

**Introduction:**

LEA: Di Giorgio Elementary School District **Contact (Name, Title, Email, Phone Number):** Jerri Boatman, Chief Administrative Officer, jeboatm@zeus.kern.org, (661) 854-2604  
 LCAP Year: 2015-16

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>The Di Giorgio School District involved stakeholders in the development of this LCAP through the following processes:</p> <ul style="list-style-type: none"> <li>• January 15, 2015: Focus Group Meeting: Chief Administrative Officer, School Principal and Special Education Coordinator</li> <li>* January 21, 2015 at 4:00 p.m.: LCAP placed on regular board meeting agenda for discussion.</li> </ul>	<p>Surveys were chosen to distribute to parents, students and staff.</p> <p>Chief Administrative Officer, School Principal and Special Education Coordinator met to begin discussions regarding timelines and dates for Stakeholder engagement and LCFF/LCAP development. January 16, 2015 The Team will attend the first of 4 workshops hosted by the Kern County Supt. of Schools on LCAP development for 2015-2016.</p>

- An information item regarding the LCAP was included in the agenda of the regularly scheduled meeting of the board held February 18, 2015 at 4:00 p.m.

\* April 21, 2015 at 4:00 p.m.: District Advisory Committee, School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.

\* April 30, 2015 at 6:00 p.m.: The district held a stakeholders meeting and focus group session. Parents, community members, staff, students, and classified and certificated bargaining units were all notified of the meeting. Child care and snacks were provided as well as an interpreter for our Spanish speaking attendees.

- May 9, 2015: Focus Group work day
- May 19, 2015: Focus Group work day. Refine final draft to go before the DAC, SSC, DELAC and PTF members.
- June 2, 2015 at 4:00 p.m.: The Focus Group presented a draft of its Local Control Accountability Plan (LCAP) to the District Advisory Committee (DAC), School Site Council, Parent Teacher and Friends Organization and Di Giorgio English Language Acquisition Council, (DELAC).
- June 5, 2015: The district LCAP will be available for public review and comment. The Chief Administrative Officer will reply to all questions and comments in writing before the LCAP is placed on the agenda for a public hearing.
- June 10, 2015: A public hearing will be held at 4:00 p.m. for public comment and recommendations from the public related to the LCAP
- June 24, 2015: A regular meeting will be held at 4:00 p.m. for adoption of proposed LCAP.

Begin the process of informing and including parents, students, staff and community members in the process of developing a plan to implement the LCFF and LCAP.

A discussion was held regarding the development of the District's LCAP. The Chief Administrative Officer informed the Board and all visitors of the intent of the district to conduct a needs assessment and seek input from all stakeholders in establishing goals and developing the LCAP for implementation and use of LCFF funds.

A first draft of the 2015-2016 LCAP was shared with the group. The group was informed of the Stakeholder/Parent meeting scheduled for April 30, 2015 at 6:00 p.m.

Surveys were distributed in English and Spanish. A draft of the LCAP was shared with the group. Stakeholders were informed that the surveys would be used to help adjust existing goals and assist in implementing the District's LCAP. Assistance in English and Spanish was available if needed. The LCAP process was explained to the group. The Chief Administrative Officer gave an overview of the 8 priorities established by the State and how those priorities are broken down into (3) specific areas. She informed the participants that last years GOALS and Action steps would be reviewed and updated to show what was expected to be implemented and what was actually accomplished. The participants were informed that there may be fewer GOALS established for 2015-2016 but that all (8) state priorities would be met within those GOALS.

The Focus Group compiled and summarized the input from the stakeholder meetings. Results of surveys were included and summarized in needs assessment data. The Focus Group continued developing and designing the LCAP based on the goals identified through the comprehensive needs assessment, such as, advances in language classification, CCSS implementation, increasing numbers of teaching staff, improving attendance, and more focus on college and career readiness.

District representatives presented the LCAP at the June 2nd DAC, SSC, DELAC, PTF meeting. Members were given the opportunity to pose questions to the Chief Administrative Officer for written response. There were no questions.

	<p>The district reviewed meeting transcripts to the proposed LCAP. There were no questions posed by stakeholders or DAC, SSC, DELAC, PTF representatives, therefore no written responses were provided. The district will receive confirmation that the proposed goals are in alignment with the district’s vision and mission.</p> <p>A public hearing was held to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. There was no comment.</p> <p>The LCAP was placed on the agenda of the regular Meeting of the Board for adoption. Upon motion of Theresa Vietti-Herrera Seconded by Steve Murray the 2015-2016 Local Control Accountability Plan was approved and adopted by the Board of Trustees with the following votes: Roll Call: Theresa Vietti-Herrera: aye          Laura Lee Kirkley: aye Steve Murray: aye Ayes: 3 Noes: 0 Absent: 0</p>
<p><b>Annual Update:</b>          The Di Giorgio Elementary School District involved all stakeholders in the development of this LCAP. This was accomplished through a series of meetings. During each meeting, the District Chief Administrative Officer and school Principal discussed the 8 State priorities and how the District planned to address each Priority. At each meeting, feedback from each stakeholder group was solicited. These meetings were held on the following dates:</p> <p>1/15/15                                      Focus Group Meeting          School Staff          Evaluation of LCAP progress</p> <p>1/21/15                                      School Board Meeting          Board Members, School Staff,          Feedback solicited          Members of the Public</p> <p>2/18/15                                      School Board Meeting</p>	<p><b>Annual Update:</b>          At each meeting, data was collected by the Superintendent and was analyzed by the school staff. After examining the data, we believe the main concerns of our stakeholders were support for our English Learners, high academic standards, School safety, and a continuation of of services such as school breakfast and afterschool program. The LCAP was presented to all parents, bargaining units and advisory groups to solicit feedback and this feedback was used to update our LCAP.</p>

Board Members, School Staff,  
Feedback Solicited  
Members of the Public

4/21/15                      District Advisory Committee/DELAC/SSC  
Committee Members  
Feedback Solicited

4/30/15                      Stakeholder's Meeting  
Members of the Public,  
Feedback Solicited  
School Staff

5/9/15                        Focus Group Meeting  
School Staff  
Evaluation of LCAP Progress

5/19/15                      Focus Group Meeting  
School Staff  
Evaluation of LCAP Progress

6/2/15                        District Advisory Committee/DELAC/SSC  
Committee Members  
Feedback Solicited

6/10/15                      Public Hearing  
Board Members, School Staff,  
Feedback solicited  
Members of the Public

6/24/15                      School Board Meeting  
Board Members, School Staff,  
Adoption  
Members of the Public





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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	The Common Core State Standards will be fully implemented as defined by the California Department of Education.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 4 <u>X</u> 5 6 7 8 __ COE only: 9 10 __ Local : Specify
Identified Need :	<p>Priority 1:</p> <ol style="list-style-type: none"> <li>1. School facilities are maintained and in good repair.</li> <li>2. Teachers are fully credentialed and appropriately assigned.</li> <li>3. Students have access to standards aligned instructional materials.</li> </ol> <p>Priority 2:</p> <ol style="list-style-type: none"> <li>1. Implement academic and performance standards that have been adopted by the SBE.</li> <li>2. Provide access for EL's to CCSS aligned and ELD standards instructional materials.</li> </ol> <p>Priority 4:</p> <ol style="list-style-type: none"> <li>1. The English Learner reclassification rate for the 2012-13 school year was 10.3%.</li> <li>2. The District's API score in 2013 was 703.                         <ol style="list-style-type: none"> <li>a) Hispanic or Latino: 695</li> <li>b) Economically Disadvantaged: 688</li> <li>c) English Learners: 667</li> </ol> </li> <li>3. The percentage of students scoring at proficient and advanced levels on state assessments.                         <ol style="list-style-type: none"> <li>a) For English Language Learners: 12%</li> <li>b) For Economically Disadvantaged: 32%</li> <li>c) For Hispanic or Latino: 30%</li> </ol> </li> </ol>	
Goal Applies to:	Schools: All K-8 Schools	Applicable Pupil Subgroups: All students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

Priority 1:

- 1. Facilities are well-maintained as measured by FIT Report.
- 2. Teachers are fully credentialed and appropriately assigned 100%
- 3. Students have access to standards aligned instructional materials 100%

Priority 2:

- 1. Current level of implementation of CCSS is substantial as based on CDE's APS criteria.
- 2. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day.

Priority 4:

- 1. The English Learner reclassification rate will increase to 13%.
- 2. The District will show growth on the State Assessment for ELA and Math.
- 3. The District will show growth on the Academic Performance Index. How scores will be calculated has not been determined.
- 4. The percentage of students who have passed advanced placement examinations - NA
- 5. College required course completion - NA
- 6. The percentage of students scoring at proficient and advanced levels on state assessments will increase.
  - a) For English Language Learners: 14%
  - b) For Economically Disadvantaged: 33%
  - c) For Hispanic or Latino: 31%
- 7. The percentage of students scoring at proficient and advanced levels on the CELDT will increase to 18%.
- 8. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide CCSS aligned instructional materials for all students including English language learners, low income, any future foster youth/homeless, and special education students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase CCSS aligned reading language arts instructional materials for all students, K - 8. 4000-4999: Books And Supplies Supplemental/Concentration \$35000
2. Professional Development in CCSS	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Attend professional development provided by KCSOS and other vendors as available. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,000 5000-5999: Services And Other Operating Expenditures

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental/Concentration \$11,000 Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$406
3. Provide STEM Professional development	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attend professional development provided by KCSOS and other vendors as available. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,000 CAMP KEEP 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,704
4. Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.	3rd – 6th grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost.
5. Increase staff participation and collaboration in full implementation of CCSS.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff will attend 3 grade span collaboration days as provided by the district. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3000.00 Grade Span Collaboration supplies and expences 4000-4999: Books And Supplies Supplemental/Concentration \$800.00 Stat benefits 3000-3999: Employee Benefits Supplemental/Concentration \$406
6. Update library titles to include more non-fiction and Magazine subscriptions related to STEM.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Non-fiction titles will be purchased as recommended by librarian consultant, as well as purchasing Junior Scholastic and Scholastic News magazine subscriptions. 4000-4999: Books And Supplies Supplemental/Concentration \$3,500

		(Specify)	
<p>7. Update technology and related infrastructure to support student outcomes.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Purchase 2 new computers per classroom to support technology use in the classroom as well as replacing outdated computers in the computer lab. 4000-4999: Books And Supplies Supplemental/Concentration \$64,585</p> <p>Upgrade network connections to support infrastructure as funds allow 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$40,000</p> <p>Communications Technology 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,500</p> <p>Technology equipment replacement 6000-6999: Capital Outlay Supplemental/Concentration \$5,000</p>
<p>8. Maintain library media increase in hours</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Library clerk will maintain 2.25 hours per school day 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$9,866.00</p> <p>Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$6,635.00</p>
<p>9. For redesignated fluent English proficient pupils: Continue to support language development</p>	<p>LEA-Wide English Language Learners</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>No Additional Cost</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

The CCSS will be substantially to fully implemented.

Priority 1:  
 1. Facilities will continue to be well-maintained as measured by FIT Report.  
 2. Teachers will continue to be fully credentialed and appropriately assigned 100%  
 3. Students will continue to have access to standards aligned instructional materials 100%

Priority 2:  
 1. The level of implementation of CCSS will continue to be substantial to full as based on CDE's APS criteria.  
 2. EL's will continue to have access to CCSS aligned and ELD standards instructional materials 100% of the school day.

Priority 4:  
 1. The English Learner reclassification rate will continue to increase to 15%.  
 2. The District will continue to show growth on the State Assessment for ELA and Math.  
 3. The District will continue to show growth on the Academic Performance Index. How scores will be calculated has not been determined.  
 4. The percentage of students who have passed advanced placement examinations - NA  
 5. College required course completion - NA  
 6. The percentage of students scoring at proficient and advanced levels on state assessments will increase.  
 a) For English Language Learners: 15%  
 b) For Economically Disadvantaged: 34%  
 c) For Hispanic or Latino: 32%  
 7. The percentage of students scoring at proficient and advanced levels on the CELDT will increase to 19%.  
 8. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide CCSS aligned instructional materials for all students including English language learners, low income, any future foster youth/homeless, and special education students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase CCSS aligned ELA instructional materials for all students, K - 8. 4000-4999: Books And Supplies Supplemental/Concentration \$40950  Supplemental Instructional Materials for ELA 4000-4999: Books And Supplies Supplemental/Concentration \$6000
2. Professional Development in CCSS	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Attend professional development provided by KCSOS and other vendors as available. 1000-1999: Certificated Personnel



		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries Supplemental/Concentration \$3,510 PD registration and materials 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$12870 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$475
3. Provide STEM Professional development	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attend professional development provided by KCSOS and other vendors as available. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2140 CAMP KEEP 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$5704
4. Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.	3rd – 6th grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost.
5. Increase staff participation and collaboration in full implementation of CCSS.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff will attend 3 grade span collaboration days as provided by the district. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,510 Collaboration materials and supplies 4000-4999: Books And Supplies Supplemental/Concentration \$936 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$475
6. Update library titles to include more non-fiction and Magazine subscriptions related to STEM.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Non-fiction titles will be purchased as recommended by librarian consultant, as well as purchasing Junior Scholastic and Scholastic News magazine subscriptions. 4000-4999: Books And Supplies Supplemental/Concentration \$4,095

		English proficient _ Other Subgroups: (Specify)	
7. Update technology and related infrastructure to support student outcomes.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase 2 new computers per classroom to support technology use in the classroom as well as replacing outdated computers in the computer lab. Smart Boards for all classrooms 4000-4999: Books And Supplies Supplemental/Concentration \$74,585 Update network connections to support technology structured cableing. 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$113,000 Communications Technology 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6500 Technology Equipment Replacement 6000-6999: Capital Outlay Supplemental/Concentration \$5,000
8. Increase hours for Library Media Staff.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Library clerk will increase to 4.5 hours per school day to support language arts. 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$19732 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$9,150
9. For redesignated fluent English proficient pupils: 1. Continue to support language development	LEA-Wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

The CCSS will be substantially to fully implemented.

Priority 1:  
 1. Facilities will continue to be well-maintained as measured by FIT Report.  
 2. Teachers will continue to be fully credentialed and appropriately assigned 100%  
 3. Students will continue to have access to standards aligned instructional materials 100%

Priority 2:  
 1. The level of implementation of CCSS will be full as based on CDE's APS criteria.  
 2. EL's will continue to have access to CCSS aligned and ELD standards instructional materials 100% of the school day.

Priority 4:  
 1. The English Learner reclassification rate will continue to increase to 16%.  
 2. The District will continue to show growth on the State Assessment for ELA and Math.  
 3. The District will continue to show growth on the Academic Performance Index. How scores will be calculated has not been determined.  
 4. The percentage of students who have passed advanced placement examinations - NA  
 5. College required course completion - NA  
 6. The percentage of students scoring at proficient and advanced levels on state assessments will increase.  
 a) For English Language Learners: 16%  
 b) For Economically Disadvantaged: 35%  
 c) For Hispanic or Latino: 33%  
 7. The percentage of students scoring at proficient and advanced levels on the CELDT will increase to 20%  
 8. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide CCSS aligned instructional materials for all students including English language learners, low income, any future foster youth/homeless, and special education students.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase CCSS aligned Science/Health or Social Studies instructional materials as available for all students, K - 8. 4000-4999: Books And Supplies Supplemental/Concentration \$42998  Supplemental instructional materials 4000-4999: Books And Supplies Supplemental/Concentration \$6000
2. Professional Development in CCSS	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Attend professional development provided by KCSOS and other vendors as available. 1000-1999: Certificated Personnel

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries Supplemental/Concentration \$3,510 PD registration and materials 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$12870 benefits 3000-3999: Employee Benefits Supplemental/Concentration 556
3. Provide STEM Professional development	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attend professional development provided by KCSOS and other vendors as available 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2247 CAMP KEEP 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$5704
4. Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.	3rd - 6th Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost.
5. Increase staff participation and collaboration in full implementation of CCSS.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff will attend 3 grade span collaboration days as provided by the district. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,686 Collaboration materials and supplies 4000-4999: Books And Supplies Supplemental/Concentration \$936 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$499
6. Update library titles to include more non-fiction and Magazine subscriptions related to STEM.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Non-fiction titles will be purchased as recommended by librarian consultant, as well as purchasing Junior Scholastic and Scholastic News magazine subscriptions. 4000-4999: Books And Supplies Supplemental/Concentration \$4,300

		English proficient _ Other Subgroups: (Specify)	
7. Update technology and related infrastructure to support student outcomes	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase 2 new computers per classroom to support technology use in the classroom as well as replacing outdated computers in the computer lab. Purchase Smart Boards for classrooms. 4000-4999: Books And Supplies Supplemental/Concentration \$69,285 Update network connections to support technology structured cabling 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$113000 Communications Technology 5900: Communications Supplemental/Concentration \$6825 Technology Equipment Replacement 6000-6999: Capital Outlay Supplemental/Concentration \$5,000
8. Maintain library media increase in hours	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Library clerk will maintain 4.5 hours per school day 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$20719 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$9608
9. For redesignated fluent English proficient pupils: Continue to support language development	LEA-Wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost

--

**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>40% of all EL Learners will advance one or more language classification levels annually as reported by CELDT scores.</p>	<p>Related State and/or Local Priorities:          1   2   3 <u>X</u> 4   5 <u>X</u> 6   7 <u>X</u> 8 __          COE only: 9   10 __          Local : Specify</p>
<p>Identified Need :</p>	<p>36% of all EL Learners are advancing one or more language classification levels annually as reported by CELDT scores.</p> <p>Priority 3:          1. Parents will receive paper communications in their English and Spanish language.          2. Parent and community members are welcome to attend various school committee meetings.</p> <p>Priority 5:          1. Improve student attendance for all groups.          a) Current attendance rate is 95.16%.</p> <p>Priority 7:          1. English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).          2. Students with exceptional needs will have access and will receive special education programs and services.</p>	
<p>Goal Applies to:</p>	<p>Schools: All K-8 schools</p>	<p>Applicable Pupil Subgroups: Grades 1st -8th EL students, special education students</p>

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>38% of all EL Learners will advance one or more language classification levels per review of CELDT scores.</p> <p>Priority 3:                      1. 100% of parents will receive paper communications in their English and Spanish language.                      2. 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends.</p> <p>Priority 5:                      1. 28% of students will be considered chronically truant or absent.                      2. District will achieve a 95.5% attendance rate.                      3. Middle School Dropout Rate 0%                      4. High School Dropout Rate NA                      5. High School Graduation Rate NA</p> <p>Priority 7:                      1. 100% of English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).                      2. 100% of students with exceptional needs will have access and will receive special education programs and services.                      3. Programs and services will be developed and provided to 100% of unduplicated pupils.</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Staff will be maintained to provide one teacher per grade level K-8	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Current staffing provides one teacher per grade level which will be maintained. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$26,382 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$11,463
2. Redirect Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replace Principal/Teacher with Superintendent/Principal 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$20,269 benefits 3000-3999: Employee Benefits Supplemental/Concentration \$5,918



		(Specify)	
3. For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT language proficiency levels, rubrics and implementation in the classroom.	LEA-wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract with KCSOS to provide training. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,000
4. Continue annual CELDT Training of Trainers.	LEA-wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attend training provided for by CELDT. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$100
5. Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.	LEA-Wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	EL Coordinator/Teacher will be paid for additional hours to complete testing, scoring and compiling data for CELDT. 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$1300
6. Continue the use of web-based supplemental ELD materials that are aligned to the CCSS	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain subscription to LEXIA Core 5. No additional cost

<p>7. Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Certificated EL staff will receive training and conduct classes for interested parents. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,000.00</p>
<p>8. Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.</p>	<p>LEA-Wide English Learners</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>No additional cost.</p>
<p>9. Maintain current paraprofessional support for ELD program in year 2015-16</p>	<p>LEA-Wide English Learners</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Current paraprofessional will support ELD program 1.42 hours per day. 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$3,648.00  Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$788</p>
<p>10. Hire part time certificated staff to coordinate, implement ELD program and Analyze CELDT and local assessment results to target student needs in specific domains.</p>	<p>LEA-wide English Language Learners</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Certificated staff member will be added to coordinate language development for EL students and implement ELD program. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$21,971.00  Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$2973</p>
<p>11. For foster youth: The educational outcomes for foster youth will mirror that of the general student population.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>No additional cost.</p>

		<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. For redesignated fluent English proficient pupils: Continue to support language development	LEA-Wide English Language Learners	<input type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost.

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	40% of all EL Learners will advance one or more language classification levels per review of CELDT scores.  Priority 3: 1. 100% of parents will receive paper communications in their English and Spanish language. 2. 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends.  Priority 5: 1. 26% of students will be considered chronically truant or absent. 2. District will achieve a 96% attendance rate. 3. Middle School Dropout Rate 0% 4. High School Dropout Rate NA 5. High School Graduation Rate NA  Priority 7: 1. 100% of English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i). 2. 100% of students with exceptional needs will have access and will receive special education programs and services.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Staff will be maintained to provide one teacher per	LEA-wide	<input checked="" type="checkbox"/> All _____	Current staffing provides one teacher per grade level which

<p>grade level K-8</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>will be maintained. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$27701                  benefits 3000-3999: Employee Benefits Supplemental/Concentration \$12036</p>
<p>2. Maintain Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Maintain Superintendent/Principal 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$21283                  benefits 3000-3999: Employee Benefits Supplemental/Concentration \$6214</p>
<p>3. For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT language proficiency levels, rubrics and implementation in the classroom.</p>	<p>LEA-wide English Language Learners</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Contract with KCSOS to provide training. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,529</p>
<p>4. Continue annual CELDT Training of Trainers.</p>	<p>LEA-wide English Language Learners</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Attend training provided for by CELDT. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$117</p>
<p>5. Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two</p>	<p>LEA-wide English Language Learners</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>EL Coordinator/Teacher will be paid for additional hours to complete testing, scoring and compiling data for CELDT. 4000-4999: Books And Supplies Supplemental/Concentration</p>

<p>weeks of school.</p>		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>\$1,521</p>
<p>6. Continue the use of web-based supplemental ELD materials that are aligned to the CCSS</p>	<p>LEA-wide</p>	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Maintain subscription to LEXIA Core 5. No additional cost</p>
<p>7. Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.</p>	<p>LEA-wide</p>	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Certificated EL staff will receive training and conduct classes for interested parents. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$7020</p>
<p>8. Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.</p>	<p>LEA-wide English Language Learners</p>	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>No additional cost.</p>
<p>9. Maintain current paraprofessional support for ELD program.</p>	<p>LEA-Wide English Learners</p>	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	<p>Current paraprofessional will support ELD program 1.42 hours per day. 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$3,721                  benefits 3000-3999: Employee Benefits Supplemental/Concentration \$828</p>

		English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
10. Maintain part time certificated staff to coordinate, implement ELD program and Analyze CELDT and local assessment results to target student needs in specific domains.	LEA-wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated staff member will be added to coordinate language development for EL students and implement ELD program. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$23070 benefits 3000-3999: Employee Benefits Supplemental/Concentration \$3122
11. For foster youth: The educational outcomes for foster youth will mirror that of the general student population.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost.
12. For redesignated fluent English proficient pupils: Continue to support language development	LEA-wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: 40% of all EL Learners will advance one or more language classification levels annually as reported by CELDT scores.

Priority 3:  
 1. 100% of parents will receive paper communications in their English and Spanish language.  
 2. 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends.

Priority 5:  
 1. 25% of students will be considered chronically truant or absent.  
 2. District will achieve a 96.5% attendance rate.  
 3. Middle School Dropout Rate 0%  
 4. High School Dropout Rate NA  
 5. High School Graduation Rate NA

Priority 7:  
 1. 100% of English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).  
 2. 100% of students with exceptional needs will have access and will receive special education programs and services.  
 3. Programs and services will be developed and provided to 100% of unduplicated pupils.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Staff will be maintained to provide one teacher per grade level K-8	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Current staffing provides one teacher per grade level which will be maintained. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$29086 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$12638
2. Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Superintendent/Teacher 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$22347 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$6525

		(Specify)	
3. For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT language proficiency levels, rubrics and implementation in the classroom.	LEA-Wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract with KCSOS to provide training. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,229
4. Continue annual CELDT Training of Trainers.	LEA-wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attend training provided for by CELDT. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$123
5. Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.	LEA-Wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	EL Coordinator/Teacher will be paid for additional hours to complete testing, scoring and compiling data for CELDT. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3500
6. Continue the use of web-based supplemental ELD materials that are aligned to the CCSS	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain subscription to LEXIA Core 5. No additional cost



<p>7. Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Certificated EL staff will receive training and conduct classes for interested parents. 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$7020</p>
<p>8. Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.</p>	<p>LEA-Wide English Language Learners</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>No additional cost.</p>
<p>9. Maintain current paraprofessional support for ELD program in year 2015-16</p>	<p>LEA-Wide English Learners</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Current paraprofessional will support ELD program 1.42 hours per day 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$3,904  benefits 3000-3999: Employee Benefits Supplemental/Concentration \$869</p>
<p>10. Maintain part time certificated staff to coordinate, implement ELD program and Analyze CELDT and local assessment results to target student needs in specific domains.</p>	<p>LEA-Wide English Language Learners</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Certificated staff member will coordinate language development for EL students and implement ELD program. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$24224  Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$3278</p>
<p>11. For foster youth: The educational outcomes for foster youth will mirror that of the general student population.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>No additional cost.</p>

		<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. For redesignated fluent English proficient pupils: Continue to support language development	LEA-Wide English Language Learners	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost.

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

GOAL 3:	The number of truant or chronically truant students will not exceed 25% as cited on CDE DataQuest website	Related State and/or Local Priorities: 1 2 3 4 5 6 <u>X</u> 7 8 <u>X</u>  COE only: 9 10 __  Local : Specify																								
Identified Need :	<p>32.43% of students were truant or chronically truant in the 2013-14 school year as reported by the CDE DataQuest website. We estimate this number to be 31.12% for the 2014-15 school year.</p> <p>Priority 6:                      1. 5.4% student suspension rate.                      2. 0% student expulsion rate.</p> <p>Priority 8:                      1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.</p> <p>5th Grade HFZ:</p> <table border="0"> <tr><td>Aerobic Capacity</td><td>52.4%</td></tr> <tr><td>Body Composition</td><td>52.4</td></tr> <tr><td>Abdominal Strength</td><td>57.1</td></tr> <tr><td>Trunk Extension Strength</td><td>57.1</td></tr> <tr><td>Upper Body Strength</td><td>47.6</td></tr> <tr><td>Flexibility</td><td>57.1</td></tr> </table> <p>8th Grade HFZ:</p> <table border="0"> <tr><td>Aerobic Capacity</td><td>47.1%</td></tr> <tr><td>Body Composition</td><td>35.3</td></tr> <tr><td>Abdominal Strength</td><td>52.9</td></tr> <tr><td>Trunk Extension Strength</td><td>70.6</td></tr> <tr><td>Upper Body Strength</td><td>23.5</td></tr> <tr><td>Flexibility</td><td>64.7</td></tr> </table>		Aerobic Capacity	52.4%	Body Composition	52.4	Abdominal Strength	57.1	Trunk Extension Strength	57.1	Upper Body Strength	47.6	Flexibility	57.1	Aerobic Capacity	47.1%	Body Composition	35.3	Abdominal Strength	52.9	Trunk Extension Strength	70.6	Upper Body Strength	23.5	Flexibility	64.7
Aerobic Capacity	52.4%																									
Body Composition	52.4																									
Abdominal Strength	57.1																									
Trunk Extension Strength	57.1																									
Upper Body Strength	47.6																									
Flexibility	57.1																									
Aerobic Capacity	47.1%																									
Body Composition	35.3																									
Abdominal Strength	52.9																									
Trunk Extension Strength	70.6																									
Upper Body Strength	23.5																									
Flexibility	64.7																									
Goal Applies to:	<table border="1"> <tr> <td data-bbox="304 1214 430 1258">Schools:</td> <td data-bbox="430 1214 2005 1258">All K-8 schools</td> </tr> <tr> <td data-bbox="304 1258 630 1328">Applicable Pupil Subgroups:</td> <td data-bbox="630 1258 2005 1328">All Students</td> </tr> </table>		Schools:	All K-8 schools	Applicable Pupil Subgroups:	All Students																				
Schools:	All K-8 schools																									
Applicable Pupil Subgroups:	All Students																									

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>The number of truant or chronically truant students will not exceed 27%.</p> <p>Priority 6:                      1. Decrease suspension rate to 5%.                      2. Maintain 0% expulsion rate.</p> <p>Priority 8:                      1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.</p> <p>5th Grade HFZ:                      Aerobic Capacity                    54%                      Body Composition                    54                      Abdominal Strength                    58                      Trunk Extension Strength            58                      Upper Body Strength                49                      Flexibility                                58</p> <p>8th Grade HFZ:                      Aerobic Capacity                    48%                      Body Composition                    36                      Abdominal Strength                    54                      Trunk Extension Strength            71                      Upper Body Strength                25                      Flexibility                                66</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Review and update SWPBIS system yearly and provide PD as necessary	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide materials for Community Values project 4000-4999: Books And Supplies Supplemental/Concentration \$500
2. Provide college and career ready opportunities	LEA-wide	<input checked="" type="checkbox"/> All OR:	College visits and tours will become part of 7th and 8th grade leadership opportunities. 4000-4999: Books And Supplies

		___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Supplemental/Concentration \$1500
3. Provide wrap around truancy prevention program "Attendance Works" which includes student assessments, home visits, weekly school contacts, referrals to community resources	LEA-wide	X All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Attendance Works will be purchased and implemented. 4000-4999: Books And Supplies Supplemental/Concentration \$7500
4. Review and improve wellness plan to include nutrition services and chronic absences.	LEA-wide	X All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Support for nutrition program for snack and breakfast/Other Financing Sources 7000-7999 Supplemental/Concentration \$59,294
5. Provide Parent Project training for parents of economically disadvantaged, ELL, foster youth, individuals with exceptional needs, others interested.	LEA-wide service	All OR: X Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Funding will support low income students with actions and services specified in goal #2. expense in G-2 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$4800 4000-4999: Books And Supplies Supplemental/Concentration 250 Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$650
6. Continue to support language development	LEA-wide English Language Learners	All OR: ___ Low Income pupils ___ English Learners	No additional cost.

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
7. Comply with education codes facilities and increase the level of school connectiveness and safety.		<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)	Update facilities in disrepair. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$29,267 Deferred Maintenance/Other Financing Sources 7000-7999 Supplemental/Concentration \$24,000 Maintenance Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$9,000

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>The number of truant or chronically truant students will not exceed 25%</p> <p>Priority 6:                      1. Decrease suspension rate to 4.8%.                      2. Maintain 0% expulsion rate.</p> <p>Priority 8:                      1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.</p> <p>5th Grade HFZ:                      Aerobic Capacity                      55%                      Body Composition                      55                      Abdominal Strength                      59                      Trunk Extension Strength              59                      Upper Body Strength                      50                      Flexibility                                  59</p> <p>8th Grade HFZ:                      Aerobic Capacity                      49%                      Body Composition                      37                      Abdominal Strength                      55                      Trunk Extension Strength              72                      Upper Body Strength                      26                      Flexibility                                  67</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Review and update SWPBIS system yearly and provide PD as necessary	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide materials for Community Values project 4000-4999: Books And Supplies Supplemental/Concentration \$585
2. Provide college and career ready opportunities	LEA-Wide	X All OR:	College visits and tours will become part of 7th and 8th grade

		<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)	leadership opportunities. Half of the needed funding will be provided through fund raising opportunities. 4000-4999: Books And Supplies Supplemental/Concentration \$1755
3. Provide wrap around truancy prevention program "Attendance Works" which includes student assessments, home visits, weekly school contacts, referrals to community resources	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attendance Works will be purchased and implemented. 4000-4999: Books And Supplies Supplemental/Concentration \$8775
4. Review school wellness plans and policies and update board policy to address chronic absence	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost.
5. Provide Parent Project training for parents of economically disadvantaged, ELL, foster youth, individuals with exceptional needs, others interested.	LEA-wide service	<input type="checkbox"/> All OR: <input checked="" 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)	Funding will support low income students with actions and services specified in goal #2. action #7 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5040 benefits 3000-3999: Employee Benefits Supplemental/Concentration \$683 4000-4999: Books And Supplies Supplemental/Concentration \$5000
6. Continue to support language development	LEA-wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	No additional cost.



		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
7. Comply with education codes, facilities, and increase the level of school connectedness and safety		<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)	Update facilities in disrepair. 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$34,242 <hr/> Deferred Maintenance 7000-7439: Other Outgo Supplemental/Concentration \$24000 <hr/> maintenance supplies 4000-4999: Books And Supplies Supplemental/Concentration \$10530

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>The number of truant or chronically truant students will not exceed 25%</p> <p>Priority 6:                      1. Decrease suspension rate to 4.6%.                      2. Maintain 0% expulsion rate.</p> <p>Priority 8:                      1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.</p> <p>5th Grade HFZ:                      Aerobic Capacity                    56%                      Body Composition                    56                      Abdominal Strength                    60                      Trunk Extension Strength            60                      Upper Body Strength                51                      Flexibility                                60</p> <p>8th Grade HFZ:                      Aerobic Capacity                    50%                      Body Composition                    38                      Abdominal Strength                    56                      Trunk Extension Strength            73                      Upper Body Strength                27                      Flexibility                                68</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Review and update SWPBIS system yearly and provide PD as necessary	LEA=Wide	X All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Provide materials for Community Values project 4000-4999: Books And Supplies Supplemental/Concentration \$1000
2. Provide college and career ready opportunities	LEA-Wide	X All OR:	College visits and tours will become part of 7th and 8th grade

		<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)	leadership opportunities. Half of the needed funding will be provided through fund raising opportunities. 4000-4999: Books And Supplies Supplemental/Concentration \$5253 Teaching Staff to chaperone college trips 1000-1999: Certificated Personnel Salaries Other \$2500
3. Provide wrap around truancy prevention program "Attendance Works" which includes student assessments, home visits, weekly school contacts, referrals to community resources	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attendance Works will be purchased and implemented. 4000-4999: Books And Supplies Supplemental/Concentration \$8775
4. Review and improve school wellness plans to include nutrition services and chronic absences	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support for nutrition program for snacks and breakfast 7000-7439: Other Outgo Supplemental/Concentration \$20891
5. Provide Parent Project training for parents of economically disadvantaged, ELL, foster youth, individuals with exceptional needs, others interested.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" 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)	Funding will support low income students with actions and services specified in goal #2. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5292 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$717 Materials 4000-4999: Books And Supplies Supplemental/Concentration \$5000
6. Continue to support language development.	LEA-Wide English Language Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	No additional cost.

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
7. Comply with education codes facilities, and increase the level of school connectedness and safety		<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)	Update facilities in disrepair to enhance student safety 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$50000 Deferred Maintenance 7000-7439: Other Outgo Supplemental/Concentration \$24000 Maintenance Supplies 4000-4999: Books And Supplies Supplemental/Concentration 11583

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

## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	The Common Core State Standards will be fully implemented as defined by the California Department of Education. APS		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 4 <u>X</u> 5 <u>X</u> 6 7 8 <u>X</u>  COE only: 9 10 __  Local : Specify
Goal Applies to:	Schools:	All K-8 Schools	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All students	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 1: 1. Teachers in the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. 95% 2. Students in the district have sufficient access to standards-aligned instructional materials. 3. School facilities are maintained and in good repair. 100%</p> <p>Priority 2: 1. Implementation of the academic content and performance standards adopted by the state board. The level of CCSS implementation increased from minimal to partial. 2. How the programs and services will enable English Learners to access CCSS and the ELD standards for purposes of gaining academic content knowledge and english language proficiency. 100% of EL students had access to CCSS and ELD standards throughout the day.</p> <p>Priority 4: 1. Statewide assessments, Baseline for ELA and Math will be established in the spring of 2015. 2. API, suspended: 2013 score of 703 3. College required course completion - N/A 4. Pupils passing advanced placement or participated in college preparedness courses - N/A 5. EL Reclassification rate - 10.3% 6. The percentage of students scoring at proficient and</p>

advanced levels on state assessments - information not yet available

7. The percentage of students scoring at proficient and advanced levels on CELDT 17%.

8. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Priority 5:

- 1. School Attendance Rate: 95.16%
- 2. Chronic truancy rate: 31.12%
- 3. Middle school dropout rate: 0%
- 4. High school drop out rate: N/A
- 5. High school graduation rate N/A

Priority 8:

- 1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable. 2013-14 PFT

5th Grade HFZ:

Aerobic Capacity	52.4%
Body Composition	52.4
Abdominal Strength	57.1
Trunk Extension Strength	57.1
Upper Body Strength	47.6
Flexibility	57.1

8th Grade HFZ:

Aerobic Capacity	47.1%
Body Composition	35.3
Abdominal Strength	52.9
Trunk Extension Strength	70.6
Upper Body Strength	23.5
Flexibility	64.7

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Provide CCSS aligned instructional materials for all students including English language learners, low income, any future foster youth/homeless, and special education students.	4000-4999: Books And Supplies CCSS/LCFF \$15,000	CCSS aligned Math Curriculum materials were purchased k-8 during the 2014/15 school year for all students including English language learners, low income, any future foster youth/homeless, and special education students. The cost of the math curriculum was more than expected. It is a seven year adoption and replacement of all consumables are included in the initial cost.	Math Curriculum 4000-4999: Books And Supplies CCSS 14367 4000-4999: Books And Supplies REAP \$24,427
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<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)		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)	
2. Professional Development in CCSS	LCFF/Title I \$1,500	Staff attended professional development training on the implementation of Common Core Mathematics and Reading Language Arts on 3/2/2015 and 3/3/2015. The training was provided by KCSOS. Only two staff members were allowed by the KCSOS to attend these trainings. We would have sent other staff members if we would have been allowed.	ELA & MATH Performance Assessment Literacy Training 1000-1999: Certificated Personnel Salaries Supplemental \$400
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<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)		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)	
3. Provide STEM Professional development	LCFF/Title I \$300	3 out of 9 teachers reviewed math curriculum for adoption at KCSOS in February of 2015.	Review math adoption 0001-0999: Unrestricted: Locally Defined Supplemental \$300
Scope of Service : LEA-wide		Scope of Service : LEA-wide	
X All		X 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)		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)	
4. Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.	No Cost	Science 4 Fun was not available to our district during the 2014/15 school year. we hope to have this service available to us in the 2015-16 school year.	No Cost
Scope of Service : 3rd – 6th grade		Scope of Service : 3rd-6th grade	
X All		X 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)		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>5. Increase staff participation and collaboration in full implementation of CCSS.</p>	<p>No Cost</p>	<p>Grade span collaboration days were provided for all teaching staff. Three days per k-2, 3-5, 6-8 grade spans were held during the 2014/15 school year. Grade span collaboration days were held during November, February and May. All staff collaboration meeting was held every Monday or the first day of instruction for each instructional week.</p>	<p>Substitute pay at \$100/day 1000-1999: Certificated Personnel Salaries Supplemental \$3,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Update library titles to include more non-fiction and Magazine subscriptions related to STEM.</p>	<p>LCFF \$1,500</p>	<p>Stem related non-fiction books were acquired from Scholastic as a result of the annual book fair. Funds used to purchase theses titles were acquired from donations from the Parent Teacher Friend organization.</p>	<p>No Cost.</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Update Computer Lab Ongoing</p>	<p>LCFF/Title I \$3,900</p>	<p>Computer lab hardware was</p>	<p>Computers and tech supplies 4000-</p>

Maintenance		purchased, including desk top computers, headphones, monitors, cables and surge protectors. Ongoing maintenance was provided by principal/teacher. The reason that more was spent than was budgeted for is that we had a number of old computers that had to be replaced.	4999: Books And Supplies Supplemental \$5,372
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<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)		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)	
8. Peer Tutoring Program	No Cost	Reading Buddies were established between middle grade students and kindergartners.	No Cost
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<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)		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)	
9. C3 Collect, Connect, Coach Classroom Data walk-through and coaching.	CCSS \$1,500	Staff was not available to train and implement C3 walk through and coaching. We no longer believe that this is a necessary expense.	No Cost.
Scope of Service	LEA-wide	Scope of Service	LEA-wide

<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><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>10. CCSS Technology Implementation Consultation</p>	<p>CCSS \$1,000</p>	<p>Principal/teacher attended SBAC technology training in November, January, February of the 2014/15 school year provided by KCSOS, the CDE and Smarter Balanced Assessment Consortium. The reason we spent less than what was budgeted was that almost all of the trainings were offered free of charge.</p>	<p>Workshop Fees 5000-5999: Services And Other Operating Expenditures Supplemental \$95</p>
<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</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><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>11. CCSS Multimedia Curriculum Training</p>	<p>CCSS \$1,000</p>	<p>Principal/teacher attended SBAC multimedia curriculum training in November, January, February of the 2014/15 school year provided by KCSOS. Trainings were free.</p>	<p>No Cost.</p>
<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</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 checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	
12. Administrative professional development for monitoring and implementation of CCSS	LCFF/Title I \$1,000	Principal/teacher attended CCSS monitoring and implementation training in November, January, February of the 2014/15 school year provided by KCSOS. Trainings were free of charge.	No Cost.
Scope of Service: LEA-wide  X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)		Scope of Service: LEA-wide  X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	
13. Literacy Standard training for 6th, 7th, 8th, grade teachers	No Cost (training provided in 2015-2016)	Literacy Standard training was provided by WestEd and SCALE for 6-8 teachers.	No Cost.
Scope of Service: 6th – 8th grade  X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)		Scope of Service: 6th-8th grade  X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	
14. Increase Library Media Staff hours	2000-2999: Classified Personnel Salaries Supplemental \$2,000	Library Media Staff hours were increased from 1.75 to 2.25 hours per day. The increase in the budgeted amount is due to an increase in hourly	2000-2999: Classified Personnel Salaries Supplemental \$2,836

			wages.	
Scope of Service	LEA-wide		Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<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)	
15. Provide high quality instruction to all students.		No Cost	Highly qualified teachers were provided for each grade level k-8. Teacher observations were conducted by principal/teacher ongoing throughout the year and formally in the months of March and April during the 2014/15 school year.	No Cost
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<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)	
16. Continue to support language development		No Cost	Redesignated Fluent English proficient pupils were given instruction in classrooms that had partial CCSS implementation that mirrored the general pupil population.	No Cost
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input type="checkbox"/> All OR:			<input type="checkbox"/> All OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" 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?	<p>We purchased some supplemental math materials that were used during the 2014-15 school year. These materials helped us to fill the holes in our current math curriculum that does not address all of the new Common Core Standards. We have purchased a new Math curriculum for the 2015-16 school year that is Common Core aligned. All of our teachers were able to attend workshops through the KCSOS instructing them on how to implement Common Core mathematics and Reading Language Arts. We were able to provide STEM training for two of our teachers and we hope to increase that number this year. Science 4 Fun is a service provided by KCSOS that was not available to us in the 2014-15 school year. We hope to have this again for our 4th and 5th grade students in the 2015-16 school year. All of our teachers were able to attend grade span collaboration days in the 2014-15 school year and we will continue this practice in the 2015-16 school year. We are increasing our budgeted amount to update our computer lab and the technology in each classroom. We still have many computers that need to be replaced and we plan to continue to address that need as our budget allows. We are increasing our budget to purchase more STEM and non-fiction titles for our library. We did not use the C3 Collect, Connect, Coach Classroom Data walk-through and coaching provided by the KCSOS during the 2014-15 school year and we are dropping it as an action step as we believe the money budgeted for this expense will better serve us in a different area. We will redirect the money budgeted for that action step towards one of the other action steps in which we have increased the budget. The Principal will continue to attend workshops provided by the CDE and KCSOS to help in the annual SBAC Testing. Action steps 10, 11, and 12 were combined into one action step. All three addressed the Principal attending ongoing training to help prepare for Common Core implementation. Action step 15 was dropped because it is addressed in the coming years in Goal 2. We are progressing toward our goal of fully implementing the Common Core Standards. Reading Language Arts curricula will become available to schools in the fall of 2015 and we plan to purchase a RLA curriculum for the 2016-17 school year. We will continue to provide Common Core training as it is available and as our budget allows.</p>		

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

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

Original GOAL 2 from prior year LCAP:	40% of all EL Learners will advance one or more language classification levels annually as reported by CELDT scores.	Related State and/or Local Priorities: 1 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 7 8 <u>X</u>  COE only: 9 10 __  Local : Specify
Goal Applies to:	Schools: All K-8 schools Applicable Pupil Subgroups:	Grades 1st -8th EL students, special education students
Expected Annual Measurable Outcomes:	32% of all EL Learners will advance one or more language classification levels per review of CELDT scores	<p>Actual Annual Measurable Outcomes:</p> <p>36% of all EL learners advanced one or more language classification levels per review of 2014 CELDT scores.</p> <p>Priority 2:</p> <ol style="list-style-type: none"> <li>1. Implementation of the academic content and performance standards adopted by the state board. The level of CCSS implementation increased from minimal to partial.</li> <li>2. How the programs and services will enable English Learners to access CCSS and the ELD standards for purposes of gaining academic content knowledge and english language proficiency. 100% of EL students had access to CCSS and ELD standards throughout the day.</li> </ol> <p>Priority 3:</p> <ol style="list-style-type: none"> <li>1. Parents receive paper communications in their English and Spanish language. 100%</li> <li>2. Parents of unduplicated and exceptional needs students and community members invited to attend various school committee meetings. 100%</li> <li>3. Held Public LCAP Information meeting.</li> </ol> <p>Priority 4:</p> <ol style="list-style-type: none"> <li>1. Statewide assessments, Baseline for ELA and Math will be established in the spring of 2015.</li> <li>2. API, suspended: 2013 score of 703</li> <li>3. College required course completion - N/A</li> <li>4. Pupils passing advanced placement or participated in college</li> </ol>



preparedness courses - N/A  
 5. EL Reclassification rate - 10.3%  
 6. The percentage of students scoring at proficient and advanced levels on state assessments - information not yet available  
 7. The percentage of students scoring at proficient and advanced levels on CELDT 17%.  
 8. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Priority 5:

- 1. School Attendance Rate: 95.16%
- 2. Chronic truancy rate: 31.12%
- 3. Middle school dropout rate: 0%
- 4. High school drop out rate: N/A
- 5. High school graduation rate N/A

Priority 8:

- 1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable. 2013-14 PFT

5th Grade HFZ:

Aerobic Capacity	52.4%
Body Composition	52.4
Abdominal Strength	57.1
Trunk Extension Strength	57.1
Upper Body Strength	47.6
Flexibility	57.1

8th Grade HFZ:

Aerobic Capacity	47.1%
Body Composition	35.3
Abdominal Strength	52.9
Trunk Extension Strength	70.6
Upper Body Strength	23.5
Flexibility	64.7

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Staff will be increased to provide one teacher per grade level K-8	1000-1999: Certificated Personnel Salaries LCFF \$37,900	Staff was redirected and increased to provide one full time teacher per grade level K-8.	One half time teacher was added to make one teacher per grade level 1000-1999: Certificated Personnel Salaries Supplemental \$21,151 Health and Welfare 3000-3999: Employee Benefits \$15,388
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
<input checked="" type="checkbox"/> All		<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)		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)	
2. Redirect Principal/Teacher to focus on implementing research based ELD, and insure that staff complies with ELD standards. Principal /Teacher will be responsible for insuring that the reclassification process is consistent with LEA standards	No Cost	Principal/Teacher was redirected to implementing and securing the validity of research based EL programs K-8. Staff development was provided during beginning of the year staff development 8/12/14, grade span professional development days (K-2 11/6/2014, 2/6/15, 3-5 11/14/14, 2/11/15, 6-8 11/18/14, 2/18/15), and through classroom visits and teacher evaluations. Principal/Teacher oversaw reclassification process and attended reclassification meetings held in 4/2015.	No Cost
Scope of Service: LEA-wide English Language Learners		Scope of Service: LEA-wide English Language Learners	
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils		OR: <input type="checkbox"/> Low Income pupils	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>3. Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT language proficiency levels, rubrics and implementation in the classroom.</p>	<p>LCFF/Title I \$899</p>	<p>Professional development was provided to all teachers on 8/12/14 to provide staff with expert knowledge from KCSOS program specialist on CELDT language proficiency levels, sample test questions, rubrics and best practices for implementation in the classroom. Professional development in the use of research based writing instruction strategies and its incorporation into the WriteSteps program was provided to all teachers on 8/14/14 and at grade span meetings in Feb of 2015.</p>	<p>No Cost</p>
<p>Scope of Service: LEA-wide English Language Learners</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service: LEA-wide English Language Learners.</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>4. Continue annual CELDT Training of Trainers.</p>	<p>Title I \$100</p>	<p>Training of trainers is not required by the state of California for previously trained staff. Previously trained staff will attend regional update meetings and view the training modules on-line provided by CELDT. There was no cost due to there being a staff member who has been previously trained.</p>	<p>No Cost</p>
<p>Scope of Service: LEA-wide English Language Learners</p>		<p>Scope of Service: LEA-wide English Language Learners</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" 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>5. Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction</p>	<p>No Cost</p>	<p>Annual CELDT testing for all TK and Kindergarten students was scheduled and assessments were finalized before the first day of instruction to not take away from beginning of the school year instructional time.</p>	<p>No Cost</p>
<p>Scope of Service: LEA-wide English Language Learners</p>		<p>Scope of Service: LEA-wide English Language Learners</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" 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>6. CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school</p>	<p>No Cost</p>	<p>CELDT coordinator, and 2 trained district staff were able to complete all CELDT testing for returning students 1st through 8th grade who attended school during the first two weeks of instruction. Testing dates were 8/18/14-8/29/14.</p>	<p>No Cost</p>
<p>Scope of Service: LEA-wide English Language Learners</p>		<p>Scope of Service: LEA-wide English Language Learners</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

__Redesignated fluent English proficient __Other Subgroups: (Specify)		__Redesignated fluent English proficient __Other Subgroups: (Specify)	
7. Analyze CELDT and local assessment results to target student needs in specific domains	No Cost	Principal/Teacher, Student Support Coordinator and teachers met in 9/2015 to review data collected from DIBELS Benchmarks, Symphony Math Benchmarks and early CELDT results to configure intervention groups for language and academic instruction as well as to target student needs in specific areas. Writing became a target area and writing benchmarks were established. There were no cost associated with this action.	No Cost
Scope of Service : LEA-wide English Language Learners <hr/> __All OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		Scope of Service : LEA-wide English Language Learners <hr/> __All OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	
8. Review and purchase web-based supplemental ELD materials that are aligned to the CCSS	Cost accounted for in 3-A (cost covers a three year period) Title I \$3,475	A review of available materials included meetings with KCSOS staff to discuss needs and options. Lexia Reading license was upgraded to LEXIA Core 5 which is an individual web based instructional program used to supplement reading instruction at the students instructional level. The Lexia licence is due to be renewed in 2018. WriteSteps writing program was purchased in the online version for grades K-6 for a 3 year period. The increase in cost over the budgeted amount is due to the program being paid for a three year period instead of	Write Steps 4000-4999: Books And Supplies Title I \$5,376

		yearly.	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<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)		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)	
9. Train all teachers and administrators in ELD curriculum	Training provided by current staff	Professional development in the use of research based writing instruction strategies and its incorporation into the WriteSteps program was provided to all teachers on 8/14/14 and at grade span meetings in 2/15. This cost was also for action step 1.	Write Steps PD for 6 teachers provided in February 2015 1000-1999: Certificated Personnel Salaries Supplemental \$600
Scope of Service	LEA-wide English Language Learners	Scope of Service	LEA-wide
<input type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		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)	
10. Principal will monitor classroom instruction to insure that curriculum is being utilized in the most efficient manner	No Cost	Principal/Teacher monitored and secured the validity of research based EL programs K-8 through classroom visits and teacher evaluations.	No Cost
Scope of Service	LEA-wide English Language Learners	Scope of Service	LEA-wide English Language Learners
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils		OR: <input type="checkbox"/> Low Income pupils	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
11. Continue staff development in research based ELD strategies	Title I \$1000	Professional development was provided to all teachers on 8/12/14 to provide staff with expert knowledge from KCSOS program specialist on CELDT language proficiency levels, sample test questions, rubrics and best practices for implementation in the classroom. Professional development in the use of research based writing instruction strategies and its incorporation into the WriteSteps program was provided to all teachers on 8/14/14 and at grade span meetings in 2/15.	No Cost.
Scope of Service : LEA-wide English Language Learners  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service : LEA-wide English Language Learners  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. Provide Parent Project training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as fund allow.	Title I \$1000	It was determined that appropriate staffing would need to be in place in order to begin the Parent Project. The Parent Project is expected to be a part of the job description for the additional certificated EL staff hired in 2016/17. No money was spent because there were no staff available to attend the training.	No Cost
Scope of Service : LEA-wide English Language Learners		Scope of Service : LEA-wide English Language Learners	

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
13. Redirect Principal/Teacher to focus on implementing research based ELD, and insure that staff complies with ELD standards. Principal/Teacher will be responsible for insuring that the reclassification process is consistent with LEA standards	No Cost	Principal/Teacher was redirected to implementing and securing the validity of research based EL programs K-8. Staff development was provided during beginning of the year staff development 8/12/14, grade span professional development days (K-2 11/6/2014, 2/6/15, 3-5 11/14/14, 2/11/15, 6-8 11/18/14, 2/18/15), and through classroom visits and teacher evaluations. Principal/Teacher oversaw reclassification process and attended reclassification meetings held in 4/2015.	No Cost
Scope of Service: LEA-wide English Language Learners <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA Wide English Language Learners <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
14. Redirect Special Education/Resource Specialist to coordinate and administer CELDT testing and assist in the reclassification process to support ELD	No Cost	Special Education/Resource Specialist was hired to begin 5 working days prior to teachers return date at the beginning of the 2014/15 school year. The testing schedule was made and adhered to. CELDT testing was completed during the month of 8/2014. When scores	No Cost



		were received in 11/2014, SE/RS reviewed the data and helped determine students eligible for reclassification.	
Scope of Service: LEA-wide English Language Learners ___ All OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)		Scope of Service: LEA-wide English Language Learners ___ All OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	
15. Hire additional paraprofessional support for ELD program in year 2015-16	No Cost	Additional paraprofessional support was hired in 10/2014 for 3.84 hours per day to assist with DELAC, CELDT language proficiency tracking, reclassification and EL intervention under the supervision of Student Support Coordinator. Funds became available earlier than anticipated so we were able to add staff in the 2014-15 school year.	ELD Paraprofessional 2000-2999: Classified Personnel Salaries Title I \$10,436
Scope of Service: LEA-wide English Language Learners ___ All OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)		Scope of Service: LEA-wide English Language Learners ___ All OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	
16. Hire part time certificated staff to coordinate and implement ELD program.	No Cost	Part time certificated staff to coordinate and implement ELD program is expected to be hired in 2015-2016.	No Cost

Scope of Service: LEA-wide English Language Learners		Scope of Service: LEA wide-English Language Learners	
__All		__All	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	
17. Implementation of academic content and performance standards adopted by the SBE, including English Language Learners and reclassified students.	No Cost	The purchase of new curriculum for math based on academic content and performance standards adopted by the SBE, including English Language Learners and reclassified students will be purchased for the 2015-2016 school year.	No Cost
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	
18. Provide Professional Development and support for implementation of Common Core Mathematics and Reading Language Arts	LCFF \$4000	Staff attended professional development training on the implementation of Common Core Mathematics and Reading Language Arts on 3/2/2015 and 3/3/2015. The training was provided by KCSOS. The cost for this training was accounted for in Goal 1 action step 2.	See Goal 1, Action Step 2
Scope of Service: LEA-wide English Language Learners		Scope of Service: LEA-wide English Language Learners	

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
19. Continue to support language development	No Cost	Continue to support language development	No Cost
Scope of Service: LEA-wide English Language Learners		Scope of Service: LEA-wide English Language Learners	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" 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?	Our goal is to have 40% of our EL Learners advance one or more language classification levels annually. We had hoped that in the 2014-15 school year to have the percentage up to 32%. We were very excited that we were able to have that percentage rise to 36% for the 2014-15 school year. We are very encouraged by the progress made this past school year and are very optimistic about the coming years. We were able to increase our teaching staff and the funding will continue to maintain the increase. The Principal will continue to seek out EL staff development and to oversee the reclassification process. We will be adding a part-time certificated staff member whose job will be to coordinate language development for EL students and implement the ELD program. This was something we were planning to implement in the 2016-17 school year, but we believe that our budget will allow us to start this in the 2015-16 school year. We will continue to fund professional development for teachers and administrators on the use of research based ELD materials and strategies. Staff will continue to attend annual regional CELDT training and modules available on the CELDT website. We will continue to fund professional development for teachers and administrators on the use of research based common core mathematics and reading language arts as it becomes available. Our CELDT testing will continue to be in the weeks before and just after school begins. The Principal and Student Support Coordinator will continue to annually review EL Learner data and use the data to address continued EL Learner needs. We will continue to use the web-based and supplemental EL materials which we believe have helped us to get closer to our final goal. We believe that our budget will allow us to implement a Parent Training class for parents of economically disadvantaged, ELL, reclassified students, foster youth, and others interested in such a class. Some action steps have been combined or are being addressed in other goals for the 2015-16 school year.		

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

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>K-8 will be serviced by a highly qualified certificated and CCSS trained teacher for each grade level K-8. Staffing will be increased to fully support Special Education and ELD program.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3    4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6    7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9    10 <input type="checkbox"/>  Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All K-8 schools  Applicable Pupil Subgroups: All students</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Classroom Teachers will be increased from 8.5 FTE to 9 FTE. 2 hours of ELD Clerical staff will be established</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Classroom teachers were increased from 8.5 to 9 FTE. 2.0 hours of ELD Clerical staff was established.</p> <p>Priority 1: 1. Teachers in the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. 95% 2. Students in the district have sufficient access to standards-aligned instructional materials. 3. School facilities are maintained and in good repair. 100%</p> <p>Priority 2: 1. Implementation of the academic content and performance standards adopted by the state board. The level of CCSS implementation increased from minimal to partial. 2. How the programs and services will enable English Learners to access CCSS and the ELD standards for purposes of gaining academic content knowledge and english language proficiency. 100% of EL students had access to CCSS and ELD standards throughout the day.</p> <p>Priority 4: 1. Statewide assessments, Baseline for ELA and Math will be established in the spring of 2015. 2. API, suspended: 2013 score of 703 3. College required course completion - N/A 4. Pupils passing advanced placement or participated in college</p>

preparedness courses - N/A  
 5. EL Reclassification rate - 10.3%  
 6. The percentage of students scoring at proficient and advanced levels on state assessments - information not yet available  
 7. The percentage of students scoring at proficient and advanced levels on CELDT 17%.  
 8. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Priority 5:

1. School Attendance Rate: 95.16%
2. Chronic truancy rate: 31.12%
3. Middle school dropout rate: 0%
4. High school drop out rate: N/A
5. High school graduation rate N/A

Priority 7:

1. 100% of English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).
2. 100% of students with exceptional needs have access and receive special education programs and services.
3. Programs and services developed and provided to 100% of unduplicated pupils.

Priority 8:

1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable. 2013-14 PFT

5th Grade HFZ:

Aerobic Capacity	52.4%
Body Composition	52.4
Abdominal Strength	57.1
Trunk Extension Strength	57.1
Upper Body Strength	47.6
Flexibility	57.1

8th Grade HFZ:

Aerobic Capacity	47.1%
Body Composition	35.3
Abdominal Strength	52.9

	Trunk Extension Strength      70.6 Upper Body Strength            23.5 Flexibility                            64.7
--	--

**LCAP Year: 2014-2015**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Comply with Education Codes, facilities, and instructional materials, (Williams Compliance).	Cost accounted for in GOAL 1 CCSS/LCFF \$15,000	Met quarterly compliance as required by Williams Compliance Act. No complaints were filed. Review was held in fall of 2014. The cost for this action is described in Goal 1, Action Ste 1.	CCSS aligned Math curriculum was purchased as stated in Goal 1, Action Step 1.
Scope of Service: LEA-wide service <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: LEA-wide service <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)	
2. Provide a highly qualified teacher for each grade level K-8	This Action Step is accounted for in Goal 2, Action Step 1. LCFF \$37,900	A highly qualified teacher was provided for each grade level K-8. The cost for this step is described in Goal 2, Action Step 1.	This Action Step is accounted for in Goal 2, Action Step 1. LCFF \$37,900
Scope of Service: LEA-wide service <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: LEA-wide service <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)	

<p>3. Implementation of academic content and performance standards adopted by the SBE, including English Language Learners</p>	<p>No Cost</p>	<p>Beginning with the 2014/15 school year, academic content and performance standards adopted by the SBE were partially implemented, including implementation for English Language Learners.</p>	<p>No Cost</p>
<p>Scope of Service: LEA -wide</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>Scope of Service: LEA -wide</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><input 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:</p> <p><input 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:</p> <p><input 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:</p> <p><input 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>	

4. Continue to support language development	No Cost	Continue to support language development	No Cost
Scope of Service: LEA-wide ___ All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups: (Specify)		Scope of Service: LEA-wide ___ All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 3 is that K - 8 grades will be serviced by a highly qualified certificated and CCSS trained teacher for each grade level and that staffing will be increased to fully support Special Education and the ELD Program. We feel that this goal has been reached and as such we will no longer include this goal in our LCAP. We will continue to maintain any action steps and funding for these action steps that allowed us to achieve meeting Goal 3. The action steps that need to be maintained have been incorporated into the action steps in Goals 1, 2, and 4. We feel we were able to meet Goal 3 because our past conservative fiscal decisions allowed us to have available funds that were used to hire the staff needed to achieve Goal 3.		

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



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

Original GOAL 4 from prior year LCAP:	The number of truant or chronically truant students will not exceed 25% as cited on CDE DataQuest website		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8  COE only: 9    10 <input type="checkbox"/>  Local : Specify
Goal Applies to:	Schools: All K-8 schools Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	The number of truant or chronically truant students will not exceed 28%	Actual Annual Measurable Outcomes:	<p>We estimate the number of truant or chronically students to be 31.12% for the 2014-15 school year.</p> <p>Priority 1: 1. Teachers in the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. 95% 2. Students in the district have sufficient access to standards-aligned instructional materials. 3. School facilities are maintained and in good repair. 100%</p> <p>Priority 2: 1. Implementation of the academic content and performance standards adopted by the state board. The level of CCSS implementation increased from minimal to partial. 2. How the programs and services will enable English Learners to access CCSS and the ELD standards for purposes of gaining academic content knowledge and english language proficiency. 100% of EL students had access to CCSS and ELD standards throughout the day.</p> <p>Priority 3: 1. Parents receive paper communications in their English and Spanish language. 100% 2. Parents of unduplicated and exceptional needs students and community members invited to attend various school committee meetings. 100% 3. Held Public LCAP Information meeting.</p>

Priority 4:

1. Statewide assessments, Baseline for ELA and Math will be established in the spring of 2015.
2. API, suspended: 2013 score of 703
3. College required course completion - N/A
4. Pupils passing advanced placement or participated in college preparedness courses - N/A
5. EL Reclassification rate - 10.3%
6. The percentage of students scoring at proficient and advanced levels on state assessments - information not yet available
7. The percentage of students scoring at proficient and advanced levels on CELDT 17%.
8. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Priority 5:

1. School Attendance Rate: 95.16%
2. Chronic truancy rate: 31.12%
3. Middle school dropout rate: 0%
4. High school drop out rate: N/A
5. High school graduation rate N/A

Priority 6:

1. 5.4% student suspension rate.
2. 0% student expulsion rate.
3. Annual Healthy Kids Survey
  - a) Use this nationally based survey in grades 5 and 7 to measure behaviors such as bullying, drug use, and school safety.

Priority 7:

1. 100% of English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).
2. 100% of students with exceptional needs have access and receive special education programs and services.
3. Programs and services developed and provided to 100% of unduplicated pupils.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Review and update SWPBIS system yearly and provide PD as necessary	No Cost	Professional Development was provided in August of 2014 on the SWPBIS and with input from staff, system was updated to include daily recognition of community values. There were no costs for this training.	No Cost
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
X All		X All	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	
2. Provide college and career ready opportunities	LCFF \$1000	Instruction on college and career readiness opportunities were provided by a volunteer school counselor intern in the spring of 2015. College tour trip was scheduled by migrant for upper grade migrant students in the spring of 2015. There were no funds used for this Action Step because a volunteer was able to be utilized to accomplish provide these services.	No Cost
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
X All		X All	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	

proficient __ Other Subgroups: (Specify)		__ Other Subgroups: (Specify)	
3. Provide wrap around truancy prevention program "Attendance Works" which includes student assessments, home visits, weekly school contacts, referrals to community resources	LCFF \$500	Staffing was not available to implement in the 2014-2015 school year, but a truancy prevention program will be implemented in the 2015-2016 school year. Funding will allow our district to add staff to accomplish this action step.	No Cost
Scope of Service   LEA-wide		Scope of Service   LEA-wide	
__ All		__ All	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>truant or chronically truant</u>		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>truant or chronically truant</u>	
4. Review school wellness plans and policies and update board policy to address chronic absence	No Cost	School wellness plans and policies and board policies to address chronic absence were reviewed and updated during the 2014-2015 school year.	No Cost
Scope of Service   LEA-wide		Scope of Service   LEA-wide	
<u>X</u> All		<u>X</u> All	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	
All		Scope of Service	
OR: __ Low Income pupils __ English Learners		All OR:	

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)		__ 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?	Our goal of having a minimum number of truant or chronically truant students not exceeding 25% as cited on CDE DataQuest website is proving to be difficult. We were hoping to have that percentage at 28% for the 2014-15 school year. We believe that the percentage will be close to 31% when it is reported on the CDE DataQuest website. We believe that more attention must be given to early intervention in this area of concern. One of our action steps was to purchase an attendance and truancy software program and acquire the training needed to run this program. We were not able to accomplish this in the 2014-15 school year. The Administration will be attending a workshop designed to help districts minimize their truancy/attendance problems. we have learned that if the problem is not addressed very early in the school year, parents will take that to mean that we are not concerned with their absenteeism. We believe that the increase in staff will allow us to put more time and effort into our truancy/absenteeism problem. We will continue to use our PBIS system to recognize those students achieving outstanding attendance. We will provide parent training to educate parents on the importance of regular attendance and the harmful effects of habitual truancy/absenteeism. We have budgeted money for our 7th and 8th grade students to visit college campuses which we believe will help motivate their regular school attendance.		

**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>\$434,975</u>
<p>1. The Di Giorgio School District’s Supplemental and Concentration Grant is \$434,975.</p> <p>2. Districtwide justifications: Di Giorgio School District is a one school district with a projected enrollment in 2015-2016 of 210 students, kindergarten through eighth grade. 97.72% of Di Giorgio’s student population have been identified as either low income or English Language Learners; therefore the district has determined that District-wide use of LCFF Supplemental and Concentration Grant funds will be principally directed and effective supporting all goals and state priorities and actions to enhance educational services for unduplicated pupils in the Di Giorgio School District.</p> <p>Provide CCSS aligned instructional materials for all students including English language learners, low income, any future foster youth/homeless, and special education students.          Provide Professional development in CCSS, STEM, PBIS and ELD.          Update library titles to include more non-fiction and magazine subscriptions related to STEM.          Update technology and related infrastructure to support student outcomes.          Maintain library media increase in hours.          Continue t support language development.          Continue to maintain staffing to provide one teacher per grade level.          Redirect Principal/Teacher to Superintendent/Principal to insure staff complies with ELD Standards.          Continue annual CELDT Training of Trainers.          Annual CELDT testing of TK and Kindergarten students to be scheduled in August before the start of the school year.          Provide parent training for parents of economically disadvantaged, ELL, reclassified fluent proficient, foster youth, individuals with exceptional needs students.          Continue current paraprofessional support for ELD.          Hire certificated staff to coordinate ELD Program.          Provide college and career ready opportunities.          Provide wrap around truancy prevention program.          Upgrade computer lab.          Comply with education codes for facilities and increase the level of school connectiveness and safety.</p>	

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

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

30.1	%
5	

1. According to the minimum proportionality percentage (MPP) calculation Di Giorgio School District will increase or improve services by 30.15%.
2. The District will increase and improve services to all students as outlined in section 2. Some of these services include hiring a half time certificated English Language Arts teacher/Coordinator, as well as assigning existing paraprofessional / EL Clerk to assist the coordinator in providing services to English Language Learners, Foster Youth and low income pupils. These staff members will be trained to teach and implement Parent Project Training as well as conducting assessments and teaching and tutoring English Language Learners, Foster youth, and Low income students.
3. Services for low income, English Language Learners, and Foster Youth will be increased and improved as identified in Section 2 of the LCAP and its actions for implementing these goals.

Improved:

1. EL instruction and assessment
2. Supports for student attendance and truancy
3. Computer Lab
4. Improve technology implementation
5. Improved facilities and instructional materials
6. Implementation of academic content and performance

Increased:

1. Staffing
2. CCSS instructional materials
3. Professional Development for all staff
4. Library materials
5. ELD Certificated staff will be hired to implement and monitor EL instruction with paraprofessional support
6. Principal/Teacher will be replaced with a Superintendent/Principal

Standards for all students including EL, low income and foster youth  
 7. Parental trainings for staff and parents of students including EL, foster youth and Economically disadvantaged.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	131,474.00	126,260.00	434,975.00	507,404.00	557,497.00	1,499,876.00
CCSS	3,500.00	14,367.00	0.00	0.00	0.00	0.00
CCSS/LCFF	30,000.00	0.00	0.00	0.00	0.00	0.00
LCFF	82,800.00	37,900.00	0.00	0.00	0.00	0.00
LCFF/Title I	7,599.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	2,500.00	2,500.00
REAP	0.00	24,427.00	0.00	0.00	0.00	0.00
Supplemental	2,000.00	33,754.00	0.00	0.00	0.00	0.00
Supplemental/Concentration	0.00	0.00	434,975.00	507,404.00	554,997.00	1,497,376.00
Title I	5,575.00	15,812.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	54,900.00	88,360.00	434,975.00	507,404.00	557,497.00	1,499,876.00
	0.00	0.00	83,294.00	0.00	0.00	83,294.00
0001-0999: Unrestricted: Locally Defined	0.00	300.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	37,900.00	25,151.00	79,422.00	84,114.00	94,145.00	257,681.00
2000-2999: Classified Personnel Salaries	2,000.00	13,272.00	13,514.00	23,453.00	24,623.00	61,590.00
3000-3999: Employee Benefits	0.00	0.00	29,239.00	32,983.00	34,690.00	96,912.00
4000-4999: Books And Supplies	15,000.00	49,542.00	122,635.00	154,732.00	155,130.00	432,497.00
5000-5999: Services And Other Operating Expenditures	0.00	95.00	60,571.00	30,176.00	16,469.00	107,216.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	5,704.00	5,704.00	11,408.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	41,300.00	147,242.00	170,020.00	358,562.00
5900: Communications	0.00	0.00	0.00	0.00	6,825.00	6,825.00
6000-6999: Capital Outlay	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
7000-7439: Other Outgo	0.00	0.00	0.00	24,000.00	44,891.00	68,891.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	54,900.00	88,360.00	434,975.00	507,404.00	557,497.00	1,499,876.00
	Supplemental/Concentration	0.00	0.00	83,294.00	0.00	0.00	83,294.00



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	300.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	37,900.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	2,500.00	2,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	25,151.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	0.00	0.00	79,422.00	84,114.00	91,645.00	255,181.00
2000-2999: Classified Personnel Salaries	Supplemental	2,000.00	2,836.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	0.00	0.00	13,514.00	23,453.00	24,623.00	61,590.00
2000-2999: Classified Personnel Salaries	Title I	0.00	10,436.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental/Concentration	0.00	0.00	29,239.00	32,983.00	34,690.00	96,912.00
4000-4999: Books And Supplies	CCSS	0.00	14,367.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	CCSS/LCFF	15,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	REAP	0.00	24,427.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	5,372.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental/Concentration	0.00	0.00	122,635.00	154,732.00	155,130.00	432,497.00
4000-4999: Books And Supplies	Title I	0.00	5,376.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	95.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	0.00	0.00	60,571.00	30,176.00	16,469.00	107,216.00
5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	0.00	0.00	0.00	5,704.00	5,704.00	11,408.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	0.00	0.00	41,300.00	147,242.00	170,020.00	358,562.00
5900: Communications	Supplemental/Concentration	0.00	0.00	0.00	0.00	6,825.00	6,825.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
6000-6999: Capital Outlay	Supplemental/Concentration	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
7000-7439: Other Outgo	Supplemental/Concentration	0.00	0.00	0.00	24,000.00	44,891.00	68,891.00

**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).