. (Section 3A and 3B/ Goal #4)</li> </ul>
<p>6. The Superintendent's written response was delayed. However a written and oral response was provided at the LCAP Public Hearing and will be delivered to the DAC and DELAC members by mail.</p>	<p>6. The superintendent left the district in mid March. The interim superintendent completed the LCAP development, public hearing, and adoption process. The completion of some tasks was delayed.</p>
<p>7. May 8, 2014: A draft of the district's LCAP was presented to the board at their regularly scheduled meeting for review and additional input.</p>	<p>7. The board was in support of the draft of the district's LCAP and agreed that it adequately represented the information gathered from the stakeholders.</p>
<p>8. June 12, 2014: A Public Hearing was held at a regular board meeting. All comments and suggestions were recorded.</p>	<p>8. The results of the public hearing were recorded, but no new information came from the hearing. The LCAP draft that was presented at the hearing had already addressed the issues that came from the hearing.</p>
<p>9. June 17, 2014: A special board meeting was held and the board of trustees approved the Semitropic LCAP and district budget for 2014-15.</p>	<p>9. The LCAP for Semitropic School District was approved by the board of trustees and received a unanimous vote.</p>
<p>The information that was shared with the stakeholders is as follows:</p> <ul style="list-style-type: none"> <li>• The changes in California's school funding structure, Local Control Funding Formula (LCFF) and the corresponding Local Control Accountability Plan (LCAP).</li> <li>• Update on the Common Core Standards and new assessments.</li> <li>• The need and opportunity for all stakeholders to participate in providing the school/district with information that will guide the development of the plan and the allocation of funding to support the plan.</li> <li>• The schedule of opportunities to participate in providing input including surveys and the public hearing.</li> <li>• Information on the process that is used to aggregate all input and how it will be used to develop the plan and funding allocations.</li> <li>• When and how they will receive the superintendent's written response to the information they provided.</li> </ul>	

## **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? 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?

## Section 2: Goals and Progress Indicators

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities <small>(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.)</small>
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in ECSS2052) or indicate "all" for all pupils.)	School(s) Affected		LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
1. The current level of Common Core State Standards (CCSS) implementation is a range of partial to minimal as measured by the Academic Program Survey (APS) and classroom observation data.	1. The CCSS will be fully implemented at all grade levels, in math and English language arts for all students by June, 2017, as measured by the APS criteria and observation data.	All	All	Classroom observations and the use of locally developed observation tools, as well as the annual completion of applicable parts of the APS.	1. The CCSS will be partially implemented in all classrooms in both math and ELA, as measured by the APS criteria.	1. The CCSS will be substantially implemented in all classrooms in both math and ELA	1. The CCSS will be fully implemented in all classrooms in both math and ELA	Priority 2 Priority 4 Priority 7 Priority 8
2. Based upon 2013 AYP data, students, schoolwide are performing at 29.9% proficient in ELA and 35.5% proficient in mathematics. This data indicates that students are performing significantly below state proficiency targets.	2. Based upon state and local assessments, students will increase proficiency rates in ELA and mathematics by 10% each year from 2014 to 2017.	All	All	Review of state (when available) and local assessment data annually.	CCSS Benchmarks will be developed and administered; baseline data identified. Initial SBAC Assessments.	10% increase in proficiency rates in ELA and Math as compared to Semitropic benchmark and SBAC baseline data.	10% increase in proficiency rates in ELA and Math as compared to Semitropic benchmark and SBAC baseline data.	Priority 2 Priority 4
3. 60% of parents and families are actively involved in their child's education as measured by: <ul style="list-style-type: none"> <li>• Attendance (60%) at parent-teacher conferences twice each year.</li> <li>• Attendance (40%) at Parent Involvement Quality Education (PIQE) classes.</li> <li>• Booster Club meeting attendance and</li> </ul>	3. 90% of parents and families are actively engaged in their child's education as evidenced by attendance at parent-teacher conferences, attendance in PIQE classes, attendance at Booster Club meetings and sponsored activities.	Parents representing all students including English learners, Migrant students, and special needs students.	All	Teacher reports on parent conference attendance. Meeting minutes. Attendance at schoolwide activities. Response to request for input in making	70% of parents and families attend parent-teacher conference and two other activities each year.	80% of parents and families attend parent-teacher conference and two other activities each year.	90% of parents and families attend parent-teacher conference and two other activities each year.	Priority 3 Priority 4 Priority 5 Priority 6

participation in club sponsored activities.				decisions.				
4. 62% of 5 <sup>th</sup> and 46% of 7 <sup>th</sup> grade students are physically fit as demonstrated on the state physical fitness test.	4a. 80% of 5 <sup>th</sup> and 7 <sup>th</sup> grade students will be physically fit, as measured by the state physical fitness test.	ALL	ALL	1. State physical fitness test results.	1A. For 2014-2015, 67% of 5 <sup>th</sup> graders and 56% of 7 <sup>th</sup> graders will be proficient on the physical fitness test.	1. A. For 2015-2016, 73% of 5 <sup>th</sup> graders and 68% of 7 <sup>th</sup> graders will be proficient on the physical fitness test.	1A For 2016-2017, 80% of 5 <sup>th</sup> graders and 80% of 7 <sup>th</sup> graders will score proficient on the physical fitness test. 2. 50% of students at each grade level will achieve goals. (1 <sup>st</sup> year of implementation. Will increase performance in year 4.)	Priority 4 Priority 5 Priority 7 Priority 8
5. School attendance averages 95% quarterly.	5. Attendance rates will increase to an average of 98% quarterly.	ALL	ALL	Weekly and monthly attendance reports.	1. School attendance will average 96% quarterly.	1. School attendance will average 97% quarterly.	1. School attendance will average 98% quarterly.	Priority 3, 4, 5, 6
6. Classroom facilities are maintained in good repair, as indicated in the William's FIT Report, but the cafeteria/multipurpose room is in need of modernization. In addition, new fencing of the site and playground equipment and hard surface repair is needed to ensure a safe environment for students and staff.	6. The district will maintain classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.	All	All	3. Quarterly	1. Maintain classroom facilities in good repair. 2. Complete the security fencing project. 3. Evaluate condition of ceiling tiles, lighting, and air conditioning in the cafeteria/multi-purpose room.	1. Start the playground equipment and hard surface repairs.	1. Complete the playground equipment and hard surface repairs.	Priority 1 Priority 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?

## Section 3: Actions, Services, and Expenditures

**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.

**Table 3A**

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. The CCSS will be fully implemented at all grade levels, in math and English language arts for all students by June, 2017, as measured by the APS criteria and observation data.	Priorities 2, 4, 7, 8	1. The district will incrementally purchase and implement CCSS ELA and math curriculum.  2. The district will create formative assessments in ELA and math that are aligned to the CCSS.  3. Teachers will be provided PD in ELA and math CCSS  4. Classrooms will be monitored for CCSS instruction	LEA-WIDE		1. K-8 math curriculum \$27,000 State Common Core Funding carryover  2. Teacher collaboration time \$8,000 Title II & REAP  3. PD in K-8 math & ELA CCSS \$4,000 Title II & REAP  4. Classroom monitoring tool that will measure implementation of the CCSS. \$2000 (One time cost) LCFF	1. K-3 ELA and ELD curriculum \$20,000 LCFF  2. Teacher collaboration time \$8,000 Title II & REAP  3. PD in K-8 math & ELA CCSS \$4,000 Title II & REAP  4. Classroom monitoring tool updates/revisions \$ - no cost	1. 4-8 ELA and ELD curriculum \$20,000 LCFF  2. Teacher collaboration time \$5,000 Title II & REAP  3. PD in K-8 math & ELA CCSS \$4,000 Title II & REAP  4. Classroom monitoring tool updates/revisions \$ - no cost

<p>2. Based upon state and local assessments, students will increase proficiency rates in ELA and mathematics by 10% each year from 2014 to 2017.</p>	<p>Priorities 2, 4</p>	<p>1. The district will administer the formative assessment in ELA and math.  2. The district will develop a structure for teacher collaboration that can be used to regularly analyze student achievement and continually improve instructional effectiveness.  (Goal 1, Action 2)</p>	<p>LEA-WIDE</p>		<p>1. Local assessments will be administered quarterly \$ - no additional cost  2. Teacher collaboration time \$ - no additional cost Title II &amp; REAP</p>	<p>1. Local assessments will be administered quarterly \$ - no additional cost  2. Teacher collaboration time \$ - no additional cost Title II &amp; REAP</p>	<p>1. Local assessments will be administered quarterly \$ - no additional cost  2. Teacher collaboration time \$ - no additional cost Title II &amp; REAP</p>
<p>3. 90% of parents and families are actively engaged in their child's education as evidenced by attendance at parent-teacher conferences, attendance in PIQE classes, attendance at Booster Club meetings and sponsored activities, and communication or interaction with their students' teacher.</p>	<p>Priorities 3, 4, 5, 6, 8</p>	<p>1. The district will provide an alternative meeting place for parent meetings and educational opportunities to reduce time and travel for parents and families.  2. The district will provide childcare for parents and families participating in meetings and educational opportunities.  3. The district will work with existing parent committees (ELAC/DLAC, SSC, MEP, Booster Club) to increase the number of learning opportunities for parents and increase the number of parents involved in decision making roles.  4. The district will improve school to home communication through the expansion of the district website and by providing parent access to student information through the use of passwords.</p>	<p>LEA-WIDE</p>		<p>1. Meeting facilities in Wasco. \$2000 - LCFF \$1000 - MEP (Region V reimbursement)  2. Adults to provide childcare \$400.00 - LCFF \$200.00 - MEP (Region V reimbursement)</p>	<p>1. Meeting facilities in Wasco. \$2000 - LCFF \$1000 - MEP (Region V reimbursement)  2. Adults to provide childcare \$400.00 - LCFF \$200.00 - MEP (Region V reimbursement)</p>	<p>1. Meeting facilities in Wasco. \$2000 - LCFF \$1000 - MEP (Region V reimbursement)  2. Adults to provide childcare \$400.00 - LCFF \$200.00 - MEP (Region V reimbursement)</p>
					<p>4. Partial implementation. The district's 3 Year Technology Plan includes expansion of the use of the website including parent access. \$10,000E-rate and REAP</p>	<p>4. Partial implementation. The district's 3 Year Technology Plan includes expansion of the use of the website including parent access. \$10,000E-rate and REAP</p>	<p>4. Full implementation. The district's 3 Year Technology Plan includes expansion of the use of the website including parent access. \$10,000E-rate and REAP</p>

<p>4a. 80% of 5<sup>th</sup> and 7<sup>th</sup> grade students will be physically fit, as measured by the state physical fitness test.</p> <p>4b. 80% of all students will meet grade level goals as described in the district PE curriculum.</p>	<p>Priorities 4, 5, 7, 8</p>	<p>1. The district will continue to administer the state physical fitness test and develop a written curriculum for physical education for grades K-8 in 2015-16.</p>	<p>LEA-WIDE</p>	<p>1. Physical Fitness Test. \$ - no additional cost</p>	<p>1. Physical Fitness test. \$ - no additional cost</p> <p>2. Teacher release time. \$2200 Title II</p> <p>3. PE Consultant \$500 LCFF</p>	<p>1. Physical Fitness test. \$ - no additional cost</p> <p>2. Implementation of PE curriculum (supplies and equipment) \$ 5,000 Booster Club</p> <p>3. PE Consultant \$500 LCFF</p>
<p>5. Attendance rates will increase to an average of 98% quarterly.</p>	<p>Priorities 3, 4, 5, 6</p>	<p>1. Teachers will include a report regarding attendance during regularly scheduled parent-teacher conferences.</p> <p>2. Principal/Superintendent will follow-up on with any students and their families when there is chronic absenteeism.</p> <p>3. The Delano Police Dept. serves the district and will continue to assist with parents who do not follow through on school contacts.</p>	<p>LEA-WIDE</p>	<p>1. Attendance incentives \$500 – Donated</p> <p>2. Increased engagement through improved classroom instruction and school leadership. \$ No additional cost</p> <p>3. No additional cost.</p>	<p>Attendance Incentives \$500 – Donated</p> <p>2. Increased engagement through improved classroom instruction and school leadership. \$ No additional cost</p> <p>3. No additional cost.</p>	<p>Attendance Incentives \$500 – Donated</p> <p>2. Increased engagement through improved classroom instruction and school leadership. \$ No additional cost</p> <p>3. No additional cost.</p>
<p>6. The district will maintain classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.</p>	<p>Priorities 1, 8</p>	<p>The district will address the projects that most directly affect student and staff safety and develop an ongoing process for prioritizing and funding future projects.</p>	<p>LEA-WIDE</p>	<p>1. Complete the security-fencing project. \$38,000 State facilities funding and grants.</p> <p>2. Energy project for cafeteria. \$35,000 Prop 39 funding</p>	<p>1. Playground equipment and hard surface repair. \$50,000 State facilities funding and grants</p>	<p>1. Playground equipment and hard surface repair. \$50,000 State facilities funding and grants</p>

## Section 3: Actions, Services, and Expenditures

A. 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.

**Table 3B**

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. The CCSS will be fully implemented at all grade levels, in math and English language arts for all students by June, 2017, as measured by the APS criteria and observation data.	Priorities 2, 4, 7, 8	For low income pupils:  The district will support low income students, which comprise 91% of Semitropic students, with all actions and services in Section 3A in addition to:  1. The district will hire one additional teacher in year 2 and 3 to reduce class size that will directly affect this group of students.	LEA-WIDE		1. The district has been deficit spending for six years and has made substantial cuts to the 2013-14 budget. The district will use additional funding provided by LCFP to prevent any further cuts to staff and programs for the 2014-15 fiscal year.	1. The district will reduce class-size by adding an additional teacher. \$60,000 LCFP	1. The district will continue to reduce class size by adding an additional teacher if needed. \$60,000 LCFP
2. Based upon state and local assessments, students will increase proficiency rates in ELA and mathematics by 10% each year from 2014 to 2017.	Priorities 2, 4						
3. 90% of parents and families are actively engaged in their child's education as	Priorities 3, 4, 5, 6, 8						

<p>evidenced by attendance at parent-teacher conferences, attendance in PIQE classes, attendance at Booster Club meetings and sponsored activities, and communication or interaction with their students teacher.</p> <p>4. 80% of 5<sup>th</sup> and 7<sup>th</sup> grade students will be physically fit, as measured by the state physical fitness test.</p> <p>5. Attendance rates will increase to an average of 98% quarterly.</p> <p>6. The district will maintain classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.</p>	<p>Priorities 4, 5, 7, 8</p> <p>Priorities 3, 4, 5, 6</p> <p>Priorities 1, 8</p>	<p><b>For English learners:</b></p> <p>The district will support English learners, which comprise 68% of Semitropic students, with all actions and services in Section 3A in addition to:</p> <p>1. The district will hire one additional teacher in year 2 and 3 (if needed) to reduce class size, which will directly</p>	<p>LEA-WIDE</p>	<p>1. The district has been deficit spending for six years and has made substantial cuts to the 2013-14 budget. The district will use additional funding provided by LCFP to prevent any further cuts to staff</p>	<p>1. The district will reduce class-size by adding an additional teacher.</p>	<p>1. The district will continue to reduce class size by adding an additional teacher.</p>
<p>1. The CCSS will be fully implemented at all grade levels, in math and English language arts for all students by June, 2017, as measured by the APS criteria and observation</p>	<p>Priorities 2, 4, 7, 8</p>	<p><b>For English learners:</b></p> <p>The district will support English learners, which comprise 68% of Semitropic students, with all actions and services in Section 3A in addition to:</p> <p>1. The district will hire one additional teacher in year 2 and 3 (if needed) to reduce class size, which will directly</p>	<p>LEA-WIDE</p>	<p>1. The district has been deficit spending for six years and has made substantial cuts to the 2013-14 budget. The district will use additional funding provided by LCFP to prevent any further cuts to staff</p>	<p>1. The district will reduce class-size by adding an additional teacher.</p>	<p>1. The district will continue to reduce class size by adding an additional teacher.</p>

<p>data.</p> <p>2. Based upon state and local assessments, students will increase proficiency rates in ELA and mathematics by 10% each year from 2014 to 2017.</p> <p>3. 90% of parents and families are actively engaged in their child's education as evidenced by attendance at parent-teacher conferences, attendance in PIQE classes, attendance at Booster Club meetings and sponsored activities, and communication or interaction with their students teacher.</p> <p>4. 80% of 5<sup>th</sup> and 7<sup>th</sup> grade students will be physically fit, as measured by the state physical fitness test.</p> <p>5. Attendance rates will increase to an average of 98% quarterly.</p> <p>6. The district will maintain classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to</p>	<p>Priorities 2, 4</p> <p>Priorities 3, 4, 5, 6, 8</p> <p>Priorities 4, 5, 7, 8</p> <p>Priorities 3, 4, 5, 6</p> <p>Priorities 1, 8</p>	<p>affect this group of students.</p> <p>2. The district will continue to ensure that all teachers are highly qualified and have their CLAD certification.</p> <p>3. CELDT testing is conducted as required. Results are regularly reviewed and redesignation of students is done as required.</p> <p>4. The students currently have the ELD materials they need.</p> <p>5. 20% of the English learners are supported by Migrant Education in afterschool and summer programs.</p> <p>6. Parent Initiative for Quality Education (PIQE) is offered to parents and the district currently supports 2 cohorts.</p> <p>7. Teachers will continue to incorporate strategies for English learners that they learned during professional development provided in 2012-13 and 2013-14 into their daily instruction. Items in the classroom observation tools used by administrators include these strategies.</p>			<p>and programs for the 2014-15 fiscal year.</p> <p>2. The district will maintain all actions and services currently in place. \$ - no additional cost</p>	<p>2. The district will maintain all actions and services currently in place. \$ - no additional cost</p>	<p>2. The district will maintain all actions and services currently in place. \$ - no additional cost</p>
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<p>prioritize modernization and site repair work to ensure a safe environment for students and staff.</p>			LEA-WIDE				
<p>1. The CCSS will be fully implemented at all grade levels, in math and English language arts for all students by June, 2017, as measured by the APS criteria and observation data.</p> <p>2. Based upon state and local assessments, students will increase proficiency rates in ELA and mathematics by 10% each year from 2014 to 2017.</p> <p>3. 90% of parents and families are actively engaged in their child's education as evidenced by attendance at parent-teacher conferences, attendance in PIQE classes, attendance at Booster Club meetings and sponsored activities, and communication or interaction with their students teacher.</p>	<p>Priorities 2, 4, 7, 8</p>	<p><b>For Foster youth:</b></p> <p>The district will support foster youth with all actions and services in Section 3A in addition to:</p> <ol style="list-style-type: none"> <li>1. Currently, there are no foster youth enrolled in the district. When they do enroll, the district works to accommodate any special needs, such as transportation, school materials, meals, and health support.</li> <li>2. The Kern County Superintendent of Schools provides guidance on ensuring the appropriate support for these students.</li> <li>3. The Board of Trustees will update their policy on foster youth at the beginning of the 2014-15 school year to ensure it is in alignment with current law and requirements and address scope of services available to these students.</li> </ol>			<p>1. The district has been deficit spending for six years and has made substantial cuts to the 2013-14 budget. The district will use additional funding provided by LCPF to prevent any further cuts to staff and programs for the 2014-15 fiscal year.</p> <p>2. The district will maintain all actions and services currently in place. \$ - no additional cost</p>	<p>1. The district will reduce class-size by adding an additional teacher.</p> <p>2. The district will maintain all actions and services currently in place. \$ - no additional cost</p>	<p>1. The district will continue to reduce class size by adding an additional teacher.</p> <p>2. The district will maintain all actions and services currently in place. \$ - no additional cost</p>

80% of 5 <sup>th</sup> and 7 <sup>th</sup> grade students will be physically fit, as measured by the state physical fitness test.	Priorities 4, 5, 7, 8							
5. Attendance rates will increase to an average of 98% quarterly.	Priorities 3, 4, 5, 6							
6. The district will maintain classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.	Priorities 1, 8							

<p>1. The CCSS will be fully implemented at all grade levels, in math and English language arts for all students by June, 2017, as measured by the APS criteria and observation data.</p> <p>2. Based upon state and local assessments, students will increase proficiency rates in ELA and mathematics by 10% each year from 2014 to 2017.</p> <p>3. 90% of parents and families are actively engaged in their child's education as evidenced by attendance at parent-teacher conferences, attendance in PIQE classes, attendance at Booster Club meetings and sponsored activities, and communication or interaction with their students teacher.</p>	<p>Priorities 2, 4, 7, 8</p>	<p><b>For redesignated fluent English proficient students:</b></p> <p>The district will support English learners, which comprise 68% of Semitropic students, including redesignated students with all actions and services in Section 3A in addition to:</p> <ol style="list-style-type: none"> <li>1. The district will hire one additional teacher in year 2 and 3 (if needed) to reduce class size, which will directly affect this group of students.</li> <li>2. Redesignated English learners are supported in their language development as long as they are enrolled in the district.</li> <li>3. The district will continue to ensure that all teachers are highly qualified and have their CLAD certification.</li> </ol>	<p>LEA-WIDE</p>		<p>1. The district has been deficit spending for six years and has made substantial cuts to the 2013-14 budget. The district will use additional funding provided by LCPF to prevent any further cuts to staff and programs for the 2014-15 fiscal year.</p> <p>2. The district will maintain all actions and services currently in place. \$ - no additional cost</p>	<p>1. The district will reduce class-size by adding an additional teacher. \$ LCPF</p> <p>2. The district will maintain all actions and services currently in place. \$ - no additional cost</p>	<p>1. The district will reduce class-size by adding an additional teacher. \$ LCPF</p> <p>2. The district will maintain all actions and services currently in place. \$ - no additional cost</p>
<p>80% of 5<sup>th</sup> and 7<sup>th</sup> grade students will be physically fit, as measured by the state physical fitness test.</p>	<p>Priorities 4, 5, 7, 8</p>						
<p>5. Attendance rates will increase to an average of</p>	<p>Priorities 3, 4, 5, 6</p>						

<p>98% quarterly.          6. The district will maintain classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.</p>	<p>Priorities          1, 8</p>							
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### **Section 3: Actions, Services, and Expenditures**

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.)

**Table 3C**

<ol style="list-style-type: none"><li>1. Semitropic School District's increase in funds from LCFE based on both supplemental and concentration grants is: \$283,494.</li><li>2. The district is expending its LCFE supplemental and concentration grant funds as determined in the goals outlined in Section 2 of this LCAP, and the actions for implementing these goals as outlined in Sections 3A and 3B.</li><li>2. 92.93% of the district's unduplicated students are identified as low income or English learners. The district has one K-8 school. The district has been deficit spending for six years and the district has determined that the most effective use of its LCFE supplemental and concentration grant funds would be to use them schoolwide to prevent any further cuts to programs and services for all students. Section 3A describes limited expansion of services and programs over the three year span of this LCAP.</li></ol>
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### **Section 3: Actions, Services, and Expenditures**

- A. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). 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.

**Table 3D**

1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which the Semitropic School District will increase or improve services is 17.19%.

2. The district will increase and improve services for its unduplicated pupils in the following manner:

Increase:

Common Core curriculum.

Professional development for teachers.

Monitoring classroom use of technology.

Improve:

Teacher collaboration and use of data from state and local assessments.

Parent engagement activities.

Physical education program.

Facilities upgrades and improvements.

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.