

Introduction:

LEA: Elk Hills Elementary School District **Contact (Name, Title, Email, Phone Number):** Jeff Tensley, Superintendent/Principal, jetensley@elkhills.org, (661) 765-7431 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The process used for developing our Local Control Accountability Plan has been one of inclusion, dedication, and a focus on how to best serve the needs of our students.</p> <p>The involvement process began in early Fall of 2015 and has been a continuous collaborative process throughout.</p>	<p>In prior years our district, schools, staff, parents and students were engaged in the planning and updating of our Site Plans, but the level of involvement was a bare minimum. This new process of engaging all local stakeholders has allowed for a valid, meaningful, and transparent plan for best serving the needs of our local students. This process allowed we as a community to truly investigate what is working for our students and what needs some fine-tuning. The level of engagement was in all aspects of the operation of our small rural school district. As the experts and community worked together we were able to</p>

The first steps were to provide information on the LCFF and LCAP requirements to our school board, classified and certificated staff, parents, families, and community stakeholders in the Fall. There was a presentation at Back to school night and the board meeting in September.

As a small rural school district this process began with staff orientations, back to school nights, board meetings, Site Council meetings, and DAC Committee meetings. This was then followed up with parent conferences this past fall where our staff further detailed the new requirements including the new assessment system. Weekly bulletins posted and continue to post the latest updates on the draft plan, LCFF Funding Formula, and the Smarter Balanced Assessment System.

Additional support and input was gathered via community clubs and organizations including our Parent Teacher Club, and our own student council. The attempts to seek the support and involvement of community organizations are an ongoing process, but are limited by the rural setting.

Surveys were created and administered to all stakeholders. Students, Parents, Staff, Community Members, and School Board members were all asked to participate in the survey process. The results of each survey were tabulated and then used to assure the goals were developed with their results in mind. Parent surveys in both English and Spanish were used and were available in both print and on our webpage. The committee has also reviewed the parent, staff and student surveys for ideas and suggestions.

- Key Dates: Public Hearings
- January 12, 2016
 - January 19, 2016- PTO, DAC
 - February 9, 2016
 - February 23, 2016-PTO, DAC
 - March 1, 2016
 - March 15, 2016- Parent night meeting/Spring Concert
 - April 12, 2016
 - April 19, 2016-PTO,DAC,
 - May 17, 2016-PTO/DAC review
 - June 14, 2016- Final LCFF/Budget Draft will be available

identify the strengths, the weaknesses and we were able to together come up with a plan for action. All students and every program was looked into and questioned for validity and purpose.

The efforts this community have undertaken this past year as we write the local control plan and evaluate our programs and practices from fiscal services, curriculum, maintenance and operations, transportation, staffing, instructional program, and administration were not only thorough, but were a collaborative process which continues to evolve and seek how to best serve the needs of each and everyone of our students.

Our committees like Elk Hills Teacher Union, CSEA, School Site Council, DAC, Parents Club and learning community are now working far more collaboratively than in years prior. Each of these stakeholder groups now feel connected, listened to, valued and appreciated for their contributions to our students and district.

All stakeholders had numerous opportunities to voice and share their concerns and desires.

All major stakeholder groups were noticed of LCAP and given opportunity to participate in the process to provide progress towards goals as well as actions to consider for 2016-17 to meet the state's eight priorities. Stakeholders identified areas of progress and accomplishments for 2015-16 and areas of focus needed for 2016-17. This information is reflected in the plan. Review of the 3 goals and the actions taken revealed strategies and programs that were effective and needed to be continued in the new LCAP as well as actions that did not need to be continued. Input from the community and stakeholders affirmed the same themes from the previous year that resulted in the development of the identified needs and goals in the Local Control Accountability Plan

The following recommendations were developed as a result of the multiple meetings with ALL Stakeholders:

1. Encourage opportunities for meaningful participation for students.
2. Develop programs, services, and other supports to help students with social, emotional, and behavioral needs.
3. Continue to develop teacher training and skills in English Language Arts including the writing process, academic language, and the new ELA/ELD

June 21,2016- Adoption of LCAP/Budget

Framework.

4. Provide additional support for the integration of technology with the instructional program including tech support staff, professional development for staff, funds for applications/software, and additional devices for student use..
5. Continue to develop programs and activities that promote positive peer relations and encourage and support students to take action against bullying.
6. Training for playground supervisors and support for kindness club antibullying instruction.
7. Math Night(s) and parent info
8. Supplemental and Concentration money help keep two teachers for reduced class size

As a result of the Public Hearing, Board discussion at the May 10, 2016 meeting, no questions were received during the public comment period that required a response from the superintendent in writing, and any new information learned regarding LCAP requirements, revisions will be made to the Elk Hills LCAP. These revisions will be presented for Board discussion on June 14, 2016, and a second Public Hearing will also held on June 21, 2016 for adoption of the Elk Hills LCAP.

Annual Update:

In prior years our district, schools, staff, parents and students were engaged in the planning and updating of our Site Plans, but the level of involvement was a bare minimum. This new process of engaging all local stakeholders has allowed for a valid, meaningful, and transparent plan for best serving the needs of our local students. This process allowed we as a community to truly investigate what is working for our students and what needs some fine-tuning. The level of engagement was in all aspects of the operation of our small rural school district. As the experts and community worked together we were able to identify the strengths, the weaknesses and we were able to together come up with a plan for action. All students and every program was looked into and questioned for validity and purpose.

Annual Update:

Provided staff with overview of LCAP and connected the major school site and district activities for CCSS implementation, professional development, technology, ELD program review, and other activities.

Board of Trustees were able to ask questions, stay informed of progress toward annual goals, and monitor major expenditures. The board unanimously voted for the 2-15-16 LCAP/Budget.

Teachers supported the following items introduced in the 2015-16 LCAP:

- Extension of multiple interventions used to support students academically

The efforts this community have undertaken this past year as we write the local control plan and evaluate our programs and practices from fiscal services, curriculum, maintenance and operations, transportation, staffing, instructional program, and administration were not only thorough, but were a collaborative process which continues to evolve and seek how to best serve the needs of each and everyone of our students.

Our committees like School Site Council, DAC, Parents Club and learning community are now working far more collaboratively than in years prior. Each of these stakeholder groups now feel connected, listened to, valued and appreciated for their contributions to our students and district.

All stakeholders had numerous opportunities to voice and share their concerns and desires.

Developed with the goal of how to best serve students, especially those who are struggling academically like our English Language Learners and our economically disadvantaged.

The plan assures that expenditures are tied directly to areas of need to assure student success.

Serves as support for all students and as extra support for those sub groups most in need of intervention like our English Language Learners and our Economically Disadvantaged student population.

Provides for a clear direction and attainable vision for staff and students to experience academic growth and success.

This has allowed all stakeholders, especially parents and community members to evaluate current practices and voice their ideas and suggestions for the future.

Ideas gained from input:

- Goals and Action as related to Common Core implementation
- We must purchase more laptops or tablets
- After school tutorials
- Purchase Common Core materials for parents

- and behaviorally;
- Well maintained facilities;
- Student use of technology to support learning;
- The purchase of Go Math, and pilot od HM ELA
- High student engagement in CCSS math;
- Electives for the upper grades

Information from the parent surveys were used by the district to highlight needs which were used to develop a set of recommendations for the 2016-17 LCAP.

All stakeholders had numerous opportunities to voice and share their concerns and desires.

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Provides for a clear direction and attainable vision for staff and students to experience academic growth and success.

This has allowed all stakeholders, especially parents and community members to evaluate current practices and voice their ideas and suggestions for the future.

Ideas gained from input:

- Maintain reduced class size, by using Supplemental and Concentration for two teachers
- Goals and Action as related to Common Core implementation
- We must purchase more laptops or tablets
- After school tutorials
- Purchase Common Core materials for parents

- Maintain Intervention classes
- Maintain Intervention aides
- Have students visit a college
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- Maintain Intervention classes
- Maintain Intervention aides
- Have students visit a college

Parents asked questions and affirmed the communication coming from the school regarding the new math curriculum.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Assure that all students will be provided with access to Common Core curriculum and materials in all grades TK-8.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Full Implementation of the Common Core Curriculum and Assessment in TK-8th Grades , currently the district has partially implemented Math, and will be Piloting ELA next year, and looking at the new Next Generation Science Standards.</p>	
<p>Goal Applies to:</p>	<p>Schools: Elk Hills Applicable Pupil Subgroups:</p>	<p>All students will serve as the target</p>

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Based on the established baseline all students will increase their individual scores in both math and language by 5% as measured by SBAC testing results and new district benchmarks.</p> <p>Priority 1 - BASIC</p> <p>A) 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.</p> <p>B) 100% of pupils have sufficient access to standards-aligned instructional materials.</p> <p>C) School facilities are maintained in good repair, FIT report: GOOD</p> <p>Priority 2 - IMPLEMENTATION OF STATE STANDARDS</p> <p>A) Implementation of the academic content and performance standards adopted by the state board is partially implemented as measured by Administrative observation.</p> <p>B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p> <p>Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:</p> <p>A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B) Programs and services are developed and provided to 100% of unduplicated pupils.</p> <p>C) Programs and services are developed and provided to 100% of individuals with exceptional needs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide EdCaliber training that are aligned with Common Core Standards for all staff	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$2000
			2000-2999: Classified Personnel Salaries Base \$1500
			5000-5999: Services And Other Operating Expenditures Base \$1500
			3000-3999: Employee Benefits Base \$500
Provide administrative support for new and existing teachers. BTSA program support for new teachers. ELD special needs training as needed.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	1000-1999: Certificated Personnel Salaries Base \$6000
			3000-3999: Employee Benefits Base \$750

		_ Other Subgroups: (Specify)	
Train staff on usage of new ELA materials. Preview New Generation Science materials for future adoption.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Continue to recruit and retain highly qualified staff for class size reduction(2) teachers	School-wide District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111356 <hr/> 3000-3999: Employee Benefits Supplemental/Concentration \$47,614

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Based on the established baseline all students will increase their individual scores in both math and language by 5% as measured by SBAC testing results and new district benchmarks.

Priority 1 - BASIC
 A) 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
 B) 100% of pupils have sufficient access to standards-aligned instructional materials.
 C) School facilities are maintained in good repair, FIT report: GOOD

Priority 2 - IMPLEMENTATION OF STATE STANDARDS
 A) Implementation of the academic content and performance standards adopted by the state board is substantially implemented as measured by Administrative observation.
 B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.

Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:
 A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
 B) Programs and services are developed and provided to 100% of unduplicated pupils.
 C) Programs and services are developed and provided to 100% of individuals with exceptional needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pilot/Purchase ALL Adopted Materials in ELA	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Adoption of ELA materials 4000-4999: Books And Supplies Base \$28000
Continue to train staff on usage of new materials. Preview social studies materials for future adoption.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	1000-1999: Certificated Personnel Salaries General Fund \$5000 3000-3999: Employee Benefits Base \$450

		(Specify)	
Continue to recruit and retain highly qualified staff	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111,356 3000-3999: Employee Benefits Supplemental/Concentration \$47,614
Establish list of support materials for Core EL, Math and Science	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Based on the established baseline all students will increase their individual scores in both math and language by 5% as measured by SBAC testing results and district benchmarks.</p> <p>Priority 1 - BASIC</p> <p>A) 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.</p> <p>B) 100% of pupils have sufficient access to standards-aligned instructional materials.</p> <p>C) School facilities are maintained in good repair, FIT report: GOOD</p> <p>Priority 2 - IMPLEMENTATION OF STATE STANDARDS</p> <p>A) Implementation of the academic content and performance standards adopted by the state board is substantially implemented measured by Administrative observation.</p> <p>B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p> <p>Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:</p> <p>A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B) Programs and services are developed and provided to 100% of unduplicated pupils.</p> <p>C) Programs and services are developed and provided to 100% of individuals with exceptional needs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Audit all certificated staff assignments to determine that teachers are appropriately assigned and credentialed.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers receive training and release time. Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system . Teachers provided release time to identify grade level and subject area informal assessments and site-based benchmarks. 5000-5999: Services And Other Operating Expenditures Base \$5000 <hr/> 1000-1999: Certificated Personnel Salaries Base \$500 <hr/> 3000-3999: Employee Benefits Base \$75

<p>Provide high quality, research based, and tiered interventions and supports to all students in all areas</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue Response to Intervention ,including the purchase of instructional materials 2000-2999: Classified Personnel Salaries Base \$15000</p> <hr/> <p>4000-4999: Books And Supplies Base \$2000</p> <hr/> <p>3000-3999: Employee Benefits Base \$3000</p>
<p>Continue to recruit and retain highly qualified staff</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111,356</p> <hr/> <p>3000-3999: Employee Benefits Supplemental/Concentration \$47,614</p>

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

GOAL 2:	All students will demonstrate academic growth in English Language Arts, Mathematics, and English Language Development.	Related State and/or Local Priorities: 1 2 _ 3 4 <u>X</u> 5 6 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Increase student success in ELA, math, science and literacy. Current ELA: 27% Met/Above Standard Math: 20% Met/Above Standard Increase Physical Fitness test scores by 10%
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Goal Applies to:	Schools: Elk Hills Applicable Pupil Subgroups: All students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING A) Statewide SBAC current test results: 14-15: Elk Hills: ELA: 27% Met/Above Standard Math: 20% Met/Above Standard B) API – N/A C) % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A D) 100% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC E) English Learner reclassification rate which will be 100% F) % of pupils passed AP exam with a score of 3 or higher – N/A G) % of pupils in EAP – N/A Priority 8 – Other pupil Outcomes A) Pupil outcomes in the subject areas described in Sections mentioned above, as available. Increase Physical Fitness test scores by 10% Elk Hills current scores: 5th grade: 34% passed 5 of 6 fitness standards 7th grade: 16% passed 5 of 6 fitness standards
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Through student surveys, leadership meetings and SST's. We will identify struggling students.	School-wide	<u>X</u> All OR: _____	1000-1999: Certificated Personnel Salaries Base \$500

	District-wide	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits Base \$75
Provide Before and/or After school tutorials to support struggling students.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$15000 3000-3999: Employee Benefits Supplemental/Concentration \$2250
Provide extra support, Instructional aides to assist with intervention/tutorial classes.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6000 3000-3999: Employee Benefits Supplemental/Concentration \$900
Maintain 100 minutes of Physical Education per week for all students	District-wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost, maintain
Continue to purchase (class set) of chrome books for students	District-wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	25-30 chrome books w/ cart 4000-4999: Books And Supplies Supplemental/Concentration \$12000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING A) Statewide SBAC current test results: 14-15: Elk Hills: ELA: 33% Met/Above Standard Math: 25% Met/Above Standard B) API – N/A C) % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A D) 100% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC E) English Learner reclassification rate which will be 100% F) % of pupils passed AP exam with a score of 3 or higher – N/A G) % of pupils in EAP – N/A Priority 8 – Other pupil Outcomes A) Pupil outcomes in the subject areas described in Sections mentioned above, as available. Increase Physical Fitness test scores by 10% Elk Hills current scores: 5th grade: 34% passed 5 of 6 fitness standards 7th grade: 16% passed 5 of 6 fitness standards
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to analyze student and teacher data, which will determine if tutorials are working and continue to offer if successful.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Provide extra support, Instructional aides as needed to support intervention classes.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6000 3000-3999: Employee Benefits Supplemental/Concentration \$900

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Maintain 100 minutes of Physical Education per week for all students</p>	<p>Disrtict-wide School-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>No Cost</p>
<p>Purchase class set of Chrome books</p>	<p>School Wide District wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>25-30 Chrome books with cart 4000-4999: Books And Supplies Supplemental/Concentration \$12000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING</p> <p>A) Statewide SBAC current test results: 14-15: Elk Hills: ELA: 37% Met/Above Standard Math: 30% Met/Above Standard</p> <p>B) API – N/A</p> <p>C) % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A</p> <p>D) 100% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC</p> <p>E) English Learner reclassification rate which will be 100%</p> <p>F) % of pupils passed AP exam with a score of 3 or higher – N/A</p> <p>G) % of pupils in EAP – N/A</p> <p>Priority 8 – Other pupil Outcomes</p> <p>A) Pupil outcomes in the subject areas described in Sections mentioned above, as available. Increase Physical Fitness test scores by 10% Elk Hills current scores: 5th grade: 34% passed 5 of 6 fitness standards 7th grade: 16% passed 5 of 6 fitness standards</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue EdCaliber subscription to support Go Math and Engage New York math in grades TK-5 Implement a review the adoption for ELA/ELD instructional materials TK-8.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>EdCaliber Subscription 5000-5999: Services And Other Operating Expenditures Base \$5000</p> <hr/> <p>ELA materials 4000-4999: Books And Supplies Base \$10000</p>
<p>Professional development activities will provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Release time/Substitutes 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6000</p> <hr/> <p>Workshops 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5000</p> <hr/> <p>3000-3999: Employee Benefits Base \$900</p>

<p>All of the District's students will receive a comprehensive instructional program aligned with CCSS standards in mathematics and English language arts. Review ELA/ELD standards Identify materials from ELA/ELD adoption. Replace consumables Provide teacher professional development for ELA/ELD</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instruction materials 4000-4999: Books And Supplies Supplemental/Concentration \$5000 Release time 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2500 3000-3999: Employee Benefits Supplemental/Concentration \$750</p>
<p>Develop and extend activities that challenge and enrich student learning opportunities. Robotics, computer science, and other STEM learning opportunities Continue to build drama, art and music education</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Electives/No cost</p>
<p>Maintain 100 minutes of Physical Education per week for all students</p>	<p>District-wide School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Provide extra support for instructional aides to continue with intervention</p>	<p>District-wide School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6000 3000-3999: Employee Benefits Supplemental/Concentration \$900</p>

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

<p>GOAL 3:</p>	<p>The Elk Hills School District will foster a school environment that ensures safety, engagement, and connectedness of students, staff, and families. Prepare Students to be High School, College, Trade School or Career ready.</p>	<p>Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Improve student readiness for their future goals. 90% of parents attended one or more meetings at school. Attendance rate was 96%, 0% expulsions, 7-students suspended for 16 days, chronic absenteeism-15%</p>	
<p>Goal Applies to:</p>	<p>Schools: Elk Hills Applicable Pupil Subgroups:</p>	<p>All Students</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Priority 3 - PARENTAL INVOLVEMENT

A) Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site. will hold meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 90% participation,

B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts, Camp KEEP, monthly Small Schools activities

C) Same for individuals with exceptional needs.Elk Hills has no exceptional needs students

Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE

A) School attendance rate: 96%

B) Chronic absenteeism rate: 5%

C) Middle School dropout rate: 0%

D) High School dropout rate – N/A

E) High School graduation rate – N/A

Priority 6 – School Climate as measured by all of the following, as applicable

A) Pupil suspension rate: 5%

B) Pupil expulsion rate: 0%

C) Results of other local measures, surveys indicate 90% of pupils, parents, and staff feel a sense of safety and school connectedness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create articulation with local community colleges as well as high schools.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Possible release time days 1000-1999: Certificated Personnel Salaries Base \$1000 3000-3999: Employee Benefits Base \$150
Invite Parents on field trips with students to involve them in exploring the career paths.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation cost 4000-4999: Books And Supplies Base \$2500

<p>Take students on field trips to universities and local businesses to see what lies ahead.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies/Transportation cost 4000-4999: Books And Supplies Base \$500 2000-2999: Classified Personnel Salaries Base \$500 3000-3999: Employee Benefits Base \$75</p>
<p>Will hold meetings for PTO,DAC and parent nights throughout the year</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No Cost</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Priority 3 - PARENTAL INVOLVEMENT

A) Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site. will hold meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 90% participation,

B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts

C) Same for individuals with exceptional needs.Elk Hills has no exceptional needs students

Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE

A) School attendance rate: 96%

B) Chronic absenteeism rate: 5%

C) Middle School dropout rate: 0%

D) High School dropout rate – N/A

E) High School graduation rate – N/A

Priority 6 – School Climate as measured by all of the following, as applicable

A) Pupil suspension rate: 5%

B) Pupil expulsion rate: 0%

C) Results of other local measures, surveys indicate 90% of pupils, parents, and staff feel a sense of safety and school connectedness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The condition of the District’s facilities are evaluated annually and the deferred maintenance plan is up to date and ensures that the District’s facilities are maintained and in good repair.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Engage all stakeholders in the annual review of school discipline procedures Provide staff training and discussion on effective strategies to support positive student behavior	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost

<p>Parents are provided opportunities to provide feedback on all aspects of the school program Continue to expand the use of all forms of communication to inform parents of school and district activities and programs. Will hold meetings for PTO,DAC and parent nights throughout the year</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No Cost</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3 - PARENTAL INVOLVEMENT A) Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site. will hold meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 90% participation, B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts C) Same for individuals with exceptional needs.Elk Hills has no exceptional needs students</p> <p>Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE A) School attendance rate: 96% B) Chronic absenteeism rate: 5% C) Middle School dropout rate: 0% D) High School dropout rate – N/A E) High School graduation rate – N/A</p> <p>Priority 6 – School Climate as measured by all of the following, as applicable A) Pupil suspension rate: 5% B) Pupil expulsion rate: 0% C) Results of other local measures, surveys indicate 90% of pupils, parents, and staff feel a sense of safety and school connectedness.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The condition of the District’s facilities are evaluated annually and the deferred maintenance plan is up to date and ensures that the District’s facilities are maintained and in good repair.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>

<p>Engage all stakeholders in the annual review of school discipline procedures Provide staff training and discussion on effective strategies to support positive student behavior</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continued staff trainings 5000-5999: Services And Other Operating Expenditures Base \$1200</p>
<p>Parents are provided opportunities to provide feedback on all aspects of the school program Continue to expand the use of all forms of communication to inform parents of school and district activities and programs. Will hold meetings for PTO,DAC and parent nights throughout the year</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No Cost</p>
		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Assure that all students will be provided with access to Common Core curriculum and materials in all grades TK-8.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to: Schools: Elk Hills Applicable Pupil Subgroups: All students will serve as the target</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Based on the established baseline all students will increase their individual scores in both math and language by 5% as measured by SBAC testing results and new district benchmarks.</p> <p>Priority 1 Number/ rate of fully credentialed teachers 100% Number/ rate of teachers teaching outside subject area competence 0% Number/rate of teachers teaching ELs without authorization 0% Number/rate of core classes taught by HQTs – 100% Number/rate of students lacking their own textbook 0% Well maintained facilities FIT Report Good</p> <p>Priority 2 Implementation of the Common Core Curriculum and all State Standards will be substantially implemented according to the APS and Administrative Observation. Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 7 Rate of students enrolled in CTE courses (grades 7-12) N/A Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A Number/rate of AP courses offered (grades 9-12) N/A Rate of students enrolled in AP courses N/A Rate of remedial course enrollment 0% Number/rate of course offerings for students with exceptional needs (SDC?RSP classes) 100% 100% of unduplicated pupils participate in programs designed to</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Based on the established baseline all students will increase their individual scores in both math and language by 5% as measured by SBAC testing results and new district benchmarks. The district did not develop new benchmarks, due to the implementation of new math curriculum in 15-16. Our baseline will be set on 15-16 score, there was no baseline for 14-15.</p> <p>Priority 1 - BASIC A) 90% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. B) 100% of pupils have sufficient access to standards-aligned instructional materials. C) School facilities are maintained in good repair, FIT report: GOOD</p> <p>Priority 2 - IMPLEMENTATION OF STATE STANDARDS A) Implementation of the academic content and performance standards adopted by the state board were partially implemented as measured by Administrative observation. B) 100 % of EL students were able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p> <p>Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in: A) 100% of students have access to a broad course of study that</p>

<p>meet their needs- ELD support and extra tutorial/intervention. 100% of students have access to a broad course of study as described in section 51210 and 51220(a)</p>	<p>includes all of the subject areas described in Section 51210 and 51220 (a) B) Programs and services are developed and provided to 100% of unduplicated pupils. C) Programs and services are developed and provided to 100% of individuals with exceptional needs: Elk Hills does not service any students with exceptional needs.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
Students will engage in common core standards based curriculum and assessments. Data will establish a benchmark for future academic growth gains.	No cost \$0	Piloted HM ELA Integrated and trained in EdCaliber Supplemented Stands plus with CC materials Did not develop new benchmarks this year	No Cost				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>School-wide District-wide</td> </tr> </table>	Scope of Service	School-wide District-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>School-wide District-wide</td> </tr> </table>	Scope of Service	School-wide District-wide	
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Students will have access to highly qualified staff and to common core standards. Provide EdCaliber training that are aligned with Common Core Standards for all staff	<p>1000-1999: Certificated Personnel Salaries 2000</p> <p>2000-2999: Classified Personnel Salaries 1500</p> <p>5000-5999: Services And Other Operating Expenditures 1500</p>	integrated and trained in EdCaliber Supplemented Standards Plus with Common Core materials. Staff utilizes Ed Caliber to access Common Core standards and resources.	<p>\$4600/Follett</p> <p>\$7600 Learning Plus</p> <p>5000-5999: Services And Other Operating Expenditures Base \$4600</p> <p>1000-1999: Certificated Personnel Salaries Base \$7600</p> <p>2000-2999: Classified Personnel Salaries Base</p>				

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<p>Students will be taught with state and local board approved math and ELA common core materials.</p>	<p>4000-4999: Books And Supplies \$5000</p>	<p>Purchased Go Math Piloted HM ELA</p>	<p>\$ 35,000 purchase of Go Math 4000-4999: Books And Supplies Base \$35000</p>				
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<p>Provide Psychological services for students at risk</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2500</p>	<p>College Community Services from Taft came once a month to speak to a few students at no charge Elk Hills had no Foster youth this school year</p>	<p>No Cost</p>				
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<p>Students will continue to have a safe and well-maintained environment to learn in. Continue to install safety features and other recommended safety projects at school sites</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$35000</p>	<p>Started the Active shooter training "Be a Buddy, not a Bully" program Continued safety drills for all staff and students</p>	<p>\$2500 Active shooter training \$1500 Bullying bracelets for students 5000-5999: Services And Other Operating Expenditures Base \$2500 4000-4999: Books And Supplies Base \$1500</p>				
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<p>Recruit and retain highly qualified staff The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111356</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$47,614</p>	<p>Elk Hills had to bring on an intern middle of the year. 8/9 teachers were HQ teachers. Our average class size this year was 21.3</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111356</p> <p>\$145,000 3000-3999: Employee Benefits Supplemental/Concentration \$47614</p>				
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With the effective result of the pilot "Go math" . It is staff consensus to continue with this program for 2016-17 and continue to pilot ELA from HM. At the middle school, 6-8 math teachers who compared Engage New York with Go math determined the Go Math best supported their students' with CCSS math standards. The purchase of Go Math-\$35000 was the difference in money spent this year. Professional development will continue on Go Math, writing standards K-8, and teachers will receive training on the new ELA/ELD framework. We had to hire one teacher that was an intern in 4th grade, so we did not have 100% of fully credentialed teachers. All students had sufficient materials and our facilities were in GOOD order. We were able to hire all teachers to reduce class size using our S/C funds. We only spent \$8000 on safety projects, due to future budget cuts.		

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

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Original GOAL 2 from prior year LCAP:	Raise ELA and Math scores for all students	Related State and/or Local Priorities: 1 2 _ 3 4 <u>X</u> 5 6 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Elk Hills Applicable Pupil Subgroups:	All students in K-8th grade as well as our English Language Learners and Economically Disadvantaged subgroups.
Expected Annual Measurable Outcomes:	<p>Priority 4 State assessment proficient/advanced rate for district : math/ELA/Social Science/Science will increase by 3% API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time Percent of students completing UC/CSU required courses N/A Percent of students completing a CTE course sequence: N/A Percent of EL students attaining AMAO 1 and 2 targets: 100% EL reclassification rate:10%- or 1 out of 8 students Percent of students who passed AP exams with a score of 3 or higher N/A Early Assessment Project EAP College Ready rates for math and EL N/A</p> <p>Priority 8 Physical Fitness Test results -50% of our students will meet Healthy target results CAHSEE ELA/Math proficient rates N/A CAHSEE ELA/Math 3-year Pass Rate N/A Percent of EL students making progress toward English Proficiency (AMAO 1):100% AP Exam Participation Rate N/A</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING A) Statewide SBAC Current test results: 14-15 :Our baseline will be set on 15-16 scores, there was no baseline for 14-15. Elk Hills: ELA: 27% Met/Above Standard Math: 20% Met/Above Standard</p> <p>B) API – N/A C) % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A D) 100% of EL pupils made progress toward English proficiency as measured by the CELDT/LPAC E) English Learner reclassification rate: 10% F) % of pupils passed AP exam with a score of 3 or higher – N/A G) % of pupils in EAP – N/A</p> <p>Priority 8 – Other pupil Outcomes A) Pupil outcomes in the subject areas described in Sections mentioned above, as available. Increase Physical Fitness test scores by 10% Elk Hills current scores: 5th grade: 34% passed 5 of 6 fitness standards 7th grade: 16% passed 5 of 6 fitness standards</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Analyze CAASPP baseline data to determine measurable targets. Students will establish a baseline that will allow for future targets to be set and goals for future growth will also be determined.		Analyzed CAASPP data to identify standards not met, and set baseline data. Set goals for students based on Smarter Balanced blueprints, claims etc.	
No cost \$0		No Cost	
Scope of Service: School-wide / District-wide		Scope of Service: School-wide / District-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Students identified as being in need of intervention will be assigned an intervention with qualified staff and program based on the baseline scores of Math and Language Arts. These students will get extra help with Math/LA.		Using data from state, district, and classroom assessments identified students who qualify for an intervention program. (DIBELS, SST Meetings, CELDT, ELL bilingual aide)	
1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3000 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$2000		We continued intervention for struggling students 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3000 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$2000 3000-3999: Employee Benefits Supplemental/Concentration \$750	
Scope of Service: School-wide / District-wide		Scope of Service: School-wide / District-wide	
X All OR: _ Low Income pupils _ English Learners		X All OR: _ Low Income pupils _ English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Provide more intervention support for Math and English by offering tutorial days.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$13500</p>	<p>This action was not accomplished Before school and lunch tutoring Study Skills Elelctive</p>					
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<p>Support/maintain Instructional aides as needed to support intervention classes.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6000</p>	<p>Intervention curriculum from GO Math and ELA Pilot. Aides observe classroom teachers lessons and strategies to support intervention students. Three intervention/RSP aides Two classroom aides One shadow aide</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6000 3000-3999: Employee Benefits Supplemental/Concentration \$900</p>				
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Scope of Service	School-wide District-wide						
Scope of Service							

proficient _ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	District staff will continue to refine a comprehensive assessment plan in 2016-17, evaluate, and adjust as needed. Could not find enough students to stay after school/before school to make cost effective. Teachers will be trained in the new ELA Framework and standards and District will purchase materials as they become available. Teachers will have more time to analyze data and focus on planning for the 2016-17 school year. Our Intervention aides were successful working with students that needed extra help. With the effective pilot of Go Math, our students have made moderate gains in math and Language Arts. We plan to make even more gains next year.		

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

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Original GOAL 3 from prior year LCAP:	Prepare Students to be High School, College, Trade School or Career ready.		Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Elk Hills	Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	<p>Priority 3</p> <ul style="list-style-type: none"> Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: 90%of surveys will be returned ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A <p>Priority 5</p> <ul style="list-style-type: none"> Will maintain Attendance Rate of 96% Chronic Absenteeism Rate will maintain or decrease below 10% Middle School Dropout Rate will remain at 0% High School Dropout Rate N/A High School Graduation Rate N/A <p>Priority 6</p> <ul style="list-style-type: none"> Suspension Rate will maintain at less than 1% Expulsion Rate will maintain at 0% Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction: Over 85% of parents will return surveys that show positive notes 		Actual Annual Measurable Outcomes:	<p>Priority 3 - PARENTAL INVOLVEMENT</p> <p>A) Meetings for PTO,DAC and parent nights were held throughout the year and a parent survey was home with 80% participation. We also had several nights where parents and students enjoyed special programs(drama, music)</p> <p>Key Dates: Public Hearings</p> <ul style="list-style-type: none"> January 12, 2016 January 19, 2016- PTO, DAC February 9, 2016 February 23, 2016-PTO, DAC March 1, 2016 March 15, 2016- Parent night meeting/Spring Concert April 12, 2016 April 19, 2016-PTO,DAC, May 17, 2016-PTO/DAC review June 14, 2016- Final LCFF/Budget Draft will be available June 21,2016- Adoption of LCAP/Budget <p>B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils.:Parent/Student night for 15-16, Fall Fest, Back to school night, Math Night, Winter/Spring Concerts</p> <p>C) Same for individuals with exceptional needs.Elk Hills has no exceptional needs students</p> <p>Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE</p> <ul style="list-style-type: none"> A) School attendance rate: 95% B) Chronic absenteeism rate: 15%(2015)-Letters were sent home C) Middle School dropout rate: 0% D) High School dropout rate – N/A

	<p>E) High School graduation rate – N/A</p> <p>Priority 6 – School Climate as measured by all of the following, as applicable</p> <p>A) Pupil suspension rate: 5%</p> <p>B) Pupil expulsion rate: 0%</p> <p>C) Results of other local measures, surveys indicate 90% of pupils, parents, and staff feel a sense of safety and school connectedness.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
Communicate to parents; ensure their voices are valued by listening to input. Coffee with Tensley, Remind 101, Class Dojo and class Websites will be just a few ways EHSD will communicate with parents and students.	4000-4999: Books And Supplies Supplemental/Concentration \$500	80% of teachers use Class Dojo 20% use Remind 101 Principal and PTO use Remind 101 Teachers use class websites and newsletters Monthly coffee with Tensley Open-Door policies Parent/Teacher conferences.	No Cost				
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Individual student career plans will be developed in each class.	4000-4999: Books And Supplies Base \$500	Study Skills Elective: students in 5th-8th grades used The 21st Century Skills for goal setting which related to College and Career Readiness.	No Cost				

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<p>Evaluate improvements in attendance and tardy rates including incentives for targeted subgroups</p>	<p>No Cost General Fund \$0</p>	<p>Weekly classrooms that obtain highest attendance percentage received the Elk Head and activity center incentive. Trimester incentive: students with less than 3 absences go on field trip. Awards Assembly recognizes perfect and good attendance. 25 students with Perfect attendance Attendance Reward Raffle each trimester.</p>	<p>\$3000 for attendance rewards 4000-4999: Books And Supplies Base \$2700</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide District-wide</td> </tr> </table>	Scope of Service	School-wide District-wide		<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table>	Scope of Service		
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past</p>	<p>The district held many meetings for parents to come and give input. Coffee with Tensley was successful, as Mr. Tensley had several parents show up to talk about Elk Hills. Our parent survey was not received well, only 80% of parent returned the survey, We are going to try an online method next year. Our attendance was down 1% from previous year, due to declining</p>						

progress and/or changes to goals?	enrollment this year(6) students. Though our Chronic Absenteeism increased by 5%, our 100% perfect attendance went up 20% from 22 to 27 students in 2016. we believe what we are doing is effective, being a small sized district, it only takes a couple of students to change percentages. We are going to continue with awards and special trips for GOOD attendance.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$184,222
<p>Due to our school district’s unduplicated percentage of 57% we have determined that the highest quality educational services can be best provided on both a district-wide and school-wide basis with allocation of LCFF supplemental and concentration grant funds principally directed to unduplicated students. Additionally, specific LCAP actions and services have been created on a Flat Funded Formula. We are one of a very few Districts in the state that will be Flat Funded for the next three years. The Elk Hills School District will offer a variety of programs and supports for English Learner students and students of low socio-economic status.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

<table border="1"> <tr> <td data-bbox="86 1227 163 1268">12.3</td> <td data-bbox="163 1227 201 1268">%</td> </tr> <tr> <td data-bbox="86 1268 163 1304">9</td> <td data-bbox="163 1268 201 1304"></td> </tr> </table>	12.3	%	9		<p>The Elk Hills School District expenditure of supplemental funds is aligned with the LCAP and addresses the needs of unduplicated pupils. The following expenditure plan meets the proportionality percentage for the LCAP term as well as the LCFF implementation period.</p> <p>Certificated staff/ salary-benefits: Salaries for Highly Qualified teachers to reduce class size. This will provide additional support to our unduplicated pupils with access to State</p>
12.3	%				
9					

mandated core curriculum.

Instructional (Aides)to support students: Salaries for classroom aides to support our unduplicated students with intervention.

Truancy materials:Materials (Letters,pamphlets)to be purchased for truant students

Web site upgrade: Continued better web design for better communication with parents, community and teachers

Improved Actions:

- * New State Board Adopted CCSS curriculum: \$35,000
- * Lowering class size by hiring highly Qualified teachers: \$145,000
- * Increase student attendance recognition: \$3000
- * Library Materials purchased:\$0

Increased Services:

- Provide Professional Development to teachers for CCSS for ELA: \$ 5000
- Implement CCSS in both Math and ELA: \$5000
- Communication to track Truant students
- Reporting system to parents

The Elk Hills MPP is: 12.32%

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

LCAP Expenditures By Funding Source

Elk Hills Elementary School

Proposed Expenditure	Object Code	Amount	Action
	4000-4999: Books And Supplies	\$5,000.00	Students will be taught with state and local board approved math and ELA common core materials.
	1000-1999: Certificated Personnel Salaries	\$2,000.00	Students will have access to highly qualified staff and to common core standards. Provide EdCaliber training that are aligned with Common Core Standards for all staff
	2000-2999: Classified Personnel Salaries	\$1,500.00	Students will have access to highly qualified staff and to common core standards. Provide EdCaliber training that are aligned with Common Core Standards for all staff
	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Students will have access to highly qualified staff and to common core standards. Provide EdCaliber training that are aligned with Common Core Standards for all staff
No cost		\$0.00	Students will engage in common core standards based curriculum and assessments. Data will establish a benchmark for future academic growth gains.
No cost		\$0.00	Analyze CAASPP baseline data to determine measurable targets. Students will establish a baseline that will allow for future targets to be set and goals for future growth will also be determined.
No cost		\$0.00	Establish list of support materials for Core EL, Math and Science
		\$10,000.00	

Funding Source: Base

Proposed Expenditure	Object Code	Amount	Action
	5000-5999: Services And Other Operating Expenditures	\$35,000.00	Students will continue to have a safe and well-maintained environment to learn in. Continue to install safety features and other recommended safety projects at school sites
	4000-4999: Books And Supplies	\$500.00	Individual student career plans will be developed in each class.

Elk Hills Elementary School

	1000-1999: Certificated Personnel Salaries	\$2,000.00	Continue to provide EdCaliber training that are aligned with Common Core Standards for all staff
	2000-2999: Classified Personnel Salaries	\$1,500.00	Continue to provide EdCaliber training that are aligned with Common Core Standards for all staff
	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Continue to provide EdCaliber training that are aligned with Common Core Standards for all staff
	3000-3999: Employee Benefits	\$500.00	Continue to provide EdCaliber training that are aligned with Common Core Standards for all staff
	1000-1999: Certificated Personnel Salaries	\$6,000.00	Provide administrative support for new and existing teachers.BTSA program support for new teachers.ELD special needs training as needed.
	3000-3999: Employee Benefits	\$750.00	Provide administrative support for new and existing teachers.BTSA program support for new teachers.ELD special needs training as needed.
	1000-1999: Certificated Personnel Salaries	\$500.00	Through student surveys, leadership meetings and SST's. We will identify struggling students.
	3000-3999: Employee Benefits	\$75.00	Through student surveys, leadership meetings and SST's. We will identify struggling students.
Possible release time days	1000-1999: Certificated Personnel Salaries	\$1,000.00	Create articulation with local community colleges as well as high schools.
	3000-3999: Employee Benefits	\$150.00	Create articulation with local community colleges as well as high schools.
Transportation cost	4000-4999: Books And Supplies	\$2,500.00	Invite Parents on field trips with students to involve them in exploring the career paths.
Supplies/Transportation cost	4000-4999: Books And Supplies	\$500.00	Take students on field trips to universities and local businesses to see what lies ahead.
	2000-2999: Classified Personnel Salaries	\$500.00	Take students on field trips to universities and local businesses to see what lies ahead.
	3000-3999: Employee Benefits	\$75.00	Take students on field trips to universities and local businesses to see what lies ahead.

Elk Hills Elementary School

Adoption of ELA materials	4000-4999: Books And Supplies	\$28,000.00	Pilot/Purchase ALL Adopted Materials in ELA
	3000-3999: Employee Benefits	\$450.00	Continue to train staff on usage of new materials. Preview social studies materials for future adoption.
Teachers receive training and release time. Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system . Teachers provided release time to identify grade level and subject area informal assessments and site-based benchmarks.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents.
	1000-1999: Certificated Personnel Salaries	\$500.00	Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents.
	3000-3999: Employee Benefits	\$75.00	Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents.
Continue Response to Intervention ,including the purchase of instructional materials	2000-2999: Classified Personnel Salaries	\$15,000.00	Provide high quality, research based, and tiered interventions and supports to all students in all areas
	4000-4999: Books And Supplies	\$2,000.00	Provide high quality, research based, and tiered interventions and supports to all students in all areas
	3000-3999: Employee Benefits	\$3,000.00	Provide high quality, research based, and tiered interventions and supports to all students in all areas
EdCaliber Subscription	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Continue EdCaliber subscription to support Go Math and Engage New York math in grades TK-5Implement a review the adoption for ELA/ELD instructional materials TK-8.
ELA materials	4000-4999: Books And Supplies	\$10,000.00	Continue EdCaliber subscription to support Go Math and Engage New York math in grades TK-5Implement a review the adoption for ELA/ELD instructional materials TK-8.
	3000-3999: Employee Benefits	\$900.00	Professional development activities will provide staff with (1) time and materials to
Continued staff trainings	5000-5999: Services And Other Operating Expenditures	\$1,200.00	Engage all stakeholders in the annual review of school discipline proceduresProvide staff training and discussion on effective strategies to support positive student behavior

Elk Hills Elementary School

Base Total Expenditures: \$124,175.00

Funding Source: General Fund

Proposed Expenditure	Object Code	Amount	Action
No Cost		\$0.00	Evaluate improvements in attendance and tardy rates including incentives for targeted subgroups
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Continue to train staff on usage of new materials. Preview social studies materials for future adoption.

General Fund Total Expenditures: \$5,000.00

Funding Source: Supplemental/Concentration

Proposed Expenditure	Object Code	Amount	Action
	1000-1999: Certificated Personnel Salaries	\$111,356.00	Recruit and retain highly qualified staffThe district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers
	3000-3999: Employee Benefits	\$47,614.00	Recruit and retain highly qualified staffThe district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers
	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Provide Psychological services for students at risk
	1000-1999: Certificated Personnel Salaries	\$3,000.00	Students identified as being in need of intervention will be assigned an intervention with qualified staff and program based on the baseline scores of Math and Language Arts. These students will get extra help with Math/LA.
	2000-2999: Classified Personnel Salaries	\$2,000.00	Students identified as being in need of intervention will be assigned an intervention with qualified staff and program based on the baseline scores of Math and Language Arts. These students will get extra help with Math/LA.

Elk Hills Elementary School

	1000-1999: Certificated Personnel Salaries	\$13,500.00	Provide more intervention support for Math and English by offering tutorial days.
	2000-2999: Classified Personnel Salaries	\$6,000.00	Support/maintain Instructional aides as needed to support intervention classes.
	4000-4999: Books And Supplies	\$500.00	Communicate to parents; ensure their voices are valued by listening to input. Coffee with Tensley, Remind 101, Class Dojo and class Websites will be just a few ways EHSD will communicate with parents and students.
The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers	1000-1999: Certificated Personnel Salaries	\$111,356.00	Continue to recruit and retain highly qualified staff for class size reduction(2) teachers
	3000-3999: Employee Benefits	\$47,614.00	Continue to recruit and retain highly qualified staff for class size reduction(2) teachers
	1000-1999: Certificated Personnel Salaries	\$15,000.00	Provide Before and/or After school tutorials to support struggling students.
	3000-3999: Employee Benefits	\$2,250.00	Provide Before and/or After school tutorials to support struggling students.
	2000-2999: Classified Personnel Salaries	\$6,000.00	Provide extra support, Instructional aides to assist with intervention/tutorial classes.
	3000-3999: Employee Benefits	\$900.00	Provide extra support, Instructional aides to assist with intervention/tutorial classes.
25-30 chrome books w/ cart	4000-4999: Books And Supplies	\$12,000.00	Continue to purchase (class set) of chrome books for students
The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers	1000-1999: Certificated Personnel Salaries	\$111,356.00	Continue to recruit and retain highly qualified staff

Elk Hills Elementary School

	3000-3999: Employee Benefits	\$47,614.00	Continue to recruit and retain highly qualified staff
	2000-2999: Classified Personnel Salaries	\$6,000.00	Provide extra support, Instructional aides as needed to support intervention classes.
	3000-3999: Employee Benefits	\$900.00	Provide extra support, Instructional aides as needed to support intervention classes.
25-30 Chrome books with cart	4000-4999: Books And Supplies	\$12,000.00	Purchase class set of Chrome books
The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers	1000-1999: Certificated Personnel Salaries	\$111,356.00	Continue to recruit and retain highly qualified staff
	3000-3999: Employee Benefits	\$47,614.00	Continue to recruit and retain highly qualified staff
Release time/Substitutes	1000-1999: Certificated Personnel Salaries	\$6,000.00	Professional development activities will provide staff with (1) time and materials to
Workshops	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Professional development activities will provide staff with (1) time and materials to
Instruction materials	4000-4999: Books And Supplies	\$5,000.00	All of the District's students will receive a comprehensive instructional program aligned with CCSS standards in mathematics and English language arts. Review ELA/ELD standards Identify materials from ELA/ELD adoption. Replace consumables Provide teacher professional development for ELA/ELD
Release time	1000-1999: Certificated Personnel Salaries	\$2,500.00	All of the District's students will receive a comprehensive instructional program aligned with CCSS standards in mathematics and English language arts. Review ELA/ELD standards Identify materials from ELA/ELD adoption. Replace consumables Provide teacher professional development for ELA/ELD
	3000-3999: Employee Benefits	\$750.00	All of the District's students will receive a comprehensive instructional program aligned with CCSS standards in mathematics and English language arts. Review ELA/ELD standards Identify materials from ELA/ELD adoption. Replace consumables Provide teacher professional development for ELA/ELD

Elk Hills Elementary School

2000-2999: Classified Personnel Salaries	\$6,000.00	Provide extra support for instructional aides to continue wit intervention
3000-3999: Employee Benefits	\$900.00	Provide extra support for instructional aides to continue wit intervention

Supplemental/Concentration Total Expenditures: \$744,580.00

Elk Hills Elementary School Total Expenditures: \$883,755.00