

Introduction:

LEA: General Shafter Elementary School District **Contact (Name, Title, Email, Phone Number):** Mr. Chris Salyards, Superintendent, chriss@generalshafter.org, (661) 837-1931
LCAP Year: 2016-2019

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>Board, Administration, CTA, Classified staff and parent group provided input in the LCAP. The district also used the following resources: Surveys from parents, students and staff. The District held a distriwide public meeting on April 18th, 2016 at 6:00pm. A meeting was held on March 4th, 2016 at 8:00am to discuss the goals, outcomes and receive input from representation from parent group, board of trustees, administration, classified staff, CTA as well as management.</p>	<p>Due to the involvement of community and school stakeholders, School Strengths, Weaknesses, Goals, Priorities were discussed. Input received from parent group, Certificated, Classified staff, Board, Administration and surveys from parents, students and staff formed goals and priorities are reflected in the LCAP. Specifically, parent engagement and participation in school activities was a top priority. Communication from the teachers to parents is a target.</p>

Annual Update:

Board, Administration, Certificated, CTA, Classified Staff and parent group provided input in the LCAP. The district also used the following resources: Surveys from parents, students and staff. The District also held a district wide public meeting on April 18th, 2016 at 6:00pm and discussed the progress the district made to achieve LCAP goals from 2015-16 and also receive input for goals to the 2016-17 LCAP. The Board of Trustees held a public hearing on June 3rd to review the LCAP and Budget. The Board of Trustees approved the LCAP and Budget on June 27th, 2016. There were no questions that needed a written response. The LCAP will continually be reviewed for appropriate updates as needed. On September 8th, 2016 the Board of Trustees approved revisions to the LCAP.

Annual Update:

School Strengths, Weaknesses, Goals, Priorities were discussed. Input received from parent group, Certificated, Classified staff, Board, Administration and surveys from parents, students and staff formed updated goals and priorities are reflected in the LCAP. All groups have been pleased with the progress and outcomes of the school district over the past year. However, staff and parents agreed that work need to continue specifically with parent engagement and participation in school activities. Communication from the teachers to parents is a target. The District EL program will continue to improve.

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?

GOAL 1:	By 2017 80% of district families will be actively involved in school events as measured by surveys parent club logs and attendance at other school events.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Family involvement in school activities.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: K-8 Families

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 3A. 80% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events.
 3B. The school district will send flyers, emails, text, utilize phone trees to parents of all students including unduplicated pupils.
 3C. The General Shafter School district will send flyers, text, emails and phone trees to parents of individuals with exceptional needs and personally invite to IEP
 6.A General Shafter's suspension rate to not exceed 2%
 6.B Will have 0.00% Expulsions
 6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update Forms Update Data System Newsletters Phone Tree	LEA- wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	While striving to reach our goal of 80% of our families being activity involved in the school events we anticipate an additional Print cost for promotion of activities, meetings, etc. Additional print cost to update forms. Purchase phone tree software and implement phone tree announcements. Phone tree system would be communications expenditure. 5900: Communications Supplemental and Concentration \$5,000 Phone tree system training. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,500.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: 3A. 90% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events.
 3B. The school district will send flyers, emails, text, and phone trees to parents of all students including unduplicated pupils..
 3C. The General Shafter School district will send flyers, text, emails and phone trees to parents of individuals with exceptional needs.
 6.A General Shafter's suspension rate to not exceed 2%.
 6.B Will have 0.00% Expulsions
 6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues..

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Phone System Data Forms, Newsletters Social Media.		<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)	While striving to reach our goal of 90% of our families being activity involved in the school events we anticipate an additional Print cost for promotion of activities, meetings, etc. Additional print cost to update forms. Add additional work station in office for community use. Supplies & Technology 5900: Communications Supplemental and Concentration 10,000 Additional Printing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 3A. 100% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events.
 3B. The school district will send flyers, emails, text, and phone trees to parents of all students including unduplicated pupils..
 3C. The General Shafter School district will send flyers, text, emails and phone trees to parents of individuals with exceptional needs.
 6.A General Shafter's suspension rate to not exceed 2%.
 6.B Will have 0.00% Expulsions
 6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues..

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Updated Website Mobile device communication Phone System Data Forms Newsletters Social Media interpreting services.		<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	While striving to reach our goal of 100% of our families being activity involved in the school events we anticipate an additional Print cost for promotion of activities, meetings, etc. Additional print cost to update forms. Anticipated cost of web design and mobile phone programs for communication. Also, the cost of interpreting services will be anticipated. Add additional work station in office for community use. Supplies

		_ Other Subgroups: (Specify)	& Technology 5900: Communications Supplemental and Concentration 10,000
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	By 2017 100% of student population will choose to participate in visual and performing arts.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Students need to be introduced and practice visual and performing arts.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: K-8 Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 100% of Students will participate in visual and performing arts.
 5A General Shafter wants to maintain an attendance rate of at least 96.2%
 5B Chronic Absenteeism: reduce from 2% to 0%
 5C Middle School Drop out rate: maintain 0%
 5D High School Drop out: N/A
 5E High School Graduation: N/A
 7A 100% of students will have access to a broad course of study. includes all subject areas described in section 51210.
 7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs.
 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Art Coach Music Coach Student Displays Community Art Show Elective Course After School Program	LEA - wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Art supplies, promotional materials for community art show. 4000-4999: Books And Supplies Supplemental and Concentration 5,000 After-school Program staffing 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 75,000 Music Coach 2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000 After School Program supplies 4000-4999: Books And Supplies Supplemental and Concentration 15,000 Art Coach 2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000

			Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 11,400
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>100% of student population will continually be involved in visual arts. 70% will choose to be involved with performing arts.</p> <p>20% of students based on a school wide survey participate in a visual and performing arts program.</p> <p>5A General Shafter wants to maintain an attendance rate of at least 96.2%</p> <p>5B Chronic Absenteeism: reduce from 2% to 0%</p> <p>5C Middle School Drop out rate: maintain 0%</p> <p>5D High School Drop out: N/A</p> <p>5E High School Graduation: N/A</p> <p>7A 100% of students will have access to a broad course of study.</p> <p>7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs.</p> <p>7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Art Coach Music Coach Displays Community Art Show Elective Course After School Program		<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>While striving to reach our goal of 100.0% of our students participating in visual and performing arts we anticipate our cost to consist of elective Course work, supplies and awards for shows. Supplies, After School Program. Staffing, Supplies and transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,000.00</p> <p>After School Program. Staffing 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 75,000</p> <p>After School Program supplies 4000-4999: Books And Supplies Supplemental and Concentration 20,000</p> <p>Art Coach 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000</p> <p>Music Coach 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of student population is involved with visual or performing arts. 20% of students based on a school wide survey participate in a visual and performing arts program. 5A General Shafter wants to maintain an attendance rate of at least 96.2% 5B Chronic Absenteeism: reduce from 2% to 0% 5C Middle School Drop out rate: maintain 0% 5D High School Drop out: N/A 5E High School Graduation: N/A 7A 100% of students will have access to a broad course of study. 7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs. 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Art Coach Music Coach Student Displays Community Art Show Elective Course After School Program		<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)	While striving to reach our goal of 100.0% of our students participating in visual and performing arts we anticipate our cost to consist of elective Course work, supplies and awards for shows. Supplies, After School Program. Staffing, Supplies and transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000.00 <hr/> After School Program. Staffing 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 75,000 <hr/> After School Program - Supplies 4000-4999: Books And Supplies Supplemental and Concentration 20,000 <hr/> Music Coach 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000 <hr/> Art Coach 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000

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

GOAL 3:	90% of Districts students will make progress in Math and Language Arts. As measured by the SBAC, Benchmarking, and CELDT/LPAC	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	EL students who have been enrolled for 3 years or more will show progress as measured by the CELDT/LPAC. 2014-15 CAASPP results met/exceed standards: ELA (All students): 29%, (ELs): 26%. Math: (All) 35%, (ELs): 37% 2015-16 AMAO 1 (one level growth) rate for ELs was 51%.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: K-8th English learners

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	90% Will make progress in Math and Language Arts as measured by state and local assessments. 2A General Shafter will SUBSTANTIALLY implement the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population. 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency. 4A 2014-15 CAASPP results met/exceed standards: ELA (All students): 30%, (ELs): 27%. Math: (All) 36%, (ELs): 38%. Met/exceed standards percentages to increase by at least 1%. 4B API: N/A 4C U/C, CSU: N/A 4D AMAO 1 rates will improve from 51% to at least 52% 4E General Shafter will have a reclassification rate of 22% 4F AP Passage: N/A 4G EAP: N/A
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Conduct needs assessment Provide Support and training to teachers Train teachers in new standards and framework EL Intervention Staffing Instructional Aides Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom.	LEA - wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	4000-4999: Books And Supplies Supplemental and Concentration 10,000 EL Intervention 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$35,000

Implement/Monitor		_ Other Subgroups: (Specify)	Instructional Aides for Intervention 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 15,000 Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 30,000
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	90% Will make progress in Math and Language Arts as measured by state and local assessments. 2A General Shafter will SUBSTANTIALLY implement the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population. 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency. 4A 2014-15 CAASPP results met/exceed standards: ELA (All students): 31%, (ELs): 28%. Math: (All) 37%, (ELs): 39%. Met/exceed standards percentages to increase by at least 1%. 4B API: N/A 4C U/C, CSU: N/A 4D AMAO 1 rates will improve from 51% to at least 52% 4E General Shafter will have a reclassification rate of 22% 4F AP Passage: N/A 4G EAP: N/A
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD and LA standards and framework Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor, SBAC and Benchamarking. EL Intervention Staffing, Instructional Aide	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000 EL Intervention 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 20,000 Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 90% Will make progress in Math and Language Arts as measured by state and local assessments.
 2A General Shafter will SUBSTANTIALLY implement the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.
 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency.
 4A 2014-15 CAASPP results met/exceed standards: ELA (All students): 32%, (ELs): 30%. Math: (All) 39%, (ELs): 41%. Met/exceed standards percentages to increase by at least 1%.
 4B API: N/A
 4C U/C, CSU: N/A
 4D AMAO 1 rates will improve from 51% to at least 52%
 4E General Shafter will have a reclassification rate of 22%
 4F AP Passage: N/A
 4G EAP: N/A

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Conduct needs assessment Provide Support and training to teachers Train teachers in ELD and LA standards and framework, Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor, SBAC and Benchamarking. Add EL intervention staff, instructional aide	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000 EL Intervention 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 20,000 Instructional aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,000

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

GOAL 5:	By 2017 the CCSS and all state standards will be FULLY implemented as measured by the APS and Admin. Observation.		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 type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Common Core implementation in math and ELA is currently at a partial level, based on APS data and administrative observations. Physical fitness test results indicate 5th graders need improvement: 1.5% in aerobic capacity and 42.1% in body composition. 7th graders scored 50% in both aerobic capacity and body composition.		
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	K-8	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers. 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials. 1C All of General Shafter facilities are in good repair and pass Williams Act inspections. 2A General Shafter to substantially implement all state standards, including math and ELA Common Core standards as determined by the APS and administrative observations. 2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency. 8 5th and 7th grade students to improve aerobic capacity and body composition scores by 7% from baseline scores in the identified need.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development training for personnel. Outside consultation. Teacher evaluations. - No Cost Equipment and Software	LEA	<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)	Equipment and Software 4000-4999: Books And Supplies Supplemental and Concentration \$30,000 Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5000.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers. 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials. 1C All of General Shafter facilities are in good repair and pass Williams Act inspections. 2A General Shafter to fully implement all state standards, including math and ELA Common Core standards as determined by the APS and administrative observations. 2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency. 8 5th and 7th grade students to improve aerobic capacity and body composition scores by 9% from baseline scores in the identified need.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development training for personnel. Outside consultation. Teacher evaluations. - No cost Software and Technology		<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)	Equipment and Software 4000-4999: Books And Supplies Supplemental and Concentration 30,000 Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers. 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials. 1C All of General Shafter facilities are in good repair and pass Williams Act inspections. 2A General Shafter to fully implement all state standards, including math and ELA Common Core standards as determined by the APS and administrative observations. 2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency. 8 5th and 7th grade students to improve aerobic capacity and body composition scores by 9% from baseline scores in the identified need.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development training for personnel. Outside consultation. Teacher evaluations. - NoCost Software and Technology		<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	Technology & Software 4000-4999: Books And Supplies Supplemental and Concentration 30,000 Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000.00

		English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	By 2017 50% of district families will be actively involved in school events as measured by surveys parent club logs and attendance at other school events.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	K-8 Families	
Expected Annual Measurable Outcomes:	<p>3A. 40% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events.</p> <p>3B. The school district will send flyers, emails, text, and phone trees to 100% parents of all students including unduplicated pupils..</p> <p>3C. The General Shafter School district will send flyers, text, emails and phone trees to 100% parents of individuals with exceptional needs.</p> <p>6.A General Shafter will continue to have a 10% Suspension rate.</p> <p>6.B 0.00% Expulsions</p> <p>6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues..</p>	Actual Annual Measurable Outcomes:	<p>3A. 71% of families was actively involved in school activities and school decision making based upon surveys, parent club, and other school events.</p> <p>3B. The school district sent flyers, emails, and implemented a district wide newsletter sent to all of the students including unduplicated pupils..</p> <p>3C. The school district sent flyers, emails, and implemented a district wide newsletter sent to all of the students including to parents of individuals with exceptional needs.</p> <p>Priority 6 – School Climate as measured by all of the following, as applicable</p> <p>A) Pupil suspension rate 2%</p> <p>B) Pupil expulsion rate 0%</p> <p>C) According to school results from tools such as surveys of pupils, parents, and staff 95% of General Shafter School District stakeholders are pleased with safety and school connectedness.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Update Forms Update Data System Newsletters Phone Tree	While striving to reach our goal of 40% of our families being activity involved in the school events we had Additional Print cost for promotion of activities, meetings, etc. Additional print cost to update	Data Systems, Newsletter printing, forms, Camp KEEP.	While working hard to not only reach our goal of 50% but surpassed it. Many of our families are actively involved in the school events we had Additional Print cost for promotion of activities, meetings, etc. Additional

	<p>forms. Add additional work station in office for community use. 0000: Unrestricted Supplemental and Concentration 500.00</p> <p>Supplies & Technology. Interpretation services 0000: Unrestricted Supplemental and Concentration 2,000.00</p>		<p>print cost to update forms. Add additional work station in office for community use which includes a computer. 4000-4999: Books And Supplies Supplemental and Concentration 350.00</p> <p>Camp KEEP 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,464.00</p>
<p>Scope of Service LEA- wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA -Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>General Shafter ESD saw a great deal of progress in our district parents being actively involved. Monthly newsletter and social media is a key component. We look forward to the implementation of a phone tree system. Our suspension and expulsion rate remains low, we are pleased with the data. We believe the actions taken have been effective. We added the action of Camp KEEP therefore the actual amount of resources were greater than the budgeted amount.</p>		

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

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

Original GOAL 2 from prior year LCAP:	By 2017 100% of student population will choose to participate in visual and performing arts.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All ----- Applicable Pupil Subgroups: K-8 Students		
Expected Annual Measurable Outcomes:	66.6 % of Students will participate in visual and performing arts. 20% of students based on a school wide survey participate in a visual and performing arts program. 5A General Shafter has a high attendance rate. 94.94%. 5B 0.00% 5C 0.00% 5D N/A 5E N/A 7A 100% of students will have access to a broad course of study. 7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs. 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.	Actual Annual Measurable Outcomes: 100 % of Students participated in visual arts. However only 22% participated in performing arts. Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE A) School attendance rate was 96.29% B) Chronic absenteeism rate was 2% C) Middle School dropout rate 0% D) High School dropout rate – N/A E) High School graduation rate – N/A Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in: A) 100% of students had 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 were developed and provided to 100% of unduplicated pupils. C) Programs and services were developed and provided to 100% of individuals with exceptional needs.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Art Coach Student Displays Community Art Show Elective Course After School Program	While striving to reach our goal of 66.6% of our students participating in visual and performing arts we had elective course work, and awards	Community Art show, After School Program	General Shafter reached the goal of 66.6% of our students participating in visual arts. However, we fell short with only 22% participating in performing

	<p>for shows. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000.00</p>		<p>arts we had elective course work, and awards for shows. 4000-4999: Books And Supplies Supplemental and Concentration 300.00</p> <p>After School Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 75,141.00</p> <p>After School Program Supplies/Snacks 4000-4999: Books And Supplies Supplemental and Concentration 22,718</p>
<p>Scope of Service LEA - wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA -Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>General Shafter ESD is pleased with the growing participation of our students in fine arts. In the coming year our focus is going to be on performing arts. We will spend resources on music instruction and introduce our students to a wide variety of performing arts. There was a greater actual expenditures due to the implementation of the after school program. Program cost included staffing provided by the Boys and Girls club and supplies provided by school district. We believe the after school program action has been a success and look to continue in the future.</p>		

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

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

Original GOAL 3 from prior year LCAP:	By 2017 80% of the district's EL students in attendance 3 years or more will read, write, speak and listen in English proficiently as measured by CELDT AND ADEPT	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All ----- Applicable Pupil Subgroups: K-8th English learners	
Expected Annual Measurable Outcomes:	<p>70% EL Language proficiency rates by the end of 4th grade.</p> <p>2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.</p> <p>2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.</p> <p>4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP</p> <p>ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%</p> <p>Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.</p> <p>4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.</p> <p>4C N/A</p> <p>4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.</p> <p>4E General Shafter had a reclassification rate of 3.22%</p> <p>4F N/A</p> <p>4G N/A</p> <p>8A General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition. The improvement needed is for each group</p>	<p>Actual Annual Measurable Outcomes:</p> <p>70% EL Language proficiency rates by the end of 4th grade.</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 substantial as defined by the APS and 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 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING</p> <p>A) Statewide SBAC test results by sub groups, 29% of all students met standards in ELA and 33% of Hispanic, 26% white and 26% EL students met ELA standards.</p> <p>In Math 35% of all students met standards in MATH and 39% of Hispanic, 5% White and 37% of EL students met MATH standards.</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) 51% of EL pupils made progress toward English proficiency as measured by the CELDT/LPAC</p> <p>E) English Learner reclassification rate is 22%</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>8A General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in</p>

<p>to increase by 5%.</p>	<p>body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition. The improvement needed is for each group to increase by 5%.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor</p>	<p>While our district strives to reach our goal of 70% of EL Students being proficient by 8th grade we had expenditures for training and supplies. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,024</p> <p>curriculum, additional staff salary. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,000</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 10,000</p>	<p>Conducted needs assessment and provided support and training to teachers. Trained teachers in new ELD standards and framework, comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor. Additional instructional aides were hired to implement EL program.</p>	<p>While our district strives to reach our goal of 70% of EL Students being proficient by 8th grade we had expenditures for training and supplies. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 300.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 5000.00</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 12,843.23</p>
<p>Scope of Service LEA - wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA - wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Moving forward this goal will merge with current goals #4 and #6 to make one goal for our school district. Our budget for personnel salaries far exceeded our actual expenditures for this goal. However, expenditures were realized in goals 4 and 6. We feel the steps taken to merge goals in order to provide a more quality program utilizing the resources available is in the best interest of our EL program.

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

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

Original GOAL 4 from prior year LCAP:	By 2017 90% of the district's students will score at or above proficiency in math. As measured by the SBAC and benchmark testing	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: K-8 English Learners	
Expected Annual Measurable Outcomes:	<p>80% of Students will be proficient or above</p> <p>2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.</p> <p>2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.</p> <p>4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP</p> <p>ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%</p> <p>Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.</p> <p>4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.</p> <p>4C N/A</p> <p>4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.</p> <p>4E General Shafter had a reclassification rate of 3.22%</p> <p>4F N/A</p> <p>4G N/A</p>	<p>Actual Annual Measurable Outcomes:</p> <p>80% of Students will be proficient or above</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 substantial as defined by the APS and 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 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING</p> <p>A) Statewide SBAC test results by sub groups, 29% of all students met standards in ELA and 33% of Hispanic, 26% white and 26% EL students met ELA standards.</p> <p>In Math 35% of all students met standards in MATH and 39% of Hispanic, 5% White and 37% of EL students met MATH standards.</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) 51% of EL pupils made progress toward English proficiency as measured by the CELDT/LPAC</p> <p>E) English Learner reclassification rate is 22%</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>
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Benchmarks Purchase Specialized Curriculum Provide Professional Development Collaborative Meetings After School Program Implementation/Monitoring</p>	<p>In striving to be to have 80% of our students proficient or above we had expenditures for training, curriculum, additional staff, supplies and training</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$35,024</p> <p>Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$5,000</p>	<p>Implemented Benchmarks Purchased Specialized Curriculum Provided Professional Development Collaborative Meetings Implemented After School Program Implementation of Monitoring</p>	<p>In striving to be to have 80% of our students proficient or above we had expenditures for training, curriculum, additional staff, supplies and training</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 200.00</p> <p>Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35,890</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14,047</p>
<p>Scope of Service LEA - wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA - wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Moving forward this goal will merge with current goals #3 and #6 to make one goal for our school district. Spent expenditures was shifted to the After School Program which was chosen to be of greater importance. We feel the steps taken to merge goals in order to provide a more quality program utilizing the resources available is in the best interest of our student body.</p>		

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

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

Original GOAL 5 from prior year LCAP:	By 2017 the CCSS and all state standards will be FULLY implemented as measured by the APS and Admin. Observation.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: K-8
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Expected Annual Measurable Outcomes:	<p>SUBSTANTIAL to Partial implementation</p> <p>1A General Shafter was 100% compliant in the area of appropriately assigned teachers.</p> <p>1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials.</p> <p>1C All of General Shafter facilities are in good repair and pass Williams Act inspections.</p> <p>8A General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition. The improvement needed is for each group to increase by 5%.</p>	Actual Annual Measurable Outcomes:	<p>SUBSTANTIAL implementation</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.</p> <p>8A General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition. The improvement needed is for each group to increase by 5%.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development training for personnel. Outside consultation. Teacher evaluations.	Our district is striving to have substantial implement ion of CCSS and our expenditures reflect Training, Outside consultation and training. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,000.00	Professional development training for personnel. Outside consultation. Teacher evaluations.	Our district is striving to have substantial implement ion of CCSS and our expenditures reflect Training, Outside consultation and training. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 300.00

	Supplies and Training 4000-4999: Books And Supplies Supplemental and Concentration \$8,000.00										
<table border="1"> <tr> <td data-bbox="96 233 243 310">Scope of Service</td> <td data-bbox="243 233 569 310">LEA</td> </tr> <tr> <td colspan="2" data-bbox="96 310 569 623"> <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) </td> </tr> </table>	Scope of Service	LEA	<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)			<table border="1"> <tr> <td data-bbox="1031 233 1178 310">Scope of Service</td> <td data-bbox="1178 233 1514 310">LEA -wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 310 1514 623"> <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) </td> </tr> </table>	Scope of Service	LEA -wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA -wide										
<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)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	General Shafter ESD has adopted new curriculum and is in the process of having instructional staff trained in order to deliver the best education possible to our student body. 2016-17 will see a remarkable increase in training. The budget was based of purchasing and implementing LA curriculum However, the adoption did not take place until after the school year. Thus, training and Professional development was pushed back.										

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

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

Original GOAL 6 from prior year LCAP:	By 2017 90% of the district's students will score at or above proficiency in Language Arts. As measured by the SBAC and benchmark testing		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All	----- Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<p>80% of Students will be proficient or above</p> <p>2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.</p> <p>2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.</p> <p>4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP</p> <p>ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%</p> <p>Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.</p> <p>4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.</p> <p>4C N/A</p> <p>4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.</p> <p>4E General Shafter had a reclassification rate of 3.22%</p> <p>4F N/A</p> <p>4G N/A</p>		Actual Annual Measurable Outcomes:	<p>80% of Students will be proficient or above</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 substantial as defined by the APS and 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 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING</p> <p>A) Statewide SBAC test results by sub groups, 29% of all students met standards in ELA and 33% of Hispanic, 26% white and 26% EL students met ELA standards.</p> <p>In Math 35% of all students met standards in MATH and 39% of Hispanic, 5% White and 37% of EL students met MATH standards.</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) 51% of EL pupils made progress toward English proficiency as measured by the CELDT/LPAC</p> <p>E) English Learner reclassification rate is 22%</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>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	

<p>Training additional staff Salary supplies and training</p>	<p>GSESD is striving to have 80% of our students proficient or above, expenditures include Training, additional staff supplies and training</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000</p> <p>Salary 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$4,000</p>	<p>Training, additional staff Salary, supplies and training</p>	<p>GSESD is striving to have 90% of our students proficient or above, expenditures include Training, additional staff supplies and training</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,000</p> <p>Salary 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p> <p>Training and Workshops 3000-3999: Employee Benefits Supplemental and Concentration \$15,000</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA -wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>While our achievement goal was not realized. We are pleased with the progress that was made. We feel our activities for this goal has been effective and is leading us towards further progress. We will continue with the actions. Moving forward this goal will merge with current goals #3 and #4 to make one goal for our school district.</p>		

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

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

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:	K-8	
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$277,843</u>
<p>General Shafter School District has projected the following revenue amounts: 2016-17 = \$2277,843, 2017-18= 216,611, 2018-19=.\$205,045 General Shafter will use these funds in a schoolwide/districtwide manner to improve and increase expenditures by upgrading our curriculum, purchasing resources, hiring personnel, providing extra help and extracurricular activities. Based upon surveys and community and staff meetings, we feel our funds are best served by providing increased outreach to our parents and community, teacher training and new curriculum along with the implementation of an after school program. The families of the General Shafter school district will be impacted in a positive way by the increased quality of education they will receive. 82.35% of the General Shafter School District’s students are identified as either Low Income, English Learners, or Foster Youth, and as these pupils are enrolled proportionally in our one-school school district, the district determined that the most effective use of its LCFF Supplemental and Concentration Grant Funds would be to enhance all prioritized services district-wide to these students in our single school. These enhanced resources will be primarily directed to meet the need of unduplicated students.</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.

25.1 2	%
<p>The following services provided include English Learners, Redesignated English Learners, low income and foster youth to improve as identified in above sections of this LCAP. IMPROVED SERVICES FOR UNDUPLICATED STUDENTS =Specialized textbook and supplementary materials, Software for parent’s involvement, Software for student achievement, professional development , art supplies, testing materials, awards, quality of instruction. INCREASED SERVICES FOR UNDUPLICATED STUDENTS = Additional personnel, After School program, Parent Resources, Additional Personnel, elective programs, community resource center, computers, community outreach, transportation, Common Core training, tutoring. General Shafter Minimum Proportionality Percentage (MPP) is 13.06% for 2014-15 and 25.12% in 2016-17.</p>	

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Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	213,548.00	213,553.23	369,652.00	378,500.00	280,000.00	1,028,152.00
Supplemental and Concentration	213,548.00	213,553.23	369,652.00	378,500.00	280,000.00	1,028,152.00
						841,752.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	213,548.00	213,553.23	369,652.00	378,500.00	280,000.00	1,028,152.00
	0.00	0.00	91,752.00	80,000.00	0.00	171,752.00
0000: Unrestricted	2,500.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	80,000.00	57,890.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	25,000.00	12,843.23	75,000.00	65,000.00	65,000.00	205,000.00
3000-3999: Employee Benefits	19,000.00	34,047.00	26,400.00	20,000.00	20,000.00	66,400.00
4000-4999: Books And Supplies	10,000.00	23,368.00	60,000.00	77,000.00	70,000.00	207,000.00
5000-5999: Services And Other Operating Expenditures	20,024.00	0.00	0.00	500.00	0.00	500.00
5800: Professional/Consulting Services And Operating Expenditures	57,024.00	85,405.00	111,500.00	126,000.00	115,000.00	352,500.00
5900: Communications	0.00	0.00	5,000.00	10,000.00	10,000.00	25,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	213,548.00	213,553.23	369,652.00	378,500.00	280,000.00	1,028,152.00
	Supplemental and Concentration	0.00	0.00	91,752.00	80,000.00	0.00	171,752.00
0000: Unrestricted	Supplemental and Concentration	2,500.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	80,000.00	57,890.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	25,000.00	12,843.23	75,000.00	65,000.00	65,000.00	205,000.00
3000-3999: Employee Benefits	Supplemental and Concentration	19,000.00	34,047.00	26,400.00	20,000.00	20,000.00	66,400.00
4000-4999: Books And Supplies	Supplemental and Concentration	10,000.00	23,368.00	60,000.00	77,000.00	70,000.00	207,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	20,024.00	0.00	0.00	500.00	0.00	500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	57,024.00	85,405.00	111,500.00	126,000.00	115,000.00	352,500.00
5900: Communications	Supplemental and Concentration	0.00	0.00	5,000.00	10,000.00	10,000.00	25,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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