

Introduction:

LEA: Greenfield Union School District **Contact (Name, Title, Email, Phone Number):** Chris Crawford, Superintendent, crawfordc@gfusd.net, 661-837-6000 **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>Greenfield Union School District created a District Leadership Team (Superintendent, Assistant Superintendent of Curriculum, Assistant Superintendent of Personnel, Assistant Superintendent of Business, Director of Fiscal Services, Director of Categorical, Director of Technology, and Administrator on Special Assignment) to oversee the progress of the LCAP/LCFF process.</p> <p>8/27/15: Review of LCAP 2014-15, Review of LCAP 2015-16, Timeline review, Survey input from all stakeholders, Survey Questions for Needs Assessment.</p>	<p>The DLT continually monitors the LCAP/LCFF. Committee revised survey questions to stakeholders. This team prioritizes all stakeholder recommendations.</p>

10/14/15: Technology Budget and refresh plan.
 11/2/15: Technology Budget and refresh plan.
 2/4/16: Review Goals and Actions/Services, reviewed expenditures in each department, discussed unduplicated status and retrieving data. Team was presented with information by MSW's about KCSOS-Project 180 and the data showing success of program.
 3/3/16: Needs Assessment Data, Recommendation list 2016-19 (in progress), Middle School concerns with uniforms/band equipment, Technology.
 4/11/16: Annual Review: Actions to rollover, to remove, or completed. Recommendations from stakeholders for 2016-2019 plan.
 4/25/16: Reviewed LCAP 2016-17 and Annual Review. Created priority list from recommendations from stakeholders.
 5/16/16: Reviewed LCFF 2016-17 Budget, reviewed priority list from stakeholders and added actions to LCAP. Updated draft timelines for 2016-17 presented.

The Administrative Leadership Team consists of all administrators and program leaders in the district.

8/11/15: LCFF Budget update
 9/8/15: LCAP Timeline
 10/13/15: Aeries LCAP Dashboards, Technology Refresh and support
 11/10/15: Technology LCAP budget
 12/8/15: LCAP and Foster Students
 1/12/16: LCAP Survey reminder
 2/16/16: LCAP recommendations for 2016-17 plan.
 3/8/16: MSW pay and recommendations
 5/10/16: Presented 2016-19 Planning Grid with Goals and Actions.

District Board Meetings

8/12/15: Approval of MOU for PIQE, Approval of agreement with KCSOS for Project 180, Approval of MOU for BTSAs services.
 9/9/15: Review of 2014-15 LCAP Goals and Expenditures Unaudited Actuals, LCAP Timeline
 10/14/15: Notification that Needs Assessment window is open, E-rate funds came in at 1.2 million - adjustments to LCFF plans.
 10/2/15: Approval of MOU for PIQE for Palla and OMS, Contract with IVS for Smart Brand Classrooms Technology, Change order for Advanced

Recommendations included:

- *Math Interventions - district wide ALEKS (3rd-8th)
- *Reading Specialist Teacher/Coach(credentialed teachers) direct services to kids - late morning-ASP
- *MSW - 2 social workers with interns
- *Foster / Homeless Liaison - through Support Services
- *Look at Noon Aide formulas for #'s
- *Review custodian #'s

All recommendations are for the purpose of closing the achievement gap and increasing outcomes for all students.

LCAP priority list and survey results were presented to Board members for input / recommendations.

Recommendations included:

- *Technology
- *English classes for parents that are not English Speakers
- *Lower class sizes
- *3 Gymnasiums
- *Life Skills (building pride of their school, themselves, etc.)
- *Safety for kids walking to/from school

Communication.

11/18/15: Contract with Dell Marketing for technology equipment
 12/9/15: Approval of 2015-16 First Interim Budget Report. Update to committee about the district wireless project status.
 1/13/16: Approval of change order #2 and #3 for wireless installation. Approval to increase contingency amount for Advance Communications.
 2/24/16: MSW presentations to board promoting and explaining Project 180. Approval of Dr. Julia Nyberg GATE PD for Administrators.
 3/9/16: Approval of contracts with Thinking Maps Inc. for PD for Write from the Beginning. Approval of contract with Jill Hamilton-Bunch for PD for ELD.
 4/6/16: Board input for 2016-19 LCAP.
 4/13/16: Approval of ALEKS Subscription (Math Intervention) for 2016-17. LCAP Needs Assessment Results.
 4/27/16: LCAP Priority list from Stakeholder input was presented.

Site Parent/Community Meetings. Informational presentation was presented in order to explain and promote LCAP involvement. Parent letters were mailed home to all stakeholders prior to meetings held at 12 sites between August 25 and October 6th, 2015. Presentations were made in both English and Spanish.

8/25/2015: Granite Pointe at 5:30 P.M.
 8/25/2015: Valle Verde at 5:30 P.M.
 8/26/2015: Granite Pointe at 5:30 P.M.
 8/26/2015: Valle Verde at 5:30 P.M.
 8/27/2015: Granite Pointe at 5:30 P.M.
 8/27/2015: Valle Verde at 5:30 P.M.
 9/1/2015: Greenfield Middle at 5:00 P.M.
 9/2/2015: Planz at 5:30 P.M.
 9/3/2015: Kendrick at 6:00 P.M.
 9/9/2015: McKee Middle at 6:00 P.M.
 9/10/2015: Community at 5:30 P.M.
 9/10/2015: Horizon at 5:30 P.M.
 9/10/2015: Fairview at 5:30 P.M.
 9/10/2015: Plantation at 6:00 P.M.
 9/24/2015: Palla at 5:45 P.M.
 10/6/2015: Ollivier at 3:00 P.M.

LCFF / LCAP Workshops

- *Parent education - teach parents how to help kids be successful at school
- *Field Trips
- *Camp Keep
- *Music programs for elementary sites
- *Shade structures outside on eating areas/playgrounds
- *Physical Education Equipment
- *Roving music teacher to go from school to school (elementary)
- *Elementary PE teachers
- *Longer school days
- *Career Technical Classes

All 16 meetings were presented as informational. There was an open forum for questions or clarification, but no comments were made.

District staff keep updated with changes to LCAP / LCFF requirements

9/3/15: LCAP Development Workshop in Ventura
 9/30/15: LCAP Webinar from CASBO - Strategic Partnerships, SI&A
 10/22/15: FCMAT-LCFF/LCAP Training at KCSOS
 11/19/15: Innovate Ed (Jay Westover) LCAP Workshop at KCSOS
 1/25/16: LCAP Development Series at KCSOS
 3/10/16: -continued: Innovate Ed (Jay Westover) LCAP Workshop at KCSOS
 5/26/16: Four Disciplines of Systems Leadership at KCSOS
 6/8-6/9/16: LCAP District Leadership Team Workshop: Innovate Ed Creating School site Action Plans at KCSOS.

School Site Councils which consist of site personnel, administration, parents, students (middle sites), and community members.

Fairview: 10/1/15, 12/17/15, 2/11/16, 5/26/16
 Granite Pointe: 10/14/15, 1/20/15, 4/20/15, 5/16/16
 Horizon: 10/21/15, 12/2/15, 2/3/16, 4/6/16
 Kendrick: 11/5/15, 1/21/16, 3/17/16, 5/26/16
 Palla: 9/23/15, 12/3/15, 5/11/16
 Plantation: 10/29/15, 12/3/15, 1/28/16, 3/3/16, 5/12/16
 Planz: 10/12/15, 12/7/15, 1/25/16, 5/23/16
 Valle Verde: 10/20/15, 12/8/15, 2/9/16, 5/10/16
 GMS/Comm: 10/1/15, 1/14/16, 3/3/16, 5/19/16
 MMS: 10/15/15, 12/10/15, 2/18/16, 5/17/16
 OMS: 10/22/15, 12/10/15, 2/18/16, 5/19/16

Needs Assessment Surveys

Parent Survey window 10/5/15 - 12/18/15
 Student / Staff Survey window 1/4/16 - 1/29/16

Recommendations included:

- *1-1 Chromebooks
- *STEM lab
- *Technology refresh plan
- *additional teacher (OMS)

All stakeholders input collected and analyzed. Identified and evaluated priorities that highlighted district needs pertaining to: Student Academic Achievement, Intervention Support, Technology, Professional Development, Student Safety, Parent Education. Letter and phone invitations to parents to request participation for LCAP/LCFF input.

Recommendations included:

- *Technology
- *College Information
- *Career Opportunities
- *Electives
- *Interventions
- *Cleaner Campus'

Superintendent met with Student Body Representatives at each site to elicit feedback. Student Body Representatives included: English learners, low-income students, students with disabilities, gifted students, and foster youth.

Fairview: 10/28/15

Granite Pointe: 11/4/15

Horizon: 10/29/15

Kendrick: 11/3/15

Palla: 10/26/15

Plantation: 11/5/15

Planz: 11/4/15

Valle Verde: 11/10/15

GMS: 11/19/15

MMS: 11/4/15

OMS: 11/5/15

Curriculum / Categorical Committee consists of Assistant Principals and district support staff.

11/12/15: Needs Assessment window and expectations for completion.

2/18/16: LCAP recommendations for 2016-17

3/17/16: Needs Assessment Survey Results, Multi-year results analyzed.

5/19/16: Verified information that should be in site SPSA pertaining to LCAP.

District meetings held on the following dates:

*More Math help

*More Library Books

Recommendation included:

*More library books

*Computers/Chromebooks

*Cleaner campus

*New band instruments

*Gym

Recommendations included:

*Noon aides to cover morning duty

*Instructional coaches at each site

*Special Ed. Curriculum Coach

*Mentors at each site

*Technology mentors for K-2/3-5/6-8

*Middle School math intervention

*AR 360 district wide

*Tracks- for track and field

*Extend SIP to 8 hours

*PE Teachers in elementary

*Band/Chorus teacher in elementary

*STEM Program funding

*Read Live district wide

*STAR Early Literacy for middle schools.

All recommendations are for the purpose of closing the achievement gap and increasing outcomes for all students.

Engage stakeholder in planning and review process. Obtain committee input.

DELAC meetings: 11/18/15, 1/20/16, 5/18/16
DAC meetings: 11/17/15, 1/19/15, 5/17/16

Meetings w/ bargaining groups to provide input and share priorities.
GTA: 4/1/16, LCAP input
CSEA: 3/17/16, LCAP input

Approval Process:
June 8, 2016 Public Hearing for LCAP and Budget
June 21, 2016 Finalize LCAP
June 22, 2016 LCAP and Budget Adoption
June 30, 2016 LCAP and Budget submitted to KCSOS

Adjusted goals and priorities of services/programs based on input. Both committees feel the improvement to the education of students by services provided due to LCFF have been evident. They feel that their input has been acknowledged.

Recommendations included:

- *Smaller class sizes, even in 4-8
- *A set of Chromebooks in every classroom. (enough for all students, including mainstreamed students, science, history, electives)
- *The Wi-Fi bandwidth and processors to make sure there are no lags during SBAC.
- *A typing program
- *Turnitin program for middle schools (plagiarism check)
- *Classrooms cleaned daily
- *Paid field trips
- *Camp Keep
- *Science lab or science kits at each school site so students have more hands on experiences.
- *more custodians
- *part-time custodians (during lunch)
- *additional Maintenance staff
- *additional warehouse staff (pull other staff)
- *additional shampooer and floor scrubber at each site
- *additional grounds truck with dump for dirt

Annual Update:

The involvement process within the work with the district LCAP combined providing feedback from all stakeholder groups mentioned above along with the focus to reflect on the progress made on the goals and actions written into the LCAP. The progress on the metrics was shared along with updates on the planned actions and programs. During the LCAP District Leadership Team meetings, a progress check on the different programs was presented along with the latest data on these areas. Feedback and suggestions were gathered to make sure that we were on the right track as we rolled out our programs specifically designed to increase the services for our at-risk groups. This data included attendance rates, chronic absentee rates, suspension rates, expulsion rates, drop-out rates, EL reclassification rates, Needs Assessment Survey responses, and analysis of SBAC.

Annual Update:

As we reviewed the data, Greenfield met the expected criteria rates for attendance, chronic absenteeism, middle school dropout, suspension, and expulsion. We did not meet the expected growth for our AMAO's and Reclassification rate. Additionally, our SBAC scores did not meet our expectation. Discussion centered on causes for these drops and changes needed in order to make our goals.

The addition of teaching staff to reduce class size continues to help meet the needs of all students in district. Our base-line scores for SBAC were not what we had hoped for, but being a new format with different protocols we feel with the actions that have been implemented will show these scores to rise. Professional Development in CCSS, technology, writing program, and data analysis will keep the teachers up to date with state and local expectations. District will implement the ALEKS Math Intervention Program. In an effort to defer summer learning loss and retain or advance learning Summer Program will be supported.

District sent team to EL Achieve Symposium, they will in turn serve as district leadership t provide ongoing training to serve EL students.

Parent participation in District Needs Assessment Survey went from 167 participants to 775 responses.

Recommendations to be implemented as expressed by the stakeholders of the district are:

- *New ELA/ELD adoption and Intensive Intervention
- *EL support and professional development
- *Supplemental Math Intervention
- *Speakers for HS, college, and career readiness
- *New Technology Integration Teacher
- *Addition of STEM classes at middle schools
- *Academic Coach at each site
- *Summer Intervention
- *Provide more home-to-school communication
- *Increase support to schools with additional nurse, psychologist, and Program Specialist.
- *Parent involvement supplies

Approval Process:

- June 8, 2016 Public Hearing for LCAP and Budget
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Legend:

- APS: Academic Program Survey
- ASP: After School Program
- BTSA: Beginning Teacher Support and Assessment Induction
- CCSS: Common Core State Standards
- CESIP: Clear Education Specialist Induction Program
- CSEA: School Employees Association, chapter 496
- DAC: District Advisory Committee
- DAS: District Assistance Survey
- DELAC: District English Language Advisory Committee
- ELAC: English Language Advisory Committee
- ELD: English Language Development
- ELSA: English Language Skills Assessment
- GATE: Gifted and Talented Education
- GMS: Greenfield Middle School
- GTA: Greenfield Teachers Association
- ISS: Inventory of Services and Supports
- KCSOS: Kern County Superintendent of Schools
- LCAP: Local Control and Accountability Plan
- LCFF: Local Control Funding Formula
- LEA: Local Education Agency
- MMS: McKee Middle School
- MSW: Masters of Social Work
- OMS: Ollivier Middle School
- PBIS: Positive Behavior Interventions and Supports

- *After School Sports uniforms
- *Bringing on three Master of Social Work providers to help as school sites.
- *Field Trips for grade levels, beginning with 6th Grade to Camp Keep
- *Elementary Music Teachers
- *Addition of full-time and part-time custodians

PD: Professional Development

PIQE: Parent Institute for Quality Education

RFEP: Reclassified Fluent English Proficient

SBAC: Smarter Balanced Assessment Consortium

SPSA: Single Plan for Student Achievement

SSC: School Site Council

TIP: Teacher Induction Program

WFTB: Write From the Beginning

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:	The district will provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Due to the implementation of Common Core State Standards the district will be adopting a new English Language Arts/English Language Development program. 83% staff, 83% parents, but only 61% of students agreed that the district has communicated its plan for implementing the Common Core State Standards according to the District Needs Assessment. Sites must effectively communicate that students are receiving CCSS and verify comprehension. Staff will require professional development on new adoption as well as follow up with math and writing programs. Based on current technology and equipment inventory, all sites will receive technology build up and refresh plan to meet CCSS instructional needs. Additionally, 32% of students, 24% of staff, and 22% of parents indicated technology as the “one thing” the district could do to help students be fully prepared for college or career.	
Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

Priority 1: Basic Services

Teachers appropriately assigned and fully credentialed for assignment: currently 98% are fully credentialed and appropriately assigned, goal is to be at 100%.

Pupils access to standards-aligned materials: 100% - will maintain.

School facilities maintained in good repair: All facilities have an overall rating of "Exemplary" as indicated on the FIT report - will maintain Exemplary status.

Priority 2: Implementation of State Standards

Implementation of CA academic and performance standards:

93% of teachers will receive CCSS professional development. In 2017-18 95%, and in 2018-19 97%.

CCSS programs are monitored by Principals during required walkthroughs.

Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted.

"Agreed" Results: Staff - 84.81%, Parent - 80.81%, Student - 58.80%

The percentile of students agreeing that they are receiving Common Core State Standards will increase on the annual Needs Assessment by 10%. (currently 58.8%)

Programs/Services to enable English Learners access to CCSS and ELD standards:

Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible.

"Don't Know" Results: Staff - 18.44%, Parent - 25.36%, Student - 21.47%

The percentile of staff, parents, and students that "don't know" will decrease by 5%.

ELD programs are monitored by Principals and EL Curriculum Specialist during required walkthroughs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Hire 12 teachers K-8 to lower class size, improve classroom climate and increase Special Education services.	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	Certificated Teachers Salaries and Benefits TK-3: 6 4-6: 3 7-8: 2 Special Ed.: 1 Unrestricted Concentration/Supplemental \$1,143,480

		English proficient _ Other Subgroups: (Specify)	
1.2 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices for 4th and 6th Grades. Technology Specialist at each site.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies. Non Capital Equipment. Unrestricted Concentration/Supplemental \$2,009,141 Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$628,961
1.3 Maintain Beginning Teacher Support and Assessment (BTSA) / Teacher Induction Program (TIP) training for year 1 and year 2 teachers. Contract with KCSOS to provide services to CESIP (Special Ed.) Teachers. Additional training included.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$190,716 Materials and Supplies Unrestricted Concentration/Supplemental \$20,000 Professional/Consulting Services and Operating expenditures. Unrestricted Concentration/Supplemental \$29,200
1.4 Adopt new ELA/ELD textbooks or supplemental instructional materials for RCD units and provide training on new resources. Additionally, adopt new Intensive Intervention for ELA/ELD.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Approved Textbooks and Core Curriculum Materials Unrestricted Concentration/Supplemental \$1,000,000
1.5 Maintenance of 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, 28 teachers hired in 2013-14.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits (2015-16) TK-3: 8 4-6: 5 7-8: 0 Special Ed.: 2 Unrestricted Concentration/Supplemental \$1,381,600 Certificated Teacher Salaries and Benefits (2014-15) TK-3: 14

			<p>4-6: 6 7-8: 10 Unrestricted Concentration/Supplemental \$2,915,616</p> <hr/> <p>Certificated Teacher Salaries and Benefits (2013-14) TK-3: 15 4-6: 7 7-8: 0 Special Ed.: 6 Unrestricted Concentration/Supplemental \$2,411,143</p>
1.6 Maintenance of Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Socio, ELs, Foster Youth.	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)	<p>Clerical, Technical, and Office Staff Salaries and Benefits. Unrestricted Concentration/Supplemental \$72,651</p>
1.7 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.	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)	<p>Professional/Consulting Services and Operating expenditures. Unrestricted Concentration/Supplemental \$15,000</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$10,000</p>
1.8 Maintenance of Systematic ELD and constructed Meaning Training and materials	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Travel and Conference. Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$15,000</p>
1.9 Maintenance of Network Specialist	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	<p>Clerical, Technical, and Office Staff salaries and Benefits Unrestricted Concentration/Supplemental \$62,231</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>1.10 Maintenance of salary to monitor support of LCAP and Categorical Program Requirements. Director of Categorical Program and Administrator on Special Assignment. Including professional development and supplies</p>	<p>LEA-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>Certificated Admin. Salaries and Benefits Unrestricted Concentration/Supplemental \$161,176</p> <hr/> <p>Travel / Conference Unrestricted Concentration/Supplemental \$5,000</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$5,000</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Priority 1: Basic Services

Teachers appropriately assigned and fully credentialed for assignment: currently 98% are fully credentialed and appropriately assigned, goal is to be at 100%.

Pupils access to standards-aligned materials: 100%- will maintain.

School facilities maintained in good repair: All facilities have an overall rating of "Exemplary" as indicated on the FIT report - will maintain Exemplary status.

Priority 2: Implementation of State Standards

Implementation of CA academic and performance standards:

95% of teachers will receive CCSS professional development. 97% in 2018-19, and 99% in 2019-20

CCSS programs are monitored by Principals during required walkthroughs.

Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted.

"Agreed" Results: Staff - 84.81%, Parent - 80.81%, Student - 58.80%

The percentile of students agreeing that they are receiving Common Core State Standards will increase on the annual Needs Assessment by 10%.

Programs/Services to enable English Learners access to CCSS and ELD standards:

Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible.

"Don't Know" Results: Staff - 18.44%, Parent - 25.36%, Student - 21.47%

The percentile of staff, parents, and students that "don't know" will decrease by 2%.

ELD programs are monitored by Principals and EL Curriculum Specialist during required walkthroughs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Hire 10 teachers K-8 to lower class size, improve classroom climate and increase Special Education services.	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	Certificated Teachers Salaries and Benefits TK-3: 4-6: 7-8: Special Ed.: Unrestricted Concentration/Supplemental \$1,200,000

		English proficient _ Other Subgroups: (Specify)	
1.2 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices for 3rd and Middle School history, science, and selected electives. Technology Specialist at each site.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies. Non Capital Equipment. Unrestricted Concentration/Supplemental \$3,061,621 Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$652,547
1.3 Maintain Beginning Teacher Support and Assessment (BTSA) / Teacher Induction Program (TIP) training for year 1 and year 2 teachers. Contract with KCSOS to provide services to CESIP (Special Ed.) Teachers. Additional training included	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$197,868 Materials and Supplies Unrestricted Concentration/Supplemental \$20,000 Professional/Consulting Services and Operating expenditures. Unrestricted Concentration/Supplemental \$30,200
1.4 Maintenance of 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, 28 teachers hired in 2013-14.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits (2016-17) TK-3: 6 4-6: 3 7-8: 2 Special Ed.: 1 Unrestricted Concentration/Supplemental \$1,186,361 Certificated Teacher Salaries and Benefits (2015-16) TK-3: 8 4-6: 5 7-8: 0 Special Ed.: 2 Unrestricted Concentration/Supplemental \$1,433,410 Certificated Teacher Salaries and Benefits (2014-15) TK-3: 14 4-6: 6 7-8: 10 Unrestricted Concentration/Supplemental \$3,024,952 Certificated Teacher Salaries and Benefits (2013-14)

			TK-3: 15 4-6: 7 7-8: 0 Special Ed.: 6 Unrestricted Concentration/Supplemental \$2,501,561
1.5 Maintenance of Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Socio, ELs, Foster Youth.	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)	Clerical, Technical, and Office Staff Salaries and Benefits. Unrestricted Concentration/Supplemental \$75,500
1.6 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.	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)	Professional/Consulting Services and Operating expenditures. Unrestricted Concentration/Supplemental \$15,000 Materials and Supplies Unrestricted Concentration/Supplemental \$10,000
1.7 Maintenance of Systematic ELD and Constructed Meaning Training and materials	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Travel and Conference. Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000 Materials and Supplies Unrestricted Concentration/Supplemental \$15,000
1.8 Maintenance of Network Specialist	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	Clerical, Technical, and Office Staff salaries and Benefits Unrestricted Concentration/Supplemental \$64,683

		_ Other Subgroups: (Specify)	
1.9 Maintenance of salary to monitor support of LCAP and Categorical Program Requirements. Director of Categorical Program and Administrator on Special Assignment. Including professional development and supplies	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)	Certificated Admin. Salaries and Benefits Unrestricted Concentration/Supplemental \$167,220 <hr/> Travel / Conference Unrestricted Concentration/Supplemental \$5,000 <hr/> Materials and Supplies Unrestricted Concentration/Supplemental \$5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Priority 1: Basic Services

Teachers appropriately assigned and fully credentialed for assignment: currently 98% are fully credentialed and appropriately assigned, goal is to be at 100%.

Pupils access to standards-aligned materials: 100% - will maintain.

School facilities maintained in good repair: All facilities have an overall rating of "Exemplary" as indicated on the FIT report will maintain Exemplary status.

Priority 2: Implementation of State Standards

Implementation of CA academic and performance standards:

97% of teachers receiving CCSS professional development. 99% in 2019-2020, and 100% in 2020-2021.

CCSS programs are monitored by Principals during required walkthroughs.

Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted.

"Agreed" Results: Staff - 84.81%, Parent - 80.81%, Student - 58.80%

The percentile of students agreeing that they are receiving Common Core State Standards will increase on the annual Needs Assessment by 10%.

Programs/Services to enable English Learners access to CCSS and ELD standards:

Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible.

"Don't Know" Results: Staff - 18.44%, Parent - 25.36%, Student - 21.47%

The percentile of staff, parents, and students that "don't know" will decrease by 2%.

ELD programs are monitored by Principals and EL Curriculum Specialist during required walkthroughs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Hire 10 teachers K-8 to lower class size, improve classroom climate and increase Special Education services.	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	Certificated Teachers Salaries and Benefits TK-3: 4-6: 7-8: Special Ed.: Unrestricted Concentration/Supplemental \$1,230,849

		English proficient _ Other Subgroups: (Specify)	
1.2 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh Plan including 1:1 devices. Technology Specialist at each site.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies. Non Capital Equipment. Unrestricted Concentration/Supplemental \$2,055,641 Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$677,018
1.3 Maintain Beginning Teacher Support and Assessment (BTSA) / Teacher Induction Program (TIP) training for year 1 and year 2 teachers. Contract with KCSOS to provide services to CESIP (Special Ed.) Teachers. Additional training include.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$205,288 Materials and Supplies Unrestricted Concentration/Supplemental \$20,000 Professional/Consulting Services and Operating expenditures. Unrestricted Concentration/Supplemental \$30,200
1.4 Maintenance of 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, 28 teachers hired in 2013-14.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits (2017-18) TK-3: 4-6: 7-8: Unrestricted Concentration/Supplemental \$1,200,000 Certificated Teacher Salaries and Benefits (2016-17) TK-3: 6 4-6: 3 7-8: 2 Special Ed.: 1 Unrestricted Concentration/Supplemental \$1,230,850 Certificated Teacher Salaries and Benefits (2015-16) TK-3: 8 4-6: 5 7-8: 0 Special Ed.: 2 Unrestricted Concentration/Supplemental \$1,487,163 Certificated Teacher Salaries and Benefits (2014-15)

			<p>TK-3: 14 4-6: 6 7-8: 10 Unrestricted Concentration/Supplemental \$3,138,388</p> <hr/> <p>Certificated Teacher Salaries and Benefits (2013-14) TK-3: 15 4-6: 7 7-8: 0 Special Ed.: 6 Unrestricted Concentration/Supplemental \$2,595,370</p>
1.5 Maintenance of Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Socio, ELs, Foster Youth.	LEA-Wide	<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>Clerical, Technical, and Office Staff Salaries and Benefits. Unrestricted Concentration/Supplemental \$72,771</p>
1.6 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.	LEA-Wide	<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>Professional/Consulting Services and Operating expenditures. Unrestricted Concentration/Supplemental \$15,000</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$10,000</p>
1.7 Maintenance of Systematic ELD and Constructed Meaning Training and materials	LEA-Wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Travel and Conference. Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$15,000</p>
1.8 Maintenance of Network Specialist	LEA-Wide	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Clerical, Technical, and Office Staff salaries and Benefits Unrestricted Concentration/Supplemental \$62,345</p>

		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>1.9 Maintenance of salary to monitor support of LCAP and Categorical Program Requirements. Director of Categorical Program and Administrator on Special Assignment. Including professional development and supplies</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </p>	<p>Certificated Admin. Salaries and Benefits Unrestricted Concentration/Supplemental \$161,176</p> <hr/> <p>Travel / Conference Unrestricted Concentration/Supplemental \$5,000</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$5,000</p>
<p>1.10 Adopt new History/Social Science textbooks.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </p>	<p>Approved Textbooks and Core Curriculum Materials Unrestricted Concentration/Supplemental \$1,000,000</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 achieve academic proficiency levels based on local and state assessments.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	In grades 3rd-8th, 74% of students are performing below standard in ELA and 79% are performing below standard in math. Intervention is needed at all sites. 20% of parents and 10% of students surveyed on the District Needs Assessment asked for more intervention help. Additionally, 14% of students specifically asked for more math help. Having math alternative supports, an Academic Coach at each site as well as STAR Progress Monitoring will work toward this need. 31% of staff and 39% of parents asked for more information about college and career opportunities. Adding a STEM Program as well as expanding the GATE Program will meet the needs of our advanced students.	
Goal Applies to:	Schools: LEA-Wide Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

Priority 4: Pupil Achievement

Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)

Met or Exceeded Standard

ELA: All Students: 26%, Special Education: 25%, English Learners: 6%, Redesignated: 38%

Math - All Students: 21%, Special Education: 20%, English Learners: 7%, Redesignated: 30%

Advanced or Proficient

Science: 5th Grade - All Students: 43%, Special Education: 14%, English Learners: 10%, Redesignated: 64%

Science: 8th Grade - All Students: 58%, Special Education: 0%, English Learners: 13%, Redesignated: 66%

Goal is to increase by 3% in each subgroup.

API: N/A

Percentage of pupils completing A-G or CTE sequences/programs: N/A

Percentage of EL pupils making progress towards English proficiency:

AMAO 1: 57.7% (Target 63.5%)

AMAO 2: 23.5% / 43.0% (Targets 27.2%/53.9%)

English Learner Reclassification Rate: 15.4%, goal is to increase to 17.4%.

STAR Results District-wide: Comparison between our 1st and 3rd Trimester results

STAR Math: Students performing below the 25th percentile will decrease by 3%, currently 33.1%.

STAR Reading: Students performing below the 25th percentile will decrease by 3%, currently 43.9%.

STAR Early Literacy: Students performing in the Early Emergent Reader will decrease by 3%, currently 7.9%.

Percentage of pupils passing AP exam with 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A

Priority 7: Course Access

Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs:

All students have access to district programs. Goal is to increase numbers of subgroups by 3% each year in all subgroups.

GATE: EL- 1, RFEP-28, Foster-0, Homeless-0, Special Ed.-2, Low-income-51.

Afterschool Program: EL-503, RFEP-504, Foster-20, Homeless-1, Special Ed.-173, Low-income-1,836

Intensive Intervention: EL-43, RFEP-1, Foster-1, Homeless-0, Special Ed.-13, Low-income-61

Elective Classes offered at Middle Sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. Goal is to maintain availability of class selection.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs with addition of STAR 360. TK-8 grades to identify under-performing students and target gap skills/standards.	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)	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$122,000
2.2 Maintain equitable services for Afterschool programs for Horizon and Valle Verde 1st-5th Grades.	Horizon, Valle Verde	<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)	Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$48,668 Materials and Supplies Unrestricted Concentration/Supplemental \$36,332
2.3 Purchase Supplemental Math Intervention Materials, including adding ALEKS to all sites 3rd-8th grades.	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)	Professional / Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$112,000 Materials and Supplies Unrestricted Concentration/Supplemental \$30,000
2.4 Provide speakers and informational meetings to discuss high school, college and career readiness for parents and students.	5th-8th grades	<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)	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$2,000

2.5 Maintenance and addition of District Technology and Integration Teacher (2 positions) to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.	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)	Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$218,585 Materials and Supplies Unrestricted Concentration/Supplemental \$15,000
2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th-8th.	4th-8th grades	<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)	Materials and Supplies. Unrestricted Concentration/Supplemental \$40,000 Travel and Conferences Unrestricted Concentration/Supplemental \$8,000 Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$20,000
2.7 Add classes for Science Technology Engineering and Math (STEM)	Middle 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)	Materials and Supplies Unrestricted Concentration/Supplemental \$91,000 Travel / Conference Unrestricted Concentration/Supplemental \$8,000 Other Certificated Salaries Unrestricted Concentration/Supplemental \$1,000
2.8 Purchase or maintain supplies and equipment to serve 100% of all students in K-8th grades, including EL's Low Socio, Foster, Homeless, and Special Ed.. Provide access to electives other than core required classes. Includes sports, band, color-guard, chorus, journalism, career tech., English literature, life skills, wood shop, foreign language or photography (varies at sites). This is site discretionary funds detailed in each sites SPSA.	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)	Materials and Supplies Unrestricted Concentration/Supplemental \$574,958
2.9 Add Academic Coaches at each campus. Will work collaboratively with site and district staff to improve instructional practices. Monitor academic achievement	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Other Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$1,258,617

<p>of at-risk, foster, homeless, and EL students. Provide small group alternative supports/interventions.</p>		<p><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>Materials and Supplies Unrestricted Concentration/Supplemental \$25,000</p>
<p>2.10 Field Trips for enrichment of educational experience, specifically meeting the Common Core State Standards. 2016-17 6th Graders to attend Camp Keep</p>	<p>6th Grade</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>Consulting/Operation Unrestricted Concentration/Supplemental \$245,000 <hr/> Other Certificated Salaries and Benefits Unrestricted Concentration/Supplemental \$5,000</p>
<p>2.11 Elementary Music Teachers. Two roving music teachers working with students. Materials, supplies, and instruments.</p>	<p>LEA 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>Teachers Salaries and Benefits Unrestricted Concentration/Supplemental \$190,580 <hr/> Materials and Supplies Unrestricted Concentration/Supplemental \$25,000</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Priority 4: Pupil Achievement

Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)

Met or Exceeded Standard

ELA: All Students: 26%, Special Education: 25%, English Learners: 6%, Redesignated: 38%

Math - All Students: 21%, Special Education: 20%, English Learners: 7%, Redesignated: 30%

Advanced or Proficient

Science: 5th Grade - All Students: 43%, Special Education: 14%, English Learners: 10%, Redesignated: 64%

Science: 8th Grade - All Students: 58%, Special Education: 0%, English Learners: 13%, Redesignated: 66%

Goal is to increase by 3% in each subgroup.

API: N/A

Percentage of pupils completing A-G or CTE sequences/programs: N/A

Percentage of EL pupils making progress towards English proficiency:

AMAO 1: 57.7% (Target 65.0%)

AMAO 2: 23.5% / 43.0% (Targets 28.7%/55.4%)

English Learner Reclassification Rate: 15.4%, goal is to increase to 17.4%, 2018-18 to 19.4%.

STAR Results District-wide: Comparison between our 1st and 3rd Trimester results

STAR Math: Students performing below the 25th percentile will decrease by 3%, from 2016-17 scores.

STAR Reading: Students performing below the 25th percentile will decrease by 3%, from 2016-17 scores.

STAR Early Literacy: Students performing in the Early Emergent Reader will decrease by 3%, from 2016-17 scores.

Percentage of pupils passing AP exam with 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A

Priority 7: Course Access

Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs:

All students have access to district programs. Goal is to increase numbers of subgroups by 3% each year in all subgroups.

GATE: EL- 1, RFEP-28, Foster-0, Homeless-0, Special Ed.-2, Low-income-51.

Afterschool Program: EL-503, RFEP-504, Foster-20, Homeless-1, Special Ed.-173, Low-income-1,836

Intensive Intervention: EL-43, RFEP-1, Foster-1, Homeless-0, Special Ed.-13, Low-income-61

Elective Classes offered at Middle Sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. Goal is to maintain availability of class selection.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs with addition of STAR 360. TK-8 grades to identify under-performing students and target gap skills/standards.	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)	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$122,000
2.2 Maintain equitable services for Afterschool programs for Horizon and Valle Verde 1st-5th Grades.	Horizon, Valle Verde	<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)	Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$52,386 Materials and Supplies Unrestricted Concentration/Supplemental \$36,332
2.3 Purchase Supplemental Math Intervention Materials, including adding ALEKS to all sites 3rd-8th grades.	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)	Professional / Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$112,000 Materials and Supplies Unrestricted Concentration/Supplemental \$30,000
2.4 Provide speakers and informational meetings to discuss high school, college and career readiness for parents and students	5th-8th grades	<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)	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$2,000

		(Specify)	
<p>2.5 Maintenance of District Technology and Integration Teachers (2 positions) to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.</p>	<p>LEA-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>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$235,286 Materials and Supplies Unrestricted Concentration/Supplemental \$15,000</p>
<p>2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th-8th.</p>	<p>4th-8th grades</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>Materials and Supplies. Unrestricted Concentration/Supplemental \$90,000 Travel and Conferences Unrestricted Concentration/Supplemental \$8,000 Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$20,000</p>
<p>2.7 Add classes for Science Technology Engineering and Math (STEM)</p>	<p>Middle 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>Materials and Supplies Unrestricted Concentration/Supplemental \$191,000 Travel / Conference Unrestricted Concentration/Supplemental \$8,000 Other Certificated Salaries and Benefits Unrestricted Concentration/Supplemental \$1,000</p>
<p>2.8 Purchase or maintain supplies and equipment to serve 100% of all students in K-8th grades, including EL's Low Socio, Foster, Homeless, and Special Ed.. Provide access to electives other than core required classes. Includes sports, band, color-guard, chorus, journalism, career tech., English literature, life skills, wood shop, foreign language or photography (varies at sites).</p>	<p>LEA-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>Materials and Supplies Unrestricted Concentration/Supplemental \$287,479</p>

<p>2.9 Add Academic Coaches at each campus. Will work collaboratively with site and district staff to improve instructional practices. Monitor academic achievement of at-risk, foster, homeless, and EL students. Provide small group academic support/intervention.</p>	<p>LEA-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>Other Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$1,354,783</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$25,000</p>
<p>2.10 Field Trips for enrichment of educational experience, specifically meeting the Common Core State Standards. 2016-17 6th Graders to attend Camp Keep</p>	<p>6th Grade</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>Consulting/Operation Unrestricted Concentration/Supplemental \$430,000</p> <hr/> <p>Other Certificated Salaries and Benefits Unrestricted Concentration/Supplemental \$5,000</p>
<p>2.11 Elementary Music Teachers. Two roving music teachers working with students. Materials, supplies, and instruments.</p>	<p>LEA 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>Teachers Salaries and Benefits Unrestricted Concentration/Supplemental \$605,142</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$25,000</p>
<p>2.12 Expansion of AVID Program in Middle Schools.</p>	<p>Middle sites</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>Dues and Membership Unrestricted Concentration/Supplemental \$6,000</p> <hr/> <p>Travel / Conference Unrestricted Concentration/Supplemental \$2,000</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$50,000</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

	<ul style="list-style-type: none">_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
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LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

Priority 4: Pupil Achievement

Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)

Met or Exceeded Standard

ELA: All Students: 26%, Special Education: 25%, English Learners: 6%, Redesignated: 38%

Math - All Students: 21%, Special Education: 20%, English Learners: 7%, Redesignated: 30%

Advanced or Proficient

Science: 5th Grade - All Students: 43%, Special Education: 14%, English Learners: 10%, Redesignated: 64%

Science: 8th Grade - All Students: 58%, Special Education: 0%, English Learners: 13%, Redesignated: 66%

Goal is to increase by 3% in all areas.

API: N/A

Percentage of pupils completing A-G or CTE sequences/programs: N/A

Percentage of EL pupils making progress towards English proficiency:

AMAO 1: 57.7% (Target 66.5%)

AMAO 2: 23.5% / 43.0% (Targets 30.2%/56.9%)

English Learner Reclassification Rate: 15.4%, goal is to increase to 17.4%, 2017-18 to 19.4%, 2018-19 to 21.4%.

STAR Results District-wide: Comparison between our 1st and 3rd Trimester results

STAR Math: Students performing below the 25th percentile will decrease by 3%, from 2017-18 scores.

STAR Reading: Students performing below the 25th percentile will decrease by 3%, from 2017-18 scores.

STAR Early Literacy: Students performing in the Early Emergent Reader will decrease by 3%, from 2017-18 scores.

Percentage of pupils passing AP exam with 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A

Priority 7: Course Access

Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs:

All students have access to district programs. Goal is to increase numbers of subgroups by 3% each year in all subgroups.

GATE: EL- 1, RFEP-28, Foster-0, Homeless-0, Special Ed.-2, Low-income-51.

Afterschool Program: EL-503, RFEP-504, Foster-20, Homeless-1, Special Ed.-173, Low-income-1,836

Intensive Intervention: EL-43, RFEP-1, Foster-1, Homeless-0, Special Ed.-13, Low-income-61

Elective Classes offered at Middle Sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. Goal is to maintain availability of class selection.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs with addition of STAR 360. TK-8 grades to identify under-performing students and target gap skills/standards.	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)	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$122,000
2.2 Maintain equitable services for Afterschool programs for Horizon and Valle Verde 1st-5th Grades.	Horizon, Valle Verde	<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)	Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$48,668 Materials and Supplies Unrestricted Concentration/Supplemental \$36,332
2.3 Purchase Supplemental Math Intervention Materials, including adding ALEKS to all sites 3rd-8th grades.	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)	Professional / Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$112,000 Materials and Supplies Unrestricted Concentration/Supplemental \$30,000
2.4 Provide speakers and informational meetings to discuss high school, college and career readiness for parents and students.	5th-8th grades	<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)	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$2,000

2.5 Maintenance of District Technology and Integration Teachers (2 positions) to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.	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)	Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$227,594 Materials and Supplies Unrestricted Concentration/Supplemental \$15,000
2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th-8th.	4th-8th grades	<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)	Materials and Supplies. Unrestricted Concentration/Supplemental \$40,000 Travel and Conferences Unrestricted Concentration/Supplemental \$8,000 Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$20,000
2.7 Add classes for Science Technology Engineering and Math (STEM)	Middle 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)	Materials and Supplies Unrestricted Concentration/Supplemental \$191,000 Travel / Conference Unrestricted Concentration/Supplemental \$8,000 Other Certificated Salaries and Benefits Unrestricted Concentration/Supplemental \$1,000
2.8 Purchase or maintain supplies and equipment to serve 100% of all students in K-8th grades, including EL's Low Socio, Foster, Homeless, and Special Ed.. Provide access to electives other than core required classes. Includes sports, band, color-guard, chorus, journalism, career tech., English literature, life skills, wood shop, foreign language or photography (varies at sites).	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)	Materials and Supplies Unrestricted Concentration/Supplemental \$143,740
2.9 Add Academic Coaches at each campus. Will work	LEA-Wide	<input checked="" type="checkbox"/> All	Other Certificated Teacher Salaries and Benefits Unrestricted

<p>collaboratively with site and district staff to improve instructional practices. Monitor academic achievement of at-risk, foster, homeless, and EL students. Provide small group academic support/intervention.</p>		<p>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>Concentration/Supplemental \$1,258,617 Materials and Supplies Unrestricted Concentration/Supplemental \$25,000</p>
<p>2.10 Field Trips for enrichment of educational experience, specifically meeting the Common Core State Standards. 2016-17 6th Graders to attend Camp Keep.</p>	<p>6th Grade</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>Consulting/Operation Unrestricted Concentration/Supplemental \$430,000 Other Certificated Salaries and Benefits Unrestricted Concentration/Supplemental \$5,000</p>
<p>2.11 Elementary Music Teachers. Two roving music teachers working with students. Materials, supplies, and instruments.</p>	<p>LEA 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>Teachers Salaries and Benefits Unrestricted Concentration/Supplemental \$590,580 Materials and Supplies Unrestricted Concentration/Supplemental \$25,000</p>
<p>2.12 AVID Program in Middle Schools</p>	<p>Middle sites</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>Membership and Dues Unrestricted Concentration/Supplemental \$6,000 Travel / Conference Unrestricted Concentration/Supplemental \$2,000 Materials and Supplies Unrestricted Concentration/Supplemental \$50,000</p>

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

GOAL 3:	The district will maintain a safe and positive learning environment through communication and collaboration.	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 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	GUSD attendance data indicates 4.7% of students not attending school on a regular basis. There is a need to increase staff, student, and parent survey participation. 59% of staff, 86% of parents, and 59% of students feel the district effectively communicates attendance, dropout, and absenteeism issues according to the District Needs Assessment.	
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

Priority 3: Parental Involvement

Efforts to seek parent input in making decisions for district and school sites:

100% of school sites have a functioning SSC and ELAC, goal is to maintain. Parent participation in the District Needs Assessment went from 167 in 2014-15 to 775 for the 2015-16 school year, goal is to increase by 10% (853-2016-17).

100% of sites will have Parent/Community informational meetings at the beginning of school year.

Efforts to seek participation of parents for unduplicated pupils:

Our goal was to meet with 95% of the parents of unduplicated to provide academic information. District wide 88.5% of parents of unduplicated students were conferenced about academic performance. Goal for unduplicated parent participation will increase to 91%.

Efforts to seek participation of parents for pupils with exceptional needs:

Our goal was to meet with 95% of the parents of students with disabilities. This goal was met in that we were able to meet with 100% of our parents of Special needs students over the course of the year. This is through IEP's, 504 Meetings, Parent Conferences, and Special Education Parent Workshop. Goal is to maintain 100%.

Priority 5: Pupil Engagement

School Attendance Rate: 95.26% - Increase 1% growth.

Chronic absenteeism Rate: 3.78% - Decrease each year by 0.5%.

Middle School Dropout Rate: 0.0% - Maintain zero status.

High School Dropout Rate: N/A

High School Graduation Rate: N/A

Priority 6: School Climate

Suspension Rate: 6.3% - Decrease each year by 0.5%.

Expulsion Rate: 0.0% - Maintain zero status.

Other local measures on sense of safety and school connectedness: 7 of our 11 campus's participate in Positive Behavior Interventions and Supports (PBIS).

District wide suspensions went from 3,484 in 2013-14 to 1,176 in 2014-15 which is a 66% drop. Goal is to continue to drop by 5% each year.

69% of students feel safe at school based on #12 of the District Needs Assessment. This has improved by 2% from last year. Goal is to increase by 5%.

65% of 7th grade students feel very safe at school based on the California Healthy Kids Survey, goal is to improve by 5%.

71% of students look forward to coming to school each day based on #3 of the District Needs Assessment. This has improved by 3% from last year. Goal is to increase by 3%.

Priority 8: Other Pupil Outcomes

Physical Fitness Tests: 5th and 7th Grade students participate in the Physical Fitness Tests.

Aerobic Capacity: 5th-60.2% / 7th-57.3%, Body Composition: 5th-54.0% / 7th-53.4%, Abdominal Strength: 5th-57.2% / 7th-75.4%, Trunk Extension Strength: 5th-80.2% / 7th-88.0%, Upper Body Strength: 5th-62.1% / 7th-64.9%, Flexibility: 5th-62.9% / 7th-71.9%.

Goal is for all sections to improve by 3%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain Bully Prevention training.	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)	Travel and Conferences. Unrestricted Concentration/Supplemental \$4,000 Certificated Teacher Salaries and Benefits. Unrestricted Concentration/Supplemental \$2,000 Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$1,000
3.2 Maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS). Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500. The Family Resource Center oversees \$6,000 in supplies to help implement program. Stipends are paid to the three PBIS Coaches that provide professional development for program district wide. Additionally subs are provided for two coaches for the 9 days they are training.	Fairview, Granite Pointe, Horizon, Palla, Planz, Valle Verde, GMS	<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)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$54,187 Materials and Supplies Unrestricted Concentration/Supplemental \$25,000 Other Certificated Salaries (Stipend) Unrestricted Concentration/Supplemental \$17,554 Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,340
3.3 Maintenance of parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English Language for EL parents.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$30,000 Materials and Supplies Unrestricted Concentration/Supplemental \$10,000

		(Specify)	
3.4 District to provide home-to-school communication to discuss academic support, discipline, career readiness, and college. Includes Blackboard Connect, to promote information to parents in a timely manner.	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)	Materials and Supplies. Unrestricted Concentration/Supplemental \$10,000
3.5 Maintenance of additional 5.5 hrs. security guards for 3 middle schools hired 2014-15. To help maintain student sense of safety.	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)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$55,543
3.6 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), provide alternative supports/intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (Assistant Principals, media clerks, Program Asst.-library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.) Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level.	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)	Certificated Admin. Salaries and Benefits Unrestricted Concentration/Supplemental \$214,628 Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$1,190,821 Kern County Resource Officer Unrestricted Concentration/Supplemental \$126,852 Materials and Supplies Unrestricted Concentration/Supplemental \$389,349 Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$521,149
3.7 Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (3), Nurse (1), LVN - Health Aide (1).) from 2014-15. For 2016-17 additional Nurse, Psychologist, Program Specialist and Speech Pathologist.	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	Pupil Support Salaries and Benefits Unrestricted Concentration/Supplemental \$952,751 Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$270,042 Other Certificated Salaries and Benefits Unrestricted

		English proficient _ Other Subgroups: (Specify)	Concentration/Supplemental \$105,109
3.8 Parent Involvement. Materials to promote parent involvement in student education. Includes flyers, supplies, refreshments, and student data sheets.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies Unrestricted Concentration/Supplemental \$10,000
3.9 After School Sports - uniforms to help promote school pride and a positive climate.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies Unrestricted Concentration/Supplemental \$24,672
3.10 Maintenance of 2 MSW Social Workers and 8 interns through KCSOS to support all sites with high-risk students from low income, EL, and foster youth subgroups. Adding 2 Masters of Social Work (MSW) to improve mental and emotional health in the educational setting by performing behavioral, social, emotional, and mental health assessments, case management, individual and group therapy. Adding 1 MSW with 50% of time same description as above and other 50% of time responsible for supporting the needs of the homeless students and foster youths. Materials and Supplies include behavior modification curriculum. All Homeless and Foster students will receive a school shirt (with site specific logo).	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$240,000 Other Certificated Salaries and Benefits Unrestricted Concentration/Supplemental \$335,562 Materials and Supplies Unrestricted Concentration/Supplemental \$10,000

<p>3.11 Maintenance of additional Noon Aide supervision added in 2015-16 to ensure student safety.</p>	<p>LEA-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>Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$58,901</p>
<p>3.12 Addition of Full time Custodians at 5 sites and 8 - 3.5 hour mid-shift custodians. To help maintain a clean campus students are proud of.</p>	<p>LEA-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>Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$441,786</p>
<p>3.13 Addition of Tables, Benches, and Shade Structures at sites to provide safety and promote positive climate.</p>	<p>LEA-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>Materials and Supplies Unrestricted Concentration/Supplemental \$140,000</p>
<p>3.14 Installation of Security Cameras at sites for student safety.</p>	<p>LEA-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>Materials and Supplies Unrestricted Concentration/Supplemental \$100,000</p>

LCAP Year 2: 2017-2018

Expected Annual
Measurable
Outcomes:

Priority 3: Parental Involvement

Efforts to seek parent input in making decisions for district and school sites:

100% of school sites have a functioning SSC and ELAC, goal is to maintain. Parent participation in the District Needs Assessment went from 167 in 2014-15 to 775 for the 2015-16 school year, goal is to increase by 10% (938 in 2017-18).

100% of sites will have Parent/Community informational meetings at the beginning of school year.

Efforts to seek participation of parents for unduplicated pupils:

Our goal was to meet with 95% of the parents of unduplicated to provide academic information. District wide 88.5% of parents of unduplicated students were conferenced about academic performance. Goal for unduplicated parent participation will increase to 93%.

Efforts to seek participation of parents for pupils with exceptional needs:

Our goal was to meet with 95% of the parents of students with disabilities. This goal was met in that we were able to meet with 100% of our parents of Special needs students over the course of the year. This is through IEP's, 504 Meetings, Parent Conferences, and Special Education Parent Workshop. Goal is to maintain 100%.

Priority 5: Pupil Engagement

School Attendance Rate: 95.26% - Increase 1% growth.

Chronic absenteeism Rate: 3.78% - Decrease each year by 0.5%.

Middle School Dropout Rate: 0.0% - Maintain zero status.

High School Dropout Rate: N/A

High School Graduation Rate: N/A

Priority 6: School Climate

Suspension Rate: 6.3% - Decrease each year by 0.5%.

Expulsion Rate: 0.0% - Maintain zero status.

Other local measures on sense of safety and school connectedness: 7 of our 11 campus's participate in Positive Behavior Interventions and Supports (PBIS).

District wide suspensions went from 3,484 in 2013-14 to 1,176 in 2014-15 which is a 66% drop. Goal is to continue to drop by 5% each year.

69% of students feel safe at school based on #12 of the District Needs Assessment. This has improved by 2% from last year. Goal is to increase by 5%.

65% of 7th grade students feel very safe at school based on the California Healthy Kids Survey, goal is to improve by 5%.

71% of students look forward to coming to school each day based on #3 of the District Needs Assessment. This has improved by 3% from last year. Goal is to increase by 3%.

Priority 8: Other Pupil Outcomes

Physical Fitness Tests: 5th and 7th Grade students participate in the Physical Fitness Tests.

Aerobic Capacity: 5th-60.2% / 7th-57.3%, Body Composition: 5th-54.0% / 7th-53.4%, Abdominal Strength: 5th-57.2% / 7th-75.4%, Trunk Extension Strength: 5th-80.2% / 7th-88.0%, Upper Body Strength: 5th-62.1% / 7th-64.9%, Flexibility: 5th-62.9% / 7th-71.9%.

Goal is for all sections to improve by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain Bully Prevention training.	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)	Travel and Conferences. Unrestricted Concentration/Supplemental \$4,000 Certificated Teacher Salaries and Benefits. Unrestricted Concentration/Supplemental \$2,000 Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$1,000
3.2 Maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS). Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500. The Family Resource Center oversees \$6,000 in supplies to help implement program.	Fairview, Granite Pointe, Horizon, Palla, Planz, Valle Verde, GMS	<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)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$56,219 Materials and Supplies Unrestricted Concentration/Supplemental \$25,000 Other Certificated Salaries (Stipend) Unrestricted Concentration/Supplemental \$17,554 Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,428
3.3 Maintenance of parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English Language for EL parents.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$30,000 Materials and Supplies Unrestricted Concentration/Supplemental \$10,000

		_ Other Subgroups: (Specify)	
3.4 District to provide home-to-school communication to discuss academic support, discipline, career readiness, and college. Includes Blackboard Connect, to promote information to parents in a timely manner.	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)	Materials and Supplies. Unrestricted Concentration/Supplemental \$10,000
3.5 Maintenance of additional 5.5 hrs. security guards for 3 middle schools hired 2014-15. To help maintain student sense of safety.	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)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$57,626
3.6 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (Assistant Principals, media clerks, Program Asst.-library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.) Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level.	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)	Certificated Admin. Salaries and Benefits Unrestricted Concentration/Supplemental \$222,677 Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$1,235,477 Kern County Resource Officer Unrestricted Concentration/Supplemental \$132,866 Pupil Support Salaries and Benefits Unrestricted Concentration/Supplemental \$4,483 Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$3,510 Materials and Supplies Unrestricted Concentration/Supplemental \$852,630
3.7 Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1).) from 2014-15. For 2016-17 additional Nurse, Psychologist, and	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Pupil Support Salaries and Benefits Unrestricted Concentration/Supplemental \$988,479 Classified Instructional Salaries and Benefits. Unrestricted

<p>Program Specialist.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Concentration/Supplemental \$280,169 Other Certificated Salaries and Benefits Unrestricted Concentration/Supplemental \$109,051</p>
<p>3.8 Parent Involvement. Materials to promote parent involvement in student education.</p>	<p>LEA-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>Materials and Supplies Unrestricted Concentration/Supplemental \$10,000</p>
<p>3.9 After School Sports - uniforms to help promote school pride and a positive climate.</p>	<p>LEA-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>Materials and Supplies Unrestricted Concentration/Supplemental \$24,672</p>
<p>3.10 Maintenance of 2 MSW Social Workers and 8 interns through KCSOS to support all sites with high-risk students from low income, EL, and foster youth subgroups.</p> <p>Adding 2 Masters of Social Work (MSW) to improve mental and emotional health in the educational setting by performing behavioral, social, emotional, and mental health assessments, case management, individual and group therapy.</p> <p>Adding 1 MSW with 50% of time same description as above and other 50% of time responsible for supporting the needs of the homeless students and foster youths.</p> <p>Materials and Supplies include behavior modification curriculum. All Homeless and Foster students will receive a school shirt (from their specific site) when they</p>	<p>LEA-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>Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$240,000 Other Certificated Salaries and Benefits Unrestricted Concentration/Supplemental \$348,146 Materials and Supplies Unrestricted Concentration/Supplemental \$10,000</p>

enroll.			
3.11 Maintenance of additional Noon Aide supervision added in 2015-16 to ensure student safety.	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)	Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$61,110
3.12 Maintenance of Additional Full time Custodians at 5 sites and 8 - 3.5 hour mid-shift custodians. To help maintain a clean campus students are proud of.	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)	Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$458,353
3.13 Addition of Tables, Benches, and Shade Structures at sites to provide safety and promote positive climate.	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)	Materials and Supplies Unrestricted Concentration/Supplemental \$640,000
3.14 Installation of Security Cameras at sites for student safety.	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)	Materials and Supplies Unrestricted Concentration/Supplemental \$300,000

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3: Parental Involvement</p> <p>Efforts to seek parent input in making decisions for district and school sites: 100% of school sites have a functioning SSC and ELAC, goal is to maintain. Parent participation in the District Needs Assessment went from 167 in 2014-15 to 775 for the 2015-16 school year, goal is to increase by 10% (1032 2018-19). 100% of sites will have Parent/Community informational meetings at the beginning of school year.</p> <p>Efforts to seek participation of parents for unduplicated pupils: Our goal was to meet with 95% of the parents of unduplicated to provide academic information. District wide 88.5% of parents of unduplicated students were conferenced about academic performance. Goal for unduplicated parent participation will increase to 95%.</p> <p>Efforts to seek participation of parents for pupils with exceptional needs: Our goal was to meet with 95% of the parents of students with disabilities. This goal was met in that we were able to meet with 100% of our parents of Special needs students over the course of the year. This is through IEP's, 504 Meetings, Parent Conferences, and Special Education Parent Workshop. Goal is to maintain 100%.</p> <p>Priority 5: Pupil Engagement</p> <p>School Attendance Rate: 95.26% - Increase 1% growth.</p> <p>Chronic absenteeism Rate: 3.78% - Decrease each year by 0.5%.</p> <p>Middle School Dropout Rate: 0.0% - Maintain zero status.</p> <p>High School Dropout Rate: N/A</p> <p>High School Graduation Rate: N/A</p> <p>Priority 6: School Climate</p> <p>Suspension Rate: 6.3% - Decrease each year by 0.5%.</p> <p>Expulsion Rate: 0.0% - Maintain zero status.</p> <p>Other local measures on sense of safety and school connectedness: 7 of our 11 campus's participate in Positive Behavior Interventions and Supports (PBIS). District wide suspensions went from 3,484 in 2013-14 to 1,176 in 2014-15 which is a 66% drop. Goal is to continue to drop by 5% each year.</p> <p>69% of students feel safe at school based on #12 of the District Needs Assessment. This has improved by 2% from last year. Goal is to increase by 5%.</p> <p>65% of 7th grade students feel very safe at school based on the California Healthy Kids Survey, goal is to improve by 5%.</p>
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71% of students look forward to coming to school each day based on #3 of the District Needs Assessment. This has improved by 3% from last year. Goal is to increase by 3%.

Priority 8: Other Pupil Outcomes

Physical Fitness Tests: 5th and 7th Grade students participate in the Physical Fitness Tests.

Aerobic Capacity: 5th-60.2% / 7th-57.3%, Body Composition: 5th-54.0% / 7th-53.4%, Abdominal Strength: 5th-57.2% / 7th-75.4%, Trunk Extension Strength: 5th-80.2% / 7th-88.0%, Upper Body Strength: 5th-62.1% / 7th-64.9%, Flexibility: 5th-62.9% / 7th-71.9%.

Goal is for all sections to improve by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain Bully Prevention training.	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)	Travel and Conferences. Unrestricted Concentration/Supplemental \$4,000 Certificated Teacher Salaries and Benefits. Unrestricted Concentration/Supplemental \$2,000 Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$1,000
3.2 Maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS). Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500. The Family Resource Center oversees \$6,000 in supplies to help implement program.	Fairview, Granite Pointe, Horizon, Palla, Planz, Valle Verde, GMS	<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)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$58,327 Materials and Supplies Unrestricted Concentration/Supplemental \$25,000 Other Certificated Salaries (Stipend) Unrestricted Concentration/Supplemental \$17,554 Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,519
3.3 Maintenance of parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English Language for EL parents.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$30,000 Materials and Supplies Unrestricted Concentration/Supplemental \$10,000

		(Specify)	
3.4 District to provide home-to-school communication to discuss academic support, discipline, career readiness, and college. Includes Blackboard Connect, to promote information to parents in a timely manner.	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)	Materials and Supplies. Unrestricted Concentration/Supplemental \$10,000
3.5 Maintenance of additional 5.5 hrs. security guards for 3 middle schools hired 2014-15. To help maintain student sense of safety.	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)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$59,787
3.6 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (Assistant Principals, media clerks, Program Asst.-library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.) Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level.	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)	Certificated Admin. Salaries and Benefits Unrestricted Concentration/Supplemental \$231,027 Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$1,281,807 Kern County Resource Officer Unrestricted Concentration/Supplemental \$137,849 Pupil Support Salaries and Benefits Unrestricted Concentration/Supplemental \$4,651 Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$3,510 Materials and Supplies Unrestricted Concentration/Supplemental \$852,630
3.7 Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1).) from 2014-15. For 2016-17 additional Nurse, Psychologist, and Program Specialist.	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	Pupil Support Salaries and Benefits Unrestricted Concentration/Supplemental \$1,025,547 Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$290,675 Other Certificated Salaries and Benefits Unrestricted

		English proficient _ Other Subgroups: (Specify)	Concentration/Supplemental \$113,140
3.8 Parent Involvement. Materials to promote parent involvement in student education.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies Unrestricted Concentration/Supplemental \$10,000
3.9 After School Sports - uniforms to help promote school pride and a positive climate.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies Unrestricted Concentration/Supplemental \$24,672
3.10 Maintenance of 2 MSW Social Workers and 8 interns through KCSOS to support all sites with high-risk students from low income, EL, and foster youth subgroups. Adding 2 Masters of Social Work (MSW) to improve mental and emotional health in the educational setting by performing behavioral, social, emotional, and mental health assessments, case management, individual and group therapy. Adding 1 MSW with 50% of time same description as above and other 50% of time responsible for supporting the needs of the homeless students and foster youths. Materials and Supplies include behavior modification curriculum. All Homeless and Foster students will receive a school shirt (from their specific site) when they enroll.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$240,000 <hr/> Other Certificated Salaries and Benefits Unrestricted Concentration/Supplemental \$361,201 <hr/> Materials and Supplies Unrestricted Concentration/Supplemental \$10,000

3.11 Maintenance of additional Noon Aide supervision added in 2015-16 to ensure student safety.	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)	Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$63,401
3.12 Addition of Full time Custodians at 5 sites and 8 - 3.5 hour mid-shift custodians. To help maintain a clean campus students are proud of.	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)	Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$475,541
3.13 Addition of Tables, Benches, and Shade Structures at sites to provide safety and promote positive climate.	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)	Materials and Supplies Unrestricted Concentration/Supplemental \$140,000
3.14 Installation of Security Cameras at sites for student safety.	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)	Materials and Supplies Unrestricted Concentration/Supplemental \$100,000

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>The district will provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" 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: LEA-Wide Applicable Pupil Subgroups: ELs, Foster Youth, Homeless, and Special Education</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1) 100% compliance per Williams Act showing all students have access to core ELA/Math textbooks, are taught by fully credentialed teachers, and facilities are maintained in good repair.</p> <p>2) 90% of teachers agree on the degree to which the CCSS are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted based on #8 of the District Needs Assessment.</p> <p>90% of teachers agree on the degree to which the district has communicated its plan for implementing the Common Core State Standards for all students, including English language learners, students with disabilities and those who are gifted based on #7 of the District Needs Assessment.</p> <p>CCSS and ELD programs are monitored by Principals during walkthroughs and EL Curriculum Specialist with monthly assessment data analysis.</p> <p>4) Analysis of SBAC, AMAO data, and Reclassification Rate. Targets: Reclassification rate at 30%, SBAC at 40% for ELA and 35% for Math with standard met or exceeded. AMAO 1 at 60.5%, AMAO 2 at 24.2% / 50.9%</p> <p>7) Identify pupil subgroups enrolled in elective classes, GATE, Afterschool, and Intensive Intervention</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1) District is 100% compliant with Williams Act. All students have access to core ELA/Math textbooks. 98% of teachers are fully credentialed, the teachers that are not fully credentialed are working toward becoming fully credentialed. Mentor teachers will be provided in 2016-17(not paid out of LCFF). All facilities are maintained in good repair, with "Exemplary" status.</p> <p>2) 85% of staff continue to agree on the degree to which the CCSS are being implemented within the district for all students, including English Language Learners, students with disabilities, and those who are gifted based on the District Needs Assessment.</p> <p>83% of staff continue to agree on the degree to which the district has communicated its plan for implementing the CCSS for all students, including English Language Learners, students with disabilities and those who are gifted based on District Needs Assessment.</p> <p>CCSS and ELD were monitored by Principals and EL Curriculum Specialists during walkthrough observations.</p> <p>4) Analysis of SBAC, AMAO data, and Reclassification Rate. SBAC was at 26% for ELA (target - 40%), and 21% for Math district wide (target - 35%).</p> <p>API: N/A</p> <p>Percent of pupils completing A-G or CTE sequences/programs:</p>

			<p>N/A</p> <p>AMAO 1 was 57.7% (target -60.5%), AMAO 2 was 23.5%/43.0% (target - 24.2%/50.9%).</p> <p>Reclassification rate was 15.4% (target of 30%)</p> <p>Percentage of pupils passing AP exam with 3 or higher: N/A</p> <p>Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A</p> <p>7) All students are eligible to attend elective classes at the Middle Schools, available classes are: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts.</p> <p>GATE: 1-EL, 29-RFEP, 2-Special Ed., 51-Low income ASP: 503-EL, 504-RFEP, 20-Foster, 1-Homeless, 173-Special Ed., 1836-Low Income Intensive Intervention: 43-EL, 1-RFEP, 1-Foster, 13-Special Ed., 61-Low Income</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.1 Hire 12 teachers K-8 to reduce class size and improve classroom climate.</p>	<p>Certificated Teachers' Salaries and Benefits</p> <p style="padding-left: 20px;">Unrestricted Concentration/Supplemental \$1,350,781</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued. The number of hired teachers is more due to increased enrollment, and the amount budgeted ended up being less due to the step and column of the hired teachers.</p> <p>Added 15 new teaching positions: TK-3: 8 4-6: 5</p>	<p>Certificated Teachers' Salaries and Benefits Unrestricted Concentration/Supplemental \$1,218,805</p>

		<p>7-8: 0 Special Ed.: 2</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>1.2 Purchase of supplemental writing materials and provide professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.</p>	<p>Materials and Supplies</p> <p>Unrestricted Concentration/Supplemental \$25,000</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued. The amount went up from what was budgeted due to the need for more professional development.</p> <p>Write from the Beginning Trainer of Trainers (TOT) training and materials.</p> <p>WFTB Materials for Granite Pointe</p> <p>District level trainers provided training to all sites with full implementation to take place 2016-17. This writing program will positively impacted CCSS implementation.</p>	<p>Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$8,000</p> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$36,894</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English</p>	

proficient _ Other Subgroups: (Specify)		proficient _ Other Subgroups: (Specify)	
1.3 Equitable services for Afterschool programs for Horizon and Valle Verde 1st-5th Grades	Classified Instructional Salaries and Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$60,000	In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued. Added additional 80 students. Opened 2 classrooms at each site. Afterschool Program provides students with a safe place to complete homework, receive tutoring, play sports, and participate in a variety of academic enrichment activities including art, drama, and dance. Students have the opportunity to support the community through service learning projects.	Classified Instructional Salaries and Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$39,963
Scope of Service Horizon, Valle Verde X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Horizon and Valle Verde X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.4 Gifted and Talented Education (GATE) training, program materials and supplies for grades 4th-8th.	Materials and Supplies Unrestricted Concentration/Supplemental \$68,000	In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued. District decided to send more teachers/administrators to CAG conference than was originally budgeted. Purchased testing materials and supplies for upcoming GATE program. 46 people attended the California	Materials and Supplies Unrestricted Concentration/Supplemental \$14,360 Travel and Conference Unrestricted Concentration/Supplemental \$71,418 Other Certificated Salaries and Benefits Unrestricted Concentration/Supplemental \$14,693 Services and Other Operating Unrestricted Concentration/Supplemental \$800

		<p>Association for the Gifted (CAG) conference in Palm Springs from February 26-28, 2016. 4 Administrators, 32 teachers, and 4 Curriculum Specialists.</p> <p>School year 2016-17 every site will have students placed in "GATE" classrooms taught by teachers trained for the gifted.</p>	
<p>Scope of Service 4-8 Grades</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 4-8 Grades</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>1.5 Purchase, replace, and upgrade technology devices to reach a one-to-one goal, beginning with 7th grade ELA classes.</p>	<p>Materials and Supplies</p> <p>Unrestricted Concentration/Supplemental \$200,000</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Purchased 18 Chrome Carts **Robert</p>	<p>Materials and Supplies Unrestricted Concentration/Supplemental \$199,826</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>1.6 Hire Network Specialist</p>	<p>Clerical, Technical, and Office Staff Salaries and Benefits</p> <hr/> <p>Unrestricted Concentration/Supplemental \$60,000</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Hired August 2015. Provide district-wide technical services in the installation, configuration, operation, repair, maintenance, troubleshooting, and diagnosis of computer hardware, peripheral equipment, and software.</p>	<p>Clerical, Technical, and Office Staff Salaries and Benefits Unrestricted Concentration/Supplemental \$44,199</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>1.7 Wireless installation districtwide.</p>	<p>Buildings and Improvements of Buildings.</p> <hr/> <p>Unrestricted Concentration/Supplemental \$1,400,000</p>	<p>In reviewing progress towards this goal, it was determine that this is a one-time deployment, and concluded this academic year. The budgeted price of wireless upgrade was quoted using dated blueprints, actual footage of school sites increased amount.</p> <p>Network upgrade installation district-wide took place from 2/3/16 - 3/26/16.</p>	<p>Buildings and Improvements of Buildings. Unrestricted Concentration/Supplemental \$1,637,958</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>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 <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.8 Contract with KCSOS to provide professional development to support classroom technology integration.</p>	<p>Professional Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are not needed to be continued in 2016-17 due to in-house technology department. Re-allocated money to pay for Common Core adoption substitutes. Language Arts and EL curriculum adoption will be implemented in 2016-17.</p>	<p>Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$22,688</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>1.9 Update 21st Century Classroom standard setup</p>	<p>Materials and Supplies and Non-Capitalized Equipment Unrestricted Concentration/Supplemental \$2,700,000</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued. With the new refresh plan, it was determined to not buy an amount of technology that could not easily be replaced, it was determined to gradually update technology by grade levels. Additionally, with all the new technology it was determined to hire Technology Specialists to maintain. 69 Chrome Carts (36- Elementary, 33- Middle) 2,886 Headphones & Mice</p>	<p>Materials and Supplies and Non-Capitalized Equipment Unrestricted Concentration/Supplemental \$1,657,299 Clerical, Technical, and Office Staff Salaries and Benefits Unrestricted Concentration/Supplemental \$168,750 Rents, Leases and repairs Unrestricted Concentration/Supplemental \$869 Services and Other Operating Unrestricted Concentration/Supplemental \$4,200 Equipment > \$5,000 Unrestricted</p>

		<p>55 Smartboards (16-new, 55-refresh) 65 Projector Refresh 190 Projector Blubs 55 Audio System Refresh 115 Teacher Computer Refresh 9 School Marquees (summer 2016 design) - installation will continue into 2016-2017.</p> <p>Technology Specialists hired March 2016</p>	<p>Concentration/Supplemental \$10,000</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>1.10 Provide Beginning Teacher Support and Assessment (BTSA) for year 1 and year 2 teachers. Hire BTSA Coordinator.</p>	<p>Certificated Teacher Salaries and Benefits.</p> <p>Unrestricted Concentration/Supplemental \$154,535</p> <p>Materials and Supplies</p> <p>Unrestricted Concentration/Supplemental \$20,000</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued. Additional funds were needed to get BTSA Coordinator's office up and working. Also, use of KCSOS for Special Ed. teachers was not included in original budget.</p> <p>Hired BTSA Coordinator, Curriculum Specialist 8/5/15. Provided BTSA services to 27 new teachers. Action item addressed the requirements for new hires to complete requirements for clear credential.</p> <p>Contracted with KCSOS to provide BTSA services to 5 CESIP (Special Ed.) Teachers.</p>	<p>Certificated Teacher Salaries and Benefits. Unrestricted Concentration/Supplemental \$178,768</p> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$18,072</p> <p>Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$24,675</p>

		<p>Contracted with Meadows and Associates to monitor progression of BTSA teachers.</p> <p>Materials and supplies for program set-up, implementation.</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>1.11 Percentage of salary to monitor support of LCAP and Categorical Program Requirements. Director of Categorical Program and Administrator on Special Assignment</p>	<p>Certificated Teacher Salaries and Benefits.</p> <p>Unrestricted Concentration/Supplemental \$153,820</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Director of Categorical as well as Administrator on Special Assignment work on monitoring of LCAP which include: writing plan, verifying implementation of plan, creating surveys, collection data, analyzing data, setting up meetings, verifying budget expenditures, notification to stakeholders, updating key committees, attending county trainings.</p> <p>Conference fund was created to implement program.</p>	<p>Certificated Teacher Salaries and Benefits. Unrestricted Concentration/Supplemental \$160,428</p> <p>Travel and Conferences Unrestricted Concentration/Supplemental \$2,800</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p>	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>							
<p>1.12 Maintenance of 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14.</p>	<table border="1"> <tr> <td data-bbox="575 380 1024 578"> <p>Certificated Teacher Salaries and Benefits</p> <p>Unrestricted Concentration/Supplemental \$2,550,168</p> </td> <td data-bbox="1031 380 1507 578"> <p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> </td> <td data-bbox="1514 380 1997 513"> <p>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,824,371</p> </td> </tr> <tr> <td data-bbox="575 578 1024 764"> <p>Certificated Teacher Salaries and Benefits</p> <p>Unrestricted Concentration/Supplemental \$2,470,175</p> </td> <td data-bbox="1031 578 1507 898"> <p>Teachers hired to reduce class size and improve classroom climate. Maintenance for 2014-15 TK-3: 14 4-6: 6 7-8: 10 Maintenance for 2013-14 TK-3: 15 4-6: 7 7-8: 0 Special Ed.: 6</p> </td> <td data-bbox="1514 513 1997 646"> <p>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,315,197</p> </td> </tr> </table>	<p>Certificated Teacher Salaries and Benefits</p> <p>Unrestricted Concentration/Supplemental \$2,550,168</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p>	<p>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,824,371</p>	<p>Certificated Teacher Salaries and Benefits</p> <p>Unrestricted Concentration/Supplemental \$2,470,175</p>	<p>Teachers hired to reduce class size and improve classroom climate. Maintenance for 2014-15 TK-3: 14 4-6: 6 7-8: 10 Maintenance for 2013-14 TK-3: 15 4-6: 7 7-8: 0 Special Ed.: 6</p>	<p>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,315,197</p>	<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>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</p> <p>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>Certificated Teacher Salaries and Benefits</p> <p>Unrestricted Concentration/Supplemental \$2,550,168</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p>	<p>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,824,371</p>							
<p>Certificated Teacher Salaries and Benefits</p> <p>Unrestricted Concentration/Supplemental \$2,470,175</p>	<p>Teachers hired to reduce class size and improve classroom climate. Maintenance for 2014-15 TK-3: 14 4-6: 6 7-8: 10 Maintenance for 2013-14 TK-3: 15 4-6: 7 7-8: 0 Special Ed.: 6</p>	<p>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,315,197</p>							
<p>1.13 Maintenance of Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Income, ELs, Foster Youth.</p>	<p>Clerical, Technical, and Office Staff Salaries and Benefits.</p> <p>Unrestricted Concentration/Supplemental \$68,990</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Maintenance of Categorical Secretary.</p>	<p>Clerical, Technical, and Office Staff Salaries and Benefits. Unrestricted Concentration/Supplemental \$70,908</p>						

		<p>Provides monitoring of SES services for low income, ELs, and foster youth. Monitors students progress and data to support categorical programs and requirements. Services have been effective to meet the desired outcome. Communication with parents, SES providers, and monitoring program needs has improved.</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" 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>1.14 Purchase or maintain supplies and equipment to serve 100% of all students in K-8th gr., including ELs, Low Socio, Foster, and Special Ed.. Provide access to electives other than core required classes. Includes sports, band, color-guard, chorus, journalism, career tech, English Literature, life skills, wood shop, foreign language or photography (varies at sites). Provide intervention support.</p>	<p>Materials and Supplies</p> <hr/> <p>Unrestricted Concentration/Supplemental \$574,957</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Sites allocated discretionary funds for 2015-16. Provided per percentage of unduplicated students.</p>	<p>Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$100,000</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$474,958</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>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>	

_ 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?</p>	<p>The addition of teaching staff to reduce class size continues to help meet the needs of all students in district. Teachers understanding and implementation of Common Core Standards will continue to be a focus. Professional development in CCSS, technology, writing program, and data analysis will keep the teachers up to date with state and local expectations. We had to make an adjustment to our funding for Special Ed. beginning teachers in that we needed to contract with KCSOS to take our CESIP teachers. Our base-line year scores for SBAC were not what we had hoped for, but being a new format with different protocols we feel with the actions that have been implemented will show these scores to rise. Our district Technology Plan with a district-wide refresh schedule had a delay due to the need for wireless access, this will be implemented quicker next year. Our district now has wireless access at all sites. All teachers for Write From the Beginning (new writing program) and designated teachers for GATE program received full training this year with full implementation of programs to take place in 2016-2017.</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:	All students will achieve academic proficiency levels based on local and state assessments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: LEA-Wide ----- Applicable Pupil Subgroups: ELs, Foster Youth, Homeless, and Special Education	
Expected Annual Measurable Outcomes:	<p>1) 100% compliance per Williams Act showing all students have access to core ELA/Math textbooks, are taught by fully credentialed teachers, and facilities are in good repair.</p> <p>2) 90% of teachers receiving CCSS professional development. CCSS programs are monitored by Principals during walkthroughs.</p> <p>4) Analysis of SBAC, AMAO data, and Reclassification Rate. Targets: Reclassification rate at 30%, SBAC at 40% for ELA and 35% for Math with standard met or exceeded. AMAO 1 at 60.5%, AMAO 2 at 24.2% / 50.9%.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1) District is 100% compliant with Williams Act. All students have access to core ELA/Math textbooks. A majority of teachers are fully credentialed, the teachers that are not are working toward becoming fully credentialed. Mentor teachers will be provided in 2016-17(not paid out of LCFF). All facilities are maintained in good repair.</p> <p>2) Teachers surveyed about Professional Development in relation to Common Core expressed 46% are "somewhat interested" while 15% "can't wait to attend" SBAC ELA Performance Task training. 51% are "somewhat interested" and 26% "can't wait to attend" Questioning Strategies for All Student training. 45% are "somewhat interested" and 34% "can't wait to attend" Close Reading training according to the Professional Development Needs Assessment.</p> <p>CCSS and ELD were monitored by Principals and EL Curriculum Specialists during walkthrough observations.</p> <p>4) Analysis of SBAC, AMAO data, and Reclassification Rate. SBAC was at 26% for ELA (target - 40%), and 21% for Math district wide (target - 35%).</p> <p>API: N/A</p> <p>Percentage of pupils completing A-G or CTE sequences/programs: N/A</p> <p>AMAO 1 was 57.7% (target -60.5%), AMAO 2 was 23.5%/43.0% (target - 24.2%/50.9%).</p>

	<p>Reclassification rate was 15.4% (target of 30%)</p> <p>Percentage of pupils passing AP exam with 3 or higher: N/A</p> <p>Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1 District purchase of STAR Early Literacy, Reading and Mathematics Assessment Programs TK-8 grade to identify under-performing students and target gap skills/standards.</p>	<p>Professional/Consulting Services and Operating Expenditures</p> <p>Unrestricted Concentration/Supplemental \$110,000</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Purchased STAR license 7/1/15 STAR is a computer adaptive assessment designed to give valid data quickly in order to verify instruction and intervention. (\$57,904.45)</p> <p>STAR Early Lit. add-on subscription for all elementary sites. Used for emerging readers in grades TK-3. (\$250.00)</p> <p>Purchased at end-of-year ALEKS Math Intervention program (PBIS coordinator not hired by March- reallocation) (\$77,820.00)</p> <p>Summer School Intervention District support. In an effort to defer summer learning loss and retain or advance learning Summer Program will be supported. (\$250,000)</p>	<p>Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$135,975</p> <p>Instructional Aides Salaries Unrestricted Concentration/Supplemental \$250,000</p>
<p>Scope of Service</p>	<p>LEA-Wide</p>	<p>Scope of Service</p>	<p>LEA-Wide</p>

<p><input checked="" type="checkbox"/> All</p> <p>-----</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><input checked="" type="checkbox"/> All</p> <p>-----</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>2.2 Maintenance of District Technology and Integration Teacher to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.</p>	<p>Certificated Teacher Salaries and Benefits</p> <hr/> <p>Unrestricted Concentration/Supplemental \$108,367</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Maintenance of District Technology and Integration Teacher. Training, support, and monitoring of student data has helped to build capacity with in district.</p>	<p>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$110,476</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</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><input checked="" type="checkbox"/> All</p> <p>-----</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>2.3 Provide Secondary Systematic ELD and Constructed Meaning Training and materials</p>	<p>Professional/Consulting Services and Operating Expenditures</p> <hr/> <p>Unrestricted Concentration/Supplemental \$13,000</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$2,000</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Sent 3 people to EL Achieve Symposium in Irvine, 3/8-3/9. One Administrator and two Curriculum Specialists. Group will serve as district leadership team to provide ongoing training to serve EL Students.</p>	<p>Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$0</p> <hr/> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$13,348</p>

		Systematic ELD Binders.		
Scope of Service	LEA-Wide		Scope of Service	Middle Schools
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English 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 implemented consistent ELA and Math assessments using Renaissance Learning STAR. STAR is a computer adaptive assessment designed to give valid data quickly in order to verify instruction and intervention. Mid-year district added STAR Early Lit. for TK-3rd grade. District continues to focus on Professional Development of all staff. Staff sent to EL Achieve Symposium and will serve as district leadership team to provide ongoing training to serve EL Students. Due to re-allocation from Goal 3.2, district purchased ALEKS Math Intervention mid-year. Program has proved to be effective and will continue in 2016-17. In an effort to defer summer learning loss and retain or advance learning Summer Program will be supported.		

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:	The district will maintain a safe and positive learning environment through communication and collaboration.	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 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: ELs, Foster Youth, Homeless, and Students with Disabilities	
Expected Annual Measurable Outcomes:	<p>3) 100% of school sites will have a functioning SSC and ELAC. Parent participation in the District Needs Assessment will increase to a minimum of 300 responses. School sites will meet yearly with 95% of the parents of unduplicated and/or exceptional needs students to provide academic information.</p> <p>5) Analysis of attendance rates (increase 1% growth each year 2015, 2016, 2017), chronic absenteeism (show decrease each year), middle school dropout rates (maintain zero status).</p> <p>6) Analysis of pupil suspension rates will decrease from 6.80%, will maintain zero status of our expulsion rate, 85% of students will feel safe at school based on the California Healthy Kids Survey, 90% of students will look forward to attending school each day based on #3 of the District Needs Assessment.</p> <p>8) Analysis of program improvement tools- DAS, APS, ELSSA, ISS</p>	<p>Actual Annual Measurable Outcomes:</p> <p>3) All sites had full functioning SSC and ELAC. Parent participation in the District Needs Assessment went from 167 participants to 775 responses. School sites met with 89% of parents to provide academic information.</p> <p>5) School Attendance Rate: 95.26% - Last year 95.4% Chronic absenteeism Rate: 3.78% - Last year 4.68% Middle School Dropout Rate: 0.0% - Maintained zero status.</p> <p>6) Suspension Rate: 6.3% - Last year 6.8% Expulsion Rate: 0.0% - Maintained zero status.</p> <p>65% of 7th grade students feel very safe at school based on the California Healthy Kids Survey.</p> <p>71% of students look forward to coming to school each day based on #3 of the District Needs Assessment.</p> <p>8) District Assistance Survey (DAS): Focus areas - Governance: Improve effort to increase attendance at Parent, community, and district events. Additionally, continue to offer training in Parent Portal, SBAC, and assessment procedures. Alignment of Curriculum: Need consistency in assessing, scoring, and exiting students in interventions. Need adopted Math intervention. Align interventions with state curriculum. Data Systems & Monitoring: Provide ongoing support on the</p>

			<p>data management system and on the accurate entry and retrieval of data. Determine how to evaluate the technology proficiency of school staff on an ongoing basis.</p> <p>Academic Program Survey (APS): All sites required to complete the APS by 11/24/15. Data collected and analyzed by sites. Information was included in their School Plans.</p> <p>Inventory of Services and Supports (ISS): Priorities - Governance 1.2: Update Procedural Manual and present to Administrators. Professional Development 7.1: Continued professional development for special education staff, teachers, and paraprofessionals. Professional development 7.5: Facilitated IEP training focusing on collaboratively working with parents to support student.</p> <p>English Language Skills Assessment (ELSA): District ELSA was completed and analyzed.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Bully Prevention training.	<p>Travel and Conferences.</p> <p>Unrestricted Concentration/Supplemental \$ 5,000</p> <p>Certificated Teacher Salaries and Benefits. Unrestricted Concentration/Supplemental \$1,500</p> <p>Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$500</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>9/24/15: GMS 6th/7th Bullying/Cyberbullying student information by Bakersfield Police Department</p> <p>9/25/15: GMS 8th Bullying/Cyberbullying/Sexting student information by Bakersfield Police Department</p> <p>9/25/15: Administrators trained on detection and prevention of workplace bullying by Schools Legal</p>	<p>Travel and Conferences. Unrestricted Concentration/Supplemental \$3,300</p> <p>Certificated Teacher Salaries and Benefits. Unrestricted Concentration/Supplemental \$1,000</p> <p>Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$0.00</p>

		<p>10/2/15: Administrators trained on investigation and resolving bullying complaints by Schools Legal</p> <p>12/4/15: Cyberbullying workshop by KCSOS</p> <p>12/15/15: Bullying Investigation and documentation by KCSOS</p> <p>12/16/15: Bullying Solutions - Prevention/Intervention by KCSOS</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>3.2 Maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS).</p>	<p>Other Classified Salaries and Benefits.</p> <p>Unrestricted Concentration/Supplemental \$56,523</p> <p>Materials and Supplies</p> <p>Unrestricted Concentration/Supplemental \$25,000</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are partially effective and to be modified.</p> <p>PBIS Facilitator position was not posted for this year. In March the DLT team determined to purchase ALEKS- Math Intervention for remainder of year (Goal 2.1)</p> <p>Sites with PBIS has had an 89% drop in suspensions since implementation of program.</p> <p>Materials and supplies for PBIS schools. \$1,500 each (ASP, Community)</p>	<p>Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$21,764</p> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$11,887</p> <p>Travel and Conference Unrestricted Concentration/Supplemental \$3,762</p> <p>Photocopies Unrestricted Concentration/Supplemental \$577</p> <p>Services and Other Operating Unrestricted Concentration/Supplemental \$3,175</p>

		<p>\$2,000 each (Horizon, Planz, Fairview) \$2,500 each (Palla, Valle Verde, Granite Pointe, GMS) \$6,000 Family Resource Center for PBIS implementation.</p>	
<p>Scope of Service Fairview, Granite Pointe, Horizon, Palla, Planz, Valle Verde, GMS</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 Fairview, Granite Pointe, Horizon, Palla, Planz, Valle Verde, GMS, ASP, Community.</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>3.3 Hire 2 Psychologist / Behaviorist and 2 Program Assistants for Support Services.</p>	<p>Certificated Pupil Support Salaries and Benefits. Classified Instructional Salaries and Benefits.</p> <hr/> <p>Unrestricted Concentration/Supplemental \$255,214</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Hired 2 Psychologist/Behaviorist beginning of school year</p> <p>Hired 2 Program Assistants beginning of school year.</p> <p>Hired 5 Health Aides.</p>	<p>Certificated Pupil Support Salaries and Benefits. Unrestricted Concentration/Supplemental \$204,157</p> <p>Classified Instructional Salaries and Benefits(2100) Unrestricted Concentration/Supplemental \$20,856</p> <p>Classified Salaries and Benefits (2200) Unrestricted Concentration/Supplemental \$56,755</p> <p>Other Classified Salaries and Benefits (2900) Unrestricted Concentration/Supplemental \$12,089</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</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>	

<input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless and SWDs			
3.4 Provide parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English Language for EL parents.	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000	In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued. **Frank	Services and Other Operating Unrestricted Concentration/Supplemental \$6,000 Materials and Supplies Unrestricted Concentration/Supplemental \$1,200
Scope of Service: LEA-Wide _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.5 Contract 2 MSW Social Workers through KCSOS to support elementary sites with high-risk students from low income, EL, and foster youth subgroups.	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$200,000	In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued. MSW's along with 8 interns were able to provide students help with social, emotional, and behavior issues.	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$222,073
Scope of Service: K-5 LEA-Wide _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>3.6 Add additional Noon Aide supervision to ensure student safety.</p>	<p>Other Classified Salaries and Benefits.</p> <p>Unrestricted Concentration/Supplemental \$112,194</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Posted for 11 additional Noon Aides, only filled 5, 6 open positions. The addition of noon aides has helped with supervision and safety of students.</p>	<p>Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$37,753</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>3.7 Maintenance of additional 5.5 hrs. security guards for 3 middle schools hired 2014-15.</p>	<p>Other Classified Salaries and Benefits.</p> <p>Unrestricted Concentration/Supplemental \$51,413</p>	<p>In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued.</p> <p>Maintenance of one security guard of 5.5 hours at each middle school. For the continuance of school safety and positive climate.</p>	<p>Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$53,683</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</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>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
3.8 Maintenance of site support staff, continue safety and discipline programs (PBIS, etc.), provide intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (media clerks, librarian, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept. Includes materials and professional development.	Classified Instructional Salaries and Benefits. Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$2,505,975	In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued. Maintenance of site support staff: Media Clerks Librarians Bi-lingual Assistants Safety Intervention Facilitators PBIS Admin. Coaches Substitutes for Coaches School Resource Officer Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level.	Classified Instructional Salaries and Benefits. Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$1,683,815 Materials and Supplies Unrestricted Concentration/Supplemental \$850,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA-Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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		
Scope of Service	LEA-Wide						
Scope of Service							
3.9 Maintenance of Support Services staff (Program specialist, Spec. Educ. assistants, psychologist, nurse, and Behaviorist), from 2014-15.	Certificated Teacher Salaries and Benefits. Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$466,917	In reviewing progress towards this goal, it was determined that the actions described in the plan are effective and to be continued. Maintenance of Support Services staff: Program Assistants SDC: 5 Health Aides: 5	Pupil Support Salaries and Benefits Unrestricted Concentration/Supplemental \$330,147 Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$96,793 Other Classified Salaries and Benefits.				

		Transportation Aides: 5 Psychologists: 3 Nurse: 1 LVN: 1 Behaviorist:1	Unrestricted Concentration/Supplemental \$78,502
Scope of Service LEA-Wide		Scope of Service LEA-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)	
3.10 Maintenance and upgrade to school facilities, transportation and equipment.	Rents. Leases, and Repairs Unrestricted Concentration/Supplemental \$400,000	In reviewing progress towards this goal, it was determined that the actions described in the plan can be pulled from anther funding source and will not be continued.	Rents. Leases, and Repairs Unrestricted Concentration/Supplemental \$0
Scope of Service LEA-Wide		Scope of Service LEA-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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	Attendance continues to be a priority for district, just as having a safe and positive learning environment. For the 2016-2017 school year, the district is adding three additional MSW's to focus on student behavior, with one of these positions working 50% of time with Homeless/Foster Youth population. The PBIS Facilitator job was not filled by March, therefore DLT determined to re-allocate these funds to the ALEKS Math Intervention. It is still believed this is a vital position and will be		

goals?	<p>filled for the 2016-17 school year.</p> <p>Parent Involvement included participation of 106 parents in the PIQE Program (Parent Institute for Quality Education). Four parents graduated from Parent Project and 55 parents graduated from Parents on a Mission. All of these programs are guided by Greenfield Family Resource Center. Our plan is to have more participants in these programs.</p> <p>There is a concern about the non-filled additional noon aide positions. Sites will need to fill these positions.</p>
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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:	<u>\$19,942,877</u>
<p>After analyzing the input from all stakeholders, the Greenfield Union School District will address various priority areas affecting classroom instruction, attendance, parent involvement, technology, facilities, and daily operations. Additional certificated staff will be hired at sites to reduce class sizes to support student academic achievement. The newly state adopted ELA/ELD curriculum will be implemented. District will continue consistent ELA and math assessments using Renaissance Learning. Data will be used to identify students for interventions, with emphasis on English Learners, Low income, Homeless, and Foster Youth. ALEKS math intervention will be added for all 3rd - 8th grade. Professional Development as well as materials for supplemental writing program will be purchased. Academic Coaches will be placed on each school site, duties include working with students as well as monitoring all subgroups. In an effort to meet the needs of our advanced students, GATE and STEM classes will be achieved. District will continue implementation of Positive Behavior Interventions Supports (PBIS) to improve student behavior and change school climates. Parents will be offered educational opportunities through parenting-skill classes in discipline strategies (Parent Project), home to school supports (Parent Institute for Quality Education), and English Language classes. Our technology focus will be to continue with the Technology Refresh Plan in an effort to keep technology updated, and purchase one-to-one devices for 4th and 8th graders to prepare them for high school, college, and career-readiness. The Greenfield district is dedicated to the students, staff, parents, and community members. We will strive to provide a quality education and prepare students for the 21st Century.</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.

30.0	%
7	
<p>The district has increased support for unduplicated students and staff by increasing personnel to support monitoring of students who perform below grade level. This includes the Academic Coach, who will evaluate performance data and provide small group instruction/intervention for targeted groups, including homeless, foster, and EL's. The district will implement consistent ELA and Math assessments using Renaissance Learning. Data will be used to identify students for intervention with emphasis on low income</p>	

pupils, foster youth, homeless, and English learners. The ELD Curriculum Specialist will monitor ELD curriculum implementation, ELL and RFEP student performance data, and program needs. 4th-8th grade ELL Students who are reading more than two grade levels below will receive Intensive intervention. Equitable services for Afterschool programs will be available to all sites in district. District will hire three Masters of Social Work (MSW) to improve mental and emotional health in the educational setting by performing behavioral, social, emotional, and mental health assessments, case management, individual and group therapy. One of the MSW's will spend 50% of time responsible for supporting the needs of the homeless students and foster youths. Student engagement will increase with the inclusion of technology/computer based programs in Mathematics and ELA. In addition, select interventions designed for students not performing at grade level will also include computer based software programs. In an effort to defer summer learning loss and retain or advance learning Summer Program will be supported. Programs such as Parent Project, PIQE, and English classes will be offered to increase parental involvement and build a relationship with community members and other stakeholders.

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).