

Introduction:

LEA: Vineland School District **Contact (Name, Title, Email, Phone Number):** Dr. Matthew W. Ross, Superintendent, mross@vineland.k12.ca.us, (661) 845-3713 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>During the 2015-2016 school year all stakeholder had several opportunities to provide input on the final update to the Local Control Accountability Plan (LCAP) during the review, editing, and approval process. In addition to the opportunity throughout the year to complete and submit an LCAP Stakeholder input form, stakeholders had the opportunity to participate in various meetings and forums to received monthly updates regarding progress toward meeting the annual expected outcomes and to provide input on the LCAP.</p>	<p>Superintendent's Family and Community Partnership Forum During the Superintendent's Family and Community Partnership Forums, the Critical Metrics and Performance Indicators were presented. Parents, students, community members, faculty, and staff were given the opportunity to provide feedback on the Critical Metrics and Performance Indicators, ask questions, and provide input regarding the LCAP. Parents and community members were given the opportunity to take a survey to give input on district needs, future goals, actions, and services. Results from the LCAP Stakeholder</p>

Superintendent's Family and Community Partnership Forum

- ----September 23, 2015
- ----September 24, 2015
- ----November 18, 2015
- ----November 19, 2015
- ----January 20, 2016
- ----March 16, 2016
- ----May 18, 2016

District Advisory Committee (DAC) Meeting

- ----August 10, 2015
- ----September 14, 2015
- ----November 9, 2015
- ----January 11, 2016
- ----March 14, 2016
- ----May 9, 2016
- ----June 13, 2016

District English Learner Advisory Committee (DELAC) Meeting

- ----October 5, 2015
- ----December 7, 2015
- ----February 1, 2016
- ----April 4, 2016
- ----May 9, 2016

Sensing Session with the Staff

- ----August 24, 2015
- ----September 28, 2015
- ----October 26, 2015
- ----January 25, 2016
- ----February 22, 2016
- ----April 25, 2016

Meeting of the Board of Trustees

- ----June 20, 2016 (Public Hearing- LCAP)
- ----June 27, 2016 (Adoption- LCAP)

Input Forms were included and summarized in the needs assessment data, and used to determine District needs, goals, actions, and services.

District Advisory Committee (DAC) Meeting

At each District Advisory Committee (DAC) meeting, the Critical Metrics and Performance Indicators were presented. The DAC members (district administrators/supervisors, parents, and representatives from the bargaining units) reviewed the Critical Metrics and Performance Indicators and discussed the LCAP draft document. Feedback was included and summarized in the needs assessment data, and used to determine District needs, goals, actions, and services.

District English Learner Advisory Committee (DELAC) Meeting

At each District English Learner Advisory Committee (DELAC) meeting, the Critical Metrics and Performance Indicators were presented. The DELAC reviewed the Critical Metrics and Performance Indicators and discussed the LCAP draft document. Feedback was included and summarized in the needs assessment data, and used to determine District needs, goals, actions, and services.

Sensing Session with the Staff

In addition to matters normally discussed as the Sensing Sessions, the faculty and staff were invited to provide feedback regarding the District's progress of the current LCAP needs, goals, actions, and services provided through the LCAP. Feedback was summarized and included in the needs assessment data, and used to determine District needs, goals, actions, and services.

After providing several opportunities for stakeholder input, a conscious decision was made to reduce the number of goals from 3 to 2 to align the LCAP with the District's Strategic Plan. The two goals align to the three categories outlined by the state, which relate to the eight priorities. Many of the identified services and/or actions remain the same.

Meeting of the Board of Trustees

During the June 20, 2016 Regular Meeting of the Board of Trustees, the end-of-year Critical Metrics and Performance Indicators were provided to the public. During the Public Hearing section of the meeting, no comments or suggestions were made with regard to the LCAP. The LCAP was approved at a

	<p>Special Meeting of the Board of Trustees on June 27, 2015.</p>
<p>Annual Update: During the 2015-2016 school year all stakeholders had several opportunities to review the critical metrics and performance indicators related to the LCAP goals, actions/services, and the expected annual measurable outcomes. At each of the following meetings, stakeholders were provided with a presentation and/or handouts regarding the critical metrics and performance indicators related to the LCAP goals, actions/services, and the expected annual measurable outcomes:</p> <p>Superintendent's Family and Community Partnership Forum</p> <ul style="list-style-type: none"> • ----September 23, 2015 • ----September 24, 2015 • ----November 18, 2015 • ----November 19, 2015 • ----January 20, 2016 • ----March 16, 2016 • ----May 18, 2016 <p>District Advisory Committee (DAC) Meeting</p> <ul style="list-style-type: none"> • ----August 10, 2015 • ----September 14, 2015 • ----November 9, 2015 • ----January 11, 2016 • ----March 14, 2016 • ----May 9, 2016 • ----June 13, 2016 <p>District English Learner Advisory Committee (DELAC) Meeting</p> <ul style="list-style-type: none"> • ----October 5, 2015 • ----December 7, 2015 • ----February 1, 2016 • ----April 4, 2016 • ----May 9, 2016 	<p>Annual Update: At each meeting the Critical Metrics and Performance Indicators (which are aligned to the 8 state priorities) were presented, which demonstrated adequate progress toward the goals and actions outlined in the plan.</p> <p>Superintendent's Family and Community Partnership Forum During the Superintendent's Family and Community Partnership Forums, the Critical Metrics and Performance Indicators were presented. Parents, students, community members, faculty, and staff were given the opportunity to provide feedback on the Critical Metrics and Performance Indicators, ask questions, and provide input regarding the LCAP. Parents and community members were given the opportunity to take a survey to give input on district needs, future goals, actions, and services. Results from the LCAP Stakeholder Input Forms were included and summarized in the needs assessment data, and used to determine District needs, goals, actions, and services.</p> <p>District Advisory Committee (DAC) Meeting At each District Advisory Committee (DAC) meeting, the Critical Metrics and Performance Indicators were presented. The DAC members reviewed the Critical Metrics and Performance Indicators and discussed the LCAP draft document. Feedback was included and summarized in the needs assessment data, and used to determine District needs, goals, actions, and services.</p> <p>District English Learner Advisory Committee (DELAC) Meeting At each District English Learner Advisory Committee (DELAC) meeting, the Critical Metrics and Performance Indicators were presented. The DELAC reviewed the Critical Metrics and Performance Indicators and discussed the LCAP draft document. Feedback was included and summarized in the needs assessment data, and used to determine District needs, goals, actions, and services.</p> <p>Sensing Session with the Staff In addition to matters normally discussed as the Sensing Sessions, the faculty</p>

Sensing Session with the Staff

- ----August 24, 2015
- ----September 28, 2015
- ----October 26, 2015
- ----January 25, 2016
- ----February 22, 2016
- ----April 25, 2016

Meetings of the Board of Trustees

- ----August 17, 2015
- ----September 21, 2015
- ----October 19, 2015
- ----November 16, 2015
- ----December 14, 2015
- ----January 19, 2016
- ----February 16, 2016
- ----March 14, 2016
- ----April 25, 2016
- ----May 16, 2016
- ----June 20, 2016 (Public Hearing- LCAP)

Stakeholders were also provided with an opportunity to complete a comprehensive school-wide survey, which included elements of the LCAP. Finally, all stakeholders were provided an opportunity to complete and submit an LCAP Stakeholder Input Form, whereby they could ask questions, make comments, or provide suggestions related to the LCAP goals, actions/services, and the expected annual measurable outcomes.

and staff were invited to provide feedback regarding the District's progress of the current LCAP needs, goals, actions, and services provided through the LCAP. Feedback was summarized and included in the needs assessment data, and used to determine District needs, goals, actions, and services.

After providing several opportunities for stakeholder input, a conscious decision was made to reduce the number of goals from 3 to 2 to align the LCAP with the District's Strategic Plan. The two goals align to the three categories outlined by the state, which relate to the eight priorities. Many of the identified services and/or actions remain the same.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Student Learning and Academic Achievement. Upon matriculation and/or promotion all students will meet or exceed state and/or district expectations in required content knowledge, skills, and competencies.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	See Expected Annual Measurable Outcomes and Baseline Data in Annual Update State Priority 1 - Basic <ul style="list-style-type: none"> • ----There is a need to recruit and retain highly effective administrators, teachers, and paraprofessionals. • ----There is a need to ensure all teachers are fully credentialed in the subject areas and for the pupils they are teaching. State Priority 2 - Implementation of State Standards <ul style="list-style-type: none"> • ----There is a need to provide instructional coherence with the most currently state adopted content and performance standards. • ----There is a need to provide appropriate bridge materials for English-Language Arts, Science, and English Language Development to a appropriately with the most currently state adopted content and performance standards. • ----There is a need to transition to the Common Core State Standards (CCSS) and “Next Generation” Science and English Language Development (ELD) aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability. • ----There is a need to provide ongoing, high-quality, job-embedded, materials-based professional development, including effective instructional strategies, materials, and student support, that is aligned with the district and school comprehensive instructional programs and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and to develop the capacity to successfully implement school reform strategies. • ----There is a need to provide high quality professional learning opportunities for administrators, teachers, and paraprofessionals to ensure every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the state adopted academic and performance standards. State Priority 4 - Pupil Achievement <ul style="list-style-type: none"> • ----There is a need to implement systemic improvement efforts to the instructional core within individual classrooms and across all schools, which can be applied to all levels of practice to improve instruction and increased learning for all students, no matter which classroom they are in. • ----There is a need to implement research-based instructional strategies and support efforts designed to assist students in acquiring English language fluency skills necessary to accessing the core curriculum, which include access to a variety of high interest texts aligned to the themes in the adopted Reading/English-Language Arts (ELA) curriculum, and which provide students with multiple opportunities to read, speak, and write. • ----There is a need to implement research-based instructional strategies and support efforts designed to assist students in acquiring mathematical knowledge, practices, and fluency so that all students are able to demonstrate flexibility in the computational methods they choose, understand and explain these methods, and produce accurate answers efficiently at or above grade level expectations. • ----There is a need to implement early intervention, prevention and behavioral support strategies, appropriate intervention materials, and
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extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.

- ----There is a need to implement systematic opportunities for teachers, administrators, and paraprofessional to collect, analyze, and report student achievement data, student support data, and other district-wide and school-wide data in order to design and/or adjust instructional and student support strategies.
- ----There is a need to implement systematic collection, analysis, evaluation, and reporting of relevant metrics and performance data in order to determine the effectiveness of the various educational programs and initiatives.

State Priority 7 - Course Access

- ----There is a need to ensure all students are enrolled in a broad course of study necessary for matriculation and promotion.

State Priority 8 - Other Pupil Outcomes

- ----There is a need to increase student knowledge, skills, and competencies in the core content areas so that all students read at or above grade level expectations.
- ----There is a need to design curriculum and plan activities that assist students in developing certain enduring understandings (expertise and literatures) and specific skills necessary for success in today's world, be it college or career.
- ----There is a need to implement research-based academic skill building and college and career readiness support programs and activities designed to assist students in developing the skills necessary to access and excel in the district's educational programs and beyond.
- ----There is a need to increase faculty and student access to instructional technology and digital resources.
- ----There is a need to provide co-curricular activities as a means of developing the "whole student," as well as connecting the student to the school and its instructional programs.

Goal Applies to:

Schools: All

Applicable Pupil

All

Subgroups:

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

State Priority 1 - Basic

- ----Teacher Credential and Assignment Rating. All teachers will be fully credentialed in the subject areas and for the pupils they are teaching and appropriately assigned pursuant to Education Code section 44258.9, as measured by the Kern County Superintendent of Schools Williams Assignment Monitoring survey (see page 51)
- ----Instructional Material Sufficiency Rating. All schools will receive a "Sufficient" rating and certification that all students have access to standards-aligned instructional materials, pursuant to Education Code section 60119, as measured by the Kern County Superintendent of Schools Williams Instructional Material Sufficiency survey (see page 51)

State Priority 2 - Implementation of State Standards

- ----Common Core State Standards- Language Arts and Literacy Implementation Status. The implementation of Common Core State Standards in Language Arts and Literacy shall be certified as "Partial" implementation, as measured by the District Assistance Survey.
- ----Common Core State Standards- Mathematics Implementation Status. The implementation of Common Core State Standards in Mathematics shall be certified as "Full" implementation, as measured by the District Assistance Survey.
- ----"Next Generation" Science Standards Implementation Status. The implementation of "Next Generation" Science Standards shall be certified as at least "Partial" implementation, as measured by the District Assistance Survey.
- ----"Next Generation" English Language Development (ELD) Standards Implementation Status. The implementation of "Next Generation" ELD Standards shall be certified as at least "Partial" implementation, as measured by the District Assistance Survey, which will ensure programs and services will enable English learners to access to the CSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
- ----History-Social Studies Content Standards. The implementation of History-Social Studies Content Standards shall continue to be certified as at least "Full" implementation, as measured by the District Assistance Survey.
- ----Physical Education Model Content Standards. The implementation of Physical Education Model Content Standards shall be certified as at least "Full" implementation, as measured by the District Assistance Survey.

State Priority 4 - Pupil Achievement (see Actual Annual Measurable Outcomes, Goal 2)

- ----Academic Performance Index (API) Score. Not applicable at this time. The State Board of Education (SBE) has not yet established an Academic Performance Index (API) for elementary school districts.
- ----Academic Performance Index (API) Growth. Not applicable at this time. The State Board of Education (SBE) has not yet determined an annual Academic Performance Index (API) growth target.
- ----SBAC / English Language Arts Proficiency Rate. The percent of students in Grades 3-8 , including all students assigned to significant subgroups, scoring proficient (Level 3 - "Standard Met" or Level 4 - "Standard Exceeded") in English Language Arts and Literacy will meet or exceed the county average (Kern County) for the previous school year, as measured by the SBAC / English Language Arts assessment.
- ----SBAC / Mathematics Proficiency Rate. The percent of students in Grades 3-8 , including all students assigned to significant subgroups, scoring proficient (Level 3 - "Standard Met" or Level 4 - "Standard Exceeded") in Mathematics will meet or exceed the county average (Kern County) for the previous school year, as measured by the SBAC / Mathematics assessment.
- ----CST / Science Proficiency Rate. The percent of students in Grades 3-8 including all students assigned to significant subgroups, scoring proficient or advanced on the statewide Science assessments will meet or exceed the county average (Kern County) for the previous school year, as measured by the CST / Science assessment.
- ----English Learner Proficiency and Reclassification Rate

Annual Progress in Learning English (AMAO 1). The percent of English learners making annual progress in learning English will meet or exceed the the yet to be determined state mandated goal, as measured by the California English Language Development Test (CELDT).

- ----English Proficiency (AMAO 2). The percent of students English learners enrolled in a language instruction attaining English language proficiency will meet or exceed the yet to be determined state mandated goal, as measured by the California English Language Development Test (CELDT).
 - ----Career Technical Education Course / Program Sequence Completion Rate. Not applicable to an elementary school district.
 - ----A-G Course Completion Rate. Not applicable to an elementary school district.
 - ----Advanced Placement Examination Pass Rate. Not applicable to an elementary school district.
 - ----Early Assessment Program Rate. Not applicable to an elementary school district.
- State Priority 7 - Course Access (see Actual Annual Measurable Outcomes, Goal 2)
- ----Required Core Content Area Course Enrollment Rate. All students (including unduplicated students with expectational needs) will be enrolled 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.
- State Priority 8 - Other Pupil Outcomes (see Actual Annual Measurable Outcomes, Goal 2)
- ----Physical Fitness Test - Healthy Fitness Zone (HFZ) Rate. At least 85% of students in Grades 5 and 7 will score in the Healthy Fitness Zone (HFZ) in each of the (6) Physical Fitness Areas, as measured by the California Physical Fitness Test.
 - ----CAHSEE / English-Language Arts Pass Rate. Not applicable to an elementary school district.
 - ----CAHSEE / Mathematics Pass Rate. Not applicable to an elementary school district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Strategy. Highly Qualified Teacher Status (see Professional Development Plan). The promotion of the quality, continuity, and effectiveness of administrators, teachers, and paraprofessionals through comprehensive and exemplary recruitment, development, and evaluation practices, so that every classroom will have assigned a high-quality, effective educator supported by high-quality, effective administrators and paraprofessionals.</p> <p>Actions / Services. Highly-Qualified Teacher (HQT) Status. The district will provide reasonable reimbursement for test preparation, test administration, and university coursework for all eligible teachers in need of such support to become fully-credentialed and highly qualified.</p>	District	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	Expenditures identified in the Educator Effectiveness Spending Plan
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content</p>	District	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners</p>	<p>ReadyGen (K-5), Pearson (Program 2) 4000-4999: Books And Supplies Sup/Con \$42,000</p> <p>MyPerspectives (6-8), Pearson (Program 2) 4000-4999: Books And Supplies Sup/Con \$42,000</p>

<p>and performance expectations for student learning.</p> <p>Actions / Services. Standards-Aligned / Standards-Based Instructional Materials. The district will ensure every student in every classroom has access to standards-based/standards-aligned core instructional materials pursuant to Education Code section 60119 by adopting Language Arts/English Language Development core and intervention instructional materials (program 2).</p>		<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Standards-Aligned / Standards-Based Instructional Materials. The district will ensure every student in every classroom has access to standards-based/standards-aligned core instructional materials, by replacing/replenishing adopted curriculum pursuant to Education Code section 60119.</p> <ul style="list-style-type: none"> • ----Mathematics • ----Science • ----History / Social Studies 	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Instructional Materials 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Curriculum Design (Instructional Coherence). The district will develop a scope, sequence, and pacing for teaching and assessing standards and skills by grade and/or content area, and which will include opportunities for reteaching and enrichment.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Curriculum Design (Instructional Coherence) Sessions</p> <ul style="list-style-type: none"> • ----Certificated Faculty Stipends • ----Certificated Faculty Release Time (Substitute Coverage) <p>1000-1999: Certificated Personnel Salaries Sup/Con \$18,000</p> <p>Curriculum Design (Instructional Coherence) Sessions</p> <ul style="list-style-type: none"> • ----Certificated Faculty Stipends • ----Certificated Faculty Release Time (Substitute Coverage) <p>3000-3999: Employee Benefits Sup/Con \$2,462</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state,</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils</p>	<p>Student Organizational Binders and Components (Grades 3-8) 4000-4999: Books And Supplies Sup/Con \$7,500</p> <p>Student Organizational Folders and Components (Grades K-</p>

<p>and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Academic Skills Building. The district will implement and monitor the use of research-based academic skill building and and support programs and activities designed to assist students in developing the skills necessary to access and excel in the District's educational programs.</p>		<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2) 4000-4999: Books And Supplies Sup/Con \$5,000</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Instructional Support Programs. The district will implement and monitor instructional support programs in English Language Arts and Literacy and Mathematics that provide both instructional support and academic progress monitoring.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Renaissance Learning 5000-5999: Services And Other Operating Expenditures Sup/Con \$31,645</p> <p>ESGI Web-Based Assessment and Reporting System 5000-5999: Services And Other Operating Expenditures Sup/Con \$2,000</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Instructional Technology. The district will provide the necessary hardware, software, and/or technology infrastructure necessary to support the implementation of the state and/or district content and performance standards.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supervisor of Technology 2000-2999: Classified Personnel Salaries Sup/Con \$51,596</p> <p>Supervisor of Technology 3000-3999: Employee Benefits Sup/Con \$26,087</p> <p>1-1 initiative</p> <ul style="list-style-type: none"> • ----Digital devices (Chromebooks, iPads, other hardware) • ----Software • ----Network Infrastructure <p>4000-4999: Books And Supplies Sup/Con \$172,327</p> <p>Network Infrastructure 5000-5999: Services And Other Operating Expenditures Sup/Con \$393,337</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Music Teacher 1000-1999: Certificated Personnel Salaries Sup/Con \$76,893</p> <p>Music Teacher 3000-3999: Employee Benefits Sup/Con \$25,940</p> <p>Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$5,000</p>

<p>expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.</p>			
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Extended School Day Strategic and Intensive Intervention. The district will provide targeted strategic and/or intensive intervention before, during, and/or after the regular school day for all students who are not meeting grade level expectations.</p> <ul style="list-style-type: none"> • ----English Language Arts and Literacy • ----Mathematics • ----Credit Recovery • ----English Language Development • ----"CELDT" Boot Camp 	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Teachers 1000-1999: Certificated Personnel Salaries Sup/Con \$174,960</p> <p>Certificated Teachers 3000-3999: Employee Benefits Sup/Con \$23,931</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Extended School Year Strategic and Intensive Intervention. The district will provide targeted strategic and/or intensive intervention after the regular school year for all students who are not meeting grade level expectations.</p> <ul style="list-style-type: none"> • ----English Language Arts and Literacy • ----Mathematics • ----English Language Development 	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Administrators and Faculty</p> <ul style="list-style-type: none"> • ----Principals • ----Classroom Teachers <p>1000-1999: Certificated Personnel Salaries Sup/Con \$114,345</p> <p>Classified Staff</p> <ul style="list-style-type: none"> • ----School Secretary/Clerk • ----Comprehensive Instructional Aides <p>2000-2999: Classified Personnel Salaries Sup/Con \$24,640</p> <p>Certificated Teachers and Classified Staff 3000-3999: Employee Benefits Sup/Con \$22,694</p> <p>Instructional Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	<p>Additional Grade 4 Teacher 1000-1999: Certificated Personnel Salaries Sup/Con \$76,893</p> <p>Additional Grade 4 Teacher 3000-3999: Employee Benefits</p>

<p>materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Class-Size Reduction. The district will strategically reduce class sizes in order to provide focus on addressing the needs of students most at- risk of early reading and mathematics failure.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Sup/Con \$25,940</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Paraprofessional Support. The district will strategically use paraprofessional support to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education plan (IEP) for students who are receiving special education services.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Comprehensive Instructional Aides</p> <ul style="list-style-type: none"> • ----Grade TK/K (4) • ----Grade 1 (4) • ----Grade 2 (4) <p>2000-2999: Classified Personnel Salaries Sup/Con \$210,752</p> <p>Comprehensive Instructional Aides</p> <ul style="list-style-type: none"> • ----Grade TK/K (4) • ----Grade 1 (4) • ----Grade 2 (4) <p>3000-3999: Employee Benefits Sup/Con \$44,247</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Educational Field Trips. The District will provide annual educational field trips, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Educational Field Trips</p> <ul style="list-style-type: none"> • ----Entrance Fee • ----Transportation <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$50,000</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Co-Curricular Competition / Faire Advisors 1000-1999: Certificated Personnel Salaries Sup/Con \$3,500</p> <p>Co-Curricular Competition / Faire Advisors 3000-3999: Employee Benefits Sup/Con \$478</p>

<p>other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Co-Curricular Activities. The district and/or schools will provide a comprehensive program of academic competitions, fairs, and field trips as a means of developing the "whole student," as well as connecting the student to the school and its instructional programs. Such competitions and fairs includes:</p> <ul style="list-style-type: none"> • ----Oral Language Festival • ----Spelling Bee Science Faire • ----Math Field Day • ----Battle of the Books • ----National History Day 		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Migrant Education. The district will provide academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Migrant Education</p> <ul style="list-style-type: none"> • ----District Service Agreement • ----All expenditures are a "bill back" to Region 5, KCSOS for Services Provided • ----No Cost to the District
<p>Strategy. Targeted Professional Development (see Professional Development Plan).</p> <p>The ongoing, high-quality, job-embedded, materials-based professional development, including effective instructional strategies, materials, and student support, that is aligned with the district and school' comprehensive instructional programs and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and to develop the capacity to successfully implement school reform strategies.</p> <ul style="list-style-type: none"> • ----ESEA Highly Qualified Teacher Status 	<p>District</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Academic Coach 5000-5999: Services And Other Operating Expenditures Sup/Con \$75,000</p>

<ul style="list-style-type: none"> • ----Induction, Mentoring, and Support • ----Instructional Pedagogy, Strategies, and Practices • ----Academic Content and Performance Standards • ----Instructional and Analytical Technology • ----Mentoring, Induction, and Support 			
<p>Strategy. Teacher and Administrator Collaboration. The regular, systematic, and focused opportunities for teachers, administrators, and paraprofessionals to collect, analyze, and report student learning and achievement data; engage in an analysis of lesson study, action research, and peer observations; and to plan collaboratively.</p> <p>Actions / Services. The district will regularly schedule and conduct collaboration opportunities for teachers and administrators in order to collect, analyze, and apply student achievement data, student support data, and other district-wide and school-wide data, as well as to appropriately design and/or adjust instructional practices.</p> <ul style="list-style-type: none"> • ----Instructional Leadership Team (ILT) • ----Student Assistance Team (SAT) • ----Language Review Team (LRT) 	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Stipends (Annual / Hourly) 1000-1999: Certificated Personnel Salaries Sup/Con \$43,875</p> <hr/> <p>Certificated Stipends (Annual / Hourly) 3000-3999: Employee Benefits Sup/Con \$6,001</p>

LCAP Year 2: 2017-2018

Expected Annual
Measurable
Outcomes:

State Priority 1 - Basic

- ----Teacher Credential and Assignment Rating. All teachers will be fully credentialed in the subject areas and for the pupils they are teaching and appropriately assigned pursuant to Education Code section 44258.9, as measured by the Kern County Superintendent of Schools Williams Assignment Monitoring survey (see page 51)
- ----Instructional Material Sufficiency Rating. All schools will receive a "Sufficient" rating and certification that all students have access to standards-aligned instructional materials, pursuant to Education Code section 60119, as measured by the Kern County Superintendent of Schools Williams Instructional Material Sufficiency survey (see page 51)

State Priority 2 - Implementation of State Standards

- ----Common Core State Standards- Language Arts and Literacy Implementation Status. The implementation of Common Core State Standards in Language Arts and Literacy shall be certified as "Partial" implementation, as measured by the District Assistance Survey.
- ----Common Core State Standards- Mathematics Implementation Status. The implementation of Common Core State Standards in Mathematics shall be certified as "Full" implementation, as measured by the District Assistance Survey.
- ----"Next Generation" Science Standards Implementation Status. The implementation of "Next Generation" Science Standards shall be certified as at least "Partial" implementation, as measured by the District Assistance Survey.
- ----"Next Generation" English Language Development (ELD) Standards Implementation Status. The implementation of "Next Generation" ELD Standards shall be certified as at least "Partial" implementation, as measured by the District Assistance Survey, which will ensure programs and services will enable English learners to access to the CSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
- ----History-Social Studies Content Standards. The implementation of History-Social Studies Content Standards shall continue to be certified as at least "Full" implementation, as measured by the District Assistance Survey.
- ----Physical Education Model Content Standards. The implementation of Physical Education Model Content Standards shall be certified as at least "Full" implementation, as measured by the District Assistance Survey.

State Priority 4 - Pupil Achievement (see Actual Annual Measurable Outcomes, Goal 2)

- ----Academic Performance Index (API) Score. Not applicable at this time. The State Board of Education (SBE) has not yet established an Academic Performance Index (API) for elementary school districts.
- ----Academic Performance Index (API) Growth. Not applicable at this time. The State Board of Education (SBE) has not yet determined an annual Academic Performance Index (API) growth target.
- ----SBAC / English Language Arts Proficiency Rate. The percent of students in Grades 3-8 , including all students assigned to significant subgroups, scoring proficient (Level 3 - "Standard Met" or Level 4 - "Standard Exceeded") in English Language Arts and Literacy will meet or exceed the county average (Kern County) for the previous school year, as measured by the SBAC / English Language Arts assessment.
- ----SBAC / Mathematics Proficiency Rate. The percent of students in Grades 3-8 , including all students assigned to significant subgroups, scoring proficient (Level 3 - "Standard Met" or Level 4 - "Standard Exceeded") in Mathematics will meet or exceed the county average (Kern County) for the previous school year, as measured by the SBAC / Mathematics assessment.
- ----CST / Science Proficiency Rate. The percent of students in Grades 3-8 including all students assigned to significant subgroups, scoring proficient or advanced on the statewide Science assessments will meet or exceed the county average (Kern County) for the previous school year, as measured by the CST / Science assessment.
- ----English Learner Proficiency and Reclassification Rate

Annual Progress in Learning English (AMAO 1). The percent of English learners making annual progress in learning English will meet or exceed the the yet to be determined state mandated goal, as measured by the California English Language Development Test (CELDT).

- ----English Proficiency (AMAO 2). The percent of students English learners enrolled in a language instruction attaining English language proficiency will meet or exceed the yet to be determined state mandated goal, as measured by the California English Language Development Test (CELDT).
 - ----Career Technical Education Course / Program Sequence Completion Rate. Not applicable to an elementary school district.
 - ----A-G Course Completion Rate. Not applicable to an elementary school district.
 - ----Advanced Placement Examination Pass Rate. Not applicable to an elementary school district.
 - ----Early Assessment Program Rate. Not applicable to an elementary school district.
- State Priority 7 - Course Access (see Actual Annual Measurable Outcomes, Goal 2)
- ----Required Core Content Area Course Enrollment Rate. All students (including unduplicated students with expectational needs) will be enrolled 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.
- State Priority 8 - Other Pupil Outcomes (see Actual Annual Measurable Outcomes, Goal 2)
- ----Physical Fitness Test - Healthy Fitness Zone (HFZ) Rate. At least 85% of students in Grades 5 and 7 will score in the Healthy Fitness Zone (HFZ) in each of the (6) Physical Fitness Areas, as measured by the California Physical Fitness Test.
 - ----CAHSEE / English-Language Arts Pass Rate. Not applicable to an elementary school district.
 - ----CAHSEE / Mathematics Pass Rate. Not applicable to an elementary school district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Strategy. Highly Qualified Teacher Status (see Professional Development Plan). The promotion of the quality, continuity, and effectiveness of administrators, teachers, and paraprofessionals through comprehensive and exemplary recruitment, development, and evaluation practices, so that every classroom will have assigned a high-quality, effective educator supported by high-quality, effective administrators and paraprofessionals.</p> <p>Actions / Services. Highly-Qualified Teacher (HQT) Status. The district will provide reasonable reimbursement for test preparation, test administration, and university coursework for all eligible teachers in need of such support to become fully-credentialed and highly qualified.</p>	District	<p><u>X</u> All -----</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	Expenditures identified in the Educator Effectiveness Spending Plan
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content</p>	District	<p><u>X</u> All -----</p> <p>OR:</p> <p>Low Income pupils English Learners</p>	ReadyGen (K-5), Pearson (Program 2) 4000-4999: Books And Supplies Sup/Con \$42,000

<p>and performance expectations for student learning.</p> <p>Actions / Services. Standards-Aligned / Standards-Based Instructional Materials. The district will ensure every student in every classroom has access to standards-based/standards-aligned core instructional materials pursuant to Education Code section 60119 by adopting Language Arts/English Language Development core and intervention instructional materials (program 2).</p>		<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>MyPerspectives (6-8), Pearson (Program 2) 4000-4999: Books And Supplies Sup/Con \$42,000</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Standards-Aligned / Standards-Based Instructional Materials. The district will ensure every student in every classroom has access to standards-based/standards-aligned core instructional materials, by replacing/replenishing adopted curriculum pursuant to Education Code section 60119.</p> <ul style="list-style-type: none"> • ----Mathematics • ----Science • ----History / Social Studies 	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Instructional Materials 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Curriculum Design (Instructional Coherence). The district will develop a scope, sequence, and pacing for teaching and assessing standards and skills by grade and/or content area, and which will include opportunities for reteaching and enrichment.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Curriculum Design (Instructional Coherence) Sessions</p> <ul style="list-style-type: none"> • ----Certificated Faculty Stipends • ----Certificated Faculty Release Time (Substitute Coverage) <p>1000-1999: Certificated Personnel Salaries Sup/Con \$18,000</p> <p>Curriculum Design (Instructional Coherence) Sessions</p> <ul style="list-style-type: none"> • ----Certificated Faculty Stipends • ----Certificated Faculty Release Time (Substitute Coverage) <p>3000-3999: Employee Benefits Sup/Con \$2,462</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state,</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils</p>	<p>Student Organizational Binders and Components (Grades 3-8) 4000-4999: Books And Supplies Sup/Con \$7,500</p> <p>Student Organizational Folders and Components (Grades K-</p>

<p>and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Academic Skills Building. The district will implement and monitor the use of research-based academic skill building and and support programs and activities designed to assist students in developing the skills necessary to access and excel in the District's educational programs.</p>		<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2) 4000-4999: Books And Supplies Sup/Con \$5,000</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Instructional Support Programs. The district will implement and monitor instructional support programs in English Language Arts and Literacy and Mathematics that provide both instructional support and academic progress monitoring.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Renaissance Learning 5000-5999: Services And Other Operating Expenditures Sup/Con \$31,645</p> <p>ESGI Web-Based Assessment and Reporting System 5000-5999: Services And Other Operating Expenditures Sup/Con \$2,000</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Instructional Technology. The district will provide the necessary hardware, software, and/or technology infrastructure necessary to support the implementation of the state and/or district content and performance standards.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supervisor of Technology 2000-2999: Classified Personnel Salaries Sup/Con \$51,596</p> <p>Supervisor of Technology 3000-3999: Employee Benefits Sup/Con \$26,087</p> <p>1-1 initiative</p> <ul style="list-style-type: none"> • ----Digital devices (Chromebooks, iPads, other hardware) • ----Software • ----Network Infrastructure <p>4000-4999: Books And Supplies Sup/Con \$172,327</p> <p>Network Infrastructure 5000-5999: Services And Other Operating Expenditures Sup/Con \$393,337</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Music Teacher 1000-1999: Certificated Personnel Salaries Sup/Con \$76,893</p> <p>Music Teacher 3000-3999: Employee Benefits Sup/Con \$25,940</p> <p>Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$5,000</p>

<p>expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.</p>			
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Extended School Day Strategic and Intensive Intervention. The district will provide targeted strategic and/or intensive intervention before, during, and/or after the regular school day for all students who are not meeting grade level expectations.</p> <ul style="list-style-type: none"> • ----English Language Arts and Literacy • ----Mathematics • ----Credit Recovery • ----English Language Development • ----"CELDT" Boot Camp 	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Teachers 1000-1999: Certificated Personnel Salaries Sup/Con \$174,960</p> <p>Certificated Teachers 3000-3999: Employee Benefits Sup/Con \$23,931</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Extended School Year Strategic and Intensive Intervention. The district will provide targeted strategic and/or intensive intervention after the regular school year for all students who are not meeting grade level expectations.</p> <ul style="list-style-type: none"> • ----English Language Arts and Literacy • ----Mathematics • ----English Language Development 	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Administrators and Faculty</p> <ul style="list-style-type: none"> • ----Principals • ----Classroom Teachers <p>1000-1999: Certificated Personnel Salaries Sup/Con \$114,345</p> <p>Classified Staff</p> <ul style="list-style-type: none"> • ----School Secretary/Clerk • ----Comprehensive Instructional Aides <p>2000-2999: Classified Personnel Salaries Sup/Con \$24,640</p> <p>Certificated Teachers and Classified Staff 3000-3999: Employee Benefits Sup/Con \$22,694</p> <p>Instructional Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	<p>Additional Grade 4 Teacher 1000-1999: Certificated Personnel Salaries Sup/Con \$76,893</p> <p>Additional Grade 4 Teacher 3000-3999: Employee Benefits</p>

<p>materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Class-Size Reduction. The district will strategically reduce class sizes in order to provide focus on addressing the needs of students most at- risk of early reading and mathematics failure.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Sup/Con \$25,940</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Paraprofessional Support. The district will strategically use paraprofessional support to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education plan (IEP) for students who are receiving special education services.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Comprehensive Instructional Aides</p> <ul style="list-style-type: none"> • ----Grade TK/K (4) • ----Grade 1 (4) • ----Grade 2 (4) <p>2000-2999: Classified Personnel Salaries Sup/Con \$210,752</p> <p>Comprehensive Instructional Aides</p> <ul style="list-style-type: none"> • ----Grade TK/K (4) • ----Grade 1 (4) • ----Grade 2 (4) <p>3000-3999: Employee Benefits Sup/Con \$44,247</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Educational Field Trips. The District will provide annual educational field trips, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Educational Field Trips</p> <ul style="list-style-type: none"> • ----Entrance Fee • ----Transportation <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$50,000</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Co-Curricular Competition / Faire Advisors 1000-1999: Certificated Personnel Salaries Sup/Con \$3,500</p> <p>Co-Curricular Competition / Faire Advisors 3000-3999: Employee Benefits Sup/Con \$478</p>

<p>other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Co-Curricular Activities. The district and/or schools will provide a comprehensive program of academic competitions, fairs, and field trips as a means of developing the "whole student," as well as connecting the student to the school and its instructional programs. Such competitions and fairs includes:</p> <ul style="list-style-type: none"> • ----Oral Language Festival • ----Spelling Bee Science Faire • ----Math Field Day • ----Battle of the Books • ----National History Day 		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Migrant Education. The district will provide academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Migrant Education</p> <ul style="list-style-type: none"> • ----District Service Agreement • ----All expenditures are a "bill back" to Region 5, KCSOS for Services Provided • ----No Cost to the District
<p>Strategy. Targeted Professional Development (see Professional Development Plan).</p> <p>The ongoing, high-quality, job-embedded, materials-based professional development, including effective instructional strategies, materials, and student support, that is aligned with the district and school' comprehensive instructional programs and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and to develop the capacity to successfully implement school reform strategies.</p> <ul style="list-style-type: none"> • ----ESEA Highly Qualified Teacher Status 	<p>District</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Academic Coach 5000-5999: Services And Other Operating Expenditures Sup/Con \$75,000</p>

<ul style="list-style-type: none"> • ----Induction, Mentoring, and Support • ----Instructional Pedagogy, Strategies, and Practices • ----Academic Content and Performance Standards • ----Instructional and Analytical Technology • ----Mentoring, Induction, and Support 			
<p>Strategy. Teacher and Administrator Collaboration. The regular, systematic, and focused opportunities for teachers, administrators, and paraprofessionals to collect, analyze, and report student learning and achievement data; engage in an analysis of lesson study, action research, and peer observations; and to plan collaboratively.</p> <p>Actions / Services. The district will regularly schedule and conduct collaboration opportunities for teachers and administrators in order to collect, analyze, and apply student achievement data, student support data, and other district-wide and school-wide data, as well as to appropriately design and/or adjust instructional practices.</p> <ul style="list-style-type: none"> • ----Instructional Leadership Team (ILT) • ----Student Assistance Team (SAT) • ----Language Review Team (LRT) 	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Stipends (Annual / Hourly) 1000-1999: Certificated Personnel Salaries Sup/Con \$43,875</p> <hr/> <p>Certificated Stipends (Annual / Hourly) 3000-3999: Employee Benefits Sup/Con \$6,001</p>

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

State Priority 1 - Basic

- ----Teacher Credential and Assignment Rating. All teachers will be fully credentialed in the subject areas and for the pupils they are teaching and appropriately assigned pursuant to Education Code section 44258.9, as measured by the Kern County Superintendent of Schools Williams Assignment Monitoring survey (see page 51)
- ----Instructional Material Sufficiency Rating. All schools will receive a "Sufficient" rating and certification that all students have access to standards-aligned instructional materials, pursuant to Education Code section 60119, as measured by the Kern County Superintendent of Schools Williams Instructional Material Sufficiency survey (see page 51)

State Priority 2 - Implementation of State Standards

- ----Common Core State Standards- Language Arts and Literacy Implementation Status. The implementation of Common Core State Standards in Language Arts and Literacy shall be certified as "Partial" implementation, as measured by the District Assistance Survey.
- ----Common Core State Standards- Mathematics Implementation Status. The implementation of Common Core State Standards in Mathematics shall be certified as "Full" implementation, as measured by the District Assistance Survey.
- ----"Next Generation" Science Standards Implementation Status. The implementation of "Next Generation" Science Standards shall be certified as at least "Partial" implementation, as measured by the District Assistance Survey.
- ----"Next Generation" English Language Development (ELD) Standards Implementation Status. The implementation of "Next Generation" ELD Standards shall be certified as at least "Partial" implementation, as measured by the District Assistance Survey, which will ensure programs and services will enable English learners to access to the CSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
- ----History-Social Studies Content Standards. The implementation of History-Social Studies Content Standards shall continue to be certified as at least "Full" implementation, as measured by the District Assistance Survey.
- ----Physical Education Model Content Standards. The implementation of Physical Education Model Content Standards shall be certified as at least "Full" implementation, as measured by the District Assistance Survey.

State Priority 4 - Pupil Achievement (see Actual Annual Measurable Outcomes, Goal 2)

- ----Academic Performance Index (API) Score. Not applicable at this time. The State Board of Education (SBE) has not yet established an Academic Performance Index (API) for elementary school districts.
- ----Academic Performance Index (API) Growth. Not applicable at this time. The State Board of Education (SBE) has not yet determined an annual Academic Performance Index (API) growth target.
- ----SBAC / English Language Arts Proficiency Rate. The percent of students in Grades 3-8 , including all students assigned to significant subgroups, scoring proficient (Level 3 - "Standard Met" or Level 4 - "Standard Exceeded") in English Language Arts and Literacy will meet or exceed the county average (Kern County) for the previous school year, as measured by the SBAC / English Language Arts assessment.
- ----SBAC / Mathematics Proficiency Rate. The percent of students in Grades 3-8 , including all students assigned to significant subgroups, scoring proficient (Level 3 - "Standard Met" or Level 4 - "Standard Exceeded") in Mathematics will meet or exceed the county average (Kern County) for the previous school year, as measured by the SBAC / Mathematics assessment.
- ----CST / Science Proficiency Rate. The percent of students in Grades 3-8 including all students assigned to significant subgroups, scoring proficient or advanced on the statewide Science assessments will meet or exceed the county average (Kern County) for the previous school year, as measured by the CST / Science assessment.
- ----English Learner Proficiency and Reclassification Rate

Annual Progress in Learning English (AMAO 1). The percent of English learners making annual progress in learning English will meet or exceed the the yet to be determined state mandated goal, as measured by the California English Language Development Test (CELDT).

- ----English Proficiency (AMAO 2). The percent of students English learners enrolled in a language instruction attaining English language proficiency will meet or exceed the yet to be determined state mandated goal, as measured by the California English Language Development Test (CELDT).
 - ----Career Technical Education Course / Program Sequence Completion Rate. Not applicable to an elementary school district.
 - ----A-G Course Completion Rate. Not applicable to an elementary school district.
 - ----Advanced Placement Examination Pass Rate. Not applicable to an elementary school district.
 - ----Early Assessment Program Rate. Not applicable to an elementary school district.
- State Priority 7 - Course Access (see Actual Annual Measurable Outcomes, Goal 2)
- ----Required Core Content Area Course Enrollment Rate. All students (including unduplicated students with expectational needs) will be enrolled 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.
- State Priority 8 - Other Pupil Outcomes (see Actual Annual Measurable Outcomes, Goal 2)
- ----Physical Fitness Test - Healthy Fitness Zone (HFZ) Rate. At least 85% of students in Grades 5 and 7 will score in the Healthy Fitness Zone (HFZ) in each of the (6) Physical Fitness Areas, as measured by the California Physical Fitness Test.
 - ----CAHSEE / English-Language Arts Pass Rate. Not applicable to an elementary school district.
 - ----CAHSEE / Mathematics Pass Rate. Not applicable to an elementary school district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Strategy. Highly Qualified Teacher Status (see Professional Development Plan). The promotion of the quality, continuity, and effectiveness of administrators, teachers, and paraprofessionals through comprehensive and exemplary recruitment, development, and evaluation practices, so that every classroom will have assigned a high-quality, effective educator supported by high-quality, effective administrators and paraprofessionals.</p> <p>Actions / Services. Highly-Qualified Teacher (HQT) Status. The district will provide reasonable reimbursement for test preparation, test administration, and university coursework for all eligible teachers in need of such support to become fully-credentialed and highly qualified.</p>	District	<p><u>X</u> All -----</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	Expenditures identified in the Educator Effectiveness Spending Plan
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content</p>	District	<p><u>X</u> All -----</p> <p>OR:</p> <p>Low Income pupils English Learners</p>	<p>ReadyGen (K-5), Pearson (Program 2) 4000-4999: Books And Supplies Sup/Con \$42,000</p> <p>MyPerspectives (6-8), Pearson (Program 2) 4000-4999: Books And Supplies Sup/Con \$42,000</p>

<p>and performance expectations for student learning.</p> <p>Actions / Services. Standards-Aligned / Standards-Based Instructional Materials. The district will ensure every student in every classroom has access to standards-based/standards-aligned core instructional materials pursuant to Education Code section 60119 by adopting Language Arts/English Language Development core and intervention instructional materials (program 2).</p>		<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Standards-Aligned / Standards-Based Instructional Materials. The district will ensure every student in every classroom has access to standards-based/standards-aligned core instructional materials, by replacing/replenishing adopted curriculum pursuant to Education Code section 60119.</p> <ul style="list-style-type: none"> • ---Mathematics • ---Science • ---History / Social Studies 	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Instructional Materials 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Curriculum Design (Instructional Coherence). The district will develop a scope, sequence, and pacing for teaching and assessing standards and skills by grade and/or content area, and which will include opportunities for reteaching and enrichment.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Curriculum Design (Instructional Coherence) Sessions</p> <ul style="list-style-type: none"> • ----Certificated Faculty Stipends • ----Certificated Faculty Release Time (Substitute Coverage) <p>1000-1999: Certificated Personnel Salaries Sup/Con \$18,000</p> <p>Curriculum Design (Instructional Coherence) Sessions</p> <ul style="list-style-type: none"> • ----Certificated Faculty Stipends • ----Certificated Faculty Release Time (Substitute Coverage) <p>3000-3999: Employee Benefits Sup/Con \$2,462</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state,</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils</p>	<p>Student Organizational Binders and Components (Grades 3-8) 4000-4999: Books And Supplies Sup/Con \$7,500</p> <p>Student Organizational Folders and Components (Grades K-</p>

<p>and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Academic Skills Building. The district will implement and monitor the use of research-based academic skill building and and support programs and activities designed to assist students in developing the skills necessary to access and excel in the District's educational programs.</p>		<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2) 4000-4999: Books And Supplies Sup/Con \$5,000</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Instructional Support Programs. The district will implement and monitor instructional support programs in English Language Arts and Literacy and Mathematics that provide both instructional support and academic progress monitoring.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Renaissance Learning 5000-5999: Services And Other Operating Expenditures Sup/Con \$31,645</p> <p>ESGI Web-Based Assessment and Reporting System 5000-5999: Services And Other Operating Expenditures Sup/Con \$2,000</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Instructional Technology. The district will provide the necessary hardware, software, and/or technology infrastructure necessary to support the implementation of the state and/or district content and performance standards.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supervisor of Technology 2000-2999: Classified Personnel Salaries Sup/Con \$51,596</p> <p>Supervisor of Technology 3000-3999: Employee Benefits Sup/Con \$26,087</p> <p>1-1 initiative</p> <ul style="list-style-type: none"> • ----Digital devices (Chromebooks, iPads, other hardware) • ----Software • ----Network Infrastructure <p>4000-4999: Books And Supplies Sup/Con \$172,327</p> <p>Network Infrastructure 5000-5999: Services And Other Operating Expenditures Sup/Con \$393,337</p>
<p>Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Actions / Services. Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Music Teacher 1000-1999: Certificated Personnel Salaries Sup/Con \$76,893</p> <p>Music Teacher 3000-3999: Employee Benefits Sup/Con \$25,940</p> <p>Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$5,000</p>

<p>expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.</p>			
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Extended School Day Strategic and Intensive Intervention. The district will provide targeted strategic and/or intensive intervention before, during, and/or after the regular school day for all students who are not meeting grade level expectations.</p> <ul style="list-style-type: none"> • ----English Language Arts and Literacy • ----Mathematics • ----Credit Recovery • ----English Language Development • ----"CELDT" Boot Camp 	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Teachers 1000-1999: Certificated Personnel Salaries Sup/Con \$174,960</p> <p>Certificated Teachers 3000-3999: Employee Benefits Sup/Con \$23,931</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Extended School Year Strategic and Intensive Intervention. The district will provide targeted strategic and/or intensive intervention after the regular school year for all students who are not meeting grade level expectations.</p> <ul style="list-style-type: none"> • ----English Language Arts and Literacy • ----Mathematics • ----English Language Development 	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Administrators and Faculty</p> <ul style="list-style-type: none"> • ----Principals • ----Classroom Teachers <p>1000-1999: Certificated Personnel Salaries Sup/Con \$114,345</p> <p>Classified Staff</p> <ul style="list-style-type: none"> • ----School Secretary/Clerk • ----Comprehensive Instructional Aides <p>2000-2999: Classified Personnel Salaries Sup/Con \$24,640</p> <p>Certificated Teachers and Classified Staff 3000-3999: Employee Benefits Sup/Con \$22,694</p> <p>Instructional Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	<p>Additional Grade 4 Teacher 1000-1999: Certificated Personnel Salaries Sup/Con \$76,893</p> <p>Additional Grade 4 Teacher 3000-3999: Employee Benefits</p>

<p>materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Class-Size Reduction. The district will strategically reduce class sizes in order to provide focus on addressing the needs of students most at- risk of early reading and mathematics failure.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Sup/Con \$25,940</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Paraprofessional Support. The district will strategically use paraprofessional support to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education plan (IEP) for students who are receiving special education services.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Comprehensive Instructional Aides</p> <ul style="list-style-type: none"> • ----Grade TK/K (4) • ----Grade 1 (4) • ----Grade 2 (4) <p>2000-2999: Classified Personnel Salaries Sup/Con \$210,752</p> <p>Comprehensive Instructional Aides</p> <ul style="list-style-type: none"> • ----Grade TK/K (4) • ----Grade 1 (4) • ----Grade 2 (4) <p>3000-3999: Employee Benefits Sup/Con \$44,247</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Educational Field Trips. The District will provide annual educational field trips, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Educational Field Trips</p> <ul style="list-style-type: none"> • ----Entrance Fee • ----Transportation <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$50,000</p>
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Co-Curricular Competition / Faire Advisors 1000-1999: Certificated Personnel Salaries Sup/Con \$3,500</p> <p>Co-Curricular Competition / Faire Advisors 3000-3999: Employee Benefits Sup/Con \$478</p>

<p>other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Co-Curricular Activities. The district and/or schools will provide a comprehensive program of academic competitions, fairs, and field trips as a means of developing the "whole student," as well as connecting the student to the school and its instructional programs. Such competitions and fairs includes:</p> <ul style="list-style-type: none"> • ----Oral Language Festival • ----Spelling Bee Science Faire • ----Math Field Day • ----Battle of the Books • ----National History Day 		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.</p> <p>Actions / Services. Migrant Education. The district will provide academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Migrant Education</p> <ul style="list-style-type: none"> • ----District Service Agreement • ----All expenditures are a "bill back" to Region 5, KCSOS for Services Provided • ----No Cost to the District
<p>Strategy. Targeted Professional Development (see Professional Development Plan).</p> <p>The ongoing, high-quality, job-embedded, materials-based professional development, including effective instructional strategies, materials, and student support, that is aligned with the district and school' comprehensive instructional programs and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and to develop the capacity to successfully implement school reform strategies.</p> <ul style="list-style-type: none"> • ----ESEA Highly Qualified Teacher Status 	<p>District</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Academic Coach 5000-5999: Services And Other Operating Expenditures Sup/Con \$75,000</p>

<ul style="list-style-type: none"> • ----Induction, Mentoring, and Support • ----Instructional Pedagogy, Strategies, and Practices • ----Academic Content and Performance Standards • ----Instructional and Analytical Technology • ----Mentoring, Induction, and Support 			
<p>Strategy. Teacher and Administrator Collaboration. The regular, systematic, and focused opportunities for teachers, administrators, and paraprofessionals to collect, analyze, and report student learning and achievement data; engage in an analysis of lesson study, action research, and peer observations; and to plan collaboratively.</p> <p>Actions / Services. The district will regularly schedule and conduct collaboration opportunities for teachers and administrators in order to collect, analyze, and apply student achievement data, student support data, and other district-wide and school-wide data, as well as to appropriately design and/or adjust instructional practices.</p> <ul style="list-style-type: none"> • ----Instructional Leadership Team (ILT) • ----Student Assistance Team (SAT) • ----Language Review Team (LRT) 	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Stipends (Annual / Hourly) 1000-1999: Certificated Personnel Salaries Sup/Con \$43,875</p> <hr/> <p>Certificated Stipends (Annual / Hourly) 3000-3999: Employee Benefits Sup/Con \$6,001</p>

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

<p>GOAL 2:</p>	<p>All schools will provide students, parents, faculty, and staff with a sense of safety and school connectedness at a level necessary to build capacity to navigate the educational programs in order to optimize student learning and academic achievement.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>See Expected Annual Measurable Outcomes and Baseline Data in Annual Update</p> <p>State Priority 1 - Basic</p> <ul style="list-style-type: none"> ----There is a need to ensure all facilities are maintained in good repair pursuant to Education Code section 17002(d). <p>State Priority 3 - Parent Involvement</p> <ul style="list-style-type: none"> ----There is a need to provide meaningful parent engagement opportunities designed to involve, engage, and partner the faculty, staff, and families in activities in support of student learning. <p>State Priority 5- Pupil Engagement</p> <ul style="list-style-type: none"> ----There is a need to implement research-based efforts to ensure regular school attendance and persistence for all students. <p>State Priority 6 - School Climate</p> <ul style="list-style-type: none"> ----There is a need to implement research-based character education and behavior management efforts designed to foster ethical, responsible, and caring students. ----There is a need to provide extracurricular activities, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs. 	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 1 - Basic</p> <ul style="list-style-type: none"> ----Overall Facilities Rating. All schools will receive at least a “Good” rating certifying that all facilities are maintained in good repair pursuant to Education Code section 17002(d), as measured by the Kern County Superintendent of Schools Williams Facilities survey. <p>State Priority 3 - Parent Involvement</p> <ul style="list-style-type: none"> ----Parent Engagement Opportunities. All parents will be provided with meaningful opportunities to participate in making decisions for the school district and each individual school site and to participate in programs designed to support low income students, foster youth, English learners, and students with disabilities. <p>State Priority 5- Pupil Engagement</p> <ul style="list-style-type: none"> ----Positive Student Attendance. The positive student attendance rate shall be at least a 95%. -----Truancy Rate. The truancy rate shall not exceed 10%. -----Habitual Truancy Rate. The habitual truancy rate shall not exceed 5%. -----Chronic Truancy Rate. The chronic truancy rate shall not exceed 1%. ----Student Chronic Absenteeism Rate. The student chronic absenteeism rate shall not exceed 5%. ----Middle School Dropout Rate. The middle school dropout rate shall not exceed 1%. ----High School Dropout Rate. Not applicable to an elementary school district. ----High School Graduation Rate. Not applicable to an elementary school district. <p>State Priority 6 - School Climate</p> <ul style="list-style-type: none"> ----Student Suspension Rate. The student suspension rate shall not exceed 10%, with a recidivism rate of less than 25%. ----Student Expulsion Rate. The student expulsion rate shall not exceed 1%. ----Disciplinary Referrals. The student disciplinary referral rate for “Major” incidents will not exceed 25%, as measured by the Positive Behavior Interventions and Support (PBIS) referral forms.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Strategy. Engage and Empower Family and Community Members. The meaningful family and community engagement opportunities designed to involve and engage staff, families, and community members in activities in support of student learning.</p> <p>Actions / Services. Family and Community Engagement Opportunities. The district will plan and implement activities designed to build capacity for families and community members; develop and demonstrate leadership by involving families and community members in monitoring the progress of the district's programs. The district will also ensure access and equity for all families and community members. Such</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Administrators, Faculty, and Staff</p> <ul style="list-style-type: none"> • Session /Workshop Leaders <p>1000-1999: Certificated Personnel Salaries Sup/Con \$65,250</p> <hr/> <p>Classified Staff</p> <ul style="list-style-type: none"> • Child Care • Translation • Transportation <p>2000-2999: Classified Personnel Salaries Sup/Con \$9,560</p> <hr/> <p>Certificated Administrators, Faculty, and Staff</p> <ul style="list-style-type: none"> • Session /Workshop Leaders <hr/> <p>Classified Staff</p> <ul style="list-style-type: none"> • Child Care

<p>activities will include:</p> <ul style="list-style-type: none"> • ----Back-to-School Night • ----Family Learning Nights • ----Parent-Teacher Conferences • ----Home Visits : Parent -Teacher Conferences • ----Superintendent’s Family and Community Partnership Forum • ----District Advisory Committee • ----Parent Advisory Committee • ----District English Learner Advisory Committee • ----School Site Council • ----English Learner Advisory Committee 			<ul style="list-style-type: none"> • Translation • Transportation <p>3000-3999: Employee Benefits Sup/Con \$10,932</p> <hr/> <p>Workshop / Session Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$2,500</p>
<p>Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues.</p> <p>Actions / Services. Truancy Reduction and Abatement Program. The district will implement and monitor an effective positive student attendance program.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher and Administrator Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$21,375</p> <hr/> <p>Teacher and Administrator Collaboration 3000-3999: Employee Benefits Sup/Con \$2,923</p> <hr/> <p>Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$2,500</p>
<p>Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues.</p> <p>Actions / Services. Positive Behavior Interventions and Support (PBiS). The district will implement the Positive Behavior Intervention and Support (PBiS) as a means of promoting positive behavior and reducing the incidents of inappropriate behavior.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher and Administrator Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$20,000</p> <hr/> <p>Teacher and Administrator Collaboration 3000-3999: Employee Benefits Sup/Con \$2,735</p> <hr/> <p>Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues.</p> <p>Actions / Services. Character Counts. The district will implement the Character Counts program to improve the</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:</p>	<p>Teacher and Administrator Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$11,250</p> <hr/> <p>Teacher and Administrator Collaboration 3000-3999: Employee Benefits Sup/Con \$1,538</p> <hr/> <p>Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$5,000</p>

<p>ethical quality of our schools and district by changing personal and organizational decision making and behavior.</p>		<p>(Specify)</p>	
<p>Strategy. Extra-Curricular Programs. The integration of extra-curricular activities, which are under the supervision and/or coordination of the school instructional staff, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p> <p>Actions / Services. Student Athletics. The district will provide a comprehensive student athletics program, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p> <ul style="list-style-type: none"> • ----Flag Football • ----Volleyball • ----Soccer • ----Basketball • ----Softball 	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Student Athletics Coaches and Support 1000-1999: Certificated Personnel Salaries Sup/Con \$20,000</p> <p>Student Athletics Coaches and Support 3000-3999: Employee Benefits Sup/Con \$2,735</p> <p>Student Athletics Equipment and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Extra-Curricular Programs. The integration of extra-curricular activities, which are under the supervision and/or coordination of the school instructional staff, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p> <p>Actions / Services. Visual and Performing Arts. The district will provide students with a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.</p> <ul style="list-style-type: none"> • ----Marching Band • ----Color Guard • ----Choir 	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Visual and Performing Arts Advisor / Coach 1000-1999: Certificated Personnel Salaries Sup/Con \$2,000</p> <p>Visual and Performing Arts Advisor / Coach 3000-3999: Employee Benefits Sup/Con \$273</p> <p>Visual and Performing Arts Program Equipment and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
		<p><input type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth</p>	

		Redesignated fluent English proficient Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>See Expected Annual Measurable Outcomes and Baseline Data in Annual Update</p> <p>State Priority 1 - Basic</p> <ul style="list-style-type: none"> ----Overall Facilities Rating. All schools will receive at least a “Good” rating certifying that all facilities are maintained in good repair pursuant to Education Code section 17002(d), as measured by the Kern County Superintendent of Schools Williams Facilities survey. <p>State Priority 3 - Parent Involvement</p> <ul style="list-style-type: none"> ----Parent Engagement Opportunities. All parents will be provided with meaningful opportunities to participate in making decisions for the school district and each individual school site and to participate in programs designed to support low income students, foster youth, English learners, and students with disabilities. <p>State Priority 5- Pupil Engagement</p> <ul style="list-style-type: none"> ----Positive Student Attendance. The positive student attendance rate shall be at least a 95%. -----Truancy Rate. The truancy rate shall not exceed 10%. -----Habitual Truancy Rate. The habitual truancy rate shall not exceed 5%. -----Chronic Truancy Rate. The chronic truancy rate shall not exceed 1%. ----Student Chronic Absenteeism Rate. The student chronic absenteeism rate shall not exceed 5%. ----Middle School Dropout Rate. The middle school dropout rate shall not exceed 1%. ----High School Dropout Rate. Not applicable to an elementary school district. ----High School Graduation Rate. Not applicable to an elementary school district. <p>State Priority 6 - School Climate</p> <ul style="list-style-type: none"> ----Student Suspension Rate. The student suspension rate shall not exceed 10%, with a recidivism rate of less than 25%. ----Student Expulsion Rate. The student explosion rate shall not exceed 1%. ----Disciplinary Referrals. The student disciplinary referral rate for “Major” incidents will not exceed 25%, as measured by the Positive Behavior Interventions and Support (PBIS) referral forms.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Strategy. Engage and Empower Family and Community Members. The meaningful family and community engagement opportunities designed to involve and engage staff, families, and community members in activities in support of student learning.</p> <p>Actions / Services. Family and Community Engagement Opportunities. The district will plan and implement activities designed to build capacity for families and community members; develop and demonstrate leadership by involving families and community members in monitoring the progress of the district's</p>	District	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Administrators, Faculty, and Staff</p> <ul style="list-style-type: none"> • Session /Workshop Leaders <p>1000-1999: Certificated Personnel Salaries Sup/Con \$65,250</p> <hr/> <p>Classified Staff</p> <ul style="list-style-type: none"> • Child Care • Translation • Transportation <p>2000-2999: Classified Personnel Salaries Sup/Con \$9,560</p> <hr/> <p>Certificated Administrators, Faculty, and Staff</p> <ul style="list-style-type: none"> • Session /Workshop Leaders

<p>programs. The district will also ensure access and equity for all families and community members. Such activities will include:</p> <ul style="list-style-type: none"> • ----Back-to-School Night • ----Family Learning Nights • ----Parent-Teacher Conferences • ----Home Visits : Parent -Teacher Conferences • ----Superintendent’s Family and Community Partnership Forum • ----District Advisory Committee • ----Parent Advisory Committee • ----District English Learner Advisory Committee • ----School Site Council • ----English Learner Advisory Committee 			<p>Classified Staff</p> <ul style="list-style-type: none"> • Child Care • Translation • Transportation <p>3000-3999: Employee Benefits Sup/Con \$10,932</p> <hr/> <p>Workshop / Session Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$2,500</p>
<p>Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues.</p> <p>Actions / Services. Truancy Reduction and Abatement Program. The district will implement and monitor an effective positive student attendance program.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher and Administrator Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$21,375</p> <hr/> <p>Teacher and Administrator Collaboration 3000-3999: Employee Benefits Sup/Con \$2,923</p> <hr/> <p>Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$2,500</p>
<p>Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues.</p> <p>Actions / Services. Positive Behavior Interventions and Support (PBiS). The district will implement the Positive Behavior Intervention and Support (PBiS) as a means of promoting positive behavior and reducing the incidents of inappropriate behavior.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher and Administrator Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$20,000</p> <hr/> <p>Teacher and Administrator Collaboration 3000-3999: Employee Benefits Sup/Con \$2,735</p> <hr/> <p>Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent</p>	<p>Teacher and Administrator Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$11,250</p> <hr/> <p>Teacher and Administrator Collaboration 3000-3999: Employee Benefits Sup/Con \$1,538</p> <hr/> <p>Program Materials and Supplies 4000-4999: Books And</p>

<p>Actions / Services. Character Counts. The district will implement the Character Counts program to improve the ethical quality of our schools and district by changing personal and organizational decision making and behavior.</p>		<p>English proficient Other Subgroups: (Specify)</p>	<p>Supplies Sup/Con \$5,000</p>
<p>Strategy. Extra-Curricular Programs. The integration of extra-curricular activities, which are under the supervision and/or coordination of the school instructional staff, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p> <p>Actions / Services. Student Athletics. The district will provide a comprehensive student athletics program, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p> <ul style="list-style-type: none"> • ----Flag Football • ----Volleyball • ----Soccer • ----Basketball • ----Softball 	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Student Athletics Coaches and Support 1000-1999: Certificated Personnel Salaries Sup/Con \$20,000</p> <hr/> <p>Student Athletics Coaches and Support 3000-3999: Employee Benefits Sup/Con \$2,735</p> <hr/> <p>Student Athletics Equipment and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Extra-Curricular Programs. The integration of extra-curricular activities, which are under the supervision and/or coordination of the school instructional staff, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p> <p>Actions / Services. Visual and Performing Arts. The district will provide students with a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.</p> <ul style="list-style-type: none"> • ----Marching Band • ----Color Guard • ----Choir 	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Visual and Performing Arts Advisor / Coach 1000-1999: Certificated Personnel Salaries Sup/Con \$2,000</p> <hr/> <p>Visual and Performing Arts Advisor / Coach 3000-3999: Employee Benefits Sup/Con \$273</p> <hr/> <p>Visual and Performing Arts Program Equipment and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
		<p><input type="checkbox"/> All ----- OR: Low Income pupils</p>	

		<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>See Expected Annual Measurable Outcomes and Baseline Data in Annual Update</p> <p>State Priority 1 - Basic</p> <ul style="list-style-type: none"> ----Overall Facilities Rating. All schools will receive at least a “Good” rating certifying that all facilities are maintained in good repair pursuant to Education Code section 17002(d), as measured by the Kern County Superintendent of Schools Williams Facilities survey. <p>State Priority 3 - Parent Involvement</p> <ul style="list-style-type: none"> ----Parent Engagement Opportunities. All parents will be provided with meaningful opportunities to participate in making decisions for the school district and each individual school site and to participate in programs designed to support low income students, foster youth, English learners, and students with disabilities. <p>State Priority 5- Pupil Engagement</p> <ul style="list-style-type: none"> ----Positive Student Attendance. The positive student attendance rate shall be at least a 95%. -----Truancy Rate. The truancy rate shall not exceed 10%. -----Habitual Truancy Rate. The habitual truancy rate shall not exceed 5%. -----Chronic Truancy Rate. The chronic truancy rate shall not exceed 1%. ----Student Chronic Absenteeism Rate. The student chronic absenteeism rate shall not exceed 5%. ----Middle School Dropout Rate. The middle school dropout rate shall not exceed 1%. ----High School Dropout Rate. Not applicable to an elementary school district. ----High School Graduation Rate. Not applicable to an elementary school district. <p>State Priority 6 - School Climate</p> <ul style="list-style-type: none"> ----Student Suspension Rate. The student suspension rate shall not exceed 10%, with a recidivism rate of less than 25%. ----Student Expulsion Rate. The student explosion rate shall not exceed 1%. ----Disciplinary Referrals. The student disciplinary referral rate for “Major” incidents will not exceed 25%, as measured by the Positive Behavior Interventions and Support (PBIS) referral forms.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Strategy. Engage and Empower Family and Community Members. The meaningful family and community engagement opportunities designed to involve and engage staff, families, and community members in activities in support of student learning.</p> <p>Actions / Services. Family and Community Engagement Opportunities. The district will plan and implement activities designed to build capacity for families and community members; develop and demonstrate leadership by involving families and community members in monitoring the progress of the district's</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Administrators, Faculty, and Staff</p> <ul style="list-style-type: none"> • Session /Workshop Leaders <p>1000-1999: Certificated Personnel Salaries Sup/Con \$65,250</p> <hr/> <p>Classified Staff</p> <ul style="list-style-type: none"> • Child Care • Translation • Transportation <p>2000-2999: Classified Personnel Salaries Sup/Con \$9,560</p> <hr/> <p>Certificated Administrators, Faculty, and Staff</p> <ul style="list-style-type: none"> • Session /Workshop Leaders

<p>programs. The district will also ensure access and equity for all families and community members. Such activities will include:</p> <ul style="list-style-type: none"> • ----Back-to-School Night • ----Family Learning Nights • ----Parent-Teacher Conferences • ----Home Visits : Parent -Teacher Conferences • ----Superintendent’s Family and Community Partnership Forum • ----District Advisory Committee • ----Parent Advisory Committee • ----District English Learner Advisory Committee • ----School Site Council • ----English Learner Advisory Committee 			<p>Classified Staff</p> <ul style="list-style-type: none"> • Child Care • Translation • Transportation <p>3000-3999: Employee Benefits Sup/Con \$10,932</p> <hr/> <p>Workshop / Session Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$2,500</p>
<p>Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues.</p> <p>Actions / Services. Truancy Reduction and Abatement Program. The district will implement and monitor an effective positive student attendance program.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher and Administrator Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$21,375</p> <hr/> <p>Teacher and Administrator Collaboration 3000-3999: Employee Benefits Sup/Con \$2,923</p> <hr/> <p>Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$2,500</p>
<p>Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues.</p> <p>Actions / Services. Positive Behavior Interventions and Support (PBiS). The district will implement the Positive Behavior Intervention and Support (PBiS) as a means of promoting positive behavior and reducing the incidents of inappropriate behavior.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher and Administrator Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$20,000</p> <hr/> <p>Teacher and Administrator Collaboration 3000-3999: Employee Benefits Sup/Con \$2,735</p> <hr/> <p>Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues.</p>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent</p>	<p>Teacher and Administrator Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$11,250</p> <hr/> <p>Teacher and Administrator Collaboration 3000-3999: Employee Benefits Sup/Con \$1,538</p> <hr/> <p>Program Materials and Supplies 4000-4999: Books And</p>

<p>Actions / Services. Character Counts. The district will implement the Character Counts program to improve the ethical quality of our schools and district by changing personal and organizational decision making and behavior.</p>		<p>English proficient Other Subgroups: (Specify)</p>	<p>Supplies Sup/Con \$5,000</p>
<p>Strategy. Extra-Curricular Programs. The integration of extra-curricular activities, which are under the supervision and/or coordination of the school instructional staff, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p> <p>Actions / Services. Student Athletics. The district will provide a comprehensive student athletics program, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p> <ul style="list-style-type: none"> • ----Flag Football • ----Volleyball • ----Soccer • ----Basketball • ----Softball 	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Student Athletics Coaches and Support 1000-1999: Certificated Personnel Salaries Sup/Con \$20,000</p> <hr/> <p>Student Athletics Coaches and Support 3000-3999: Employee Benefits Sup/Con \$2,735</p> <hr/> <p>Student Athletics Equipment and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
<p>Strategy. Extra-Curricular Programs. The integration of extra-curricular activities, which are under the supervision and/or coordination of the school instructional staff, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p> <p>Actions / Services. Visual and Performing Arts. The district will provide students with a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.</p> <ul style="list-style-type: none"> • ----Marching Band • ----Color Guard • ----Choir 	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Visual and Performing Arts Advisor / Coach 1000-1999: Certificated Personnel Salaries Sup/Con \$2,000</p> <hr/> <p>Visual and Performing Arts Advisor / Coach 3000-3999: Employee Benefits Sup/Con \$273</p> <hr/> <p>Visual and Performing Arts Program Equipment and Supplies 4000-4999: Books And Supplies Sup/Con \$10,000</p>
		<p><input type="checkbox"/> All ----- OR: Low Income pupils</p>	

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Goal 1 - Conditions of Learning. On an annual basis, the district will meet or exceed state requirements regarding basic services necessary to support the teaching and learning process, including: the 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; the degree to which students have access to standards-aligned instructional materials pursuant to Education Code section 60119; and the degree to which school facilities are maintained in good repair pursuant to Education Code section 17002(d); the degree to which district has implemented the academic content and performance standards adopted by the state board for all pupils, including English learners; and the degree to which all students are enrolled 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.</p> <p>State Priority 1 - 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).</p> <p>State Priority 2 - Implementation of State Standards: Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.</p> <p>State Priority 7 - 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.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 1 - Basic Teacher Credential and Assignment Rating. All teachers will be fully credentialed in the subject areas and for the pupils they are teaching and appropriately assigned pursuant to Education Code section 44258.9, as measured by the Kern County Superintendent of Schools Williams Assignment Monitoring survey.</p> <ul style="list-style-type: none"> • Rate of Teachers with Full Credentials • Rate of Teachers without Full Credentials • Rate of Teachers Teaching Outside Subject Area Competence (with full credentials) • Rate of Misassignment of Teachers of English Learners • Total Teacher Misassignments Rate • Rate of Core Academic Classes Taught By Highly Qualified Teacher 	<p>Actual Annual Measurable Outcomes:</p> <p>State Priority 1 - Basic</p> <ul style="list-style-type: none"> • ----Percent of Assigned Teachers With Full Credentials - 97.1% • ----Percent of Assigned Teachers Without Full Credentials - 2.9% • ----Percent of Teachers Appropriately Assigned - Subject Area Competence - 100.0% • ----Percent of Teachers Appropriately Assigned - English Learner Authorization - 100.0% • ----Percent of Core Class Taught By Highly Qualified Teachers (ESSA) - 94.4% • ----Percent of Teacher Mis-assignments (Subject Area Competence) - 2.8% • ----Percent of Teacher Mis-assignments (English Learner Authorization) - 2.8%

Instructional Material Sufficiency Rating. All schools will receive a “Sufficient” rating and certification that all students have access to standards-aligned instructional materials, pursuant to Education Code section 60119, as measured by the Kern County Superintendent of Schools Williams Instructional Material Sufficiency survey.

Reading/Language Arts Sufficiency Rate

- Mathematics Sufficiency Rate
- Science Sufficiency Rate
- History-Social Science Sufficiency Rate

Overall Facilities Rating. All schools will receive at least a “Good” rating certifying that all facilities are maintained in good repair pursuant to Education Code section 17002(d), as measured by the Kern County Superintendent of Schools Williams Facilities survey.

- Systems Repair Status
- Interior Repair Status
- Cleanliness Repair Status
- Electrical Repair Status
- Restroom/Fountains Repair Status
- Safety Repair Status
- Structural Repair Status
- External Repair Status

State Priority 2 - Implementation of State Standards
Common Core State Standards- Language Arts and Literacy Implementation Status. The implementation of Common Core State Standards in Language Arts and Literacy shall be certified as “Full” implementation, as measured by the District Assistance Survey.

Common Core State Standards- Mathematics Implementation Status. The implementation of Common Core State Standards in Mathematics shall be certified as “Full” implementation, as measured by the District Assistance Survey.

“Next Generation” Science Standards Implementation Status. The implementation of “Next Generation” Science Standards shall be certified as at least “Partial” implementation, as measured by the District Assistance Survey.

- ----Total Percent of Teacher Mis-assignments (unduplicated) - 2.9%

Instructional Material Sufficiency Rating

- ----Reading / Language Arts - Sufficient
- ----Mathematics - Sufficient
- ----Science - Sufficient
- ----History - Social Science - Sufficient

Overall Facilities Rating

- ----Systems: Gas Leaks, Mechanical/HVAC, Sewer - Good
- ----Interior: Interior Surfaces - Good
- ----Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation - Good
- ----Electrical: Electrical - Good
- ----Restrooms/Fountains: Restrooms, Sinks/ Fountains - Good
- ----Safety: Fire Safety, Hazardous Materials - Good
- ----Structural: Structural Damage, Roofs - Good
- ----External: Playground/School Grounds, Windows/ Doors/Gates/Fences - Good
- ----Overall Rating - Exemplary

State Priority 2 - Implementation of State Standards

- ----Common Core State Standards (English Language Arts and Literacy)- Partial
- ----Common Core State Standards (Mathematics) - Partial
- ----“Next Generation” Science Standards - Minimal
- ----“Next Generation” English Language Development Standards - Minimal
- ----History-Social Studies Content Standards - Full
- ----Physical Education Model Content Standards - Partial

Other Local Performance and/or Progress Monitoring Metrics

- ----Certificated Faculty and Staff Growth and Development Cycle (CFSGDC) Teacher

Completion Rate - no data to report

- ----Certificated Teacher Positive Attendance Rate - no data to report
- ----Standards Based Report Card Performance Reporting - no data to report

State Priority 7 - Course Access

- ----Reading / Language Arts - 100%

“Next Generation” English Language Development (ELD) Standards Implementation Status. The implementation of “Next Generation” ELD Standards shall be certified as at least “Partial” implementation, as measured by the District Assistance Survey.

- Other Local Performance and/or Progress Monitoring Metrics
- Certificated Faculty and Staff Growth and Development Cycle (CFSGDC) Teacher Completion Rate
 - Certificated Teacher Positive Attendance Rate
 - Standards Based Report Card Performance Reporting

State Priority 7 - Course Access
 Required Core Content Area Course Enrollment Rate. All students will be enrolled 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.

- Program and Services for Low Income Students. As each school site is designated as a School-wide Program (SWP), all students identified as low income shall receive appropriate programs and services provided to all students necessary to enable students to access the core instructional program, as measured by the:
- Title I Part A Basic School-wide Rate

- Program and Services for Foster Youth. As each school site is designated as a School-wide Program (SWP), all students identified as foster youth shall receive appropriate programs and services provided to all students necessary to enable students to access the core instructional program, as measured by the:
- Title I Part A Basic School-wide Rate

- Programs and Services for English Learner Students. All students designated as an English learner will be placed in an English Language Development (ELD) program and receive English Language Development (ELD) services appropriate to their English proficiency level, as measured by the:
- English Language Development Placement Rate (Structured English Immersion)
 - English Language Development Placement Rate (English Language Mainstream)

Programs and Service for Students with Disabilities. All students in need of individualized instructional delivery support and

- ----Mathematics - 100%
- ----Science - 100%
- ----History - Social Science - 100%

Program and Services for Low Income Students - no data to report
 Program and Services for Foster Youth - no data to report
 Programs and Services for English Learner Students - no data to report
 Programs and Service for Students with Disabilities - no data to report

<p>services will receive such services consistent with each student's Individualized Education Programs (IEPs) goals and objectives, as measured by the:</p> <ul style="list-style-type: none"> • Special Day Class Participation Rate • Resource Support Participation Rate • Speech Support Participation Rate • 504 Accommodation Plan Participation Rate 	
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Strategy. Teacher Assignment. The appropriate assignment of certificated teachers to grade levels and/or content area and students based on the required credentials.</p> <p>Action. Teacher Assignment. The district will appropriately assign certificated teachers in K-8 classes in accordance with their credentials and added authorizations.</p> <p>Action. Service Agreement Support. The District will contract with outside agencies to provide credentialed/certificated support, as necessary. Library Services Nursing Services</p>	<p>Service Agreement Support</p> <ul style="list-style-type: none"> • Library Media Services <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$5,000</p> <hr/> <p>Service Agreement Support</p> <ul style="list-style-type: none"> • Nurse Services <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$15,000</p>	<p>Action. Teacher Assignment. All credentialed certificated teachers were assigned in K-8 classes in accordance with their credentials and added authorizations.</p> <p>Action. Service Agreement Support. The District contracted with the KCSOS to provide credentialed/certificated Nursing services. The District did not contract with outside agencies to provide Library services. All Library services were managed by a classified Library-Media Aide.</p>	<p>Service Agreement Support</p> <ul style="list-style-type: none"> • Nurse Services <p>5000-5999: Services And Other Operating Expenditures Sup/Con 5113.86</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Strategy. Highly Qualified Teacher Status (see Professional Development Plan). The promotion of the quality, continuity, and effectiveness of administrators, teachers, and paraprofessionals through comprehensive and exemplary recruitment, development, and evaluation practices, so that every classroom will have assigned a high-quality, effective educator supported by high-quality, effective administrators and paraprofessionals.</p> <p>Action. HQT - Test Preparation and Administration Support. The district will provide reasonable reimbursement for test preparation and test administration for all eligible teachers in need of such support to become fully-credentialed and highly qualified.</p> <p>Action. HQT - University Coursework. The district will provide reasonable reimbursement for university coursework for all teachers in need of such support to become fully-credentialed and highly qualified.</p>	<p>HQT Test Preparation and Administration Support (see Strategy. Targeted Professional Development) 5000-5999: Services And Other Operating Expenditures Title II (4045) \$0</p> <p>HQT- University Coursework (see Strategy. Targeted Professional Development) 5000-5999: Services And Other Operating Expenditures Title II (4035) \$0</p>	<p>No funds were required for HQT Test Preparation and Administration Support or for HQT University Coursework.</p>	<p>No cost</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Targeted Professional</p>	<p>Professional Development</p>	<p>The Targeted Professional</p>	<p>Professional Development (Required</p>

<p>Development (see Professional Development Plan).</p> <p>The ongoing, high-quality, job-embedded, materials-based professional development, including effective instructional strategies, materials, and student support, that is aligned with the district and school' comprehensive instructional programs and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and to develop the capacity to successfully implement school reform strategies.</p> <ul style="list-style-type: none"> • Instructional Pedagogy, Strategies, and Practices • Academic Content and Performance Standards • Instructional and Analytical Technology • Mentoring, Induction, and Support 	<p>(Required 10% Reservation) 5000-5999: Services And Other Operating Expenditures Title I (3010) \$30,065</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Title II (4035) \$51,903</p> <p>Professional Development (Required 10% Reservation) 1000-1999: Certificated Personnel Salaries Title I (3010) 15,000</p>	<p>Development Plan was implemented with the following federally funded costs:</p> <p>Title I - \$43,288.90 Title II - \$51,438</p>	<p>10% Reservation) Title II (4035) 43,288.90</p> <p>Professional Development Title II (4035) \$51,438</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Instructional Material Sufficiency. The regular access to and use of State Board of Education (SBE) and Vineland School District Board of Trustees adopted core and supplemental instructional materials pursuant to Education Code section</p>	<p>Curriculum Adoption (Mathematics)</p> <ul style="list-style-type: none"> • GoMath! (K-6) • Big Ideas (7-8) <p>4000-4999: Books And Supplies Sup/Con \$75,000</p> <p>Core Curriculum Replacement/Replenishment</p>	<p>The district adopted the Houghton-Mifflin GoMath! (K-6) and Big Ideas (7-8) program.</p> <p>The district also replaced/replenished, as needed, instructional materials for all core and supplemental instructional</p>	<p>Curriculum Adoption (Mathematics)</p> <ul style="list-style-type: none"> • GoMath! (K-6) • Big Ideas (7-8) <p>4000-4999: Books And Supplies Sup/Con 74467.67</p> <p>Core Curriculum Replacement/Replenishment</p>

<p>60119.</p> <p>Action. Curriculum Adoption. The district will continue to adopt State Board of Education (SBE) approved curriculum, based on the State Board of Education (SBE) curriculum adoption cycle.</p> <p>Action. Curriculum Replacement/Replenishment. The district will ensure every student in every classroom has access to standards-based/standards-aligned core instructional materials, by replacing/replenishing adopted curriculum pursuant to Education Code section 60119.</p>	<ul style="list-style-type: none"> English Language Arts and Literacy Mathematics Science History-Social Studies <p>4000-4999: Books And Supplies Sup/Con \$25,000</p> <p>English Language Development</p> <ul style="list-style-type: none"> Milestones (Grades 7-8) EL Achieve (Grades K-6) <p>4000-4999: Books And Supplies Sup/Con \$10,000</p>	<p>programs. Cost of the materials exceeded what was budgeted.</p>	<ul style="list-style-type: none"> English Language Arts and Literacy Mathematics Science History-Social Studies <p>4000-4999: Books And Supplies Sup/Con 55747.15</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Maintenance and Operations. The implementation of a maintenance and operations plan.</p> <p>Action. Routine Maintenance. The district will ensure routine maintenance is scheduled and performed in a timely manner.</p> <p>Action. Deferred Maintenance. The district will ensure long-range facilities needs are appropriately planned,</p>	<p>Routine Maintenance 5000-5999: Services And Other Operating Expenditures Base \$190,000</p> <p>Deferred Maintenance</p> <ul style="list-style-type: none"> 3% of LCFF Base <p>7000-7999: Other Outgo Sup/Con \$235,000</p> <p>Routine Maintenance 2000-2999: Classified Personnel Salaries Base \$210,000</p>	<p>The district expended necessary fund to ensure all facilities were appropriate maintained.</p> <p>To ensure ensure long-range facilities needs are appropriately planned, funded, and completed the district transferred funds to Fund 14 - Deferred Maintenance.</p>	<p>Routine Maintenance 5000-5999: Services And Other Operating Expenditures Base 265429</p> <p>Deferred Maintenance</p> <ul style="list-style-type: none"> 3% of LCFF Base <p>7000-7999: Other Outgo Base 725467</p> <p>Routine Maintenance 2000-2999: Classified Personnel Salaries Sup/Con 96317</p> <p>Routine Maintenance 3000-3999:</p>

funded, and completed.			Employee Benefits Base 46973																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	District	<hr/>		<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	District	<hr/>		<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
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<p>Strategy. Standards-Aligned Instruction. The purposeful connection between classroom instruction, instructional materials and the federal, state, and district standards, which provides specific content and performance expectations for student learning.</p> <p>Action. Instructional Coherence. The district will develop a scope, sequence, and pacing for teaching and assessing standards and skills by grade and/or content area, and which will include opportunities for reteaching and enrichment.</p> <p>Action. Alignment Between Reading/English Language Arts and English Language Development (ELD) Standards. The District will appropriately align the English Language Arts (ELA) and English Language Development (ELD) standards in support of each other, to include progression and performance levels the development of academic vocabulary, and the development of language-rich English-Language Arts</p>	<p>Curriculum Design and Planning</p> <ul style="list-style-type: none"> • Certificated Faculty Stipends • Certificated Faculty Release Time (Substitute Coverage) <p>1000-1999: Certificated Personnel Salaries Sup/Con \$3,500</p> <hr/> <p>Curriculum Design and Planning</p> <ul style="list-style-type: none"> • Certificated Faculty Stipends • Certificated Faculty Release Time (Substitute Coverage) <p>3000-3999: Employee Benefits Sup/Con \$500</p> <hr/> <p>Common Core State Standards Bridge Materials</p> <ul style="list-style-type: none"> • Standards Plus Common Core-Language Arts <p>4000-4999: Books And Supplies Sup/Con \$20,000</p>	<p>Curriculum Design and Planning was conducted during the workday, and therefore no additional funds were expended.</p> <p>The district purchased and implemented the following Common Core bridge materials :</p> <p>Standards Plus (Learning Plus Associated) - ELA</p>	<p>Common Core State Standards Bridge Materials</p> <ul style="list-style-type: none"> • Standards Plus Common Core-Language Arts <p>4000-4999: Books And Supplies Sup/Con 16333.43</p>																																				

(ELA) lessons/units, which support increased second language acquisition.

Action. Alignment Between Mathematics and English Language Development (ELD) Standards. The District will appropriately align the Mathematics and English Language Development (ELD) standards in support of each other, to include progression and performance levels the development of academic vocabulary, and the development of language-rich Mathematics lessons/units, which support increased second language acquisition.

Action. Curriculum Calibration. The district will regularly conduct grade level and/or skill level calibration of instructional activities/materials to ensure appropriate alignment between those activities and materials/activities and the grade level learning targets and content standards.

Action. Balanced and Coherent System of Assessments. The district will develop an appropriate protocol of assessment of student learning to determine the extent to which a gap may or may not exist between the learning objective(s), what was actually taught, and what was learned.

Action. Student Progress and Performance Grading System. The district will implement an effective student performance grading system that is timely, accurate, consistent, and meaningfully represents what students know and/or are able to do in relation to the content and

performance standards.							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District</td> </tr> </table> <input checked="" type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District</td> </tr> </table> <input checked="" type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District	
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Scope of Service	District						
<p>Strategy. Course Enrollment and Access. The appropriate and systematic enrollment of students in courses and specialized service delivery models necessary for matriculation and promotion.</p> <p>Action. Individual Student Learning Plans (ISLP). The district will complete and regularly monitor an Individual Student Learning Plans (ISLP) for each student, which is a personalized document that students develop with their teachers and administrators and other supportive adults to chart their progress toward their goals during each school year, to ensure they are on the path appropriate pathway for matriculation and promotion, and to determine what resources and tools they need to be college and career ready.</p> <p>Action. Class-Size Reduction. The district will strategically reduce class sizes in order to provide focus on addressing the needs of students most at-risk of early reading and mathematics failure.</p>	<p>Individual Student Learning Plans (ISLP)</p> <ul style="list-style-type: none"> • Development • Monitoring <p>1000-1999: Certificated Personnel Salaries Title I (3010) \$3,500</p> <hr/> <p>Individual Student Learning Plans (ISLP)</p> <ul style="list-style-type: none"> • Development • Monitoring <p>3000-3999: Employee Benefits Title I (3010) \$500</p> <hr/> <p>Paraprofessional Support</p> <ul style="list-style-type: none"> • Vineland School (1) • Sunset School (1) <p>2000-2999: Classified Personnel Salaries Special Education (6500) \$35,000</p> <hr/> <p>Paraprofessional Support</p> <ul style="list-style-type: none"> • Vineland School (1) • Sunset School (1) <p>3000-3999: Employee Benefits Special Education (6500) \$7,700</p> <hr/> <p>Paraprofessional Support</p> <ul style="list-style-type: none"> • Kindergarten - 2nd Grade (4) <p>2000-2999: Classified Personnel Salaries Title I (3010) \$35,000</p>	<p>Individual Student Learning Plans (ISLP) were not implemented during the school year.</p> <p>The District deployed 4 Comprehensive Instructional Aides for Special Education and 4 for General Education.</p> <p>The District maintained class-size reduction levels based on the collective bargaining agreement.</p> <p>The district coordinated Title I programs and services with each school site to provide the necessary support to low income students and foster youth (i.e., Supplemental Educational Services, At-Risk Counseling, and Homeless Services).</p> <p>The district provided all English Learner students with the following targeted English Language Development (ELD) instructional time appropriate to their program placement and English language proficiency level.</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI) Program (Levels 1, 2, and 3) • ---- Kindergarten: 30 minutes per 	<p>Paraprofessional Support 2000-2999: Classified Personnel Salaries Special Education (6500) 52219</p> <hr/> <p>Paraprofessional Support 3000-3999: Employee Benefits Special Education (6500) 10963</p> <hr/> <p>Paraprofessional Support 2000-2999: Classified Personnel Salaries Sup/Con 46981</p> <hr/> <p>Paraprofessional Support 3000-3999: Employee Benefits Sup/Con 9863</p> <hr/> <p>Migrant Education</p> <ul style="list-style-type: none"> • District Service Agreement • \$248,000 Bill Back to Region 5, KCSOS for Services Provided • No Cost to the District <hr/> <p>Class-Size Reduction</p> <ul style="list-style-type: none"> • Supplemental/Concentration Grant Offset to CSR Add-on Grant • Based on Collective Bargaining Agreement <p>1000-1999: Certificated Personnel Salaries Sup/Con \$278,000</p>				

<p>Action. Paraprofessional Support. The district will strategically use paraprofessional support to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education plan (IEP) for students who are receiving special education services.</p> <p>Action. Program and Services for Low Income Students and Foster Youth. The district will coordinate Title I programs and services with each school site to provide the necessary support to low income students and foster youth (see Single Plan for Student Achievement)</p> <p>Action. Programs and Services for English Learner students. The district will ensure all English Learner students receive the following targeted English Language Development (ELD) instructional time appropriate to their program placement and English language proficiency level.</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI) Program (Levels 1, 2, and 3) • ---- Kindergarten: 30 minutes per day • ---- Grades 1-6 (excluding Middle School): 45 minutes per day • ---- Grades 6-8 (Middle School): One instructional block daily • English Language Mainstream (ELM) Program • ---- Kindergarten: 30 minutes per day • ---- Grades 1-6 (excluding Middle School): 45 minutes per day • ---- Grades 6-8 (Middle School): 	<p>Paraprofessional Support</p> <ul style="list-style-type: none"> • Kindergarten - 2nd Grade (4) 3000-3999: Employee Benefits Title I (3010) \$7,700 <hr/> <p>Class-Size Reduction</p> <ul style="list-style-type: none"> • Supplemental/Concentration Grant Offset to CSR Add-on Grant • Based on Collective Bargaining Agreement <p>1000-1999: Certificated Personnel Salaries Sup/Con \$278,000</p> <hr/> <p>Migrant Education</p> <ul style="list-style-type: none"> • District Service Agreement • \$248,000 Bill Back to Region 5, KCSOS for Services Provided • No Cost to the District 	<p>day</p> <ul style="list-style-type: none"> • ---- Grades 1-6 (excluding Middle School): 45 minutes per day • ---- Grades 6-8 (Middle School): One instructional block daily • English Language Mainstream (ELM) Program • ---- Kindergarten: 30 minutes per day • ---- Grades 1-6 (excluding Middle School): 45 minutes per day • ---- Grades 6-8 (Middle School): One instructional block daily <p>The district incorporated individualized instructional delivery support and services to all students identified as in need of special education services and consistent with each student's Individualized Education Programs (IEPs) goals and objectives.</p> <ul style="list-style-type: none"> • Special Day Class • Resource Support • Speech Support • 504 Accommodation Plan <p>Finally the District provided Migrant Education support via a District Service Agreement with Region 5 (KCSOS) at no cost to the District.</p>	
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<p>One instructional block daily</p> <p>Action. Programs and Services for Students with Disabilities. The district will incorporate individualized instructional delivery support and services to all students identified as in need of special education services and consistent with each student's Individualized Education Programs (IEPs) goals and objectives.</p> <ul style="list-style-type: none"> • Special Day Class • Resource Support • Speech Support • 504 Accommodation Plan <p>Action. Migrant Education. The district will provide academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families.</p>							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="width: 85%; padding: 2px;">District</td> </tr> </table> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="width: 85%; padding: 2px;">District</td> </tr> </table> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District	
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Scope of Service	District						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>For the 2016-2017 LCAP year, Goal 1 will be changed, but will incorporate actions/services related to State Priorities 1 (Teacher Credential/Assignment and Instructional Materials), 2, and 7. Several actions/services, although necessary, are part of the core work conducted by the schools and did not provide additional actions or require additional funding. These</p>						

past progress and/or changes to goals?	items will be removed from the plan for the next school year. Actions/services related to State Priority 1 (Facilities) will be incorporated into Goal 2 for the 2016-2017 school year. Teachers received professional development in the new common core adoption to make instruction more effective.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Goal 2 - Pupil Outcomes. Upon matriculation and/or promotion, all students will meet the state and district expectations in required content knowledge, skills, and competencies.</p> <p>State Priority 4 - 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.</p> <p>State Priority 8- 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.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Goal Applies to: Schools: All</p> <p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>The following needs are based on stakeholder surveys and student outcome data.</p> <p>State Priority 4 - Pupil Achievement SBAC / English Language Arts Proficiency Rate. The percent of students in Grades 3-8 , including all students assigned to significant subgroups, scoring proficient (Level 3) or higher on the SBAC / English Language Arts assessment will meet or exceed the yet to be determined state mandated goal.</p> <p>SBAC / Mathematics Proficiency Rate. The percent of students in Grades 3-8 , including all students assigned to significant subgroups, scoring proficient (Level 3) or higher on the SBAC / Mathematics assessment will meet or exceed the yet to be determined state mandated goal.</p> <p>CST / Science Proficiency Rate. The percent of students in Grades 3-8 including all students assigned to significant subgroups, scoring proficient or advanced on the statewide Science assessments will increase by least 15% over the previous year, as measured by the CST / Science assessment.</p> <p>Academic Performance Index (API) Score. Not applicable at this time. The State Board of Education (SBE) has not yet established an Academic Performance Index (API) for elementary school districts.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>State Priority 4 - Pupil Achievement Academic Performance Index - n/a</p> <p>CAASPP / SBAC English Language Arts and Literacy Proficiency Rate - 14% (2014-2105) / 17% (projected)</p> <p>CAASPP / SBAC Mathematics Proficiency Rate - 9% (2014-2105) / 13% (projected)</p> <p>CAASPP / SBAC Science Proficiency Rate - 30% (2014-2105) / 2015-2016 data not yet available</p> <p>Percent of English Learners Making Annual Progress in Learning English - 48.3% (2014-2105) / 2015-2016 data not yet available</p> <p>Percent of English Learners Attaining English Proficiency (Reclassification)</p> <ul style="list-style-type: none"> • Less than 5 Years Cohort - 9.4% (2014-2105) / 2015-2016 data not yet available • 5 or More Years Cohort - 32.3% (2014-2105) / 2015-2016 data not yet available <p>Career Technical Education Course / Program Sequence Completion Rate. Not applicable to an elementary school district.</p> <p>A-G Course Completion Rate. Not applicable to an elementary school district.</p> <p>Advanced Placement Examination Pass Rate. Not applicable to an elementary school district.</p> <p>Early Assessment Program Rate. Not applicable to an</p>

Academic Performance Index (API) Growth. Not applicable at this time. The State Board of Education (SBE) has not yet determined an annual Academic Performance Index (API) growth target.

English Learner Proficiency and Reclassification Rate. Annual Progress in Learning English (AMAO 1). The percent of English learners making annual progress in learning English, as measured by the CELDT will meet or exceed the the yet to be determined state mandated goal.

English Proficiency (AMAO 2). The percent of students English learners enrolled in a language instruction attaining English language proficiency , as measured by the CELDT will meet or exceed the the yet to be determined state mandated goal.

Career Technical Education Course / Program Sequence Completion Rate. Not applicable to an elementary school district.

A-G Course Completion Rate. Not applicable to an elementary school district.

Advanced Placement Examination Pass Rate. Not applicable to an elementary school district.

Early Assessment Program Rate. Not applicable to an elementary school district.

State Priority 8 - Other Pupil Outcomes

Physical Fitness Test - Healthy Fitness Zone (HFZ) Rate. At least 85% of students in Grades 5 and 7 will score in the Healthy Fitness Zone (HFZ) in each of the (6) Physical Fitness Areas, as measured by the California Physical Fitness Test.

- Aerobic Capacity
- Body Composition
- Abdominal Strength
- Trunk Extension Strength
- Upper Body Strength
- Flexibility

CAHSEE / English-Language Arts Pass Rate. Not applicable to an elementary school district.

CAHSEE / Mathematics Pass Rate. Not applicable to an

elementary school district.

State Priority 8 - Other Pupil Outcomes

Physical Fitness Test Summary - Physical Fitness Area (Grade 5)

Percent of students in the Healthy Fitness Zone - Aerobic Capacity - 52% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone - Body Composition - 42% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone - Abdominal Strength- 92% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone - Trunk Extension Strength - 99% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone - Upper Body Strength - 70% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone - Flexibility - 95% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone (Grade 7)

Percent of students in the Healthy Fitness Zone - Aerobic Capacity - 52% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone - Body Composition - 40% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone - Abdominal Strength - 88% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone - Trunk Extension Strength - 100% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone - Upper Body Strength - 69% (2014-2105) / 2015-2016 data not yet available

Percent of students in the Healthy Fitness Zone - Flexibility - 94% (2014-2105) / 2015-2016 data not yet available

CAHSEE / English-Language Arts Pass Rate. Not applicable to an elementary school district.

CAHSEE / Mathematics Pass Rate. Not applicable to an elementary school district.

elementary school district.	
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Strategy. High Quality instruction - At - Scale. The implementation of systemic improvement efforts to the instructional core within individual classrooms and across all schools, which can be applied to all levels of practice to improve instruction and increased learning for all students, matter which classroom they are in.</p> <p>Action. Highly Effective and Engaging Instructional Strategies. The district will implement research-based instructional strategies that have the greatest potential to impact student learning. Such strategies include:</p> <ul style="list-style-type: none"> • Whole Brain Teaching and Learning (Biffle) • Gradual Release of Responsibility (Fischer / Frey) • Kagan's Cooperative Structures (Kagan) • Direct Vocabulary Instruction / Accountable Student Talk (Kinsella) • Nine Instructional Strategies for Effective Teaching and Learning (Marzano) • Ten Design Qualities For Creating Engaging Work (Schlechty) • Tiered Assignments (Tomlinson) <p>Action. Observations of Instructional Practice. The district will schedule and regularly conduct observations of instructional practices. Such observation protocols include:</p> <ul style="list-style-type: none"> • Instructional Rounds (IR) 	<p>Highly Effective and Engaging Instructional Strategies</p> <ul style="list-style-type: none"> • See Strategy. Targeted Professional Development in Goal 1 <p style="text-align: center;">\$0</p> <hr/> <p>Observations of Instructional Practices</p> <ul style="list-style-type: none"> • See Strategy. Targeted Professional Development in Goal 1 <p style="text-align: center;">\$0</p>	<p>The Targeted Professional Development Plan was implemented with the following federally funded costs:</p> <p>Title I - \$43,288.90 Title II - \$51,438</p>	<p>No cost associated with LCFF</p>

• Instructional Quality Teams (IQT)			
Scope of Service	District	Scope of Service	District
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<p>Strategy. Instructional Programs, Practices, and Arrangements. The implementation and monitoring of evidence-based instructional and instructional support programs that provide vertical and horizontal alignment and continuity and are highly aligned to the adopted state and district content and performance standards.</p> <p>Action. English Language Arts and Literacy Knowledge, Skills, and Competencies. The district will implement and monitor core instructional activities designed to increase reading comprehension, vocabulary skills, and reading fluency skills so that all students read and write at or above grade level expectations.</p> <p>Action. Mathematical Knowledge, Skills, and Competencies. The district will implement and monitor core instructional activities designed to assist students in acquiring mathematical knowledge, skills, and fluency so that all students perform</p>	<p>Library-Media Services</p> <ul style="list-style-type: none"> Library-Media Aide 2000-2999: Classified Personnel Salaries Title I (3010) \$25,000 <p>Library-Media Services</p> <ul style="list-style-type: none"> Library-Media Aide 3000-3999: Employee Benefits Title I (3010) \$19,000 <p>Library-Media Services</p> <ul style="list-style-type: none"> Follette / Destiny Inventory Sys0tem Library Books Classroom Library Sets Materials and Supplies 4000-4999: Books And Supplies Sup/Con 11,000 <p>District Music Teacher 1000-1999: Certificated Personnel Salaries Sup/Con \$48,000</p> <p>District Music Teacher 3000-3999: Employee Benefits Sup/Con \$20,000</p> <p>District Music Program 4000-4999: Books And Supplies Sup/Con \$25,000</p> <p>Renaissance Learning</p> <ul style="list-style-type: none"> Accelerated Reader 360 	<p>The District continues to employ a Library-Media Aide and provide necessary services in support of the District's literacy program.</p> <p>The District continues to employ a District Music teacher and provide necessary services in support of the District's visual and performing arts program.</p> <p>The District contracted with Renaissance Learning to provide ELA and Math educational software support.</p> <p>The District contracted with Imagine Learning to provide ELA/ELD educational software support.</p>	<p>Library-Media Services</p> <ul style="list-style-type: none"> Library-Media Aide 2000-2999: Classified Personnel Salaries Title I (3010) 23264 <p>Library-Media Services</p> <ul style="list-style-type: none"> Library-Media Aide 3000-3999: Employee Benefits Title I (3010) 19836 <p>Library-Media Services</p> <ul style="list-style-type: none"> Follette / Destiny Inventory Sys0tem Library Books Classroom Library Sets Materials and Supplies 4000-4999: Books And Supplies Sup/Con 16169.71 <p>District Music Teacher 1000-1999: Certificated Personnel Salaries Sup/Con 50099</p> <p>District Music Teacher 2000-2999: Classified Personnel Salaries Sup/Con 22285</p> <p>District Music Program 4000-4999: Books And Supplies Sup/Con 25,000</p> <p>Renaissance Learning</p> <ul style="list-style-type: none"> Accelerated Reader 360 Accelerated Math

<p>mathematical practices and fluency skills at or above grade level expectations.</p> <p>Action. Scientific Knowledge, Skills, and Competencies. The district will implement and monitor core instructional activities designed to increase scientific knowledge, skills and competencies so that all students can practice those behaviors that scientists engage in and to become proficient in the knowledge that is specific to each practice.</p> <p>Action. Social Studies - History Knowledge, Skills, and Competencies. The district will implement and monitor core instructional activities designed to increase students' abilities to demonstrate appropriate intellectual, reasoning, reflection, and research skills as it relates to the individual historical and social science standards.</p> <p>Action. Health and Physical Fitness Knowledge, Skills, and Competencies. The district will implement and monitor core instructional activities designed to increase students' abilities to demonstrate movement through space and time in their environment; to demonstrate movement with a partner in space together; to demonstrate to demonstrate continuity and change in movement; to demonstrate movement manipulation of objects in time and through space; to demonstrate movement manipulation of objects with accuracy and speed; and to demonstrate cooperative work with others to achieve a common goal, meeting challenges, making decisions,</p>	<ul style="list-style-type: none"> • Accelerated Math • Accelerated Math Fluency • STAR 360 <p>Dibels, Next 5000-5999: Services And Other Operating Expenditures Sup/Con \$35,000</p> <p>Supplemental English Language Development Materials / Programs</p> <ul style="list-style-type: none"> • Imagine Learning (Grades K-6) • Latino Family Literacy Project (Grades K-8) • English In A Flash (Grades K-6) • English 3D Scholastic (Grades 7-8) <p>4000-4999: Books And Supplies Title III (4202) \$46,548</p> <p>Writing Across the Curriculum</p> <ul style="list-style-type: none"> • Write From The Beginning . . . And Beyond (K-5) • Write For The Future (6-8) <p>4000-4999: Books And Supplies Title I (3010) \$35,000</p> <p>Classroom Instructional Materials 4000-4999: Books And Supplies Lottery (6300) \$2,361</p>		<ul style="list-style-type: none"> • Accelerated Math Fluency • STAR 360 <p>5000-5999: Services And Other Operating Expenditures Sup/Con 31645</p> <p>Supplemental English Language Development Materials / Programs</p> <ul style="list-style-type: none"> • Imagine Learning (Grades K-6) • Latino Family Literacy Project (Grades K-8) • English In A Flash (Grades K-6) • English 3D Scholastic (Grades 7-8) <p>5000-5999: Services And Other Operating Expenditures Title III (4203) 38000</p> <p>Classroom Instructional Materials 4000-4999: Books And Supplies Lottery (6300) 28000</p>
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<p>and working as a team to solve problems.</p> <p>Action. Development of Visual and Performing Arts Knowledge, Skills, and Competencies. The district will implement and monitor core instructional activities designed provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.</p>											
<table border="1"> <tr> <td data-bbox="90 557 241 634">Scope of Service</td> <td data-bbox="241 557 569 634">District</td> </tr> <tr> <td colspan="2" data-bbox="90 634 569 946"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1029 557 1180 634">Scope of Service</td> <td data-bbox="1180 557 1514 634">District</td> </tr> <tr> <td colspan="2" data-bbox="1029 634 1514 946"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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Scope of Service	District										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
<p>Strategy. College and Career Readiness. The implementation the of research-based college and career readiness support programs and activities designed to assist students in developing the skills necessary to access and excel in the district's educational programs and to prepare students for college and career.</p> <p>Action. 21st Century Themes and Skills. The district will integrate the 21st Century themes and skills into the instructional program as outlined in the state adopted Framework for 21st Century Learning to assist students in developing the necessary enduring understandings and specific</p>	<p>Academic Skills Building Materials / Supplies</p> <ul style="list-style-type: none"> • Student Binders / Planners 4000-4999: Books And Supplies Title I (3010) \$15,000 <p>One-to-One Chromebook Deployment (Grades 3-8)</p> <ul style="list-style-type: none"> • Chromebooks • Storage Carts 4000-4999: Books And Supplies Sup/Con \$275,000 <p>Classroom iPad Sets (Grades K-2)</p> <ul style="list-style-type: none"> • iPads • Storage Carts 4000-4999: Books And Supplies Sup/Con \$30,000 	<p>The district increased access to and use of instructional technology and digital resources to support the teaching and learning process by implementing a 1-1 digital device initiative for al students in grades 3-8.</p>	<p>Academic Skills Building Materials / Supplies</p> <ul style="list-style-type: none"> • Student Binders / Planners 4000-4999: Books And Supplies Sup/Con 11,200 <p>1-1 Initiative</p> <ul style="list-style-type: none"> • iPads • Storage Carts • Wiring • Support Technology (Hardware) 4000-4999: Books And Supplies Sup/Con 318190.71 <p>Technology Support 2000-2999: Classified Personnel Salaries Sup/Con 23531</p> <p>Technology Support 3000-3999:</p>								

<p>skills to be successful in today's world, be it college or career.</p> <p>Action. Academic Skills Building. The district will implement and monitor the use of research-based academic skill building and and support programs and activities designed to assist students in developing the skills necessary to access and excel in the District's educational programs. Such skills include:</p> <ul style="list-style-type: none"> • Organizational skills • Time management skills • Digital literacy skills • Critical thinking skills • Communication skills • Note-taking and information classification skills <p>Action. Increased Access To and Use of Operational and Instructional Technology and Digital Resources. The district will ensure increased access to and use of instructional technology and digital resources to support the teaching and learning process.</p>	<p>Technology Support 2000-2999: Classified Personnel Salaries Sup/Con \$25,000</p> <p>Technology Support 3000-3999: Employee Benefits Sup/Con \$20,000</p> <p>Technology Support 4000-4999: Books And Supplies Sup/Con \$45,000</p>		<p>Employee Benefits Sup/Con 5327</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Extended Learning Time. The implementation of targeted</p>	<p>Extended School Day / Year</p> <ul style="list-style-type: none"> • Extended School Day - 	<p>The District implemented several targeted before, during, and and/or</p>	<p>Extended School Day - Supplemental Educational Services (SES) 5000-</p>

<p>before, during, and and/or after the regular school day academic intervention/remediation focused on for all students who are not meeting grade level performance expectations.</p> <p>Action. Supplemental Educational Services (SES). The district will contract with state approved providers to provide in-home targeted academic intervention after the regular school day for all students who are not meeting grade level standards in Reading/English-Language Arts and Mathematics.</p> <p>Action. Extended School Day - Mathematics and English Language Arts. The district will provide targeted before and/or after the regular school day academic intervention/remediation focused on for all students who are not meeting grade level language arts and literacy and mathematics standards.</p> <p>Action. Extended School Year - Mathematics and English Language Arts. The district will provide targeted before and/or after the regular school day academic intervention/remediation focused on for all students who are not meeting grade level language arts and literacy and mathematics standards.</p> <p>Action. Extended School Day - Credit Recovery. The district will provide targeted before and/or after the regular school day academic intervention/remediation support for all students at-risk of retention.</p> <p>Action. Extended School Day -</p>	<p>Mathematics and Language Arts</p> <ul style="list-style-type: none"> Extended School Day - Credit Recovery Extended School Year - Mathematics and Language Arts <p>1000-1999: Certificated Personnel Salaries Title I (3010) \$110,000</p> <p>Extended School Day / Year</p> <ul style="list-style-type: none"> Extended School Day - Mathematics and Language Arts Extended School Day - Credit Recovery Extended School Year - Mathematics and Language Arts <p>3000-3999: Employee Benefits Title I (3010) \$13,000</p> <p>Extended School Day / Year</p> <ul style="list-style-type: none"> Extended School Day - Mathematics and Language Arts Extended School Day - Credit Recovery Extended School Year - Mathematics and Language Arts <p>4000-4999: Books And Supplies Title I (3010) \$5,000</p> <p>Extended School Day - Supplemental Educational Services (SES) 5000-5999: Services And Other Operating Expenditures Title I (3010) 91,100</p> <p>Extended School Day - English Language Development (L-TEL) 1000-1999: Certificated Personnel Salaries Sup/Con \$15,000</p> <p>Extended School Day - English Language Development (L-TEL) 3000-3999: Employee Benefits Sup/Con \$3,500</p> <p>Extended School Day - English Language Development (L-TEL) 4000-4999: Books And Supplies Title III (4202) \$3,500</p>	<p>after the regular school day academic intervention/remediation focused on for all students who are not meeting grade level performance expectations.</p>	<p>5999: Services And Other Operating Expenditures Title I (3010) 86578</p> <p>Extended School Day Strategic and Intensive Intervention 1000-1999: Certificated Personnel Salaries Title III (4201) 1107</p> <p>Extended School Day Strategic and Intensive Intervention 1000-1999: Certificated Personnel Salaries Title III (4203) 3072</p> <p>Extended School Day Strategic and Intensive Intervention 1000-1999: Certificated Personnel Salaries Sup/Con 4608</p> <p>Extended School Year Strategic and Intensive Intervention 1000-1999: Certificated Personnel Salaries Sup/Con 76230</p> <p>Extended School Year Strategic and Intensive Intervention 2000-2999: Classified Personnel Salaries Sup/Con 24640</p> <p>Extended School Year Strategic and Intensive Intervention 3000-3999: Employee Benefits Sup/Con 17977.14</p> <p>Extended School Year Strategic and Intensive Intervention 4000-4999: Books And Supplies Sup/Con 8764</p>
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<p>English Language Development. The District will provide targeted before and/or after the regular school day academic intervention/remediation for all students who are designated as (or are in danger of becoming) Long-Term English Learners (L-TEL).</p> <p>Action. Extended School Day - CELDT "Boot Camp". The district will provide targeted instructional support to assist students with improving performance on the CELDT assessment. Teachers will provide a curriculum based upon the English language Development Standards, the CELDT rubric, and the CELDT released questions in accordance with the student's' current English Language Development proficiency levels.</p>	<p>Extended School Day - CELDT "Bootcamp" 1000-1999: Certificated Personnel Salaries Sup/Con \$3,500</p> <p>Extended School Day - CELDT "Bootcamp" 3000-3999: Employee Benefits Sup/Con \$500</p> <p>Extended School Day - CELDT "Bootcamp" 4000-4999: Books And Supplies Sup/Con \$2,500</p>		
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Co-Curricular Programs. The integration of co-curricular activities activities that are relevant, supportive, and are an integral part of the program of studies in which the student is enrolled, and that are under the supervision and/or coordination of the school instructional staff, as a means of developing the "whole</p>	<p>Academic Competitions / Faire's</p> <ul style="list-style-type: none"> • Certificated Faculty/Staff Stipend / Statutory Benefits 1000-1999: Certificated Personnel Salaries Sup/Con \$2,500 <p>Academic Competitions / Faire's</p> <ul style="list-style-type: none"> • Certificated Faculty/Staff Stipend / Statutory Benefits 3000-3999: Employee Benefits 		<p>Academic Competitions / Faire's 4000-4999: Books And Supplies Sup/Con 879</p> <p>Academic Field Trips 2000-2999: Classified Personnel Salaries Sup/Con 3275</p> <p>Academic Field Trips 3000-3999: Employee Benefits Sup/Con 720</p>

<p>student,” as well as connecting the student to the school and its instructional programs.</p> <p>Action. Academic Competitions / Fairs. The District will provide a comprehensive program of academic competitions / fairs, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs. Such competitions and fairs includes:</p> <ul style="list-style-type: none"> • Oral Language Festival • Spelling Bee • Science Faire • Math Field Day • Battle of the Books • National History Day <p>Action. Academic Field Trips. The District will provide annual educational field trips, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.</p>	<p>Sup/Con \$500</p> <p>Academic Competitions / Faire's</p> <ul style="list-style-type: none"> • Materials and Supplies <p>4000-4999: Books And Supplies Sup/Con \$1,000</p> <p>Academic Field Trips</p> <ul style="list-style-type: none"> • Entrance Fee <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$5,000</p> <p>Academic Field Trips</p> <ul style="list-style-type: none"> • Bus Driver Salary / Statutory Benefits <p>2000-2999: Classified Personnel Salaries Sup/Con \$10,000</p> <p>Academic Field Trips</p> <ul style="list-style-type: none"> • Bus Driver Salary / Statutory Benefits <p>3000-3999: Employee Benefits Sup/Con \$2,500</p> <p>Academic Field Trips</p> <ul style="list-style-type: none"> • Other Operating Costs <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$1,000</p>		<p>Academic Field Trips</p> <ul style="list-style-type: none"> • Other Operating Costs <p>5000-5999: Services And Other Operating Expenditures Sup/Con 3750</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Teacher and Administrator Collaboration Time. The systematic opportunities for teachers, administrators, and paraprofessional</p>	<p>Red School House - Online Assessment and Reporting System (OARS) 5000-5999: Services And Other Operating Expenditures Title I</p>	<p>All teacher and administrator collaboration activities were completed during the workday and, therefore, nor expenditures required.</p>	<p>No cost</p>

<p>to collect, analyze, and apply student achievement data, student support data, and other district-wide and school-wide data, as well as to appropriately design and/or adjust instructional practices.</p> <p>Action. Grade Level / Department Collaboration. The district will regularly schedule and conduct grade level/department collaboration opportunities for teachers, administrators, and paraprofessional to collect, analyze, and apply student achievement data, student support data, and other district-wide and school-wide data, as well as to appropriately design and/or adjust instructional practices.</p> <p>Action. Language Review Team (LRT). The district will regularly schedule and conduct collaboration opportunities for teachers, administrators, and paraprofessional to collect, analyze, and apply student achievement data, student support data, and other district-wide and school-wide data related to English learner students and the progress being in acquiring English proficiency, as well as to appropriately design and/or adjust instructional practices.</p>	<p>(3010) \$8,000</p> <hr/> <p>Grade Level /Content Area Collaboration</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) • See Strategy. Targeted Professional Development in Goal 1 <p>\$0</p> <hr/> <p>Grade Level /Content Area Collaboration</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) • See Strategy. Targeted Professional Development in Goal 1 <p>\$0</p> <hr/> <p>Grade Level /Content Area Collaboration</p> <ul style="list-style-type: none"> • See Strategy. Targeted Professional Development in Goal 1 <p>\$0</p> <hr/> <p>Language Review Team (LRT)</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) • See Strategy. Targeted Professional Development in Goal 1 <p>\$0</p> <hr/> <p>Language Review Team (LRT)</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends 		
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	<ul style="list-style-type: none"> • Certificated Faculty and Staff Release Time (Substitute Coverage) • See Strategy. Targeted Professional Development in Goal 1 <p>\$0</p> <hr/> <p>Language Review Team (LRT)</p> <ul style="list-style-type: none"> • See Strategy. Targeted Professional Development in Goal 1 <p>\$0</p>		
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Program Monitoring and Reporting. The systematic collection, analysis, evaluation, and reporting of relevant metrics and performance data in order to determine the effectiveness of the various educational programs and initiatives.</p> <p>Action. District and School Level Performance Scorecards. The district and schools shall regularly collect, analyze, and report the critical metrics and performance indicators that directly links strategic goals and priorities to measures of those goals and priorities. The district scorecard serves as a monitoring instrument for strategists, a resource allocation guide for tacticians, and the primary</p>	<p>District and School Level Performance Scorecards</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) • See Strategy. Targeted Professional Development in Goal 1 <p>\$0</p> <hr/> <p>District and School Level Performance Scorecards</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) 	<p>All program monitoring and reporting activities were completed during the workday and, therefore, no expenditures required.</p>	<p>No cost</p>

<p>reporting vehicle to the district's community.</p> <p>Action. Grade Level / Content area Performance Dashboards. The schools shall regularly collect, analyze, and report summative and formative student academic performance data that provides teachers, administrators and other student support personnel with the information necessary to make frequent, informed decisions about how to address student learning needs.</p> <p>Action. Comprehensive Educational Program Evaluation. The district shall conduct an annual comprehensive educational program evaluation on a quarterly and annual basis.</p>	<ul style="list-style-type: none"> • See Strategy. Targeted Professional Development in Goal 1 \$0 <p>Grade Level / Content area Performance Dashboards</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) • See Strategy. Targeted Professional Development in Goal 1 \$0 <p>Grade Level / Content area Performance Dashboards</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) • See Strategy. Targeted Professional Development in Goal 1 \$0 <p>Comprehensive Educational Program Evaluation</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) • See Strategy. Targeted Professional Development in Goal 1 \$0 <p>Comprehensive Educational Program Evaluation</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute 		
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	Coverage) • See Strategy. Targeted Professional Development in Goal 1 \$0		
Scope of Service District <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service District <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2016-2017 LCAP year, actions/services related to State Priorities 4 and 8 will be incorporated into Goal 1, which will focus on student learning and academic achievement. In the current plan, several actions/services, although necessary, are part of the core work conducted by the schools and did not provide additional actions or require additional funding. These items will be removed from the plan for the next school year. However, the because the district did not implement the Writing Across the Curriculum initiative given other critical initiatives, this initiative will be scheduled for the 2016-2017 school year. Additionally, the increased access to and use of instructional technology and digital resources to support the teaching and learning process by implementing a 1-1 digital device initiative for al students in grades 3-8 effectively enabled our students to learn and demonstrate college and career readiness skills.		

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

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Goal 3 - Engagement. On an annual basis, the quantity and quality of parent engagement, student attendance, and student persistence shall be at a level necessary to build parent and student capacity to navigate the educational programs in order to optimize student learning and academic achievement.</p> <p>State Priority 3 - Parent Involvement: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.</p> <p>State Priority 5 - Pupil Engagement: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.</p> <p>State Priority 6 - 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.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 3 - Parent Involvement Parent Engagement Opportunities. All parents will be provided with meaningful opportunities to participate in making decisions for the school district and each individual school site and to participate in programs designed to support low income students, foster youth, English learners, and students with disabilities.</p> <p>Other Local Performance and/or Progress Monitoring Metrics.</p> <ul style="list-style-type: none"> • Attendance Rate at Capacity Building Events • ---- Back-to-School Night • ---- Family Learning Night (Fall) • ---- Family Learning Night (Winter) • ---- Family Learning Night (Spring) • ---- Open House • ---- Classroom Instructional Observations (Fall) • ---- Classroom Instructional Observations (Winter) • ---- Classroom Instructional Observations (Spring) • Attendance Rate at Leadership Development Events • ---- District Advisory Committee (DAC) Meetings • ---- District English Learner Advisory Committee (DELAC) Meetings • ---- Superintendent's Community Partnership Forums • ---- School Site Council (SSC) Meetings • ---- English Learner Advisory Committee (ELAC) Meetings 	<p>Actual Annual Measurable Outcomes:</p>	<p>State Priority 3 - Parent Involvement</p> <ul style="list-style-type: none"> • ----Refer to Expected Annual Measurable Outcomes in Goal 2 of the 2016-2017 LCAP • ----See list of opportunities in Expected Annual Measurable Outcomes <p>State Priority 5- Pupil Engagement</p> <ul style="list-style-type: none"> • ----Positive Student Attendance Rate - 95.9% • ----Truancy Rate - 8.6%%. • ----Chronic Absenteeism Rate - 6.3% • ----Middle School Dropout Rate - Grade 7 - 0% / Grade 8 - 2% (2014-2015 data. 2015-2016 data not yet available) • ----High School Dropout Rate. Not applicable to an elementary school district. • ----High School Graduation Rate. Not applicable to an elementary school district. <p>Other Local Performance and/or Progress Monitoring Metrics.</p> <ul style="list-style-type: none"> • ----Middle School Promotion Rate - 99% • ----Home-to-School Transportation Participation Rate - no data available <p>State Priority 6 - School Climate</p> <ul style="list-style-type: none"> • ----Student Suspension Rate - 3.6%

- Attendance Rate at Progress Monitoring Events
- ---- District Advisory Committee (DAC) Meetings
- ---- District English Learner Advisory Committee (DELAC) Meetings
- ---- Superintendent's Community Partnership Forums
- ---- School Site Council (SSC) Meetings
- ---- English Learner Advisory Committee (ELAC) Meetings
- Parent Volunteer Rate
- School Climate Survey Participation Rate
- School Climate Survey Ratings

State Priority 5- Pupil Engagement

Positive Student Attendance. The positive student attendance rate shall be at least a 95%.

- Truancy Rate. The truancy rate shall not exceed 10%.
- Habitual Truancy Rate. The habitual truancy rate shall not exceed 5%.
- Chronic Truancy Rate. The chronic truancy rate shall not exceed 1%.

Student Chronic Absenteeism Rate. The student chronic absenteeism rate shall not exceed 5%.

Middle School Dropout Rate. The middle school dropout rate shall not exceed 1%.

High School Dropout Rate. Not applicable to an elementary school district.

High School Graduation Rate. Not applicable to an elementary school district.

Other Local Performance and/or Progress Monitoring Metrics.

Middle School Promotion Rate. The middle school promotion rate shall be at least 95%

Home-to-School Transportation Participation Rate

State Priority 6 - School Climate

Student Suspension Rate. The student suspension rate shall not exceed 10%, with a recidivism rate of less than 25%.

- ----Student Expulsion Rate - 0%

Other Local Performance and/or Progress Monitoring Metrics.
Positive Behavior Intervention and Support (PBIS) Referral Rate

- ----Major Referral (PBIS) Rate - 17.8%
- ----Minor Referral (PBIS) Rate - 82.2%

<p>Student Expulsion Rate. The student explosion rate shall not exceed 1%.</p> <p>Other Local Performance and/or Progress Monitoring Metrics.</p> <ul style="list-style-type: none"> • Student Discipline Referral Rate • Positive Behavior Intervention and Support (PBiS) Referral Rate 	
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Strategy. Engage and Empower Family and Community Members. The meaningful family and community engagement opportunities designed to involve and engage staff, families, and community members in activities in support of student learning.</p> <p>Action. Building Capacity. The district will plan and implement activities designed to build capacity for families and community members by:</p> <ul style="list-style-type: none"> • Ensuring all schools have family and community involvement programs. • Ensuring all school staff understand and implement required and effective family and community engagement practices at their schools. • Establishing family and community friendly volunteer policies to recruit and organize parent help and support. • Training family and community members to successfully participate in curricular and budgetary decision-making. <p>Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and</p>	<p>Family and Community Engagement Activities</p> <ul style="list-style-type: none"> • Bus Drivers • Child Care Providers • Family Support Providers <p>2000-2999: Classified Personnel Salaries Sup/Con \$2,500</p>	<p>Family and Community Engagement Activities</p> <p>Back-to-School Night x 1 Family Learning Night x 3 Open House x 1 Superintendent's Parent and Community Forum x 6</p>	<p>Family and Community Engagement Activities</p> <ul style="list-style-type: none"> • Bus Drivers • Child Care Providers • Family Support Providers <p>2000-2999: Classified Personnel Salaries Sup/Con 1080</p>
	<p>Family and Community Engagement Activities</p> <ul style="list-style-type: none"> • Bus Drivers • Child Care Providers • Family Support Providers <p>3000-3999: Employee Benefits Sup/Con \$500</p>	<p>No Home Visits : Parent-Teacher Conferences were conducted. This program will be rescheduled for the 2016-2017 school year.</p>	<p>Family and Community Engagement Activities</p> <ul style="list-style-type: none"> • Bus Drivers • Child Care Providers • Family Support Providers • Translation Services <p>3000-3999: Employee Benefits Sup/Con 226.75</p>
	<p>Family and Community Engagement Activities 4000-4999: Books And Supplies Sup/Con \$1,000</p>		
	<p>Family and Community Engagement Activities</p> <ul style="list-style-type: none"> • Transportation Activities <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$1,000</p>		
	<p>Family and Community Engagement Activities</p> <ul style="list-style-type: none"> • Translation Services <p>2000-2999: Classified Personnel Salaries Sup/Con \$2,500</p>		
<p>Family and Community Engagement Activities</p>			

- development.
- Ensuring staff and family and community member access to training in effective school, family, and community partnerships.
 - Training staff, with the assistance of family and community members, in how to reach out to and work with family and community members as equal partners in their children’s education.
 - Ensuring that teachers and family and community members have the knowledge and tools to help students with homework and other curriculum-related activities (i.e., literacy and/or math nights, homework help, and classroom instructional observations).

Action. Demonstrating Leadership. The district will provide opportunities for families and community members to develop and demonstrate leadership by:
Meeting requirements of state and federal law regarding family involvement.

- Ensuring family and community member representation on district and school committees as required by law.
- Establishing district family and community member involvement policies and programs.
- Ensuring family and community member representation on district and school committees as required by law.
- Involving family and community member in advisory bodies and training strategies.

- Translation Services
3000-3999: Employee Benefits
Sup/Con \$500
- Teacher Home Visits
• Certificated Faculty Stipends
1000-1999: Certificated Personnel
Salaries Sup/Con \$80,000
- Teacher Home Visits
• Certificated Faculty Stipends
3000-3999: Employee Benefits
Sup/Con \$11,000

Action. Monitoring Progress. The district will provide opportunities for family and community members to be involved in the monitoring the progress of the District's programs by:

- Providing oversight, support, and coordination of family and community member involvement activities among district schools and programs.
- Documenting progress of each school's implementation of its family and community member involvement program [EC 11503(c)(d), refers specifically to Title I].

Action. Access and Equity. The district will ensure access and equity for all families and community members by:

- Ensuring that critical family and community member information is readily available in accessible formats and languages spoken by families in the district.
- Ensuring that family and community member representation on committees reflects the composition of the student body.
- Ensuring that schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis.

Scope of Service	District
<hr/>	
<input checked="" type="checkbox"/> All	
OR:	
<input type="checkbox"/> Low Income pupils	

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Scope of Service	District
<hr/>	
<input checked="" type="checkbox"/> All	
OR:	
<input type="checkbox"/> Low Income pupils	

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Scope of Service	District
<hr/>	
<input checked="" type="checkbox"/> All	
OR:	
<input type="checkbox"/> Low Income pupils	

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Scope of Service	District
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<input checked="" type="checkbox"/> All	
OR:	
<input type="checkbox"/> Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<p>Strategy. Positive Student Attendance and Persistence. The research-based efforts to ensure regular school attendance for all students. The District shall promote student attendance and persistence in school.</p> <p>Action. Truancy Reduction and Abatement Program. The district will implement and monitor an effective positive student attendance program.</p> <p>Action. School-to-Home Transportation. The district shall provide reasonable Home-to-School Transportation to support in attending school regularly.</p>	<p>Student Attendance Review Team / Student Attendance Review Board</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) <p>1000-1999: Certificated Personnel Salaries Sup/Con \$5,000</p> <hr/> <p>Student Attendance Review Team / Student Attendance Review Board</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) <p>3000-3999: Employee Benefits Sup/Con \$1,000</p> <hr/> <p>Student Attendance Review Team / Student Attendance Review Board</p> <ul style="list-style-type: none"> • Materials and Supplies • Student Incentives <p>4000-4999: Books And Supplies Sup/Con \$500</p> <hr/> <p>Student Attendance Review Team / Student Attendance Review Board</p> <ul style="list-style-type: none"> • Other Services <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$1,000</p> <hr/> <p>Home-to-School Transportation Services</p> <ul style="list-style-type: none"> • Salaries and Benefits • Services and Other Operating Expenses <p>2000-2999: Classified Personnel</p>	<p>The district provide transportation services to over 92% of the students.</p>	<p>Home-to-School Transportation Services</p> <ul style="list-style-type: none"> • Salaries and Benefits • Services and Other Operating Expenses <p>2000-2999: Classified Personnel Salaries Sup/Con 139257</p> <hr/> <p>Home-to-School Transportation Services</p> <ul style="list-style-type: none"> • Salaries and Benefits • Services and Other Operating Expenses <p>3000-3999: Employee Benefits Sup/Con 73718</p> <hr/> <p>Home-to-School Transportation Services</p> <ul style="list-style-type: none"> • Salaries and Benefits • Services and Other Operating Expenses <p>5000-5999: Services And Other Operating Expenditures Sup/Con 43268</p>

	<p>Salaries Sup/Con \$175,000</p> <p>Home-to-School Transportation Services</p> <ul style="list-style-type: none"> • Salaries and Benefits • Services and Other Operating Expenses <p>3000-3999: Employee Benefits Sup/Con \$38,500</p> <p>Home-to-School Transportation Services</p> <ul style="list-style-type: none"> • Salaries and Benefits • Services and Other Operating Expenses <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$136,500</p> <p>Transfer to Fund 40 - Capital Outlay for Future Bus Purchases 7000-7999: Other Outgo Sup/Con \$400,000</p>		
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Character Education. The research-based character education and behavior management efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues such as discipline problems, gang violence, teen pregnancy, and poor academic achievement.</p>	<p>Character Counts</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) <p>1000-1999: Certificated Personnel Salaries Sup/Con \$3,500</p> <p>Character Counts</p>	<p>The District implemented PBiS and began the planning phase of the implementation of Character Counts.</p>	<p>Positive Behavior Intervention and Support (PBiS)</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) <p>1000-1999: Certificated Personnel Salaries Sup/Con 1215</p>

<p>Action. Character Counts. The district will implement the Character Counts program to improve the ethical quality of of our schools and district by changing personal and organizational decision making and behavior.</p> <p>Action. Positive Behavior Intervention and Support (PBiS). The district will implement the Positive Behavior Intervention and Support (PBiS) as a means of promoting positive behavior and reducing the incidents of inappropriate behavior.</p>	<ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) <p>3000-3999: Employee Benefits Sup/Con \$500</p> <p>Character Counts 4000-4999: Books And Supplies Sup/Con \$5,000</p> <p>Positive Behavior Intervention and Support (PBiS)</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) <p>1000-1999: Certificated Personnel Salaries Sup/Con \$3,500</p> <p>Positive Behavior Intervention and Support (PBiS)</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) <p>3000-3999: Employee Benefits Sup/Con \$500</p> <p>Positive Behavior Intervention and Support (PBiS) 4000-4999: Books And Supplies Sup/Con \$500</p> <p>Positive Behavior Intervention and Support (PBiS) 5000-5999: Services And Other Operating Expenditures Sup/Con \$1,000</p>		<p>Positive Behavior Intervention and Support (PBiS)</p> <ul style="list-style-type: none"> • Certificated Faculty and Staff Stipends • Certificated Faculty and Staff Release Time (Substitute Coverage) <p>3000-3999: Employee Benefits Sup/Con 166.19</p>				
<table border="1"> <tr> <td style="background-color: #cccccc;">Scope of Service</td> <td>District</td> </tr> </table> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	Scope of Service	District		<table border="1"> <tr> <td style="background-color: #cccccc;">Scope of Service</td> <td>District</td> </tr> </table> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	Scope of Service	District	
Scope of Service	District						
Scope of Service	District						

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategy. Extra-Curricular Programs. The integration of extra-curricular activities, which are under the supervision and/or coordination of the school instructional staff, as a means of developing the "whole student," as well as connecting the student to the school and its instructional programs.</p> <p>Action. Student Athletics. The district will provide a comprehensive student athletics program, as a means of developing the "whole student," as well as connecting the student to the school and its instructional programs.</p> <p>Action. Lunch Time/Recess Student Engagement Program. The district will develop lunch time/recess student engagement programs to promote positive peer relations and to reduce the frequency of problem behaviors through organized activities.</p> <p>Action. After School Education and Safety (ASES). The district will provide literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program.</p>	<p>Student Athletic Program</p> <ul style="list-style-type: none"> Coaching Positions <p>1000-1999: Certificated Personnel Salaries Sup/Con \$30,000</p> <p>Student Athletic Program</p> <ul style="list-style-type: none"> Coaching Positions <p>3000-3999: Employee Benefits Sup/Con \$12,000</p> <p>Student Athletic Program 4000-4999: Books And Supplies Sup/Con \$5,000</p> <p>Student Athletic Program 5000-5999: Services And Other Operating Expenditures Sup/Con \$1,000</p> <p>Lunch Time / Recess Student Engagement Program 4000-4999: Books And Supplies Sup/Con \$2,500</p> <p>After School Education and Safety (ASES) 5000-5999: Services And Other Operating Expenditures ASES (6010) 262,500</p>	<p>The District provided a variety of options in the Student Athletic Program</p> <ul style="list-style-type: none"> Flag Football Volleyball Basketball Soccer Softball <p>Coaching stipends were less than expected.</p> <p>The District contracted with the Boys and Girls Club of Kern County to manage the ASES program.</p>	<p>Student Athletic Program 1000-1999: Certificated Personnel Salaries Sup/Con 7957</p> <p>After School Education and Safety (ASES) 5000-5999: Services And Other Operating Expenditures ASES (6010) 262500</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<p>Strategy. Auxiliary Services. The research-based family and community outreach strategies to support students in accessing the core program and other services.</p> <p>Action. At-Risk Counseling and Support. The district will provide counseling and support to all students identified as at-risk identify for behavioral, academic, vocational, language, social skills, or any other areas of concern that may inhibit a student's ability to be successful and to implement strategies that will best meet the educational needs of the student.</p> <p>Action. Family and Community Outreach and Support Services. The district will provide group and one-on-one assistance with basic needs, prompting close working relationships between families and school district personnel, and encouraging collaboration between the school district and community agencies.</p> <p>Action. Home Visits: Parent - Teacher Conferences. The district will conduct home visits in the Fall and Spring to come together as equal partners to build trust and form a relationship where they can take the time to share expectations, experiences and resources to act on behalf of the student's academic and developmental success.</p>	<p>At-Risk Counseling and Support</p> <ul style="list-style-type: none"> At-Risk Counselor SAT Member SAT Member Release Time (Substitute Coverage) <p>1000-1999: Certificated Personnel Salaries Title I (3010) \$61,000</p> <hr/> <p>At-Risk Counseling and Support</p> <ul style="list-style-type: none"> At-Risk Counselor SAT Member SAT Member Release Time (Substitute Coverage) <p>3000-3999: Employee Benefits Title I (3010) \$20,000</p> <hr/> <p>At-Risk Counseling and Support</p> <p>4000-4999: Books And Supplies Title I (3010) \$15,000</p> <hr/> <p>At-Risk Counseling and Support</p> <ul style="list-style-type: none"> Mileage Reimbursement Membership Dues <p>5000-5999: Services And Other Operating Expenditures Title I (3010) \$2,500</p> <hr/> <p>Family and Community Outreach and Support Services</p> <ul style="list-style-type: none"> Community Liaison Position <p>2000-2999: Classified Personnel Salaries Title I (3010) \$25,000</p> <hr/> <p>Family and Community Outreach and Support Services</p> <ul style="list-style-type: none"> Community Liaison Position <p>3000-3999: Employee Benefits Title I (3010) \$19,000</p> <hr/> <p>Family and Community Outreach and Support Services</p> <ul style="list-style-type: none"> Materials and Supplies <p>4000-4999: Books And Supplies</p>	<p>The District provided At-Risk Counseling and Support / Family and Community Outreach and Support Services through the use of (2) At-Risk Counselors and (1) Community Liaison. All three positions were funded by Title I. At-Risk Counselor (#2) was hired in January (1/2 the budgeted amount).</p>	<p>At-Risk Counselor 1000-1999: Certificated Personnel Salaries Title I (3010) 101522</p> <hr/> <p>At-Risk Counselor 3000-3999: Employee Benefits Title I (3010) 45162</p> <hr/> <p>Community Liaison 2000-2999: Classified Personnel Salaries Title I (3010) 21907.26</p> <hr/> <p>Community Liaison 3000-3999: Employee Benefits Title I (3010) 16705.44</p>

<p>Action. Homeless Services. The district will provide comprehensive support to students experiencing homelessness through identification and assessment of individual needs.</p>	<p>Title I (3010) \$1,500 Family and Community Outreach and Support Services • Mileage Reimbursement 5000-5999: Services And Other Operating Expenditures Title I (3010) \$1,500 Homeless Services 4000-4999: Books And Supplies Title I (3010) \$1,500</p>		
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

_ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ----- _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2016-2017 school year, this goal will be renamed as Goal #2 and will incorporate actions/services/expenditures associated with State Priority #1 (Basic). The district will need to ensure adequate funds are transferred to Fund 40 for future bus purchases. Due to the rural nature of our district, transportation services were critical in ensuring adequate school attendance and enabling our students to participate in before and after school programs. The addition of At-Risk counseling services contributed to the reduction in truancy and disciplinary incidents. Additionally, these services enabled students to seek socio-emotional services.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$2,029,614.00</u>
<p>As a small school district, with approximately 95% of the students identified as either low income, English learner or foster youth, district has determined that the most effective use of its LCFF supplemental and concentration funds would be to enhance services for all students by strengthening the core program in areas of weekly professional development, during the day/after school academic tutoring, increased access to technology, and counseling services to support socio-emotional growth.</p> <p>Specifically, the district will pursue the following strategies:</p> <ul style="list-style-type: none"> • ----Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning. • ----Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention. • ----Strategy. Targeted Professional Development. The ongoing, high-quality, job-embedded, materials- based professional development, including effective instructional strategies, materials, and student support, that is aligned with the district and school' comprehensive instructional programs and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and to develop the capacity to successfully implement school reform strategies. • ----Strategy. Teacher and Administrator Collaboration. The regular, systematic, and focused opportunities for teachers, administrators, and paraprofessionals to collect, analyze, and report student learning and achievement data; engage in an analysis of lesson study, action research, and peer observations; and to plan collaboratively. • ----Strategy. Engage and Empower Family and Community Members. The meaningful family and community engagement opportunities designed to involve and engage staff, families, and community members in activities in support of student learning. • ----Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues. • ----Strategy. Extra-Curricular Programs. The integration of extra-curricular activities, which are under the supervision and/or coordination of the school instructional staff, as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs. 	

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.

35.4	%
5	

According to the minimum proportionality percentage (MPP) calculation, the percentage by which the Vineland School District will increase or improve services is 35.45%. As a small school district, with approximately 95% of the students identified as either low income, English learner or foster youth, district has determined that the most effective use of its LCFF supplemental and concentration funds would be to enhance services for all students by strengthening the core program in areas of weekly professional development, increased transportation services, facilities upgrades, during the day/after school academic intervention, increased access to technology, and counseling services to support socio-emotional growth.

Specifically, the district will pursue the following strategies to increase/improve services to all pupils:

- ----Strategy. Standards - Aligned / Standards - Based Instruction. The alignment between classroom instruction, instructional materials, and federal, state, and district standards, which provides specific content and performance expectations for student learning.
- ----Strategy. Extended Learning Time / Intervention. The implementation of early intervention, prevention and behavioral support strategies, appropriate intervention materials, and extended learning opportunities for every student working below grade level and /or not meeting other identified standards, is provided with strategic or intensive intervention.
- ----Strategy. Targeted Professional Development. The ongoing, high-quality, job-embedded, materials- based professional development, including effective instructional strategies, materials, and student support, that is aligned with the district and school' comprehensive instructional programs and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and to develop the capacity to successfully implement school reform strategies.
- ----Strategy. Teacher and Administrator Collaboration. The regular, systematic, and focused opportunities for teachers, administrators, and paraprofessionals to collect, analyze, and report student learning and achievement data; engage in an analysis of lesson study, action research, and peer observations; and to plan collaboratively.
- ----Strategy. Engage and Empower Family and Community Members. The meaningful family and community engagement opportunities designed to involve and engage staff, families, and community members in activities in support of student learning.
- ----Strategy. Character Education and Behavior Management. The research-based efforts designed to foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues.
- ----Strategy. Extra-Curricular Programs. The integration of extra-curricular activities, which are under the supervision and/or coordination of the school instructional staff, as a means of developing the "whole student," as well as connecting the student to the school and its instructional programs.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Funding Sources	3,539,377.00	3,337,433.21	2,029,614.00	2,029,614.00	2,029,614.00	6,088,842.00
	0.00	0.00	0.00	0.00	0.00	0.00
ASES (6010)	262,500.00	262,500.00	0.00	0.00	0.00	0.00
Base	400,000.00	1,037,869.00	0.00	0.00	0.00	0.00
Common Core (7405)	0.00	0.00	0.00	0.00	0.00	0.00
Lottery (6300)	2,361.00	28,000.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Special Education (6500)	42,700.00	63,182.00	0.00	0.00	0.00	0.00
Sup/Con	2,170,000.00	1,494,001.61	2,029,614.00	2,029,614.00	2,029,614.00	6,088,842.00
Title I (3010)	559,865.00	314,974.70	0.00	0.00	0.00	0.00
Title II (4035)	51,903.00	94,726.90	0.00	0.00	0.00	0.00
Title II (4045)	0.00	0.00	0.00	0.00	0.00	0.00
Title III (4201)	0.00	1,107.00	0.00	0.00	0.00	0.00
Title III (4202)	50,048.00	0.00	0.00	0.00	0.00	0.00
Title III (4203)	0.00	41,072.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Expenditure Types	3,539,377.00	3,337,433.21	2,029,614.00	2,029,614.00	2,029,614.00	6,088,842.00
	0.00	94,726.90	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	662,000.00	523,810.00	648,341.00	648,341.00	648,341.00	1,945,023.00
2000-2999: Classified Personnel Salaries	545,000.00	454,756.26	296,548.00	296,548.00	296,548.00	889,644.00
3000-3999: Employee Benefits	198,900.00	247,637.52	198,916.00	198,916.00	198,916.00	596,748.00
4000-4999: Books And Supplies	659,409.00	554,751.67	333,827.00	333,827.00	333,827.00	1,001,481.00
5000-5999: Services And Other Operating Expenditures	839,068.00	736,283.86	551,982.00	551,982.00	551,982.00	1,655,946.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00
7000-7999: Other Outgo	635,000.00	725,467.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Expenditure Types	All Funding Sources	3,539,377.0	3,337,433.2	2,029,614.0	2,029,614.0	2,029,614.0	6,088,842.0
		0	1	0	0	0	0

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
	Lottery (6300)	0.00	0.00	0.00	0.00	0.00	0.00
	Sup/Con	0.00	0.00	0.00	0.00	0.00	0.00
	Title I (3010)	0.00	0.00	0.00	0.00	0.00	0.00
	Title II (4035)	0.00	94,726.90	0.00	0.00	0.00	0.00
	Title III (4202)	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Sup/Con	472,500.00	418,109.00	648,341.00	648,341.00	648,341.00	1,945,023.0 0
1000-1999: Certificated Personnel Salaries	Title I (3010)	189,500.00	101,522.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II (4035)	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III (4201)	0.00	1,107.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III (4203)	0.00	3,072.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	210,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Common Core (7405)	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education (6500)	35,000.00	52,219.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Sup/Con	215,000.00	357,366.00	296,548.00	296,548.00	296,548.00	889,644.00
2000-2999: Classified Personnel Salaries	Title I (3010)	85,000.00	45,171.26	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	46,973.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Special Education (6500)	7,700.00	10,963.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Sup/Con	112,000.00	107,998.08	198,916.00	198,916.00	198,916.00	596,748.00
3000-3999: Employee Benefits	Title I (3010)	79,200.00	81,703.44	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Common Core (7405)	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery (6300)	2,361.00	28,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Sup/Con	534,000.00	526,751.67	333,827.00	333,827.00	333,827.00	1,001,481.0 0
4000-4999: Books And Supplies	Title I (3010)	73,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
4000-4999: Books And Supplies	Title III (4202)	50,048.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	ASES (6010)	262,500.00	262,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	190,000.00	265,429.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Common Core (7405)	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Sup/Con	201,500.00	83,776.86	551,982.00	551,982.00	551,982.00	1,655,946.00
5000-5999: Services And Other Operating Expenditures	Title I (3010)	133,165.00	86,578.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II (4035)	51,903.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II (4045)	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III (4203)	0.00	38,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Sup/Con	0.00	0.00	0.00	0.00	0.00	0.00
7000-7999: Other Outgo	Base	0.00	725,467.00	0.00	0.00	0.00	0.00
7000-7999: Other Outgo	Sup/Con	635,000.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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