

Introduction:

Semitropic Elementary School was established as a one room school house on April 1, 1895. Mrs. C. J., Clayton was the first teacher. The first class of students numbered only seven. The current enrollment is 225 students in grades kindergarten through eight. The school is an Open School, as per education code statute, meaning that students are permitted to attend Semitropic Elementary School even if they do not reside in the district boundary lines. The district is located 10 miles west of Wasco, California, at the intersection of State Highway 46 and Gun Club Road.

VISION STATEMENT

Success Now for a Brighter Tomorrow

MISSION STATEMENT

The Semitropic Elementary School District is dedicated to teaching our students to be productive citizens who work at their fullest potential to succeed while providing a caring and supportive academic environment.

SCHOOL BOARD GOALS

- Provide leadership and direction to improve the overall learning environment in our classrooms, schools and district including the health, safety, security and happiness of students and staff.
- Direct and support actions, programs, and activities which reduce the impacts of poverty on our students, their families, and our community.

DISTRICT GOALS

- Ensure uniformly high performance in academics and tangible results in character development.
- School faculty is highly qualified in their fields, is committed to ongoing professional development, and receives timely and helpful feedback on classroom instruction.
- Curriculum is rigorous, logically sequential, and age appropriate.
- Students display high standards of personal dignity and respect for authority at all grade levels. School faculty and staff model the qualities of behavior that are expected in students.
- Ensure all students at each grade level increase their love of reading by implementing a classical literature piece at each grade level for students to read while exploring the themes in that piece of literature.
- Reemphasize the importance of students learning basic skills in reading, writing, spelling, and math to ensure that all students can reach a deeper level understanding more rigorous concepts.
- Ensure that all students reach high levels of achievement in reading, writing, math, and spelling using valid assessments to measure achievement at each grade level.
- Increase student enrollment.
- Increase the ability of Semitropic to effectively achieve its mission through suitable facilities consistent with the school's values and philosophy to serve the needs of a student body in grades TK - 8.
- Maintain a fiscally solvent budget.

LEA: Semitropic Elementary
Contact: Valerie Park, Superintendent-Principal, vpark@semitropicschool.org, (661)758-6412
LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced*

Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

The Semitropic School District has involved stakeholders in the development of this LCAP through the following process:

1. January 19, 2016: The Semitropic Leadership Team reviewed the LCAP timeline for the district.
2. February 4, 2016: The Semitropic Board of Trustees, at a regular board meeting, discussed the LCAP process.
3. February 1, 2016: Flyers were sent home to all parents notifying them of the two upcoming parent input meetings. Parents were given two meeting choices, in addition to being invited to attend the SSC and DELAC meetings.
4. February 4, 2016: SSC and DELAC met to discuss the LCAP, current year's progress, and meeting dates for stakeholder input.
5. February 17, 2016 at 8:15 am to coincide with the start of the school day: The first of two parent input meetings was held. Dr. Park presented a Power Point presentation regarding the LCAP development process, the 2015 - 2016 LCAP goals, and the progress of meeting those goals. Parents were given an opportunity to ask questions and offer suggestions. Fifteen parents were in attendance.
6. March 1, 2016 at 2:30 pm to coincide with the end of the day: The second of two parent input meetings was held. Dr. Park presented a Power Point presentation regarding the LCAP development process, the 2015 - 2016 LCAP goals, and the progress of meeting those goals. Parents were given an opportunity to ask questions and offer suggestions. Twelve parents were in attendance.
7. March 16, 2016 at 9:00 am: Classified staff members were invited to participate in the LCAP process. Dr. Park presented a Power Point presentation regarding the LCAP development process, the 2015 - 2016 LCAP goals, and the progress of meeting those goals. Parents were given an opportunity to ask questions and offer suggestions. 5 classified staff members were in attendance.
8. March 16, 2016 at 1:30 pm: A staff meeting was held with the teachers to get their input on the LCAP development. Dr. Park presented a Power Point presentation regarding the LCAP development process, the 2015 - 2016 LCAP goals, and the progress of meeting those goals. Parents were given an opportunity to ask questions and offer suggestions. All teachers were in attendance.

The information provided by parents, teachers, students, and staff members through face-to-face meetings, surveys, and hearings are reflected in the goals and actions of the LCAP. The suggestions and concerns that are not included in the LCAP are identified in items 4 – 8 and were addressed in the Superintendent's written response.

1. This gave the team a chance to ask questions about this year's LCAP process.
2. This action gave the district an opportunity to get started on the process of the revision of the LCAP.
3. This action gave parents multiple opportunities to provide input.
4. This meeting provided time for the SSC and DELAC committees to ask questions and inquiry about the input process.
5. The parent meetings in items 5 and 6 provided the following information and, as indicated, addressed in the LCAP:
 - Parents love our behavior expectations system and want to see it continue (Goal #3)
 - Parents like the facility improvements, but would like to see more done, particularly the re-asphalting of our middle school basketball courts (Goal #2)
 - Parents also requested that we consider adding grades 9 – 12 to our campus.
 - Parents wanted a better form of communication to be used
 - Parents also indicated that they would like more family events

As a result, we will continue to implement our behavior expectations protocols. In addition, monies have been put into the LCAP to repair and update facilities. We have added two Family Nights to the LCAP.

6. The results of this meeting are addressed in #5 above.
7. The classified staff meeting provided the following information and, as indicated, addressed in the LCAP:
 - Staff indicated they wanted updates to the facilities to continue. Additionally, staff liked the positive discipline system and the interventions offered to students and want to see it continue.

9. March 14 – April 1, 2016: Parent, student, and staff surveys were completed.

10. May 5, 2016: The survey responses and input meeting results were shared with both SSC and DELAC.

11. May 24, 2016: The survey responses, comments from input meetings, and a draft of the LCAP was shared with the Leadership Team for input.

12. May 26, 2016: SSC and DELAC were presented with the rough draft of the LCAP.

13. June 7, 2016: A Public Hearing was held and a draft of the LCAP was presented to the board and the public at a special board meeting for review and additional input. All comments and suggestions were recorded.

14. June 14, 2016: A board meeting was held and the board of trustees approved the Semitropic LCAP and district budget for 2015-16.

As a result of this meeting, facilities upgrades were incorporated into the LCAP budget. In addition, interventions and the positive discipline system will continue.

8. The staff meeting provided the following information and, as indicated, addressed in the LCAP:

- Staff indicated they wanted updates to the facilities to be made. Additionally, staff liked the new positive discipline system and the interventions offered to students.
- Staff also asked that we continue to upgrade our technology infrastructure.

As a result of this meeting, facilities upgrades were incorporated into the LCAP budget. In addition, interventions and the positive discipline system will continue.

9. The results of the parent surveys were included in #4 above. The student surveys provided additional information that is addressed in the LCAP:

- Re-asphalt the middle school basketball courts
- Replace woodchips in play areas with a softer material
- Create a study hall period
- Provide better communication with parents

10. Committee members were provided an opportunity to discuss results and share thoughts on what should be addressed in the LCAP. Committee members were also given an opportunity to offer more input.

11. Leadership members were provided with an opportunity to discuss results and share thoughts on any revisions to the draft of the LCAP.

12. Committee members were provided with an opportunity to share thoughts on any revisions to the draft of the LCAP. Questions from this meeting were responded to in writing by the Superintendent and sent out on May 31, 2016.

13. The results of the public hearing were recorded, but no new information came from the hearing.

14. The board was in support of the draft of the district's LCAP and

	<p>agreed that it adequately represented the information garnered from the stakeholders. The LCAP for Semitropic School District was approved by the board of trustees and received a unanimous vote.</p>
<p>Annual Update:</p> <p>February 4, 17, March 1, 16, 2016: We shared our current progress towards achieving the goals of our 2015 – 2016 LCAP with all stakeholder groups. Stakeholders were given a presentation sharing our current progress. Stakeholders were given time to ask questions and offer suggestions. In addition, participants were given an open-ended questionnaire with guiding questions as an opportunity to provide input for the 2016 – 2017 LCAP.</p>	<p>Annual Update:</p> <p>1. The results of these meetings were addressed in item #5 - 9 above.</p>

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).

Actions/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:	Achieve academic rigor that increases student proficiency in all core subjects using 21st century skills: critical thinking, communication, collaboration, and creativity.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
Identified Need:	According to the APS results and benchmark results, students are showing growth in all core areas, but only 53.25% of students scored proficient on ELA benchmark assessments which is an increase of 10.64 % over last year's scores, and only 49% of student scored proficient on math benchmark assessments, which is an increase of 2.6% over last year's scores. Approximately, 61% of students scored proficient on Curriculum Based Monitoring (CBM) assessments. According to the 2014 – 2015 CAASSP results, only 10% of our students met or exceeded standard in math, and only 19% of our students met or exceeded standard in ELA.		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Our ultimate goal is to increase student achievement in all core areas by 9% as measured by benchmark and SBAC data by 2019. However, benchmark data was not collected in the 2013-14 school year to use for comparison data. The baseline data collected in 2014-15 indicated that this goal needed to be adjusted to more accurately reflect the growth students will make as students and teachers become more proficient in the core areas as standards change and instructional materials are updated to be more aligned to the new standards. Therefore, student achievement will increase by 3% as measured by the CAASSP each year for the next three years in all core areas.</p> <p>Priority One:</p> <p>A. 100% of teachers are highly qualified and are appropriately assigned.</p> <p>B. 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.</p>		

C. School facilities are maintained in good repair as indicated in our William's FIT report.

Priority Two:

A. Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. **Measurable Outcome (MO): Fully implement state adopted standards 90% of the time; the other 10% of the time will be designated for re-teach and/or small group instruction. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in the C3 observation tool.**

B. The programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes **daily** of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. During the 2015 - 16 school year, we redesignated 25%. **MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.**

Priority Four:

A. According to the 2014 – 2015 CAASSP results, only 10% of our students met or exceeded standard in math, and only 19% of our students met or exceeded standard in ELA. **MO: Increase the number of students who meet or exceed standard by 3% in math, ELA, and Science as measured on the CAASSP. MO: Increase the number of students who meet or exceed standard by 3% in math, ELA, and science in subgroups: Hispanic, EL, and SES as measured on the CAASSP.**

B. API--NA

C. UC or CSU Requirements—NA.

D. The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 58%. **MO: Increase the percentage of EL pupils who made progress towards English proficiency by 2% as measured by the CELDT.**

E. Our EL reclassification rate is in the 2015 - 16 was 25%. **MO: Increase redesignation rate by 2% each year. MO: Decrease our Long-term English Learners by 2%.**

F. AP—NA.

G. Early Assessment Program—NA.

Priority Seven:

A. A broad course of study is offered to all students as all core subject areas are taught. In addition, we are adding a music teacher to provide a fine arts course.

B. Programs and services are based on state standards and student needs as indicated by local assessment data.

C. Programs and services are based on state standards and student needs as indicated by local assessment data.

Priority 8:

A. MO: Increase percentage of all students who read fluently by 20% as measured by Curriculum Based Monitoring (CBM) data.

B. MO: 80% of 3rd graders reading at or above grade level by the end of the year as measured by our CBM data.

C. MO: 80% of 5th graders reading at or above grade level by the end of the year as measured by our CBM data.

D. MO: 80% of our 8th graders meet or exceed grade level standards in math by the end of the year as measured by our CBM data and benchmark data.

E. 2014 - 2015 Physical Fitness Results: Aerobic Capacity: 5th grade--41.4%, 7th grade--57%; Body Composition: 5th grade--41.4%, 7th grade--57%; Abdominal Strength: 5th grade--48.3%, 7th grade--42.9%; Trunk Extension Strength: 5th grade--89.7%, 7th grade--28.6%; Upper Body Strength: 5th grade--55.2%, 7th grade--14.3%; and Flexibility: 5th grade--86.2%, 7th grade--100%. **MO: Increase rate of physical fitness by 1% each year in each subtest in grades 5 and 7 as evidenced in Physical Fitness Results, with the exception of 7th grade flexibility which we will maintain as it is at 100%.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a. The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide)</p> <p>1b. Teachers will assign performance tasks that focus on developing critical thinking skills. (Schoolwide)</p> <p>1c. Teachers will engage learners in standards-based activities that foster critical thinking, collaboration, communication, and creativity. (Schoolwide)</p> <p>1d. Teachers and staff will use the Rtl model to provide Tier I, II, and III interventions for student struggling in math and ELA. (Schoolwide)</p> <ul style="list-style-type: none"> • Quarterly CBM Meetings with all teachers to monitor student progress • Instructional Aides to assist in Tier II interventions 	<p>Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1a. KCSOS BTSA Induction Program: \$10,950; S/C; Services/Operating Expenditures</p> <p>1b. No Cost</p> <p>1c. No Cost</p> <p>1d. CBM Meetings: \$600; S/C; Certificated Salaries and</p>

- Purchase Lexia Reading and Nex Gen math for all students
- Offer after school tutoring for those students who are struggling to meet standard

1e. Pre-algebra will be offered to 7th graders, and Algebra will continued to be offered to 8th graders. (Schoolwide)

1f. Elective courses will be offered in middle school to coincide with the high school pathways: AVID, Computer Literacy, choir, and STEM with an Ag focus. (Schoolwide)

- Instructional aides will serve as tutors in AVID and electives; increase hours of noon aides 1.5 hours per day

1g. A teacher will be hired to provide intervention to student struggling in reading and math. (7th/8th Grade)

1h. The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), formerly known as GRO STEM, master teachers and teacher candidates. (6th through 8th grade)

1i. KRTR Grant with CSUB: Provides three master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students. (Schoolwide)

- Summer Camp BLAST—3 week summer school using STEM strategies

1j. Update technology for teachers use (4th through 8th grade)

- Replace current Student Information System with Aeries
- Update technology infrastructure (ERATE)
- Purchase Lexia Reading
- Purchase Nex Gen Math

Benefits Instructional Aides: \$50,634 S/C; Classified Salaries and Benefits; Afterschool teachers; \$4,000; Title I; Certificated Salaries and Benefits

1e. Pre-Algebra materials; \$4,359; S/C; Books and Materials; Algebra materials; \$700; S/C; Books and Materials

1f. \$5,000; S/C; Books and Supplies; Noon Aides: \$15,360; S/C; Classified Salary and Benefits

1g. Intervention Teacher: Title I - \$16,683; Title III - \$15,756, and S/C - \$43,906; Certificated Salary and Benefits

1h. Program Coordinator: \$8

- Purchase 1 to 1 Chromebooks in grades 3 – 5
- Contract with technology company for a IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot
- Replace out of date projectors and lamps
- Open PO for Wi-Fi/tech troubleshooting and updates

1k. Teachers will provide integrated and designated ELD to EL students daily

1l. Purchase ELA/ELD Textbook Adoption

9,792 S/C;
Certificated
Salary and
Benefits

1i. Master
Teachers:
\$3,469; S/C;
Certificated
Salary and
Benefits; Summ
er

Blast: Teachers
—\$5,500; S/C;
Certificated
Salaries and
Benefits

1j. Aeries:
\$11,800; S/C:
Services/Operat
ing

Expenditures;
Lexia Reading:
\$8,900;
S/C: Services/O
perating
Expenditures

Nex Gen:
\$1,500; S/C:
Services/Operat
ing

Expenditures;
Chromebooks:
\$31,000 S/C:
Books and
Supplies;
\$20,160; S/C:
Services/Operat
ing
Expenditures

1k: No cost

			11. \$20,000; Base; Books and Supplies
<p>2. Teachers will be provided with professional development in the following concepts and research-based instructional strategies to build their capacity:</p> <ul style="list-style-type: none"> • PLC—Refresher • PBIS—Tier III • Thinking Maps—Refresher • Write From the Beginning • Cooperative Grouping • ELA/ELD Textbook Training • Instructional Rounds • Collaboration Strategies • Purchase the book, <u>Coherence</u> by Michael Fullan for faculty book study • AVID (6-8th grade only) <ul style="list-style-type: none"> ◦ Annual Contract ◦ Summer Institute ◦ Contract with KCSOS • Leadership Team Professional Development <ul style="list-style-type: none"> ◦ LCAP Training ◦ Workshop with Michael Fullan ◦ Collaboration Training • Westside Smalls Summer Institute: <ul style="list-style-type: none"> ◦ New ELD Standards and Integrated v. Designated ELD time with Jill Hamilton-Bunch ◦ Nex Gen Math with Erin Walker ◦ Brain Research with Julie Adams 	<p>Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Thinking Maps: \$500; Title II; Certificated Salaries and Benefits; Write from the Beginning: \$3,000 (Effective Educator Block Grant); Certificated Salaries and Benefits</p> <p>Instructional Rounds Facilitator Costs: \$4,000; Title II; Services/Operating Expenditures;</p> <p>PD as needed: \$20,000; S/C; Certificated Salaries and Benefits; \$10,500; S/C; Books and Supplies</p> <p>AVID: Summer Institute: \$3641; S/C; Services/Operat</p>

ing
Expenditures

AVID Annual
Contract:
\$8,241; S/C;
Services/Operat
ing
Expenditures

AVID Contract
with KCSOS for
local support:
\$4,324; S/C;
Services/Operat
ing
Expenditures

ELD
Standards—No
cost

Summer
Institute costs;
\$8,750; S/C;
Services/Operat
ing
Expenditures;
\$10,250; S/C,
and \$10,250;
Educator
Effectiveness
Grant; Cert
Salaries and
Benefits

Coherence
book; \$315;
S/C; Books and
Supplies

Leadership
trainings;
\$4,394; S/C;

			Salaries and Benefits
<p>Collaboration time will be provided to teachers to do the following:</p> <ul style="list-style-type: none"> • Create standards-based units of study for math and ELA • “Early out” Wednesdays for collaboration with teachers and teachers from other districts • Quarterly planning days for teachers • Four teachers to attend the PLC Institute in October • PD for teachers in the above mentioned areas (both on/offsite) as needed 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Quarterly Planning Days: \$5,703; Title II; Certificated Salaries and Benefits PLC Institute: \$5,275; S/C; Services/Operating Expenditures</p>
<p>Superintendent/Principal and Program Coordinator to attend leadership trainings to better support the teachers teach research-based strategies.</p> <ul style="list-style-type: none"> • Superintendent/Principal <ul style="list-style-type: none"> ◦ SSDA Regional Meeting; July 1 ◦ ACSA Superintendent Academy (various weekends) ◦ SSDA Superintendent’s Bootcamp July ◦ ACSA Leadership Summit November ◦ Superintendent’s Symposium February ◦ CISC Symposium January ◦ SSDA Annual Conference in March <ul style="list-style-type: none"> ▪ Program Coordinator <ul style="list-style-type: none"> • ACSA Women in Leadership Conference in October • ACSA Principal Academy; various weekends • ACSA Leadership Summit November • AVID Summer Institute (Goal 1.2) • AVID Site Coordinator Training; two per year 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>AVID: \$1,320; S/C; Services/Operating Expenditures New Supt. Symposium: \$800; Base; Services/Operating Expenditures ACSA Superintendent Academy: \$1,465; Base; Services/Operating Expenditures ACSA Leadership Summit: \$2,334; S/C;</p>

			Services/Operating Expenditures Supt. Symposium: \$1,000; Base Services/Operating Expenditures SSDA Annual Conference: \$500; Base; Services/Operating Expenditures ACSA Principal's Academy; \$2,930; Base; Services/Operating Expenditures
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LCAP Year 2

Expected Annual Measurable Outcomes:

Our ultimate goal is to increase student achievement in all core areas by 9% as measured by benchmark and SBAC data by 2019. However, benchmark data was not collected in the 2013-14 school year to use for comparison data. The baseline data collected in 2014-15 indicated that this goal needed to be adjusted to more accurately reflect the growth students will make as students and teachers become more proficient in the core areas as standards change and instructional materials are updated to be more aligned to the new standards. Therefore, student achievement will increase by 3% as measured by the CAASSP each year for the next three years in all core areas.

Priority One:

- A.** 100% of teachers are highly qualified and are appropriately assigned.
- B.** 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.
- C.** School facilities are maintained in good repair as indicated in our William's FIT report.

Priority Two:

A. Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. **Measurable Outcome (MO): Fully implement state adopted standards 90% of the time; the other 10% of the time will be designated for re-teach and/or small group instruction. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in the C3 observation tool.**

B. The programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes **daily** of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. During the 2015 - 16 school year, we redesignated 25%.

MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.

Priority Four:

A. According to the 2014 – 2015 CAASSP results, only 10% of our students met or exceeded standard in math, and only 19% of our students met or exceeded standard in ELA. **MO: Increase the number of students who meet or exceed standard by 3% in math, ELA, and Science as measured on the CAASSP. MO: Increase the number of students who meet or exceed standard by 3% in math, ELA, and science in subgroups: Hispanic, EL, and SES as measured on the CAASSP.**

B. API--NA

C. UC or CSU Requirements—NA.

D. The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 58%. **MO: Increase the percentage of EL pupils who made progress towards English proficiency by 2% as measured by the CELDT.**

E. Our EL reclassification rate is in the 2015 - 16 was 25%. **MO: Increase redesignation rate by 2% each year. MO: Decrease our Long-term English Learners by 2%.**

F. AP—NA. G. Early Assessment Program—NA.

Priority Seven:

A. A broad course of study is offered to all students as all core subject areas are taught. In addition, we will maintain the music teacher to provide a fine arts course.

B. Programs and services are based on state standards and student needs as indicated by local assessment data.

C. Programs and services are based on state standards and student needs as indicated by local assessment data based on agreed upon IEPs.

Priority 8:

A. MO: Increase percentage of all students who read fluently by 20% as measured by Curriculum Based Monitoring (CBM) data.

B. MO: 85% of 3rd graders reading at or above grade level by the end of the year as measured by our CBM data.

C. MO: 85% of 5th graders reading at or above grade level by the end of the year as measured by our CBM data.

D. MO: 85% of our 8th graders meet or exceed grade level standards in math by the end of the year as measured by our CBM data and benchmark data.

E. 2014 - 2015 Physical Fitness Results: Aerobic Capacity: 5th grade--41.4%, 7th grade--57%; Body Composition: 5th grade--41.4%, 7th grade--57%; Abdominal Strength: 5th grade--48.3%, 7th grade--42.9%; Trunk Extension Strength: 5th grade--89.7%, 7th grade--28.6%; Upper Body Strength: 5th grade--55.2%, 7th grade--14.3%; and Flexibility: 5th grade--86.2%, 7th grade--100%. MO: Increase rate of physical fitness by 1% each year in each subtest in grades 5 and 7 as evidenced in Physical Fitness Results, with the exception of 7th grade flexibility which we will maintain as it is at 100%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a. The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide)</p> <p>1b. Teachers will continue to assign performance tasks that focus on developing critical thinking skills. (Schoolwide)</p> <p>1c. Teachers will continue to engage learners in standards-based activities that foster critical thinking, collaboration, communication, and creativity. (Schoolwide)</p> <p>1d. Teachers and staff will use the Rtl model to provide Tier I, II, and III interventions for student struggling in math and ELA. (Schoolwide)</p> <ul style="list-style-type: none"> Quarterly CBM Meetings with all teachers to monitor student progress 	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1a. KCSOS BTSA Induction Program: \$10,950; S/C; Servicers/Operating Expenditures</p> <p>1b. No Cost</p> <p>1c. No Cost</p> <p>1d. CBM Meetings: \$600; S/C; Certificated Salaries and Benefits Instruct</p>

- Instructional Aides to assist in Tier II interventions
- Purchase Lexia Reading and Nex Gen math for all students
- Offer after school tutoring for those students who are struggling to meet standard

1e. Pre-algebra I will continue to be offered to 7th graders, and Algebra will continue to be offered to 8th graders. (7th and 8th grade)

1f. Elective courses will continue to be offered in middle school to coincide with the high school pathways: AVID, Computer Literacy, choir, and STEM with an Ag focus. (Grades 6th-8th)

- Instructional aides will serve as tutors in AVID and electives; increase hours of noon aides 1.5 hours per day

1g. The intervention teacher will continue to provide interventions to students struggling in reading and math. (Schoolwide)

1h. The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), formerly known as GRO STEM, master teachers and teacher candidates. (K,3,8)

1i. KRTR Grant with CSUB: Provides five master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students.

- Summer Camp BLAST—3 week summer school using STEM strategies

1j. Update technology for teachers use

- Renew Lexia Reading
- Renew Nex Gen Math
- Purchase 1 to 1 Chromebooks in grades K - 2

ional Aides:
\$50,634 S/C;
Classified
Salaries and
Benefits;
Afterschool
teachers;
\$4,551; Title I;
Certificated
Salaries and
Benefits

1e. Pre-
Algebra
materials;
\$4,359; S/C;
Books and
Materials;
Algebra
materials; \$700;
S/C; Books and
Materials

1f. \$5,000; S/C;
Books and
Supplies; Noon
Aides: \$15,360;
S/C; Classified
Salary and
Benefits

1g. Intervention
Teacher: Title I
- \$16,683; Title
III - \$15,756,
and S/C -
\$43,906;
Certificated
Salary and
Benefits

1h. Program
Coordinator: \$8
9.792 S/C:

- Continue to contract with technology company for a IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot
- Replace out of date projectors and lamps
- Open PO for Wi-Fi/tech troubleshooting and updates

1k. Teachers will provide integrated and designated ELD to EL students daily

Certificated Salary and Benefits

1i. Master Teachers: \$5000; S/C; Certificated Salary and Benefits; Summer

Blast: Teachers —\$5,500; S/C; Certificated Salaries and Benefits

1j. Aeries: \$4,300; S/C: Services/Operating Expenditures; Lexia Reading: \$8,900; S/C: Services/Operating Expenditures Nex Gen: \$1,500; S/C: Services/Operating Expenditures; Chromebooks: \$31,000 S/C: Books and Supplies; \$20,160; S/C: Services/Operating Expenditures

1k: No cost

<p>Teachers will be provided with professional development in the following concepts and research-based instructional strategies to build their capacity:</p> <ul style="list-style-type: none"> • PLC—Refresher • PBIS—Tier III • Thinking Maps—Refresher • Write From the Beginning—Refresher • Cooperative Grouping • Instructional Rounds—continue • Purchase a book for faculty book study • AVID <ul style="list-style-type: none"> ◦ Annual Contract ◦ Summer Institute ◦ Contract with KCSOS • Leadership Team Professional Development <ul style="list-style-type: none"> ◦ LCAP Training ◦ Collaboration Training • Westside Smalls Summer Institute: <ul style="list-style-type: none"> ◦ Critical thinking, collaboration, communication, creativity ◦ Instructional Rounds ◦ Next Gen Science Standards 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Instructional Rounds Facilitator Costs: \$4,000; Title II; Services/Operating Expenditures; PD as needed: \$20,000; S/C; Certificated Salaries and Benefits; \$10,500; S/C; Books and Supplies AVID: Summer Institute: \$3641; S/C; Services/Operating Expenditures AVID Annual Contract: \$8,241; S/C; Services/Operating Expenditures AVID Contract with KCSOS for local support: \$4,324; S/C; Services/Operating Expenditures ELD Standards—No</p>
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cost

Summer
Institute costs;
\$8,750; S/C;
Services/Operat
ing
Expenditures;
\$20,000; S/C;
Cert Salaries
and Benefits

Faculty book;
\$500; S/C;
Books and
Supplies

Leadership
trainings;
\$4,384; S/C;
Salaries and
Benefits

Next Gen
Science
Training;
\$1,500; S/C;
Salaries and
Benefits

<p>Collaboration time will be provided to teachers to do the following:</p> <ul style="list-style-type: none"> • Create standards-based units of study for math and ELA • “Early out” Wednesdays for collaboration with teachers and teachers from other districts • Quarterly planning days for teachers • Four teachers to attend the PLC Institute in October • PD for teachers in the above mentioned areas (both on/offsite) as needed 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Quarterly Planning Days: \$5,703; Title II; Certificated Salaries and Benefits</p> <p>PLC Institute: \$5,275; S/C; Services/Operating Expenditures</p>
<p>Superintendent/Principal and Program Coordinator to attend leadership trainings to better support the teachers teach research-based strategies.</p> <ul style="list-style-type: none"> • Superintendent/Principal <ul style="list-style-type: none"> ◦ SSDA Regional Meeting; July 1 ◦ SSDA Superintendent’s Bootcamp July ◦ ACSA Personnel Academy; various weekends ◦ ACSA Leadership Summit November ◦ Superintendent’s Symposium February ◦ CISC Symposium January ◦ SSDA Annual Conference in March • Program Coordinator <ul style="list-style-type: none"> ◦ ACSA Women in Leadership Conference in October ◦ ACSA Leadership Summit November ◦ AVID Summer Institute (Goal 1.2) ◦ AVID Site Coordinator Training; two per year 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>AVID: \$1,320; S/C; Services/Operating Expenditures</p> <p>New Supt. Symposium: \$800; Base; Services/Operating Expenditures</p> <p>ACSA Personnel Academy: \$1275; S/C; Services/Operating Expenditures</p> <p>ACSA Leadership Summit: \$2334 (for both Superintendent and Program Coordinator to</p>

attend); S/C;
 Services/Operat
 ing
 Expenditures

Supt.
 Symposium:
 \$1,000; Base
 Services/Operat
 ing
 Expenditures

SSDA Annual
 Conference:
 \$500; Base;
 Services/Operat
 ing
 Expenditures

LCAP Year 3

Expected Annual Measurable Outcomes:

Our ultimate goal is to increase student achievement in all core areas by 9% as measured by benchmark and SBAC data by 2019. However, benchmark data was not collected in the 2013-14 school year to use for comparison data. The baseline data collected in 2014-15 indicated that this goal needed to be adjusted to more accurately reflect the growth students will make as students and teachers become more proficient in the core areas as standards change and instructional materials are updated to be more aligned to the new standards. Therefore, student achievement will increase by 3% as measured by the CAASSP each year for the next three years in all core areas.

Priority One:

- A. 100% of teachers are highly qualified and are appropriately assigned.
- B. 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William’s report.
- C. School facilities are maintained in good repair as indicated in our William’s FIT report.

Priority Two:

A. Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. **Measurable Outcome (MO): Fully implement state adopted standards 90% of the time; the other 10% of the time will be designated for re-teach and/or small group instruction. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in the C3 observation tool.**

B. The programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes **daily** of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. During the 2015 - 16 school year, we redesignated 25%.

MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.

Priority Four:

A. According to the 2014 – 2015 CAASSP results, only 10% of our students met or exceeded standard in math, and only 19% of our students met or exceeded standard in ELA. Science CST results revealed that 26% of our Hispanic subgroup scored proficient; 17% of our EL subgroup scored proficient; 19% of our SES subgroup scored proficient. **MO: Increase the number of students who meet or exceed standard by 3% in math, ELA, and Science as measured on the CAASSP. MO: Increase the number of students who meet or exceed standard by 3% in math, ELA, and science in subgroups: Hispanic, EL, and SES as measured on the CAASSP.**

B. API--NA

C. UC or CSU Requirements—NA.

D. The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 58%. **MO: Increase the percentage of EL pupils who made progress towards English proficiency by 2% as measured by the CELDT.**

E. Our EL reclassification rate is in the 2015 - 16 was 25%. **MO: Increase redesignation rate by 2% each year. MO: Decrease our Long-term English Learners by 2%.**

F. AP—NA.

G. Early Assessment Program—NA.

Priority Seven:

A. A broad course of study is offered to all students as all core subject areas are taught. In addition, we maintain the music teacher to provide a fine arts course.

B. Programs and services are based on state standards and student needs as indicated by local assessment data.

C. Programs and services are based on state standards and student needs as indicated by local assessment data.

Priority 8:

- A. MO: Increase percentage of all students who read fluently by 20% as measured by Curriculum Based Monitoring (CBM) data.**
- B. MO: 90% of 3rd graders reading at or above grade level by the end of the year as measured by our CBM data.**
- C. MO: 90% of 5th graders reading at or above grade level by the end of the year as measured by our CBM data.**
- D. MO: 90% of our 8th graders meet or exceed grade level standards in math by the end of the year as measured by our CBM data and benchmark data.**
- E. 2014 - 2015 Physical Fitness Results: Aerobic Capacity: 5th grade--41.4%, 7th grade--57%; Body Composition: 5th grade--41.4%, 7th grade--57%; Abdominal Strength: 5th grade--48.3%, 7th grade--42.9%; Trunk Extension Strength: 5th grade: 89.7%, 7th grade--28.6%; Upper Body Strength: 55.2%, 7th grade--14.3%; and Flexibility: 5th grade--86.2%, 7th grade--100%. MO: Increase rate of physical fitness by 1% each year in all tests in grades 5 and 7 as evidenced in Physical Fitness Results, with the exception of 7th grade flexibility as we will maintain all 100% scores.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a. The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide)</p> <p>1b. Teachers will continue to assign performance tasks that focus on developing critical thinking skills. (Schoolwide)</p> <p>1c. Teachers will continue to engage learners in standards-based activities that foster critical thinking, collaboration, communication, and creativity. (Schoolwide)</p> <p>1d. Teachers and staff will use the Rtl model to provide Tier I, II, and III interventions for student struggling in math and ELA. (Schoolwide)</p> <ul style="list-style-type: none"> • Quarterly CBM Meetings with all teachers to monitor student progress • Instructional Aides to assist in Tier II interventions • Purchase Lexia Reading and Nex Gen math for all students • Offer after school tutoring for those students who are struggling to meet standard 	<p>Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1a. KCSOS BTSA Induction Program: \$10,950; S/C; Servicers/Operating Expenditures</p> <p>1b. No Cost</p> <p>1c. No Cost</p> <p>1d. CBM Meetings: \$600; S/C; Certificated Salaries and Benefits Instructional Aides: \$50,634 S/C; Classified Salaries and Benefits; Afterschool</p>

1e. Pre-algebra will continue to be offered to 7th graders, and Algebra will continued to be offered to 8th graders. (grades 7th & 8th)

1f. Elective courses will continue to be offered in middle school to coincide with the high school pathways: AVID, Computer Literacy, choir, and STEM with an Ag focus. (Grades 6th-8th)

- Instructional aides will serve as tutors in AVID and electives; increase hours of noon aides 1.5 hours per day

1g. The intervention teacher will continue to provide interventions to students struggling in reading and math. (Schoolwide)

1h. The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), formerly known as GRO STEM, master teachers and teacher candidates. (Grades K,3,8)

1i. KRTR Grant with CSUB: Provides five master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students.

- Summer Camp BLAST—3 week summer school using STEM strategies

1j. Update technology for teachers use

- Renew Lexia Reading
- Renew Nex Gen Math
- Purchase 1 to 1 Chromebooks in grades 6 - 8
- Continue to contract with technology company for a IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot
- Replace out of date projectors and lamps
- Open PO for Wi-Fi/tech troubleshooting and

teachers;
\$4,551; Title I;
Certificated
Salaries and
Benefits

1e. Pre-
Algebra
materials;
\$4,359; S/C;
Books and
Materials;
Algebra
materials; \$700;
S/C; Books and
Materials

1f. \$5,000; S/C;
Books and
Supplies; Noon
Aides:\$15,360;
S/C; Classified
Salary and
Benefits

1g. Intervention
Teacher: Title I
- \$16,683; Title
III - \$15,756,
and S/C -
\$43,906;
Certificated
Salary and
Benefits

1h. Program
Coordinator: \$8
9,792 S/C;
Certificated
Salary and
Benefits

1i. Master
Teachers:

<p>updates</p> <p>1k. Teachers will provide integrated and designated ELD to EL students daily</p>			<p>Certificated Salary and Benefits; Summer Blast: Teachers —\$5,500; S/C; Certificated Salaries and Benefits</p> <p>1j. Aeries: \$4,300; S/C: Services/Operating Expenditures; Lexia Reading: \$3000; S/C: Services/Operating Expenditures Nex Gen: \$3000; S/C: Services/Operating Expenditures; Chromebooks: \$31,000 S/C: Books and Supplies; \$20,160; S/C: Services/Operating Expenditures</p> <p>1k: No cost</p>
<p>Teachers will be provided with professional development in the following concepts and research-based instructional strategies to build their capacity:</p>	<p>Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent</p>	<p>Instructional Rounds Facilitator Costs: \$4,000;</p>

- PLC—Refresher
- PBIS—Tier III
- Thinking Maps—Refresher
- Write From the Beginning
- Cooperative Grouping
- Instructional Rounds
- Collaboration Strategies
- Purchase book for faculty book study
- AVID (6th-8th Grade only)
 - Annual Contract
 - Summer Institute
 - Contract with KCSOS
- Leadership Team Professional Development
 - LCAP Training
 - Workshop with Michael Fullan
 - Collaboration Training
- Westside Smalls Summer Institute:
 - New ELD Standards and Integrated v. Designated ELD time with Jill Hamilton-Bunch
 - Nex Gen Math with Erin Walker
 - Brain Research with Julie Adams

English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other

Title II;
 Services/Operating Expenditures;
 PD as needed: \$20,000; S/C;
 Certificated Salaries and Benefits; \$10,500; S/C;
 Books and Supplies
 AVID: Summer Institute: \$3641; S/C;
 Services/Operating Expenditures
 AVID Annual Contract: \$8,241; S/C;
 Services/Operating Expenditures
 AVID Contract with KCSOS for local support: \$4,324; S/C;
 Services/Operating Expenditures
 ELD Standards—No cost
 Summer Institute costs; \$8,750; S/C;
 Services/Operating

			<p>ing Expenditures; \$20,000; S/C; Cert Salaries and Benefits</p> <p>Faculty book; \$500; S/C; Books and Supplies</p> <p>Leadership trainings; \$4,384; S/C; Salaries and Benefits</p>
<p>Collaboration time will be provided to teachers to do the following:</p> <ul style="list-style-type: none"> • Create standards-based units of study for math and ELA • “Early out” Wednesdays for collaboration with teachers and teachers from other districts • Quarterly planning days for teachers • Four teachers to attend the PLC Institute in October • PD for teachers in the above mentioned areas (both on/offsite) as needed 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Quarterly Planning Days: \$5,703; Title II; Certificated Salaries and Benefits</p> <p>PLC Institute: \$5,275; S/C; Services/Operating Expenditures</p>
<p>Superintendent/Principal and Program Coordinator to attend leadership trainings to better support the teachers teach research-based strategies.</p> <ul style="list-style-type: none"> • Superintendent/Principal <ul style="list-style-type: none"> ◦ SSDA Regional Meeting; July 1 ◦ SSDA Superintendent’s Bootcamp July 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students</p>	<p>AVID: \$1,320; S/C; Services/Operating Expenditures</p> <p>New Supt.</p>

<ul style="list-style-type: none"> ◦ ACSA Special Education Academy; various weekends ◦ ACSA Leadership Summit November ◦ Superintendent's Symposium February ◦ CISC Symposium January ◦ SSDA Annual Conference in March • Program Coordinator <ul style="list-style-type: none"> ◦ ACSA Women in Leadership Conference in October ◦ ACSA Leadership Summit November ◦ AVID Summer Institute (Goal 1.2) ◦ AVID Site Coordinator Training; two per year 		<p>with Disabilities _ Homeless _ Other</p>	<p>Symposium: \$800; Base; Services/Operating Expenditures</p> <p>ACSA Special Education Academy: \$1,465; S/C; Services/Operating Expenditures</p> <p>ACSA Leadership Summit: \$2334 (for both Superintendent and Program Coordinator to attend); S/C; Services/Operating Expenditures</p> <p>Supt. Symposium: \$1,000; Base Services/Operating Expenditures</p> <p>SSDA Annual Conference: \$500; Base; Services/Operating Expenditures</p>
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GOAL:	Build a safe environment that promotes character development and provides safe facilities for learning.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 X6 _7 _8 Local: N/A
Identified Need:	<p>In 2014 – 15, 3% of students were suspended from school. Referrals were given at an average rate of 1.5 referrals per day. 0% of students were expelled. Parent, teacher, and staff survey results from last year indicated that all were happy with the 2014 – 15 implementation of Positive Behavior Interventions and Supports (PBIS). In 2016-2017, referrals were given at an average rate of 0.85 referrals per day and 0.008% of students were suspended. As in the 14-15 survey results, all stakeholders were happy with the implementation of PBIS.</p> <p>Additionally, stakeholders were satisfied with the continuation of Safe School Ambassadors as a way to be proactive in tackling bullying issues as indicated by the referral descriptions. In addition, school facilities need to be assessed as there are some areas which could create issues to the learning environment.</p> <p>According to the 2014-15 LCAP, the lighting and air conditioning needed to be assessed for repairs. The lighting issues were completed in the 2014-15 through base funding, and energy efficiency was evaluated in 2015 – 16 using Prop 39 funding. The Prop 39 projects should be completed in the 2016-17 school year. The cooler issues in the cafeteria were begun in the 2015-16 school year and are scheduled to be completed in the 2016 – 17 school year. Also, hard surface repairs are scheduled to be completed prior to the start of the 2016-17 school year. The security fencing project needs to be completed. The playground equipment was determined to be in good shape.</p>	
Goal Applies to:	Schools: All Grades: All	Applicable Pupil Subgroups: All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>The rate of suspensions will decrease by 50% as indicated on the School Wide Information System (SWIS). Referral rates will decrease by 50% as indicated on SWIS. The PBIS team will pull monthly behavior reports to determine if this decrease is occurring. The facilities plan will be created and implemented by the Superintendent and Director of MOT according to the timeline outlined in the plan.</p> <p>Priority Six:</p> <p>A. In 2015 - 16, 0.01% of students were suspended from school. Referrals were given at an average rate of 1.5 referrals per day. MO: Decrease number of students suspended from school by 1 student. MO: Decrease average rate of referrals per day by 0.25 referrals.</p> <p>B. 0% of students were expelled. MO: Maintain the percentage of students expelled to 0%.</p> <p>C. Parents, teachers, and staff will be surveyed each year to measure whether this system is continuing to improve the school climate by decreasing the number of behavioral referrals to the office.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The district will implement Tier II of PBIS to reduce suspensions and expulsions by 50%</p> <ul style="list-style-type: none"> • PBIS Team to be trained in Tier III • Staff training in Tier III and review of Tier I and Tier II • Provide noon aides during recess times 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>PBIS Team to Tier III training: \$2,500; S/C; Services/Operating Expenditures</p> <p>Purchase SWIS for Tier I and II: \$750; S/C; Services/Operating Expenditures</p> <p>Noon Aides: \$38,399; Base; Classified Salaries and Benefits</p>

<p>The district will continue to implement Safe School Ambassadors as a measure to prevent incidents of bullying on campus.</p>	<p>All Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Two day training of students and teachers: \$1,500; REAP; Services/Operating Expenditures; \$200; REAP; Books and Supplies</p>
<p>The district will hire an Americorp person to work with students and parents who need additional support for behavior interventions.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000; S/C; Services/Operating Expenditures</p>
<p>The district will maintain transportation equipment and classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.</p> <ul style="list-style-type: none"> • Maintain classroom facilities in good repair. • Replace coolers in the cafeteria • Finish all hard surface repairs, if needed • Complete the security fencing project. • Repair shop door in MOT garage. • Evaluate/repair any electrical issues. • Purchase student desks and chairs for two classrooms. • Purchase a new bus 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000 for facilities' projects; Base; Supplies; Services/Operating Expenditures \$15,807 Replace furniture; Base; Supplies \$162,000 for new bus; Base; Capital Outlay</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>The rate of suspensions will decrease by 50% as indicated on the School Wide Information System (SWIS). Referral rates will decrease by 50% as indicated on SWIS. The PBIS team will pull monthly behavior reports to determine if this decrease is occurring. The facilities plan will be created and implemented by the Superintendent and Director of MOT according to the timeline outlined in the plan.</p> <p>Priority Six:</p> <p>A. In 2015 - 16, 0.01% of students were suspended from school. Referrals were given at an average rate of 1.5 referrals per day. MO: Decrease number of students suspended from school by 1 student. MO: Decrease average rate of referrals per day by 0.25 referrals.</p> <p>B. 0% of students were expelled. MO: Maintain the percentage of students expelled to 0%.</p> <p>C. Parents, teachers, and staff will be surveyed each year to measure whether this system is continuing to improve the school climate by decreasing the number of behavioral referrals to the office.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The district will implement Tier II of PBIS to reduce suspensions and expulsions by 50%</p> <ul style="list-style-type: none"> • PBIS Team receive refresher training in Tiers 1 - III • Staff refresher training in Tiers I - III • Provide noon aides during recess times 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Refresher PBIS Team to Tier III training: \$2,500; S/C; Services/Operating Expenditures</p> <p>Purchase SWIS for Tier I, II, and III: \$1,000; S/C; Services/Operating Expenditures</p> <p>Noon Aides: \$38,399; Base; Classified Salaries and Benefits</p>

<p>The district will continue to implement Safe School Ambassadors as a measure to prevent incidents of bullying on campus.</p>	<p>All Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Two day training of students and teachers: \$1,500; REAP; Services/Operating Expenditures; \$200; REAP; Books and Supplies</p>
<p>The Americorp person will continue to work with students and parents who need additional support for behavior interventions.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000; S/C; Services/Operating Expenditures</p>
<p>The district will maintain transportation equipment and classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.</p> <ul style="list-style-type: none"> • Maintain classroom facilities in good repair. • Purchase student desks and chairs for two classrooms. • Purchase a new bus 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000 for facilities' projects; Base; Supplies; Services/Operating Expenditures \$15,807 Replace furniture; Base; Supplies \$162,000 for new bus; Base; Capital Outlay</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>The rate of suspensions will decrease by 50% as indicated on the School Wide Information System (SWIS). Referral rates will decrease by 50% as indicated on SWIS. The PBIS team will pull monthly behavior reports to determine if this decrease is occurring. The facilities plan will be created and implemented by the Superintendent and Director of MOT according to the timeline outlined in the plan.</p> <p>Priority Six:</p> <p>A. In 2015 - 16, 0.01% of students were suspended from school. Referrals were given at an average rate of 1.5 referrals per day. MO: Decrease number of students suspended from school by 1 student. MO: Decrease average rate of referrals per day by 0.25 referrals.</p> <p>B. 0% of students were expelled. MO: Maintain the percentage of students expelled to 0%.</p> <p>C. Parents, teachers, and staff will be surveyed each year to measure whether this system is continuing to improve the school climate by decreasing the number of behavioral referrals to the office.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The district will continue to implement Tiers I, II, and III of PBIS to reduce suspensions and expulsions by 50%</p> <ul style="list-style-type: none"> • PBIS team to receive refresher training in Tiers I – III if needed • Staff to receive refresher training in Tiers I – III if needed • Provide noon aides during recess times 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Refresher PBIS Team to Tier I-III training: \$2,500; S/C; Services/Operating Expenditures</p> <p>Purchase SWIS for Tier I, II, and III: \$1,000; S/C; Services/Operating Expenditures</p> <p>Noon Aides: \$38,399; Base; Classified Salaries and Benefits</p>

<p>The district will continue to implement Safe School Ambassadors as a measure to prevent incidents of bullying on campus</p>	<p>All Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Two day training of students and teachers: \$ \$1,500; REAP; Services/Operating Expenditures; Certificated Salaries and Benefits; \$200; REAP; Books and Supplies</p>
<p>The Americorp person will continue to work with students and parents who need additional support for behavior interventions</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000; S/C; Services/Operating Expenditures</p>

<p>The district will maintain classroom facilities in good repair, as determined by the William’s FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.</p> <ul style="list-style-type: none"> • Maintain classroom facilities in good repair. • Maintain all equipment: coolers, HVAC, heating, etc. • Purchase student desks and chairs for two classrooms. • Remodel transportation building 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000 for facilities’ projects; Base; Supplies; Services/Operating Expenditures \$15,807 Replace furniture; Base; Supplies \$150,000 Transportation building; Base; Capital Outlay</p>
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GOAL:	Create positive relationships with our students, parents, and community members.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 _7 X 8 Local: N/A
Identified Need:	In 2015 - 16, 48% of parents attended Back to School Night; 64% of parents attended Parent-Teacher conference week; 25% of parents attended the Family Math and Science Night; and 21% of our parents attended Open House. We would like more parents to become involved in our events on campus.	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p><u>Priority Three:</u></p> <p>A. The district/school will continue to use parent involvement tools and apps to seek parent input in making decisions for the school. MO: 80% of parents and families will attend parent-teacher conferences and two other activities per year as measured by sign-in sheets.</p> <p>B. The school will continue using our Facebook page, school website, Parent Square, and regular mail to promote parent participation in programs of our unduplicated pupils. MO: 80% of parents and families will attend parent-teacher conferences and two other activities per year as measured by sign-in sheets.</p> <p>C. The school will continue using our Facebook page, school website, Parent Square, and regular mail to promote parent participation in programs of our unduplicated pupils. MO: 80% of parents and families will attend parent-teacher conferences and two other activities per year. MO: 100% of parents and families will attend IEP meetings and 504 meetings as scheduled as evidenced by signed invitations and IEPs.</p> <p><u>Priority Five:</u></p> <p>A. Student attendance rates increased in 2014-15 to 94%. In 2015 – 2016 the attendance rate increased to 96.3%. MO: Increase attendance rate by 1% each year. Parents of exceptional needs students are invited to attend all IEP meetings pertaining to their student. This could be in the form of an initial, triennial, or annual IEP. Parents and teachers are welcome to call an IEP at any time should a need or concern arise. Meetings are also held initially and annually for students on 504 plans.</p> <p>B. Chronic absenteeism rates are .09%. Decrease chronic absenteeism rate by .01% each year.</p> <p>C. Middle school dropout rates were 0%. MO: Maintain our current drop-out rate of 0%.</p> <p>D. High school dropout rates, NA.</p> <p>E. High school graduation rates, NA.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Student Attendance</p> <ul style="list-style-type: none"> • Superintendent/Principal will continue to send home attendance letters twice a month and meet with the parents of students who have receive the second attendance letter. • Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies. • Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month. • Students who have 100% perfect attendance each quarter will receive an award at the quarterly awards assembly. • Students who have 100% perfect attendance for the year, will receive recognition and be invited to attend the Perfect Attendance Party at an off-campus site in May. • Teachers can award students who have weekly perfect attendance with 5 ROAR tickets. • Americorp person will work with office clerk to meet with parents of students who have attendance issues monthly. 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost Incentives: \$2,000; Lottery; Books and Supplies</p>
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<p>Parent Engagement:</p> <ul style="list-style-type: none"> • Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square; messages sent in both English and Spanish • Hold two family nights per year: Math/Science in the Fall and Reading in the Spring • Student Incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event. • Refreshments and/or child care will be provided at events. • Purchase projector screen in cafeteria for Parent Nights • Purchase a sound system to be used in cafeteria during parent nights, assemblies, and performances • Purchase digital display board for outside building to promote activities to parents 	<p>Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Parent Square: \$1,000; School Loop: \$250; Base; Services/Operating Expenditures</p> <p>Family Night Supplies: \$1,500; S/C; Books & Supplies; \$4,000: S/C; Certificated Salaries and Benefits</p> <p>Sound System in Cafeteria: \$11,098; S/C; Services/Operating Expenditures</p> <p>Digital Display Board: \$11,928; S/C; Services/Operating Expenditures</p>
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<p>Student Engagement:</p> <ul style="list-style-type: none"> • Hire a full-time music teacher to teach music to students. (Grades 5-8) • Purchase choir microphones • Repair/Replace/Purchase music equipment and supplies for music and choir • Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process • Continue to use Accelerated Reader as a reading incentive • Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. • Staff members will hand out ROAR tickets when students are following the school rules. • Students will use ROAR tickets to “pay” for ROAR activities. • Teachers will technology in the classroom to create lessons and activities that engage all students in the learning process. • Purchase sports equipment for students to use during recess, PE, and Wildcat Day. • Continue to increase physical fitness results in grades 5 and 7 by providing mandated minutes in PE in all grades • Upgrade student technology devices and increase student technology use. 	<p>Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Music Teacher: \$71,020; S/C; Certificated Salaries and Benefits</p> <p>Accelerated Reader: \$1,375; Base; Services/Operating Services</p> <p>ROAR Activities: \$4,500; REAP; Books and Supplies</p> <p>Sports Equipment: \$3,000; S/C; Books and Supplies</p> <p>Upgrades to Technology costs included in Goal 1</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Priority Three:</u></p> <p>A. The district/school will continue to use parent involvement tools and apps to seek parent input in making decisions for the school. MO: 80% of parents and families will attend parent-teacher conferences and two other activities per year as measured by sign-in sheets.</p> <p>B. The school will continue using our Facebook page, school website, Parent Square, and regular mail to promote parent participation in programs of our unduplicated pupils. MO: 85% of parents and families will attend parent-teacher conferences and two other activities per year as measured by sign-in sheets.</p> <p>C. The school will continue using our Facebook page, school website, Parent Square, and regular mail to promote parent participation in programs of our unduplicated pupils. MO: 85% of parents and families will attend parent-teacher conferences and two other activities per year. MO: 100% of parents and families will attend IEP meetings and 504 meetings as scheduled as evidenced by signed invitations and IEPs.</p> <p><u>Priority Five:</u></p> <p>A. Student attendance rates increased in 2014-15 to 94%. In 2015 – 2016 the attendance rate increased to 96.3%. MO: Increase attendance rate by 1% each year. Parents of exceptional needs students are invited to attend all IEP meetings pertaining to their student. This could be in the form of an initial, triennial, or annual IEP. Parents and teachers are welcome to call an IEP at any time should a need or concern arise. Meetings are also held initially and annually for students on 504 plans. MO: 100% of parents and families will attend IEP meetings and 504 meetings as scheduled as evidenced by signed invitations and IEPs.</p> <p>B. Chronic absenteeism rates are .09%. Decrease chronic absenteeism rate by .01% each year.</p> <p>C. Middle school dropout rates were 0%. MO: Maintain our current drop-out rate of 0%.</p> <p>D. High school dropout rates, NA.</p> <p>E. High school graduation rates, NA.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Student Attendance</p> <ul style="list-style-type: none"> • Superintendent/Principal will continue to send home attendance letters twice a month and meet with the parents of students who have receive the second attendance letter. • Superintendent/Principal will continue to refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies. • Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month. • Students who have 100% perfect attendance each quarter will receive an award at the quarterly awards assembly. • Students who have 100% perfect attendance for the year, will receive recognition and be invited to attend the Perfect Attendance Party at an off-campus site in May. • Teachers can award students who have weekly perfect attendance with 5 ROAR tickets. • Americorp person will work with office clerk to meet with parents of students who have attendance issues monthly. 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost Incentives: \$2,000; Lottery; Books and Supplies</p>
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<p>Parent Engagement:</p> <ul style="list-style-type: none"> • Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square; messages sent in both English and Spanish • Hold two family nights per year: Math/Science in the Fall and Reading in the Spring • Student Incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event. • Refreshments and/or child care will be provided at events. • Maintain projector screen in cafeteria for Parent Nights • Maintain the sound system to be used in cafeteria during parent nights, assemblies, and performances • Maintain digital display board for outside building to promote activities to parents 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Parent Square: \$1,000; School Loop: \$250; Base; Services/Operating Expenditures Family Night Supplies: \$1,500; S/C; Books & Supplies; \$4,000: S/C; Certificated Salaries and Benefits</p>
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<p>Student Engagement:</p> <ul style="list-style-type: none"> • Maintain a full-time music teacher to teach music to students. (Grade 5-8) • Repair/Replace/Purchase music equipment and supplies for music and choir • Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process • Continue to use Accelerated Reader as a reading incentive • Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. • Staff members will hand out ROAR tickets when students are following the school rules. • Students will use ROAR tickets to “pay” for ROAR activities. • Teachers will technology in the classroom to create lessons and activities that engage all students in the learning process. • Purchase sports equipment for students to use during recess, PE, and Wildcat Day. • Continue to increase physical fitness results in grades 5 and 7 by providing mandated minutes in PE in all grades • Upgrade student technology devices and increase student technology use. 	<p>Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Music Teacher: \$71,020; S/C; Certificated Salaries and Benefits</p> <p>Accelerated Reader: \$1,375; Base; Services/Operating Services</p> <p>ROAR Activities: \$4,500; REAP; Books and Supplies</p> <p>Sports Equipment: \$3,000; S/C; Books and Supplies</p> <p>Upgrades to Technology costs included in Goal 1</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Priority Three:</u></p> <p>A. The district/school will continue to use parent involvement tools and apps to seek parent input in making decisions for the school. MO: 80% of parents and families will attend parent-teacher conferences and two other activities per year as measured by sign-in sheets.</p> <p>B. The school will continue using our Facebook page, school website, Parent Square, and regular mail to promote parent participation in programs of our unduplicated pupils. MO: 90% of parents and families will attend parent-teacher conferences and two other activities per year as measured by sign-in sheets.</p> <p>C. The school will continue using our Facebook page, school website, Parent Square, and regular mail to promote parent participation in programs of our unduplicated pupils. MO: 90% of parents and families will attend parent-teacher conferences and two other activities per year. MO: 100% of parents and families will attend IEP meetings and 504 meetings as scheduled as evidenced by signed invitations and IEPs.</p> <p><u>Priority Five:</u></p> <p>A. Student attendance rates increased in 2014-15 to 94%. In 2015 – 2016 the attendance rate increased to 96.3%. MO: Increase attendance rate by 1% each year. Parents of exceptional needs students are invited to attend all IEP meetings pertaining to their student. This could be in the form of an initial, triennial, or annual IEP. Parents and teachers are welcome to call an IEP at any time should a need or concern arise. Meetings are also held initially and annually for students on 504 plans. MO: 100% of parents and families will attend IEP meetings and 504 meetings as scheduled as evidenced by signed invitations and IEPs.</p> <p>B. Chronic absenteeism rates are .09%. Decrease chronic absenteeism rate by .01% each year.</p> <p>C. Middle school dropout rates were 0%. MO: Maintain our current drop-out rate of 0%.</p> <p>D. High school dropout rates, NA.</p> <p>E. High school graduation rates, NA.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Student Attendance</p> <ul style="list-style-type: none"> • Superintendent/Principal will continue to send home attendance letters twice a month and meet with the parents of students who have receive the second attendance letter. • Superintendent/Principal will continue to refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies. • Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month. • Students who have 100% perfect attendance each quarter will receive an award at the quarterly awards assembly. • Students who have 100% perfect attendance for the year, will receive recognition and be invited to attend the Perfect Attendance Party at an off-campus site in May. • Teachers can award students who have weekly perfect attendance with 5 ROAR tickets. • Americorp person will work with office clerk to meet with parents of students who have attendance issues monthly. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost Incentives: \$2,000; Lottery; Books and Supplies</p>
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<p>Parent Engagement:</p> <ul style="list-style-type: none"> • Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square; messages sent in both English and Spanish • Hold two family nights per year: Math/Science in the Fall and Reading in the Spring • Student Incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event. • Refreshments and/or child care will be provided at events. • Maintain projector screen in cafeteria for Parent Nights • Maintain the sound system to be used in cafeteria during parent nights, assemblies, and performances • Maintain digital display board for outside building to promote activities to parents 	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Parent Square: \$1,000; School Loop: \$250; Base; Services/Operating Expenditures Family Night Supplies: \$1,500; S/C; Books & Supplies; \$4,000: S/C; Certificated Salaries and Benefits</p>
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<p>Student Engagement:</p> <ul style="list-style-type: none"> • Maintain a full-time music teacher to teach music to students. • Repair/Replace/Purchase music equipment and supplies for music and choir • Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process • Continue to use Accelerated Reader as a reading incentive • Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. • Staff members will hand out ROAR tickets when students are following the school rules. • Students will use ROAR tickets to “pay” for ROAR activities. • Teachers will technology in the classroom to create lessons and activities that engage all students in the learning process. • Purchase sports equipment for students to use during recess, PE, and Wildcat Day. • Continue to increase physical fitness results in grades 5 and 7 by providing mandated minutes in PE in all grades • Upgrade student technology devices and increase student technology use. 	<p>Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Music Teacher: \$71,020; S/C; Certificated Salaries and Benefits</p> <p>Accelerated Reader: \$1,375; Base; Services/Operating Services</p> <p>ROAR Activities: \$4,500; REAP; Books and Supplies</p> <p>Sports Equipment: \$3,000; S/C; Books and Supplies</p> <p>Upgrades to Technology costs included in Goal 1</p>
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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?

Original Goal from prior year LCAP:	Increase student achievement in the core areas.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Our ultimate goal is to increase student achievement in all core areas by 9% as measured by benchmark and SBAC data by 2018. However, benchmark data was not collected in the 2013-14 school year to use for comparison data. The baseline data collected in 2014-15 indicated that this goal needed to be		Actual Annual Measurable Outcomes:	Our ultimate goal is to increase student achievement in all core areas by 9% as measured by benchmark and SBAC data by 2018. In 2015 - 2016, our benchmark data shows that our students increased proficiency by 2.89% in ELA, and our students increased proficiency by 2.6% in Math. According to

adjusted to more accurately reflect the growth students will make as students and teachers become more proficient in the core areas as standards change and instructional materials are updated to be more aligned to the new standards. Therefore, student achievement will increase by 3% each year for the next three years in all core areas. **Priority One: A.** All teachers are highly qualified and are appropriately assigned. **B.** Every pupil has sufficient access to the standards-aligned materials as evidenced in our William's report. **C.** School facilities are maintained in good repair as indicated in our William's FIT report. **Priority Two: A.** Teachers fully implement academic content and performance standards adopted by the state board as evidenced in classroom observation data. **B.** The programs offered to all students, particularly our EL student population, enable students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 40 minutes of ELD instruction each day, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. **Priority Four: A.** According to the 2012 – 13 CST results, our students scored 30.7% proficient in ELA and 35.5% proficient in mathematics. **B.** Our 2012 – 13 API score was 696. **C.** UC or CSU Requirements—NA. **D.** The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 22.8%. **E.** Our EL reclassification rate is 10%. **F.** AP—NA. **G.** Early Assessment Program—NA. **Priority Seven: A.** A broad course of study is offered to all students as all core subject areas are taught. In addition, we are adding a music teacher to provide a fine arts course. **B.** Programs and services are based on state standards and student needs as indicated by local assessment data. **C.** Programs and services are based on state standards and student needs as indicated by local assessment data.

our 2014 - 2015 CASSPP data, 19% of our students met or exceeded standard in ELA, and only 10% of our students met or exceeded standard in math. **Priority One: A.** All teachers were highly qualified and were appropriately assigned. **B.** Every pupil had sufficient access to the standards-aligned materials as evidenced in our William's report. **C.** School facilities were maintained in good repair as indicated in our William's FIT report. **Priority Two: A.** Teachers fully implemented academic content and performance standards adopted by the state board as evidenced in classroom observation data. **B.** The programs offered to all students, particularly our EL student population, enabled students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students were provided an additional 40 minutes of ELD instruction each day, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. **Priority Four: A.** According to the 2012 – 13 CST results, our students scored 30.7% proficient in ELA and 35.5% proficient in mathematics. **B.** Our 2012 – 13 API score was 696. **C.** UC or CSU Requirements—NA. **D.** The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT was 58%. **E.** Our EL reclassification rate was 25%. **F.** AP—NA. **G.** Early Assessment Program—NA. **Priority Seven: A.** A broad course of study was offered to all students as all core subject areas are taught. Unfortunately, we were unable to hire a music teacher this year. **B.** Programs and services were based on state standards and student needs as indicated by local assessment data. **C.** Programs and services were based on state standards and student needs as indicated by local assessment data.

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
The state standards will be fully implemented in all classrooms in all core areas.		No Cost	The state standards were fully implemented in all classrooms in all core areas. After evaluating this action step, it was determined to be effective and will be contined in the next LCAP.		No cost
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The district will hire Highly Qualified Teacher to provide instruction.		KCSOS BTSA Induction Program: \$10,950; S/C; Servicers/Operating Expenditures	The district did hire Highly Qualified Teachers to provide instruction. After evaluating this action step, it was determined to be effective and will be contined in the next LCAP.		KCSOS BTSA Induction Program: \$10,950; S/C; Services/Operating Expenditures
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Classroom observations and lesson plans will be conducted to monitor this progress.</p>		<p>No cost</p>	<p>Classroom observations and lesson plans were conducted to monitor this progress. After evaluating this action step, it was determined to be effective and will be contined in the next LCAP.</p>		<p>No cost.</p>
<p>Scope of service:</p>	<p>Schoolwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Teachers and staff will use the Rtl model to provide Tier I, II, and III interventions to struggling students.</p> <ul style="list-style-type: none"> Quarterly CBM Meetings with all teachers to monitor student progress Instructional Aides to assist in Tier II interventions 		<p>Rtl training: \$3000 for training of teachers; S/C; Certificated Salaries and Benefits</p> <p>CBM Meetings: \$1100; S/C; Certificated Salaries and Benefits</p> <p>Instructional Aides: \$46,335 S/C; Classified Salaries and Benefits</p>	<p>After evaluating this action step, it was determined to be effective and will be continued in the next LCAP.</p> <p>Teachers and staff used the Rtl model to provide Tier I, II, and III interventions to struggling students.</p> <ul style="list-style-type: none"> Quarterly CBM Meetings with all teachers to monitor student progress Instructional Aides to assist in Tier II interventions 	<p>Rtl training: \$0 for training of teachers; S/C; Certificated Salaries and Benefits; was done during contract time instead</p> <p>CBM Meetings: \$685; S/C; Certificated Salaries and Benefits; we did not use as many subs as anticipated</p> <p>Instructional Aides: \$49,794 S/C; Classified Salaries and Benefits; increase was due to the fact that they were given a raise.</p>	
<p>Scope of service:</p>	<p>Schoolwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Algebra I will be offered to 7th and 8th graders who meet the criteria for the course.</p>		<p>No cost</p>	<p>Algebra I was offered to 7th and 8th graders who met the criteria for the course. After evaluating this action step, it was determined to be effective and will be contined in the next LCAP.</p>		<p>There was no cost to offer this as the course was offered during the school day.</p>
<p>Scope of service:</p>	<p>7th and 8th grade</p> <p>Grades: 7th, 8th</p>		<p>Scope of service:</p>	<p>7th and 8th grade</p> <p>Grades: 7th, 8th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>A teacher will be hired to provide intervention and elective courses to our 6 – 8 graders.</p>		<p>Intervention Teacher: \$86,391; Title I, Title III, and S/C (25/25/50); Certificated Salary and Benefits</p>	<p>A teacher was hired to teach intervention and elective courses to our 6 - 8 graders. However, she was moved to teach second grade in January since our second grade teacher resigned. We were unable to hire a new intervention teacher and the position went unfilled. Although this position was only filled for half of the year, after evaluating this action step, it was determined to be effective and will be contined in the next LCAP.</p>		<p>Intervention teacher: \$40,130; This salary amount was split funded: Title III--30%: \$12,039; Certificated Salaries and Benefits Title I--50%: \$20,056; Certificated Salaries and Benefits S/C--20%: \$8,026; Certificated Salaries and Benefits</p>
<p>Scope of service:</p>	<p>6th-8th grade Grades: 6th, 7th, 8th</p>		<p>Scope of service:</p>	<p>6th - 8th grade Grades: 6th, 7th, 8th</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>We will hire a Program Coordinator to support teachers and students in various programs offered on campus. Will serve as a mentor for the GRO STEM master teachers and teacher candidates.</p>		<p>Program Coordinator: \$ 95,500 (S/C) (CSUB); Certificated Salary and Benefits</p>	<p>We hired a Program Coordinator to support teachers and students in various programs offered on campus. Served as a mentor for the GRO STEM master teachers and teacher candidates. After evaluating this action step, it was determined to be effective and will be continued in the next LCAP.</p>		<p>Program Coordinator: \$9 5,723; Certificated Salary and Benefits. This salary was split funded: \$87,189 S/C \$8,534 CSUB Grant</p>
<p>Scope of service:</p>	<p>Schoolwide Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>GRO STEM Grant Kern Rural Teacher Residency with CSUB: Provides three master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students.</p> <p>Summer Camp BLAST—3 week summer school using STEM strategies</p>		<p>Master Teachers: \$1000 stipend/teacher x 3 teachers; S/C; Certificated Salary and Benefits</p> <p>Summer Blast: Teachers— \$5,500; S/C; Certificated Salaries and Benefits</p>	<p>After evaluating this action step, it was determined to be effective and will be continued in the next LCAP.</p> <p>GRO STEM Grant Kern Rural Teacher Residency with CSUB: Provides three master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students.</p> <p>Summer Camp BLAST—3 week summer school using STEM strategies. Summer Blast does not start until June 20, so we anticipate that this will be the cost of the teacher for the program.</p>	<p>Master Teachers: \$3,414; S/C; Certificated Salary and Benefits</p> <p>Summer Blast: Teachers— \$5,500; S/C; Certificated Salaries and Benefits</p>
<p>Scope of service:</p>	<p>K,3,8</p> <p>Grades: K, 3rd, 8th</p>		<p>Scope of service:</p> <p>K, 3, 8</p> <p>Grades: K, 3rd, 8th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Update technology for teachers use</p> <ul style="list-style-type: none"> • Smart board purchase • Update teacher laptops • Update projectors • Update iPads • Open PO for Wi-Fi/tech troubleshooting and updates 		<p>\$30,000 S/C: Supplies</p> <p>\$18,215; S/C: Services/Operating Expenditures</p>	<p>We purchased a smart board, updated all teacher laptops, and employed a vendor to trouble shoot as needed. We did not have to update any projectors or iPads this year. After evaluating this action step, it was determined to be effective and will be contined in the next LCAP. We will continue to update technology.</p>	<p>\$49,300; S/C; Books and supplies: Purchase of Chromebooks and laptop configuration was more than anticipated.</p> <p>\$10,377; S/C; Services/Operating Expenditures: We did not have to have the company come out and trouble shoot the system as often as we anticipated.</p>	
<p>Scope of service:</p>	<p>Schoolwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other</p>		
<p>Teachers will be provided with professional development in the following concepts and research-based instructional strategies:</p>		<p>PLC/PBIS Training: \$4,000; Title II; Certificated</p>	<p>After evaluating this action step, it was determined to be effective and will be contined in the next LCAP.</p> <p>Teachers were provided with professional</p>	<p>PLC/PBIS Training: \$0; Title II; Certificated</p>	

<ul style="list-style-type: none"> • PLC- try to send teachers prior to June, for no year end explanation • PBIS • Thinking Maps • Rtl training--Val to get with Sadie to plan; 3rd quarter • Using technology to enhance curriculum • Riggs Phonics instruction • AVID <ul style="list-style-type: none"> ◦ Annual Contract ◦ Summer Institute ◦ Contract with KCSOS • New ELD Standards--3rd quarter planning day 	<p>Salaries and Benefits</p> <p>Thinking Maps: \$4,722; Title II; Certificated Salaries and Benefits</p> <p>On-site PD as needed: \$14,500; S/C; Certificated Salaries and Benefits; (\$12,500) Supplies (\$2000)</p> <p>Riggs Training: \$7625; S/C; Certificated Salaries and Benefits</p> <p>AVID Summer Institute: \$3641, Annual Contract: \$12,481, Contract with KCSOS for local support: \$4,324; S/C; Services/Operating Expenditures</p> <p>ELD Standards— No cost</p>	<p>development in the following concepts and research-based instructional strategies:</p> <ul style="list-style-type: none"> • PLC • PBIS • Thinking Maps • Rtl training • Using technology to enhance curriculum • Riggs Phonics instruction • AVID <ul style="list-style-type: none"> ◦ Annual Contract ◦ Summer Institute ◦ Contract with KCSOS • New ELD Standards--3rd quarter planning day 	<p>Salaries and Benefits; done during contract time</p> <p>Thinking Maps: \$3,480; Title II; Certificated Salaries and Benefits; 80% of teachers attended the Saturday trainings, while we planned for 100% attendance</p> <p>On-site PD as needed: \$17,664; S/C; Certificated Salaries and Benefits; \$755 S/C; Books and Supplies. We sent more teachers to more trainings at the county office than planned as we found out about the trainings throughout the year.</p> <p>Riggs Training: \$7625; S/C; Certificated Salaries and Benefits</p>
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			<p>AVID Summer Institute: \$3641, Annual Contract: \$12,481; Contract with KCSOS for local support: \$4,324; S/C; Services/Operating Expenditures</p> <p>ELD Standards—No cost</p>	
<p>Scope of service:</p>	<p>Schoolwide for PLC, PBIS, Thinking Maps,Rtl training</p> <p>K-3 for Using Technology in the classroom</p> <p>6-8 Riggs Phonics instruction and Avid</p> <p>Schoolwide for New ELD standards</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Schoolwide for PLC, PBIS, Thinking Maps,Rtl training</p> <p>K-3 for Using Technology in the classroom</p> <p>6-8 Riggs Phonics instruction and Avid</p> <p>Schoolwide for New ELD standards</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Collaboration time will be provided to teachers to do the following: Need to revise to reflect percentages for student achievement</p> <ul style="list-style-type: none"> • Revise formative assessments • Revise benchmarks to more accurately reflect the standards • Create standards-based units of study for math • “Early out” Wednesdays for collaboration with teachers and teachers from other districts • Quarterly planning days for teachers • Four teachers to attend the PLC Institute in October 		<p>Quarterly Planning Days: 9 T x \$139.24 x 4 days--\$5,013; Title II and REAP; Certificated Salaries and Benefits PLC Institute: \$5,275 for registration and hotel; subs: \$1,670 (4 T x \$139.24 x 3 days); S/C; Certificated Salaries and Benefits; Services/Operating Expenditures</p>	<p>After evaluating this action step, it was determined to be effective and will be continued in the next LCAP. Collaboration time was provided to teachers to do the following:</p> <ul style="list-style-type: none"> • Revise formative assessments • Revise benchmarks to more accurately reflect the standards • Create standards-based units of study for math • “Early out” Wednesdays for collaboration with teachers and teachers from other districts • Quarterly planning days for teachers--we did not spend as much as anticipated because we were short subs on two of the days of planning • We were unable to send teachers to the PLC Institute in October as it sold out early 	<p>Quarterly Planning Days: \$4,932; Title II and REAP; Certificated Salaries and Benefits PLC Institute: \$0; S/C; Certificated Salaries and Benefits</p>	
<p>Scope of service:</p>	<p>Schoolwide Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>Create a teacher led ELA textbook adoption committee to determine the ELA and ELD curriculum best suited to our needs for the 2016-17 school year.</p>		<p>No cost; meetings to be held afterschool during contract time</p>	<p>A teacher led ELA textbook adoption committee was formed to determine the ELA and ELD curriculum best suited to meet our needs for the 2016-2017 school year. Our committee chair attended several publisher presentations, which she shared with our staff. All staff voted on the publisher of their choice. Our staff unanimously chose Houghton-Mifflin Journeys for K - 5 and Houghton-Mifflin Collections for 6 - 8 for the 16 - 17 school year. This action step was determined to be effective and has been completed.</p>	<p>No cost; meetings were held during contract times.</p>
<p>Scope of service:</p>	<p>Schoolwide Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Superintendent/Principal and Program Coordinator to attend leadership trainings to better support the teachers teach research-based strategies.</p> <ul style="list-style-type: none"> • Superintendent/Principal <ul style="list-style-type: none"> ◦ SSDA New Superintendent’s Symposium July 20 – 21* ◦ AVID Summer Institute (Goal 1.2)* ◦ ACSA Curriculum and Instruction* ◦ Academy—one weekend per month* ◦ ACSA Leadership Summit November 5 – 7* ◦ Superintendent’s Symposium January 26 – 29 ◦ SSDA Annual Conference in March- 		<p>AVID: \$1,320; S/C; Services/Operating Expenditures</p> <p>New Supt. Symposium: \$885; Hotel costs more than anticipated; Base; Services/Operating</p>	<p>After evaluating this action step, it was determined to be effective and will be continued in the next LCAP. It is important to build the capacity of the instructional leaders on campus.</p> <p>The Superintendent/Principal and Program Coordinator attended several leadership trainings to better support the teachers teach research-based strategies.</p> <ul style="list-style-type: none"> • Superintendent/Principal <ul style="list-style-type: none"> ◦ SSDA New Superintendent’s Symposium July 20 – 21* ◦ AVID Summer Institute (Goal 1.2)* 	<p>AVID: \$0; S/C; Services/Operating Expenditures; the principal was free with teacher registration.</p> <p>New Supt. Symposium: \$756; Base; Services/Operating Expenditures;</p>

- Program Coordinator
 - ACSA Leadership Summit November 5 – 7*

Expenditures

ACSA Curriculum and Instruction Academy: \$2295; S/C; Services/Operating Expenditures

ACSA Leadership Summit: \$2334 (for both Superintendent and Program Coordinator to attend); Base; Services/Operating Expenditures

Supt. Symposium: \$1,650; Base Service s/Operating Expenditures

SSDA Annual Conference: \$1,120; Base; Services/Operating Expenditures

- ACSA Curriculum and Instruction Academy—one weekend per month*
- ACSA Leadership Summit November 5 – 7*
- Superintendent’s Symposium January 26 – 29
- SSDA Annual Conference in March
- Program Coordinator
 - ACSA Leadership Summit November 5 – 7*

Hotel costs were less than anticipated

ACSA Curriculum and Instruction Academy: \$1,590; S/C; Services/Operating Expenditures

ACSA Leadership Summit: \$1,262; Base; Services/Operating Expenditures; hotel registration was less than anticipated

Supt. Symposium: \$813; Base; Services/Operating Expenditures; Hotel registration was less than anticipated; superintendent drove the district vehicle.

SSDA Annual Conference: \$427; Base; Services/Operating Expenditures

				ing Expenditures; Superintendent was unable to stay for entire length of the conference due to conflicts in the schedule	
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servcves, and expenditures	As a result of reviewing our progress in this goal, we found it to be too broad. We also decided, after receiving feedback from stakeholders, that we needed to add metrics to determine if we met our goal. So we revised our goal #1 for the 2016 - 2017 school year to reflect the new assessment data from the state as well as our own local assessments. However, the most significant revision to this goal is the addition of measurable outcomes, metrics, so we can determine, with useful data, if we are meeting our goals.				

Original Goal from prior year LCAP:	Maintain a school climate that is conducive to learning.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools: Schoolwide Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>The rate of suspensions will decrease by 50% as indicated on the School Wide Information System (SWIS). Referral rates will decrease by 50% as indicated on SWIS. The PBIS team will pull monthly behavior reports to determine if this decrease is occurring. The facilities plan will be created and implemented by the Superintendent and Director of MOT according to the timeline outlined in the plan.</p> <p>Priority Six: A. In 2013 – 14, 8% of students were suspended from school. Referrals were given at a rate of 3 referrals per day. B. 0% of students were expelled. C. Parent, teacher, and staff survey results from that year indicated that a better system of student discipline was needed on campus.</p> <p>Parents, teachers, and staff will be surveyed each year to measure whether this system is continuing to improve the school climate.</p>	Actual Annual Measurable Outcomes:	<p>Priority Six: A. In 2015 – 16, 0.01% of students were suspended from school. Referrals were given at a rate of 1.5 referrals per day. B. 0% of students were expelled. C. Parent, teacher, and staff annual survey results indicate that our stakeholders are happy with our current system of discipline.</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>The district will implement Tier II of PBIS to reduce suspensions and expulsions by 50%</p> <ul style="list-style-type: none"> • PBIS Team to be trained in Tier II • Staff training in Tier II and review of Tier I • Provide noon aides during recess times 		<p>PBIS Team to Tier II training: \$2,500; S/C; Services/Operating Expenditures</p> <p>Purchase SWIS for Tier I and II: \$750; S/C; Services/Operating Expenditures</p> <p>Noon Aides: \$22,929; Base</p>	<p>After evaluating this action step, it was determined to be effective and will be continued in the next LCAP.</p> <p>The district implemented Tier II of PBIS to reduce suspensions and expulsions by 50%</p> <ul style="list-style-type: none"> • PBIS Team to be trained in Tier II • Staff training in Tier II and review of Tier I • Provide noon aides during recess times 		<p>PBIS Team to Tier II training: \$1,085; S/C; Services/Operating Expenditures; we were only able to attend a one-day training rather than the six-day training</p> <p>Purchase SWIS for Tier I and II: \$300; S/C; Services/Operating Expenditure; we were unable to purchase Tier II with SWIS</p> <p>Noon Aides: \$33,925; Base; Classified Salaries and Benefits; increase due to raise and revision of salary schedule</p>
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>The district will continue to implement Safe School Ambassadors as a measure to prevent incidents of bullying on campus.</p>		<p>Two day training of students and teachers: \$3,500; REAP; Services/Operating Expenditures; Certificated Salaries and Benefits</p>	<p>After evaluating this action step, it was determined to be effective and will be continued in the next LCAP.</p> <p>The district continued to implement Safe School Ambassadors as a measure to prevent incidents of bullying on campus.</p>	<p>Because we were trained last year and our student SSA members was smaller, we only had to hold a one day training of students and teachers: \$400; REAP; Services/Operating Expenditures; \$374; REAP; Certificated Salaries and Benefits</p>
<p>Scope of service:</p>	<p>Grades 3-8</p> <p>Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>		<p>Scope of service:</p>	<p>Grades 3 - 8</p> <p>Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>The district will maintain transportation equipment and classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.</p> <p>a. Maintain classroom facilities in good repair.</p> <p>b. Complete the security fencing project.</p> <p>c. Evaluate/repair hard surfaces.</p> <p>d. Evaluate Prop 39 projects and prioritize projects.</p> <p>e. Repair shop door in MOT garage.</p> <p>f. Evaluate/repair any electrical issues.</p> <p>g. Purchase a new bus*</p>	<p>\$25,000 for facilities' projects; Base; Supplies; Services/Operating Expenditures</p> <p>\$5000 Replace broken furniture; Base; Supplies</p> <p>\$160,000 for new bus; Base; Capital Outlay</p>	<p>After evaluating this action step, it was determined to be effective and will be continued in the next LCAP.</p> <p>The district maintained transportation equipment and classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.</p> <p>a. Maintained classroom facilities in good repair.</p> <p>b. Were unable to complete the security fencing project as we are still waiting for a letter from the CHP to apply for hardship funding.</p> <p>c. Evaluated hard surfaces, will repair in 2016 - 17 school year</p> <p>d. Evaluated Prop 39 projects and prioritized projects.</p> <p>e. Did not repair shop door in MOT garage as the Director of MOT did not get any estimates for the repair.</p> <p>f. Evaluated/repared electrical issues.</p> <p>g. Purchased a new bus*</p>	<p>\$16,559 for facilities' projects; Base; Services/Operating Expenditures</p> <p>\$162,000 for new bus; Base; Capital Outlay; was \$2,000 more than anticipated</p>

Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	We will continue to maintain safe facilities and continue to implement our PBIS system.				

Original Goal from prior year LCAP:	Increase student and parent engagement		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 _7 X 8 Local:	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Grades: All All		

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority Three: A. The district/school will continue to use parent involvement tools and apps to seek parent input in making decisions for the school. B. The school will continue using our Facebook page, school website, Remind 101 app, voice dialer system, and notes home via students and regular mail to promote parent participation in programs of our unduplicated pupils. C. The school will continue using our Facebook page, school website, Remind 101 app, voice dialer system, and notes home via students and regular mail to promote parent participation in programs of our unduplicated pupils. 80% of parents and families will attend parent-teacher conferences and two other activities per year. Priority Five: A. Student attendance rates increased in 2014-15 to 94%. B. Chronic absenteeism rates are .09%. C. Middle school dropout rates were 0%. D. High school dropout rates, NA. E. High school graduation rates, NA. Therefore, student attendance rates will increase to 96% this year. Priority 8: A. Continue to increase rate of physical fitness by 1% in grades 5 and 7 as evidenced in Physical Fitness Results.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority Three: A. The district/school continued to use parent involvement tools and apps to seek parent input in making decisions for the school. B. The school continued using our Facebook page, school website, Remind 101 app, voice dialer system, and notes home via students and regular mail to promote parent participation in programs of our unduplicated pupils. C. The school continued using our Facebook page, school website, Remind 101 app, voice dialer system, and notes home via students and regular mail to promote parent participation in programs of our unduplicated pupils. 56% of parents and families attended parent-teacher conferences and two other activities per year. Priority Five: A. Student attendance rates increased in 2016-17 to 96.3%. B. Chronic absenteeism rates are .09%. C. Middle school dropout rates were 0%. D. High school dropout rates, NA. E. High school graduation rates, NA. Priority 8: A. Continue to increase rate of physical fitness by 1% in grades 5 and 7 as evidenced in Physical Fitness Results.</p>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			
			Estimated Actual Annual Expenditures		
<p><u>Student Attendance</u></p> <ul style="list-style-type: none"> • Superintendent/Principal will continue to send home attendance letters twice a month and meet with the parents of students who have receive the second attendance letter. • Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies. • Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month. • Students who have 100% perfect attendance each quarter will receive an award at the quarterly awards assembly. • Students who have 100% perfect attendance for the year, will receive recognition and be invited to attend the Perfect Attendance Party at an off-campus site in May. • Teachers can award students who have weekly perfect attendance with 5 ROAR tickets. 		<p>No cost</p> <p>Incentives: \$2,000: Lottery; Supplies</p>	<p>After evaluating this action step, it was determined to be effective and will be continued in the next LCAP.</p> <p><u>Student Attendance</u></p> <ul style="list-style-type: none"> • Superintendent/Principal continued to send home attendance letters twice a month and meet with the parents of students who have receive the second attendance letter. • Superintendent/Principal referred parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies. • Students who had a monthly perfect attendance rate of 88% will be invited to attended a Wildcat Activity each month. • Students who had 100% perfect attendance each quarter received an award at the quarterly awards assembly. • Students who had 100% perfect attendance for the year, received recognition and were invited to attend the Perfect Attendance Party at an off-campus site in May. • Teachers awarded students who have weekly perfect attendance with 5 ROAR Tickets 		<p>No cost</p> <p>Incentives: \$2,000: Lottery; Books and Supplies</p>
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><u>Parent Engagement:</u></p> <ul style="list-style-type: none"> • Superintendent/Principal will utilize social media and technology to notify parents of school events on campus (phone system, Remind 101-text messaging, school website, and Facebook) • Parents will also receive flyers via handouts to their students in both English and Spanish. • Student Incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event. • Refreshments and/or child care will be provided at events. 		<p>Schoolwise: \$1,375; Bright Arrow: \$230; School Loop: \$250; Base; Services/Operating Expenditures</p>	<p>After evaluating this action step, it was determined to be effective and will be continued in the next LCAP. However, we did determine the use of Remind 101 was not very effective as parent had to sign up for this app. We also found that our students were not taking home informational flyers. As a result, we will implement a new system, Parent Square, which provides push notifications using the phone numbers and emails found in our student information system. This allows parents to get all of our school information without having to sign up for it, or receive flyers from their students as we can upload the flyers to the system as well as post information daily. This system also sends out reminder notifications and allows us to track parent participation. This system also sends messages in Spanish. So we will discontinue using paper flyers and Remind 101 as ways to communicate.</p> <p><u>Parent Engagement:</u></p> <ul style="list-style-type: none"> • Superintendent/Principal utilized social media and technology to notify parents of school events on campus (phone system, Remind 101-text messaging, school website, and Facebook) • Parents also received flyers via handouts to their students in both English and Spanish. • Student Incentives were given to individual students and classrooms who have the greatest percentage of parents attend a school event. • Refreshments and/or child care were provided at events. 	<p>Schoolwise: \$1,375; Base; Services/Operating Expenditures Bright Arrow: \$230; Base; Services/Operating Expenditures School Loop: \$250; Base; Services/Operating Expenditures</p>	
<p>Scope of service:</p>	<p>Schoolwide Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide Grades: All</p>	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p><u>Student Engagement:</u></p> <ul style="list-style-type: none"> • Hire a full-time music teacher to teach music to students. • Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process • Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. Add percentages to these items so they become measurable • Staff members will hand out ROAR tickets when students are following the school rules. • Students will use ROAR tickets to “pay” for ROAR activities. • Teachers will use technology in the classroom to create lessons and activities that engage all students in the learning process. • Purchase sports equipment for students to use during recess, PE, and Wildcat Day. • Continue to increase physical fitness results in grades 5 and 7 by providing mandated minutes in PE in all grades • Upgrade student technology devices and increase student technology use. 		<p>Music Teacher: \$86,931; S/C; Certificated Salaries and Benefits\</p> <p>ROAR Activities: \$4,500 REAP; Supplies</p> <p>Sports Equipment: \$3,000 S/C; Supplies</p> <p>Upgrade to Technology costs in Goal 1</p>	<p>After evaluating this action step, it was determined to be effective and will be continued in the next LCAP.</p> <p><u>Student Engagement:</u></p> <ul style="list-style-type: none"> • We were unable to hire a full-time music teacher to teach music to students. • Classrooms used Whole Brain Teaching Strategies to engage students in the learning process • Teachers continued to utilize Class Dojo to incentivize student engagement in the classroom. • Staff members handed out ROAR tickets when students are following the school rules. • Students used ROAR tickets to “pay” for ROAR activities. • Teachers used technology in the classroom to create lessons and activities that engage all students in the learning process. • Purchased sports equipment for students to use during recess, PE, and Wildcat Day. • The results of the physical fitness assessment are not in at this time. • Upgraded student technology devices and increase student technology use. 	<p>Music Teacher: \$0; S/C; Certificated Salaries and Benefits</p> <p>ROAR Activities: \$3,000 REAP; Books and Supplies</p> <p>Sports Equipment: \$3,000 S/C; Books and Supplies</p> <p>Upgrade to Technology costs in Goal 1</p>
<p>Scope of service:</p>	<p>Schoolwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide</p> <p>Grades: All</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>We will continue with the implementation of this goal. However, we are scaling our communication tools to just Facebook, the website, and Parent Square. Parent Square does not require parents to do sign up for messages. Parents are automatically enrolled in the notification system through our student information system.</p>	

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.)

<p>Total amount of Supplemental and Concentration grant funds calculated:</p>	<p>466425</p>
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Since our unduplicated count is over 55%, we have chosen to use our supplemental and concentration funds in a schoolwide manner. According to the 2015 – 2016 CASSSP results and benchmark results, students are showing growth in all core areas, but only 45.5% of students scored proficient on ELA benchmark assessments, and only 49% of student scored proficient on math benchmark assessments. According to the CAASSP results, only 10% of our students met or exceeded standard in math, and only 19% of our students met or exceeded standard in ELA. Approximately, 58% of students scored proficient on Curriculum Based Monitoring (CBM) assessments. Since our students, schoolwide, appear to struggle in math and language arts we have determined the most effective use of our funds to be used on implementing a solid instructional program with research-based instructional strategies, standards-based materials for all students, and intervention provided to those students who are not meeting grade level goals. In order to meet the needs of all of our students and to meet the district's goals for unduplicated students in the state and local priority areas, we will continue to the following services which we feel our the most effective use of our funds:

- We will continue to implement Rtl and will provide an intervention teacher to teach Gateways to our students who are two or more years below grade level in grades 4 – 8 in accordance with the ELA Frameworks.
- The intervention teacher will also provide ELA and Math interventions to students who, based on assessment data, need interventions.
- Teachers will provide Tier I interventions in the classroom while the RSP Learning Center Teacher will provide Tier III interventions to those students who need more intensive interventions.
- The program coordinator will continue to run the Rtl programs, oversee interventions, provide modeling of best instructional practices, work with parents, oversee CELDT, CAASSP, and physical fitness testing as well as provide mentorship to our Gro STEM teachers and teacher candidates.
- Teachers will continue to have weekly collaboration time to assess student progress towards mastery of the CCSS and academic content standards. During this collaboration time, teachers will create and monitor CFA's and Interim Assessments.
- Teachers will continue to meet with the Superintendent each quarter to discuss CBM results and discuss entry and exit criteria from interventions.
- We will continue to offer Algebra to our 8th grade students, and pre-algebra to our 7th grade students.
- We will also host five teacher candidates through the Kern Rural Teacher Residency grant with CSUB, which will provide research-based instructional practice during our professional development offerings throughout the year. This grant also provides us with the same five teacher candidates placed in a classroom for the whole year, allowing for the master teacher and teacher candidate to co-teach, thus increasing our student achievement.
- Our technology infrastructure and equipment will continue to be upgraded to allow for more use of technology by both the teachers and the students.
- Positive Behavior Interventions and Support will continue to be implemented.
- Safe School Ambassadors will continue to be implemented to be proactive in tackling bullying issues.
- School facilities need to continue to be assessed as are there are some areas, which could create issues to the learning environment. Hard surface repairs need to be started, and the security fencing project needs to be completed. Playground equipment needs to be assessed for repairs as well.
- We will continue to reach out to parents and research best practices to increase parental involvement on campus.
- We are providing a music teacher and music program to increase student engagement and provide more opportunities for students to receive a well-rounded education.

- 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.

28.80	%
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This year we will continue the implementation of Rtl, PBIS, SSA, and regularly scheduled teacher collaboration. Assessments will be used to guide instruction and place students into interventions as needed. The local assessments will be far more rigorous than those given in the past as teachers and students became more familiar with CCSS. All teachers will administer formative assessments in their grade levels. As a result of this progress, our goal for the 2016 - 17 year has changed to allow for a slower growth pattern as students and teachers become more immersed in the new standards. Our goal is to increase student achievement in the core areas by 3% in the 2016-17 school year as measured by benchmarks, CFAs, CBM data, and the CAASSP data.

In addition, teachers will continue to be given collaboration time every Wednesday afternoon as students will be released early. In addition, teachers will continue to be provided with collaboration time once a month on Friday mornings, and one full day of collaboration per quarter.

As evidenced in our Fall assessment data (fluency, reading comprehension levels) from 2015 – 15, our students in 5th – 8th grade needed an intervention program. Therefore, we purchased Gateways and trained our TOSA to provide this intervention to those students who needed it, as stated in the ELA Frameworks using LCFF funds. We will continue to use Gateways for intervention as it proved very successful: we graduated 50% of our students from the program in the 15-16 school year. We will continue to use reading comprehension assessment data (Lexia Core Reading, HM reading assessment, and fluency), ELA benchmarks, and teacher input as an indicator of increased student achievement in reading. We will also use Next Gen Math data, benchmark data, input in math to determine student growth in math. Our goal is to increase student achievement by 3% in all core areas.

Our attendance rate has increased to 96.3%, which exceeded our goal of 96%. We will continue to work on increasing student achievement for all students as research indicates that student attendance plays an important role in student achievement. Attendance incentives will continue to be given this year: Wildcat Day, perfect attendance recognition at quarterly award assemblies, and a perfect attendance party at the end of the year. Incentives for perfect attendance and good behavior choices will continue. The superintendent/principal will regularly contact parents of students who received truancy letters, including referring families to the sheriff's department for truancy issues. In addition, the Americorp

Worker will meet with families who have truancy issues. Teachers will report student attendance concerns to parents during conferences and phone calls home throughout the year. We will pull monthly attendance reports to determine if our goal is being met this year.

We will continue implemented PBIS and track behavior data using SWIS. Our referral rate decreased by 50% and our suspensions decreased by 50% in 2015 – 16, and we hope to continue decreasing these rates in the 2016 – 17 school year. We will use data from SWIS to determine if our rate of suspensions and referrals decreases in 2016-17 for all students. Our Americorp worker will also meet with students who are identified as needing Tier II and Tier III supports under the supervision of our school psychologist.

We will focus on increasing parent participation by communicating via Facebook, Parent Square, and our website to garner parent participation at our events. Students will be given incentives for their parents to attend events and to sign up for our social media platforms. All reminders and notices will be sent via Parent Square in both English and Spanish. In addition, the principal will make daily announcements to students, reminding them of school events. We will continue to pursue the goal of increasing parent involvement.

In 2014 - 15, we fixed all of the roofs on the buildings, including removing evaporative coolers no longer in use. In 2014 -15, we spent \$4,000 on the wiring in the cafeteria, \$9,707 for roof repairs, \$6,900 on resealing the asphalt, and approximately \$500 repairing outdoor lighting (work to be completed in late May for outdoor lighting repair).In addition, we resealed the parking lots to provide a better surface. We also fixed the lighting in the auditorium so that our stakeholders were provided with a brightly lit place to eat and gather. We did not complete our fencing project as we are still waiting for a letter from the CHP stating that our lack of an exterior fence is a safety issue since we cannot have a closed campus due to our current fencing structure. An RFP for Prop 39 funding was posted on April 10, 2015. It was due on May 1. Meetings were scheduled in June with the three companies who submitted an RFP. We have chosen to go with Climatec so we will begin implantation of energy saving projects using our Prop 39 funds in the 2015 – 16 school year. We will continue to update and repair our facilities in the 16 - 17 school year as indicated in Goal 3 of our LCAP.

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).