

**Introduction:**

**LEA:** El Tejon Unified **Contact:** Rodney Wallace, Superintendent, rwallace@el-tejon.org, 661-248-6247 **LCAP Year:** 2015-2016

***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><b>March/April</b></p> <ol style="list-style-type: none"> <li>1. Held multiple administrative meetings each Tuesday to discuss progress on LCAP.</li> <li>2. Send out surveys by site to all parents. April 17, 2015</li> <li>3. Complete student surveys 9-12 grades. April 17, 2015</li> <li>4. Send out surveys to all staff (certificated and classified) April 24, 2015</li> <li>5. Held informal meetings with students to gain input. April 20<sup>th</sup> – 24<sup>th</sup></li> <li>6. Hold parent meeting/School Site Council’s for all school sites. Date April 30<sup>th</sup> During meeting: Sharing survey data and progress on goals from 2015 LCAP.</li> </ol> <p><b>April/May</b></p> <ol style="list-style-type: none"> <li>7. Discuss findings of surveys with School Sites Councils and other representative parents of pupils identified in Ed Code and to gain input. May 4<sup>th</sup> – 8<sup>th</sup>, 2015</li> <li>8. Revise draft of LCAP May 14, 2015</li> </ol> <p><b>June</b></p> <ol style="list-style-type: none"> <li>9. Sent copy of LCAP to Chuck Mullen and Angela Whitham to provide and go over LCAP plan. June 1, 2015</li> <li>10. Gain input from CTA and CSEA. June 4, 2015</li> <li>11. Revise draft with input from CTA and CSEA</li> <li>12. Make draft available to public for viewing. June 8, 2015</li> </ol>	<ol style="list-style-type: none"> <li>1. District administrators reviewed previous goals and progress made within each action step.</li> <li>2. Parent survey results: FMHS: Parents strongly feel that the school addresses attendance issues that they feel their students are safe at school, and that their child is provided with everything needed to succeed in school. Some parents did feel that they do not have enough opportunities to provide input into their child’s education, and that the school is in need of repair. El Tejon: Parents feel very strongly that the school provides appropriate educational materials and is preparing them for college/career paths. Parents would like to see more technology incorporated into the school day along with more communication from teachers and administration in regard to grades and LCAP. Frazier Park: Parents felt that they would like more communication about the process of LCAP. They feel very strongly that their students feel very safe at school.</li> <li>3. Student survey results: FMHS: The majority of students feel that they are provided</li> </ol>

<p>13. Take draft to public hearing. June 11, 2015  14. Adjust draft with input from public hearing. June 12, 2015  15. Board approval June 18, 2015  16. Send to KCSOS June 19, 2015</p> <p>Schedule annual meetings with stakeholders (DELAC/ELAC) to analyze progress and make adjustments to LCAP. 2015/2016 School year</p>	<p>with a good education, that they are prepared for future college or career pathway, they feel safe, and that the school contacts parents when they are absent. Many also feel that the teachers don't contact parents when they are having trouble and the school does not work closely with parents when they are falling behind.</p> <p>4. Staff survey results:  FMHS: The majority of the staff feels that the school is doing a great job in all areas surveys, but that there needs to be some repair on the building.  El Tejon: Staff feels that: the school has encouraged parents to participate in the LCAP planning process, and that they fully understand the goals of the district and feel it is moving in the right direction for students, and students are safer in school this year than last. The staff does feel that the English learner program needs to be stronger, and better textbooks and instructional materials need to be available for students.  Frazier Park: The teachers were not in agreement on the new curriculum choices for adoption in math. They did feel that all students and staff are very safe at school, but do not feel supported by administration.</p> <p>5. Students generally feel safe at school and that they are provided with a good education. Many students feel they should be offered more electives in the area of drama and art.</p> <p>6. Updates on progress towards this year's LCAP goals were reviewed. Teacher input given: if there end up being combo classes next year, the existing RTI schedule will not be able to continue and additional RTI classes will be difficult to create. Mrs. Jimenez and Ms. Darling attended a training on instructional strategies that they will present to staff members. Project based learning is taking place at Frazier Park Elementary as well as the high school. Frazier Park School has set collaboration days on the 2<sup>nd</sup> and 4<sup>th</sup> Monday of each month. Having enough time to fully align curriculum to common core standards hinges on collaboration time for teachers. Ms. Darling and Mrs. Jimenez did create a monitoring system for EL students. Teachers feel that the 6<sup>th</sup> period elective/designated support schedule should remain the same at El Tejon School. It was recommended to develop a program which offers evening or summer classes for parents to learn how to help their child with</p>
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	<p>homework.</p> <ol style="list-style-type: none"> <li>7. Survey data was discussed with each school site individually.</li> <li>8. All input was taken from previous meetings in creating action plans for next school year.</li> <li>9. Updated plan was sent to both Chuck Mullen and Angela Witham asking them to distribute them to their groups to gain input.</li> <li>10. Received a message from Chuck Mullen that CTA was fine with the plan as is and has no input to add. Received a message from Angela Whitham that CSEA's only concern is that it is stated on pages 9 and 17 that the district does not currently have a certificated librarian and that they will be addressing this with ETUSD next school year.</li> <li>11. No revisions needed to be made with CTA recommendations.</li> <li>12. Plan was placed at the district office for public viewing. No input was given by public.</li> <li>13. No input was given by public at public hearing. Angela Witham requested an updated version on the LCAP be sent to her with CSEA's concerns documented.</li> <li>14. No adjustments were made.</li> </ol>
<p><b>Annual Update:</b></p> <ol style="list-style-type: none"> <li>1. Held multiple administrative meetings to discuss progress on LCAP.</li> <li>2. Discussed progress of LCAP goals at school site council meetings as well as district LCAP meetings.</li> <li>3. Send out surveys by site to all parents. April 17, 2015</li> <li>4. Complete student surveys 9-12 grades. April 17, 2015</li> <li>5. Send out surveys to all staff (certificated and classified) April 24, 2015</li> <li>6. Held informal meetings with students to gain input. April 20<sup>th</sup> – 24<sup>th</sup></li> <li>7. Hold parent meeting/School Site Council's for all school sites. Date April 30<sup>th</sup></li> </ol>	<p><b>Annual Update:</b></p> <ol style="list-style-type: none"> <li>1. Administration met every Tuesday morning to go over 2014-15 goals and action plan to make sure items were being implemented and discuss reasoning behind items not being implemented.</li> <li>2. No questions or comments required Superintendent's written response.</li> <li>3. Parent survey results:        FMHS: Parents strongly feel that the school addresses attendance issues that they feel their students are safe at school, and that their child is provided with everything needed to succeed in school. Some parents did feel that they do not have enough opportunities to provide input into their child's education, and that the school is in need of repair.        El Tejon: Parents feel very strongly that the school provides appropriate educational materials and is preparing them for</li> </ol>

	<p>college/career paths. Parents would like to see more technology incorporated into the school day along with more communication from teachers and administration in regard to grades and LCAP. Frazier Park: Parents felt that they would like more communication about the process of LCAP. They feel very strongly that their students feel very safe at school.</p> <p>4. Student survey results:  FMHS: The majority of students feel that they are provided with a good education, that they are prepared for future college or career pathway, they feel safe, and that the school contacts parents when they are absent. Many also feel that the teachers don't contact parents when they are having trouble and the school does not work closely with parents when they are falling behind.</p> <p>5. Staff survey results:  FMHS: The majority of the staff feels that the school is doing a great job in all areas surveys, but that there needs to be some repair on the building.  El Tejon: Staff feels that the school has encouraged parents to participate in the LCAP planning process, and that they fully understand the goals of the district and feel it is moving in the right direction for students, and students are safer in school this year than last. The staff does feel that the English learner program needs to be stronger, and better textbooks and instructional materials need to be available for students.  Frazier Park: The teachers were not in agreement on the new curriculum choices for adoption in math. They did feel that all students and staff are very safe at school, but do not feel supported by administration.</p> <p>6. Students generally feel safe at school and that they are provided with a good education. Many students feel they should be offered more electives in the area of drama and art.</p> <p>7. Updates on progress towards this year's LCAP goals were reviewed. Teacher input given: if there end up being combo classes next year, the existing RTI schedule will not be able to continue and additional RTI classes will be difficult to create. Mrs. Jimenez and Ms. Darling attended a training on instructional strategies that they will present to staff members. Project based learning is taking place at Frazier Park Elementary as well as the high school. Frazier Park School has set</p>
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	<p>collaboration days on the 2<sup>nd</sup> and 4<sup>th</sup> Monday of each month. Having enough time to fully align curriculum to common core standards hinges on collaboration time for teachers. Ms. Darling and Mrs. Jimenez did create a monitoring system for EL students. Teachers feel that the 6<sup>th</sup> period elective/designated support schedule should remain the same at El Tejon School. It was recommended to develop a program which offers evening or summer classes for parents to learn how to help their child with homework.</p>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory

groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal:** Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs

must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?

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

<b>GOAL:</b>	El Tejon Unified will create a growth model based on current state board recommendations to ensure both low performing students and proficient students in math show appropriate academic gains based on local measures.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	<b>Approximately 60% of all students are not proficient in math. The percent proficient has declined in all students as well as all subgroups by at least 5% over the past four years.</b>	
<b>Goal Applies to:</b>	Schools: All	
	Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2016-17</b>		
<b>Expected Annual Measurable</b>	67% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.	

**Outcomes:**

**Priority #1** Basic Services: ETUSD had one finding on a mis-assignment for the 2014/15 school year: no certificated librarian on staff, with no findings on instructional materials or facilities conditions.

**Priority #2** Implementation of Common Core State Standards: The school sites are in different stages of common core implementation. At this point all teachers within ETUSD have been trained in CCSS. They all attended three days of training through KCSOS. The districts ELA curriculum is being supplemented with CCSS standards in all grade levels using ERWC curriculum and other writing tasks. We are getting ready to adopt a Common Core aligned math curriculum, where other subject areas still need to be addressed.

**Priority #4** Pupil Outcomes:

a. CST Data: Percent Proficient ELA

	2009/10	2010/11	2011/12	2012/13
All Students	48.7	54.0	51.9	47.6
Hispanic	38.0	43.3	36.8	37.1
White	51.8	58.8	45.5	51.6
Socio Disadvantaged	37.5	42.4	39.7	38.4

CST Data: Percent Proficient Math

	2009/10	2010/11	2011/12	1012/13
All Students	47.4	51.8	46.9	42.9
Hispanic	37.1	45.3	35.8	32.9
White	50.8	55.0	43.4	47.3
Socio Disadvantaged	37.8	43.5	36.5	29.0

b. ETUSD API Data: API has declined over the past three years.

2013: 714

2012: 751

2011: 763

c. Pupils that satisfy A – G requirements upon graduation

	2011-12	2012-13	2013-14
Number of graduates	74	76	75
Met UC/CSU requirements	24%	22%	22%
County Average	29.2%	29.8%	Not Available

The percentage of FMH students meeting the A – G requirements is lower than the county average due to the number of D grades, not the completion of A – G required classes.

d. AMAO 1: Percentage of EL's who become proficient : ETUSD 2013 target: 59% ETUSD: 54.9% (Did not meet target)

AMAO 2: Percentage of EL's who progress one level: ETUSD 2013 target: 49% ETUSD: 44.7% (Did not meet target)

e. EL reclassification rate:

2011-12: 10.3%

2012-13: 0%  
 2013-14: 0%  
 Data for 12/13 and 13/14 in the CDE reporting system is inaccurate.

f. AP Test Results

% passing	County	Sc = 1	Sc = 2	Sc = 3	Sc = 4	Sc = 5
2009-2010 ** 53%	51%	1	7	8	1	0
2010-2011	46%	No Data				
2011-2012 44%	46%	1	13	8	3	0
2012-2013 43%	45%	8	13	12	2	2

Conclusion: Percent of FMHS' students passing the AP test was higher than the county average in 09-10 and slightly below county average in following years.

**Priority #5**

- a. Attendance rate for this school year is 92.87%.
- b. Graduation and dropout rates for Frazier Mountain High School are as follows:

Year	Graduation Rate		Dropout Rate	
	FMHS	County Average	FMHS	County Average
2009-2010	93.3 *	74	5.7 *	17.9
2010-2011	79.6 *	75.3	13.9 *	16.6
2011-2012	83.2 *	76.2	11.2 *	16.8
2012-2013	85.4 *	76.4	12.4 *	16.5

Conclusions: Graduation rate is higher than the county all four years. Dropout rate is lower than county average all four years.  
 Dropout rate is still too high.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue teacher collaboration time (PLC's) at Frazier Mountain High School, and extend to all school sites and grade levels.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$8,976.00 Subs for each teacher (34) 2 x's per year <b>LCFF S/C</b>

Purchase district wide data analysis system to help analyze student progress to drive intervention and instruction.	All		\$15,000 (one time fees) \$15,000 (yearly) <b>Total: \$30,000</b> <b>LCFF SC</b>
Adopt grade level assessments district wide.	All		\$500 Paper <b>LCFF S/C</b>
Develop a district wide method for monitoring differentiated instruction within each classroom based upon findings in data analysis of benchmarks and CFA's.	All		No cost
Provide professional development on research based instructional strategies.	All		\$8,630 Trainings & Travel <b>LCFF S/C</b>
Implement researched based instructional strategies based on common core instruction (Explicit and systematic instruction, verbalization of thought process, guided practice, modeling, corrective feedback, etc.)	All		No Cost
Monitor implementation of researched based instructional strategies.	All		No Cost
Implement an intervention program and schedule at each grade level.	All		\$87,000 Salaries <b>LCFF S/C</b>
Provide training in new math curriculum. K – 5: Math Expressions 6 – 12: Big Ideas	All		\$1,500 Big Ideas Training <b>Common Core funds</b>
Purchase and continue to use PLATO,			\$4,800

Renaissance Learning, and Study Island) for assessment and intervention.	Frazier Park		Renaissance <b>LCFF S/C</b>
All grade levels utilize SBAC practice tests through the CDE website.	All (ELA and Math)		No Cost
Teachers for class size reduction	All		\$458,252 Teacher Salaries <b>LCFF S/C</b>
Provide tutoring and academic support either after school or within the school day.	All	<u>  </u> ALL	\$10,000 Bus 2 days a week/tutoring <b>LCFF S/C</b>
Provide information on resources available through the Family Resource Center.	All	OR: <u>  </u> X Low Income pupils <u>  </u> English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	\$700 Paper <b>LCFF S/C</b>
Create monitoring system to stay informed on educational progress.	All		No Cost
Refer struggling students to SAT team and hold follow up SAT's for previously referred students.	All		\$5,000 Stipends <b>LCFF S/C</b>
Develop an EL program at each school site.	All	<u>  </u> ALL	\$10,000 Salaries <b>LCFF S/C</b>
Begin using the Santiago EL curriculum at each school site.	All		No Cost
Continue using higher level vocabulary associated with common core within all subject areas.	All	OR: <u>  </u> Low Income pupils <u>  </u> X English Learners <u>  </u> Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	No Cost
Continue to monitor both EL students and re-designated fluent English proficient pupils by CELT coordinator.	All		No Cost
			No Cost

Students will be placed in appropriate programs to help in areas of struggle (tutoring, RTI, intervention classes, etc.)	All		
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	72% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue teacher collaboration time (PLC's) at all school sites.	All	<u> X </u> ALL	\$8,976.00
Renew contract with data analysis system.	All	OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Subs for each teacher (34) 2 x's per year <b>LCFF S/C</b>
Establish a schedule which allows district wide collaboration.	All		\$15,000 Program <b>LCFF S/C</b>
Continue to monitor differentiated instruction within each classroom based upon findings in data analysis of benchmarks and CFA's.	All		No Cost
Continue to implement researched based instructional strategies.	All		No cost

Monitor implementation of researched based instructional strategies.	All		No Cost
Continue intervention program and schedule at each grade level.	All		\$87,000 Salaries <b>LCFF S/C</b>
Continue to use PLATO, Renaissance Learning, and Study Island) for assessment and intervention.	All		\$4,800 Renaissance program <b>LCFF S/C</b>
Class size reduction	All		\$469,305 Salaries <b>LCFF S/C</b>
Provide tutoring and academic support either after school or within the school day.	All	<u>  </u> ALL	\$10,000 Transportation/ stipends <b>LCFF S/C</b>
Provide information on resources available through the Family Resource Center.	All	OR: <u>  </u> X Low Income pupils <u>  </u> English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	\$700 Paper <b>LCFF S/C</b>
Continue using monitoring system to stay informed on educational progress.	All		No Cost
Continue to refer struggling students to SAT team and hold follow up SAT's for previously referred students.	All		\$5,000 Stipends <b>LCFF S/C</b>
Continue to use a separate EL curriculum at each school site.	All	<u>  </u> ALL	No Cost
Continue using higher level vocabulary associated with common core within all subject areas.	All	OR: <u>  </u> Low Income pupils <u>  </u> X English Learners <u>  </u> Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost
Continue to monitor both EL students and re-designated fluent English proficient pupils by CELT coordinator.	All All		No Cost No Cost

Students will be placed in appropriate programs to help in areas of struggle (tutoring, RTI, intervention classes, etc.)	All		No Cost
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**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	80% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue teacher collaboration time (PLC's) at all school sites.	All	<u> X </u> ALL	\$8,976.00 Substitutes <b>LCFF S/C</b>
Continue district wide collaboration.	All	OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	No Cost
Continue to monitor differentiated instruction within each classroom based upon findings in data analysis of benchmarks and CFA's.	All		No Cost
Continue to implement researched based instructional strategies.	All		No Cost
Monitor implementation of researched based instructional strategies.	All		No Cost
Continue intervention program and schedule at each grade level.	All		\$87,000 Salaries <b>LCFF S/C</b>
Continue to use PLATO, Renaissance Learning, and Study Island) for intervention.	All		\$15,000 All 3 programs <b>LCFF S/C</b>
Class size reduction	All		\$520,008 Salaries <b>LCFF S/C</b>

Provide tutoring and academic support either after school or within the school day.	All	<input type="checkbox"/> ALL	\$10,000 Transportation/ Stipends <b>LCFF S/C</b>
Provide information on resources available through the Family Resource Center.	All	OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$700 Paper <b>LCFF S/C</b>
Continue using monitoring system to stay informed on educational progress.	All		No Cost
Continue to refer struggling students to SAT team and hold follow up SAT's for previously referred students.	All		\$5,000 Stipends <b>LCFF S/C</b>
Continue to use a separate EL curriculum at each school site.	All	<input type="checkbox"/> ALL	No Cost
Continue using higher level vocabulary associated with common core within all subject areas.	All	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No Cost
Continue to monitor both EL students and re-designated fluent English proficient pupils by CELT coordinator.	All		No Cost
Students will be placed in appropriate programs to help in areas of struggle (tutoring, RTI, intervention classes, etc.)	All		No Cost

<b>GOAL:</b>	El Tejon Unified will create a growth model based on current state board recommendations to ensure both low performing students and proficient students in ELA show appropriate academic gains based on local measures.	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__ COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** Approximately 53% of all students are not proficient in ELA. Percentage proficient has remained stable in all subgroups, but not increased over the past four years.

<b>Goal Applies to:</b>	<b>Schools:</b> All	
	<b>Applicable Pupil Subgroups:</b> All	

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<p>All students will show a 5% increase in proficient on local measurements by the end of the 2016 school year.</p> <p><b>Priority #1</b> Basic Services: ETUSD had one finding on a mis-assignment for the 2014/15 school year: no certificated librarian on staff, with no findings on instructional materials or facilities conditions.</p> <p><b>Priority #2</b> Implementation of Common Core State Standards: The school sites are in different stages of common core implementation. At this point all teachers within ETUSD have been trained in CCSS. They all attended three days of training through KCSOS. The districts ELA curriculum is being supplemented with CCSS standards in all grade levels using ERWC curriculum and other writing tasks. We are getting ready to adopt a Common Core aligned math curriculum, where other subject areas still need to be addressed.</p> <p><b>Priority #4</b> Pupil Outcomes:</p> <p>a. CST Data: Percent Proficient ELA</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2009/10</th> <th>2010/11</th> <th>2011/12</th> <th>2012/13</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>48.7</td> <td>54.0</td> <td>51.9</td> <td>47.6</td> </tr> <tr> <td>Hispanic</td> <td>38.0</td> <td>43.3</td> <td>36.8</td> <td>37.1</td> </tr> <tr> <td>White</td> <td>51.8</td> <td>58.8</td> <td>45.5</td> <td>51.6</td> </tr> <tr> <td>Socio Disadvantaged</td> <td>37.5</td> <td>42.4</td> <td>39.7</td> <td>38.4</td> </tr> </tbody> </table> <p>CST Data: Percent Proficient Math</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2009/10</th> <th>2010/11</th> <th>2011/12</th> <th>1012/13</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>47.4</td> <td>51.8</td> <td>46.9</td> <td>42.9</td> </tr> </tbody> </table>		2009/10	2010/11	2011/12	2012/13	All Students	48.7	54.0	51.9	47.6	Hispanic	38.0	43.3	36.8	37.1	White	51.8	58.8	45.5	51.6	Socio Disadvantaged	37.5	42.4	39.7	38.4		2009/10	2010/11	2011/12	1012/13	All Students	47.4	51.8	46.9	42.9
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Hispanic	37.1	45.3	35.8	32.9
White	50.8	55.0	43.4	47.3
Socio Disadvantaged	37.8	43.5	36.5	29.0

b. ETUSD API Data: API has declined over the past three years.

2013: 714

2012: 751

2011: 763

c. Pupils that satisfy A – G requirements upon graduation

	2011-12	2012-13	2013-14
Number of graduates	74	76	75
Met UC/CSU requirements	24%	22%	22%
County Average	29.2%	29.8%	Not Available

The percentage of FMH students meeting the A – G requirements is lower than the county average due to the number of D grades, not the completion of A – G required classes.

d. AMAO 1: Percentage of EL's who become proficient: ETUSD 2013 target: 59% ETUSD: 54.9% (Did not meet target)

AMAO 2: Percentage of EL's who progress one level: ETUSD 2013 target: 49% ETUSD: 44.7% (Did not meet target)

e. EL reclassification rate:

2011-12: 10.3%

2012-13: 0%

2013-14: 0%

Data for 12/13 and 13/14 in the CDE reporting system is inaccurate.

f. AP Test Results

	% passing	County	Sc = 1	Sc = 2	Sc = 3	Sc = 4	Sc = 5
2009-2010	** 53%	51%	1	7	8	1	0
2010-2011		46%	No Data				
2011-2012	44%	46%	1	13	8	3	0
2012-2013	43%	45%	8	13	12	2	2

Conclusion: Percent of FMHS' students passing the AP test was higher than the county average in 09-10 and slightly below county average in following years.

**Priority #5**

e. Attendance rate for this school year is 92.87%.

f. Graduation and dropout rates for Frazier Mountain High School are as follows:

Year	Graduation Rate	Dropout Rate
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	FMHS	County Average	FMHS	County Average
2009-2010	93.3 *	74	5.7 *	17.9
2010-2011	79.6 *	75.3	13.9 *	16.6
2011-2012	83.2 *	76.2	11.2 *	16.8
2012-2013	85.4 *	76.4	12.4 *	16.5

Conclusions: Graduation rate is higher than the county all four years. Dropout rate is lower than county average all four years.  
Dropout rate is still too high.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue teacher collaboration time (PLC's) at Frazier Mountain High School, and extend to all school sites and grade levels.	All Schools	<u>X</u> ALL	\$8,976.00 Subs for each teacher (34) 2 x's per year <b>LCFF S/C</b> <b>Same as goal #1</b>
Purchase district wide data analysis system to help analyze student progress to drive intervention and instruction.	All		\$15,000 (one time fees) \$15,000 (yearly) <b>Total: \$30,000</b> <b>LCFF S/C</b> <b>Same as goal #1</b>
Adopt grade level assessments district wide.	All	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500 Paper <b>LCFF S/C</b> <b>Same as goal #1</b>
Develop a district wide method for monitoring differentiated instruction within each classroom based upon findings in data analysis of benchmarks and CFA's.	All		No Cost
Provide professional development on research based instructional strategies.	All		\$8,630 Trainings & Travel <b>LCFF S/C</b> <b>Same as Goal #1</b>
Implement researched based instructional strategies.	All		No Cost

Monitor researched based instructional strategies.	All		No Cost
Implement an intervention program and schedule at each grade level.	All		\$87,000 Salaries <b>LCFF S/C</b> <b>Same as Goal #1</b>
Purchase and continue to use PLATO, Renaissance Learning, and Study Island) for assessment and intervention.	Frazier Park		\$4,800 Renaissance <b>LCFF S/C</b> <b>Same as Goal #1</b>
All students will participate in the SBAC practice tests available from the CDE at all grade levels.	All (ELA and Math)		No Cost
All students will take an initial assessment at the start of the 2015-16 school year using new district wide data system to establish a base line.	All		No Cost
Teachers for class size reduction	All		\$458,252.00 Teacher Salaries <b>LCFF S/C</b> <b>Same as Goal #1</b>
Provide tutoring and academic support either after school or within the school day.	All	<u>  </u> ALL	\$10,000 Bus 2 days a week/tutoring <b>LCFF S/C</b> <b>Same as Goal #1</b>
Provide information on resources available through the Family Resource Center.	All	OR: <u>  </u> X Low Income pupils <u>  </u> English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	\$700 Paper <b>LCFF S/C</b> <b>Same as Goal #1</b>
Create monitoring system to stay informed on educational progress.	All		No Cost
Refer struggling students to SAT team and hold	All		\$5,000 Stipends <b>LCFF S/C</b>

follow up SAT's for previously referred students.			Same as Goal #1
Develop an EL program at each school site.	All	<u>  </u> ALL	\$10,000 Salaries LCFF S/C Same as Goal #1
Begin using separate EL curriculum at each school site.	All		No Cost
Continue using higher level vocabulary associated with common core within all subject areas.	All	OR: <u>  </u> Low Income pupils <u>  </u> X English Learners <u>  </u> Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost
Create and implement a monitoring system on both EL students and re-designated fluent English proficient pupils by CELT coordinator.	All		No Cost
Students will be placed in appropriate programs to help in areas of struggle (tutoring, RTI, intervention classes, etc.)	All		No Cost

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	All students will show a 10% increase in proficient on local and or state measurements by the end of the 2016 school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue teacher collaboration time (PLC's) at all school sites.	All	<u>  </u> X ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	\$8,976 Substitutes LCFF S/C Same as goal #1
Establish a schedule which allows district wide collaboration.	All		No Cost
Continue to monitor differentiated instruction	All		No Cost

within each classroom based upon findings in data analysis of benchmarks and CFA's.			
Continue to implement researched based instructional strategies.	All		No Cost
Monitor implementation of researched based instructional strategies.	All		No Cost
Continue intervention program and schedule at each grade level.	All		\$87,000 Teacher Salaries <b>LCFF S/C</b> <b>Same as Goal #1</b>
Continue to use PLATO, Renaissance Learning, and Study Island) for assessment and intervention.	All		\$4,800 Renaissance program <b>LCFF S/C</b> <b>Same as Goal #1</b>
Class size reduction			\$469,305 Salaries <b>LCFF S/C</b> <b>Same as Goal #1</b>
Provide tutoring and academic support either after school or within the school day.	All	<u>  </u> ALL	\$10,000 Transportation <b>LCFF S/C</b> <b>Same as Goal #1</b>
Provide information on resources available through the Family Resource Center.	All	OR: <u>  </u> X Low Income pupils <u>  </u> English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	\$700 Paper <b>LCFF S/C</b> <b>Same as Goal #1</b>
Continue using monitoring system to stay informed on educational progress.	All		No Cost
Continue to refer struggling students to SAT team and hold follow up SAT's for previously referred students.	All		No Cost

Continue to use a separate EL curriculum at each school site.	All	<u>  </u> ALL	No Cost
Continue using higher level vocabulary associated with common core within all subject areas.	All	OR: <u>  </u> Low Income pupils <u>  </u> X English Learners <u>  </u> Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost
Continue to monitor both EL students and re-designated fluent English proficient pupils by CELT coordinator.	All		No Cost
Students will be placed in appropriate programs to help in areas of struggle (tutoring, RTI, intervention classes, etc.)	All		No Cost

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	All students will show a 15% increase in proficient on local and or state measurements by the end of the 2018 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue teacher collaboration time (PLC's) at all school sites.	All	<u>  </u> X ALL	\$8,976 Substitutes LCFF S/C Same as Goal #1
Continue district wide collaboration.	All	OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)_____	No Cost
Continue to monitor differentiated instruction within each classroom based upon findings in data analysis of benchmarks and CFA's.	All		No Cost
Continue to implement researched based instructional strategies.	All		No Cost
Monitor implementation of researched based	All		No Cost

instructional strategies.			
Continue intervention program and schedule at each grade level.	All		No Cost
Continue to use PLATO, Renaissance Learning, and Study Island) for intervention.	All		\$15,000 All 3 programs <b>LCFF SC</b> <b>Same as Goal #1</b>
Class size reduction			\$520,008 Salaries <b>LCFF S/C</b>
Provide tutoring and academic support either after school or within the school day.	All	<u>  </u> ALL ----- OR: <u>  </u> X Low Income pupils <u>  </u> English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)_____	\$10,000 Transportation/ Stipends <b>LCFF S/C</b> <b>Same as Goal #1</b>
Provide information on resources available through the Family Resource Center.	All		\$600 Paper <b>LCFF S/C</b> <b>Same as Goal #1</b>
Continue using monitoring system to stay informed on educational progress.	All		No Cost
Continue to refer struggling students to SAT team and hold follow up SAT's for previously referred students.	All		No Cost
Continue to use a separate EL curriculum at each school site.	All	<u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> X English Learners <u>  </u> Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)_____	No Cost
Continue using higher level vocabulary associated with common core within all subject areas.	All		No Cost
Continue to monitor both EL students and re-designated fluent English proficient pupils by	All		No Cost

CELT coordinator.			
Students will be placed in appropriate programs to help in areas of struggle (tutoring, RTI, intervention classes, etc.)	All		No Cost

<b>GOAL:</b>	ETUSD will be fully implemented in common core by the end of the 2017-2018 school year as defined by the academic program survey.		Related State and/or Local Priorities: 1__ 2__ <u>X</u> 3__ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
<b>Identified Need :</b>	Transitioning over to common core in all subject areas is at various stages throughout the three school sites within ETUSD.			
<b>Goal Applies to:</b>	Schools:	All		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p>All schools in ETUSD will be fully transitioned to common core in both ELA and mathematics.</p> <p><b>Priority #2</b> Implementation of Common Core State Standards: The school sites are in different stages of common core implementation. At this point all teachers within ETUSD have been trained in CCSS. They all attended three days of training through KCSOS. The districts ELA curriculum is being supplemented with CCSS standards in all grade levels using ERWC curriculum and other writing tasks. We are getting ready to adopt a Common Core aligned math curriculum, where other subject areas still need to be addressed.</p> <p><b>Priority #3</b> LCAP surveys were sent out to all parents, staff, and students grade 5 – 12 in April. ETUSD received approximately 15% of the parent survey's back. All information was analyzed and discussed among administration and staff. ETUSD did receive input from both their parent advisory committee through the school site councils on each campus as well as the district's ELAC and DLAC committees. The school site councils and DLAC met quarterly to discuss items and gain input, and one combined parent meeting was held in April to bring everyone together for additional conversation and input. Information was also shared with each school during staff meetings to gain additional input.</p>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

Provide teachers with additional professional development on common core instruction in ELA.	All	<u>X</u> ALL	\$50,185 Professional Dev <b>Mandated 10% Title 1</b>
Decide what method, tool, and frequency administration will use to monitor common core implementation.	All		No Cost
Create admin to teacher feedback rubric.	All		No Cost
Monitor and provide feedback to teachers on common core implementation.	All		\$60 Paper <b>LCFF S/C</b>
Purchase common core manipulatives and materials.	All		\$3,000 <b>Supply Budget</b>
Deliver instruction using curriculum and instructional strategies fully aligned to common core	All	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue aligning ELA curriculum to common core.	Frazier Park/ EI Tejon		No Cost
Create CFA's and Benchmarks aligned to common core.	All		\$30,000 New data system <b>LCFF S/C Same as Goal #1</b>
Create teacher to student common core feedback form.	All		No Cost
All teachers' desktop computers will be updated.	All		
All teachers' classrooms will be equipped with a	All		Common Core Funds

projector and docu cam. Purchase a roaming classroom set of chrome books for each school site.	All		Common Core Funds Common Core Funds
Begin using higher level vocabulary aligned with common core.	All	<u>  </u> ALL OR: <u>  </u> X Low Income pupils <u>  </u> English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost
Begin using higher level vocabulary aligned with common core.	All	<u>  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> X English Learners <u>  </u> Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	ETUSD's multiple subject classrooms will be fully transitioned to common core in ELA, math, and science while the high school will be transitioned in ELA, math, science, and social science.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue monitoring common core instruction in ELA and math.	All	<u>  </u> X ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost
Begin aligning science curriculum to common core in multiple subject classrooms and science and social science at the high school level.	All	<u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost
Provide training in National Science Standards for all science teachers.	All		\$5,000 <b>LCFF S/C</b>

Purchase science performance tasks to reinforce math CAASPP testing.	All		\$1,000 <b>LCFF S/C</b>
Continue to monitor common core implementation.	All		No Cost
Continue using admin to teacher feedback rubric.	All		No Cost
Monitor and provide feedback to teachers on common core implementation.	All		No Cost
Continue to deliver instruction using curriculum and instructional strategies fully aligned to common core	All		No Cost
Continue using teacher to student common core feedback form.	All		No Cost
Continue using higher level vocabulary aligned with Common Core.	All	__ALL	No Cost
		OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners <input checked="" type="checkbox"/> Foster Youth    __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue using higher level vocabulary aligned with Common Core.	All	__ALL	No Cost
		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	All grade levels in ETUSD will be fully transitioned to common core in all subject areas.		
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Continue monitoring common core instruction in ELA and math.	All	<input checked="" type="checkbox"/> ALL	No Cost
Continue to monitor and provide feedback on common core implementation.	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 Cost
Continue using admin to teacher feedback rubric.	All		No Cost
Continue to deliver instruction using curriculum and instructional strategies fully aligned to common core	All		No Cost
Continue using teacher to student common core feedback form.	All		No Cost
Continue using higher level vocabulary aligned with Common Core.	All	<input type="checkbox"/> ALL	No Cost
		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Continue using higher level vocabulary aligned with Common Core.	All	<input type="checkbox"/> ALL	No Cost
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

**GOAL:** ETUSD will continue to improve the climate of all schools in the areas of increased attendance, and reduced suspensions by 2017.

Related State and/or Local Priorities:  
 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_X 6\_X 7\_X  
 8\_X  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

**Identified Need :** Truancy continues to be an issue on all three campuses within ETUSD varying quarterly from 87% to 93%.

**Goal Applies to:** Schools: All  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:** ETUSD's attendance rate will be at 94% with a 10% decrease in suspension rate.

**Priority #5**

- a. Attendance rate for this school year is 92.87%.
- b. Graduation and dropout rates for Frazier Mountain High School are as follows:

Year	Graduation Rate		Dropout Rate	
	FMHS	County Average	FMHS	County Average
2009-2010	93.3 *	74	5.7 *	17.9
2010-2011	79.6 *	75.3	13.9 *	16.6
2011-2012	83.2 *	76.2	11.2 *	16.8
2012-2013	85.4 *	76.4	12.4 *	16.5

Conclusions: Graduation rate is higher than the county all four years. Dropout rate is lower than county average all four years. Dropout rate is still too high.

**Priority #6**

- a. The suspension rate among all three school sites has remained steady over the past couple years. It was slightly higher at El Tejon School this year due to one specific student, but decreased at Frazier Park School. The number of suspensions due to drugs and or alcohol at the high school has drastically decreased over the past three years.
- b. The expulsion rate in all of ETUSD is very low, we have only expelled three students in the last three years at the high school all due to drug issues.
- c. Input from survey's sent out to parents and students show that the majority of them feel safe while at school and feel that their child is safe and secure while at school as well.

**Priority #7**

- a. ETUSD has created a master schedule at the middle school (6 – 8) and high school level which allows for all students to

- participate in elective courses.  
 b. Forty-six high school students are enrolled in an intensive math intervention class in lieu of another elective course.

**Priority #8**

- a. Grades 1 to 6: English, mathematics, social sciences, science, visual and performing arts, health, and physical education.  
 Grades 7 to 8: English, mathematics, social sciences, science, visual arts, health, and physical education.  
 Grades 9 to 12: (a) English, (b) social sciences, (c) foreign language, (d) physical education, (e) science, (f) mathematics, (g) visual arts – no performing art, (h) no applied art, (i) career technical education.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Implementation of attendance incentives at all school sites.	All	<u>X</u> ALL	No Cost Donations/ PTSO's
Continue after school clubs and programs for students to participate in.	All		\$70,000 <b>LCFF Base</b>
Continue master schedule that allows more students to participate in all subject areas.	All		\$80,000 Salaries <b>LCFF S/C</b>
All three school sites will implement a School-Parent Compact for Achievement	All		No Cost
Use Robocalls to parents when kids are absent.	All	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$1,500 Robocall System <b>LCFF S/C</b>
Inform parents of how much money the school site has lost due to absences each month.	All		\$600 Paper/postage LCFF S/C
Continue the communication tool to inform parents of the importance of attendance.	All		\$600 Paper/postage LCFF S/C <b>Same as above</b>
Continue programs at each school site to create a safe school environment.	All		\$12,000 Salary <b>LCFF S/C</b>

Continue various ways for students to report bullying incidents.	All		No Cost
SAT meetings implemented at all school sites.	All		No Cost
ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due from absences. – Once a month	All		\$16,474 Personnel <b>LCFF Base</b>
Continue collaboration schedule between the high school ASB/SSA and middle school students	All		No cost
Continue more powerful and exciting student of the month and awards ceremonies at all school sites.	All		No Cost
Work with Americorp through The Family Resource Center to make phone calls and offer services for families in need.	All	<u>  </u> ALL	No Cost
Pupils will be surveyed and will participate in small group interviews to determine effective incentives to increase student attendance.	All	OR: <u>  </u> X Low Income pupils <u>  </u> English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost
Work with Americorp through The Family Resource Center to make phone calls and offer services for families in need.	All	<u>  </u> ALL	No Cost
Pupils will be surveyed and will participate in small group interviews to determine effective incentives to increase student attendance.	All	OR: <u>  </u> Low Income pupils <u>  </u> X English Learners <u>  </u> Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable	ETUSD's attendance rate will be at 95% with a 15% decrease in suspension rate.		

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Implementation of attendance incentives at all school sites.	All	<input checked="" type="checkbox"/> ALL	No Cost
Continue after school clubs and programs for students to participate in.	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) _____	\$70,000 Sports Costs/Stipends <b>LCFF Base</b>
Continue master schedule that allows more students to participate in all subject areas.	All		\$80,000 Salaries <b>LCFF S/C</b>
All three school sites will implement a School-Parent Compact for Achievement	All		No Cost
Use Robocalls to parents when kids are absent.	All		\$1,500 System <b>LCFF S/C</b>
Inform parents of how much money the school site has lost due to absences each month.	All		\$600 Paper <b>LCFF S/C</b>
Continue the communication tool to inform parents of the importance of attendance.	All		\$600 Paper <b>LCFF S/C</b>
Continue programs at each school site to create a safe school environment.	All		\$12,000 Salaries <b>LCFF S/C</b>
Continue various ways for students to report bullying incidents.	All		No Cost
SAT meetings implemented at all school sites.	All		No Cost

ETUSD will continue a schedule for Saturday school's to help reclaim lost ADA due from absences.	All		\$16,500 Personnel <b>LCFF S/C</b>
Continue collaboration schedule between the high school ASB/SSA and middle school students	All		No Cost
Continue powerful and exciting student of the month and awards ceremonies at all school sites.	All		No Cost
Work with Americorp and The Family Resource Center to offer help to struggling families.	All	<u>  </u> ALL OR: <u>  </u> X Low Income pupils <u>  </u> English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost
Work with Americorp and The Family Resource Center to offer help to struggling families.	All	<u>  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> X English Learners <u>  </u> Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	ETUSD's attendance rate will be at 96% with a 20% decrease in suspension rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Implementation of attendance incentives at all school sites.	All	<u>  </u> X ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)_____	No Cost
Continue after school clubs and programs for	All	<u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)_____	\$70,000 Sports <b>LCFF Base</b>

students to participate in.			\$80,000 Salaries <b>LCFF S/C</b>
Continue master schedule that allows more students to participate in all subject areas.	All		
All three school sites will implement a School-Parent Compact for Achievement	All		No Cost
Use Robocalls to parents when kids are absent.	All		\$1,500 System <b>LCFF S/C</b>
Inform parents of how much money the school site has lost due to absences each month.	All		\$600 Paper <b>LCFF S/C</b>
Continue the communication tool to inform parents of the importance of attendance.	All		\$600 Paper <b>LCFF S/C</b>
Continue programs at each school site to create a safe school environment.	All		\$12,000 Salaries <b>LCFF S/C</b>
Continue various ways for students to report bullying incidents.	All		No Cost
SAT meetings implemented at all school sites.	All		No Cost
ETUSD will continue a schedule for Saturday school's to help reclaim lost ADA due from absences.	All		\$16,500 <b>LCFF Base</b>
Continue collaboration schedule between the high school ASB/SSA and middle school students	All		No Cost
Continue powerful and exciting student of the month and awards ceremonies at all school sites.	All		No Cost

Pupils will be surveyed and will participate in small group interviews to determine effective incentives to increase student attendance.	All		No cost
Continue to work with Americorp and The Family Resource Center to offer help to struggling families.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Cost
Continue to work with Americorp and The Family Resource Center to offer help to struggling families.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Cost
Pupils will be surveyed and will participate in small group interviews to determine effective incentives to increase student attendance.	All		No cost

**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 from prior year LCAP:	50% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.		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__ 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All School Sites: Frazier Park Elementary, El Tejon Middle, and Frazier Mountain High School		
	Applicable Pupil Subgroups:	All subgroups		
Expected Annual Measurable Outcomes:	25% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.		Actual Annual Measurable Outcomes:	62% of current eighth graders passed the Algebra readiness test given on May 27 <sup>th</sup> 2015.  <b>Priority #1</b> Basic Services: ETUSD had one finding on a mis-assignment for the 2014/15 school year: no certificated librarian on staff, with no findings on instructional materials or facilities conditions.  <b>Priority #2</b> Implementation of Common Core State Standards: The school sites are in different stages of

			<p>common core implementation. At this point all teachers within ETUSD have been trained in CCSS. They all attended three days of training through KCSOS. The districts ELA curriculum is being supplemented with CCSS standards in all grade levels using ERWC curriculum and other writing tasks. We are getting ready to adopt a Common Core aligned math curriculum, where other subject areas still need to be addressed.</p> <p><b>Priority #4</b> No CST or API scores were available for the 14/15 school year. 22% of graduates were A – G compliant in the 13/14 school year. ETUSD did not meet their targets for AMAO 1 or AMAO 2 in 2013 with 54.9% of EL’s becoming proficient and 44.7 of EL’s showing a one level progression. FMHS had 43% of students pass the AP exams with a 3 or better in the 13/14 school year.</p> <p><b>Priority #5</b> Attendance rate for the 14/15 school year was 92.87%.  Graduation rate for 12/13: 85.4%(higher than county)  Dropout rate for 12/13: 12.4% (lower than county)</p> <p><b>Priority #8</b> Grades 1 to 6: English, mathematics, social sciences, science, visual and performing arts, health, and physical education.  Grades 7 to 8: English, mathematics, social sciences, science, visual arts, health, and physical education.  Grades 9 to 12: (a) English, (b) social sciences, (c) foreign language, (d) physical education, (e) science, (f) mathematics, (g) visual arts – no performing art, (h) no applied art, (i) career technical education.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Teacher collaboration Time	\$4,000/LCFF	Collaboration time has been formally implemented at the high school level.	\$1,536 Substitutes <b>LCFF S/C</b>
Adopt Grade Level Assessments	\$2,000/LCFF	6 <sup>th</sup> – 8 <sup>th</sup> math and the high school have implemented benchmarks. Other grade levels use curriculum based assessments and	\$100 Paper <b>LCFF Base</b>
Provide professional development on research based instructional strategies.	\$5,000/LCFF	KCSOS has provided staff development for ETUSD in common core standards and instructional strategies.	\$1,000 Substitutes <b>LCFF Base</b>
Implement research based instructional strategies.	\$2000/LCFF	KCSOS has provided Common Core staff development in math for all teachers for all teachers. FMHS math teachers have attended math PLC's and trainings with the Kern High School District.	\$366 Substitutes <b>LCFF Base</b>
Train teachers in new integrated math curriculum.	\$3,000/LCFF	Not completed. ETUSD has decided not to adopt an integrated program.	\$0
Implement an intervention program and schedule at each grade level.	\$1,500/LCFF	Frazier Park School currently has RTI for second grade. El Tejon School currently has RTI for 5 <sup>th</sup> – 8 <sup>th</sup> grades, and FMHS has RTI for math students.	FP:\$27,257.76 ET:\$39,001.15 FMHS:\$19,988.18 Salaries <b>Total:\$86,247.09</b> <b>LCFF S/C</b>
Implement PLC's to monitor data and drive remediation and instruction.	\$1,200/LCFF	FMHS provides PLC time for teachers to collaborate.	\$29,118.00 Salaries <b>LCFF S/C</b>
Begin purchasing new math curriculum.	\$150,000/	ETUSD is in the final stage of choosing a math curriculum adopt before final purchase. Final	\$150,000/ Math Curriculum & Technology <b>Common Core</b>

<p>Purchase programs for intervention and data analysis. (PLATO, Renaissance Learning, Study Island)</p> <p>Hire back teachers for class size reduction.</p>	<p>common core</p> <p>\$23,000/ LCFF</p> <p>\$40,500/ LCFF</p>	<p>decision will be made by the end of May.</p> <p>These programs were all purchased for implementation at all grade levels.</p> <p>Teachers were hired back to decrease class sized and reduce the number of combo classes.</p>	<p><b>Funds</b></p> <p>\$20,007.55 Programs <b>LCFF S/C</b></p> <p>\$258,947.00 Salaries <b>LCFF S/C</b></p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>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)_____</p>	
<p>Provide tutoring and academic support for low income and foster pupils either after school or within the school day.</p> <p>Educate all involved on resources from the Family Resource Center available to low income families and foster youth.</p> <p>Create monitoring system for specific group to stay informed on educational progress.</p> <p>Provide counseling services for designated</p>	<p>\$5,000/Title 3</p> <p>No Cost</p> <p>\$1,000/LCFF</p> <p>No Cost</p>	<p>After school tutoring has been provided on all three school sites Tuesday and Thursdays.</p> <p>Flyers on resources were sent home.</p> <p>Not in place at this point. ETUSD is working with KCSOS to investigate the best monitoring system to incorporate.</p>	<p>\$800 Stipends <b>LCFF S/C</b> \$8,700 Personnel <b>Title 3 Funds</b></p> <p>\$688 Paper and postage <b>LCFF S/C</b></p> <p>\$0</p> <p>\$0</p>

<p>pupils for academic and social support through SAT team.</p> <p>Refer struggling students to SAT team.</p>	<p>No Cost</p>	<p>Provided by all three school sites through Clinica Sierra Vista.</p> <p>Provided by all three school sites.</p>	<p>\$5,021.91 SAT Stipends LCFF S/C</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" 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 <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Develop an EL program at each school site.</p> <p>Purchase EL curriculum for each school site.</p> <p>Begin using the higher level of vocabulary associated with Common Core activities.</p> <p>Create and implement a monitoring system on redesigned fluent English proficient pupils by CELT coordinator.</p> <p>Re-designated students will be placed in appropriate programs to help in areas of struggle. (tutoring, RTI, intervention class)</p>	<p>\$15,000/ LCFF</p> <p>\$10,000/ LCFF</p> <p>No Cost</p> <p>\$1,000/ LCFF</p> <p>No Cost</p>	<p>EL instructional strategies are being incorporated in all classrooms, but no additional EL minutes are being offered currently.</p> <p>The Saniaga curriculum is currently being used.</p> <p>This is being incorporated in all classrooms.</p> <p>Not in place at this point.</p> <p>Students are being placed in appropriate settings for additional help.</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>
<p>What changes in actions, services, As ETUSD is transitioning to a new math curriculum and continues to struggle with local math</p>			

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	test scores, this goal will remain in the LCAP plan; however, will be broadened to include all grade levels in the district. There were also action strategies that were not fully implemented which will be repeated in the 2015 – 2016 LCAP. Our percentage rate did surpass the 25% goal, therefore the percentage rates moving forward will increase.
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Original GOAL from prior year LCAP:	El Tejon Unified will create a growth model to ensure both low performing students and proficient students in ELA show appropriate academic gains based on local and state measures.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All subgroups
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Expected Annual Measurable Outcomes:	All grade levels will increase 5% in ELA proficiency on local and state measures.	Actual Annual Measurable Outcomes:	<p>There was no district wide assessment established at the beginning of the 2014 school year in order to create baseline for measurement.</p> <p><b>Priority #1</b> Basic Services: ETUSD had one finding on a mis-assignment for the 2014/15 school year: no certificated librarian on staff, with no findings on instructional materials or facilities conditions.</p> <p><b>Priority #2</b> Implementation of Common Core State Standards: The school sites are in different stages of common core implementation. At this point all teachers within ETUSD have been trained in CCSS. They all attended three days of training through KCSOS. The districts ELA curriculum is being supplemented with CCSS standards in all grade levels using ERWC curriculum and other writing tasks. We are getting ready to adopt a Common Core aligned math curriculum, where other subject areas still need to be addressed.</p> <p><b>Priority #4</b> No CST or API scores were available for the</p>
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			<p>14/15 school year. 22% of graduates were A – G compliant in the 13/14 school year. ETUSD did not meet their targets for AMAO 1 or AMAO 2 in 2013 with 54.9% of EL’s becoming proficient and 44.7 of EL’s showing a one level progression. FMHS had 43% of students pass the AP exams with a 3 or better in the 13/14 school year.</p> <p><b>Priority #8</b> Grades 1 to 6: English, mathematics, social sciences, science, visual and performing arts, health, and physical education.  Grades 7 to 8: English, mathematics, social sciences, science, visual arts, health, and physical education.  Grades 9 to 12: (a) English, (b) social sciences, (c) foreign language, (d) physical education, (e) science, (f) mathematics, (g) visual arts – no performing art, (h) no applied art, (i) career technical education.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Expand intervention schedule include 1 <sup>st</sup> and 3 <sup>rd</sup> graders.	\$2,000/LCFF	Did not complete.	\$0
Create intervention schedule for second graders.	\$2,000/LCFF	Frazier Park school uses two teachers in their 2 <sup>nd</sup> grade RTI schedule.	\$27,257.76 Salaries LCFF S/C <b>Same as goal #1</b>
Implement the second grade volunteer reading program.	No Cost	This program is fully implemented.	\$0
Provide professional development on researched based instructional strategies.	\$2,500/LCFF	Training has been provided by KCSOS.	\$0
Implement researched based ELA strategies.	\$2,000/LCFF	ERWC curriculum and project based learning strategies are implemented at the high school	\$330 Substitutes

<p>Purchase programs for intervention and data analysis. (PLATO, Study Island, Renaissance Learning)</p> <p>PLC's to monitor data to drive remediation and instruction.</p> <p>Provide collaboration time between all grade levels.</p> <p>Adopt grade level assessments.</p>	<p>\$23,000/ LCFF</p> <p>\$1,500/LCFF</p> <p>\$4,000/ LCFF</p> <p>No Cost</p>	<p>level.</p> <p>These programs are being fully implemented.</p> <p>FMHS provides PLC time to monitor data.</p> <p>Collaboration time has only been formally implemented at the high school levels.</p> <p>6<sup>th</sup> – 8<sup>th</sup> math and the high school have implemented benchmarks. Other grade levels use curriculum based assessments and Renaissance Learning.</p>	<p>\$100 Paper <b>LCFF Base</b></p> <p>\$20,007.55 program <b>LCFF S/C</b> <b>Same as goal #1</b></p> <p>\$29,118 Salaries <b>LCF S/C</b> <b>Same as goal #1</b></p> <p>\$1,536 substitutes <b>LCFF S/C</b> <b>Same as goal #1</b></p> <p>\$100 paper <b>LCFF Base</b> <b>Same as goal #1</b></p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>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)_____</p>	
<p>Provide tutoring and academic support for low income and foster pupils either after school or within the school day.</p>	<p>\$5,000/Title 1</p>	<p>After school tutoring has been provided on all three school sites Tuesday and Thursdays.</p>	<p>\$800 stipend <b>LCFF S/C</b> <b>Same as goal #1</b></p>

<p>Educate all involved on resources from the Family Resource Center available to low income families and foster youth.</p> <p>Create monitoring system for specific group to stay informed on educational progress.</p> <p>Provide counseling services for designated pupils for academic and social support through SAT team.</p> <p>Refer struggling students to SAT team.</p>	<p>No Cost</p> <p>\$1,000/LCFF</p> <p>No Cost</p> <p>No Cost</p>	<p>Flyers on resources were sent home.</p> <p>Not in place at this point.</p> <p>Provided by all three school sites.</p> <p>Provided by all three school sites.</p>	<p>\$8,700 personnel <b>Title 3 Funds</b> <b>Same as goal #1</b></p> <p>\$688 Paper and stamps <b>LCFF S/C</b> <b>Same as goal #1</b></p> <p>\$0</p> <p>\$0</p> <p>\$0</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Develop an EL program at each school site.</p> <p>Purchase EL curriculum for each school site.</p>	<p>\$15,000/ LCFF</p> <p>\$10,000/ LCFF</p>	<p>EL instructional strategies are being incorporated in all classrooms, but no additional EL minutes are being offered currently.</p> <p>The Saniaga curriculum is currently being used.</p>	<p>\$0</p> <p>\$0</p>

Begin using the higher level of vocabulary associated with Common Core activities.	No Cost	This is being incorporated in all classrooms.	\$0
Create and implement a monitoring system on redesigned fluent English proficient pupils by CELT coordinator.	\$1,000/ LCFF	Not in place at this point.	\$0
Re-designated students will be placed in appropriate programs to help in areas of struggle. (tutoring, RTI, intervention class)	No Cost	Students are being placed in appropriate settings for additional help.	\$0

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the district being in a transitional year with common core curriculum and deciding on a new district wide data analysis system there were no district wide assessments established at the beginning of the 2014 school year in order to create a baseline for measurement; therefore, ETUSD will be continuing with this goal for the 2015/2016 school year.
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Original GOAL from prior year LCAP:	ETUSD will be fully implemented in common core by the end of the 2014-2015 school year as defined by the academic program survey.		Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All subgroups	
Expected Annual Measurable Outcomes:	ETUSD will implement common core 100% by the end of the 2014-2015 school year as defined by the academic program survey.	Actual Annual Measurable Outcomes:	All English classes have been successfully transitioned over; however, all other subject areas need to be continued.  <b>Priority #1</b> Basic Services: ETUSD had one finding on a mis-assignment for the 2014/15 school year: no certificated librarian on staff, with no findings on instructional materials or facilities conditions.

		<p><b>Priority #2</b> Implementation of Common Core State Standards: The school sites are in different stages of common core implementation. At this point all teachers within ETUSD have been trained in CCSS. They all attended three days of training through KCSOS. The districts ELA curriculum is being supplemented with CCSS standards in all grade levels using ERWC curriculum and other writing tasks. We are getting ready to adopt a Common Core aligned math curriculum, where other subject areas still need to be addressed.</p> <p><b>Priority #3</b> LCAP surveys were sent out to all parents, staff, and students grade 5 – 12 in April. ETUSD received approximately 15% of the parent survey's back. All information was analyzed and discussed among administration and staff. ETUSD did receive input from both their parent advisory committee through the school site councils on each campus as well as the district's ELAC and DLAC committees. The school site councils and DLAC met quarterly to discuss items and gain input, and one combined parent meeting was held in April to bring everyone together for additional conversation and input. Information was also shared with each school during staff meetings to gain additional input.</p> <p><b>Priority #4</b> No CST or API scores were available for the 14/15 school year. 22% of graduates were A – G compliant in the 13/14 school year. ETUSD did not meet their targets for AMAO 1 or AMAO 2 in 2013 with 54.9% of EL's becoming proficient and 44.7 of EL's showing a one level progression. FMHS had 43% of students pass the AP exams with a 3 or better in the 13/14 school year.</p> <p><b>Priority #8</b> Grades 1 to 6: English, mathematics, social sciences, science, visual and performing arts, health, and physical education.  Grades 7 to 8: English, mathematics, social sciences, science, visual arts, health, and physical education.  Grades 9 to 12: (a) English, (b) social sciences, (c) foreign language, (d) physical education, (e) science, (f)</p>
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			mathematics, (g) visual arts – no performing art, (h) no applied art, (i) career technical education.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<u>Administration:</u> Receive training on the 3 stages of common core implementation by the county office.	No Cost	All administration received this training.	\$0
Will provide additional module trainings for teachers from Brokers of Expertise.	No Cost	School sites have attempted to access module training and have encountered several barriers: technology issues, lack of adequate computers, infrastructure limits. Teachers have been provided the information to access the modules on their own time.	\$0
Will survey parents, students and teachers to gain input.	\$100/LCFF	This has been completed on all levels.	\$ 60 Paper <b>LCFF S/C</b>
Will hold a parent/community information night to provide pertinent updates.	No Cost	All school sites held these meetings.	\$0
Begin purchasing common core curriculum.	\$150,000/ common core	The district has made a decision in the math adoption and is waiting on board approval.	\$150,000 Math Curriculum and Technology <b>Common Core Funds</b>
Decide what method, tool, and frequency administration will use to monitor common core implementation.	\$1,000/LCFF	This has not been accomplished at this point.	\$0

Create admin to teacher feedback rubric.	\$500/LCFF	This has not been accomplished at this point.	\$0
Monitor and provide feedback to teachers on common core implementation.	No Cost	Only oral feedback is being provided on all school sites.	\$0
Purchase common core manipulates and materials.	\$20,000/LCFF	ERWC writing prompts and curriculum for Frazier Mountain High School. Teachers received curriculum with the training.	\$0
<u>Teachers:</u> All teachers in district are trained in a 3 part common core training le by county office.	No Cost	All teachers received this training.	\$0
Deliver instruction using curriculum and instructional strategies fully aligned to common core	\$2,000/LCFF	All three school sites are at various degrees of delivering instruction aligned to common core.	\$200 Paper <b>LCFF Base</b>
Begin aligning curriculum to common core.	No Cost	All school sites are in the process of aligning their curriculum to the common core standards. FMHS English department has fully aligned benchmark and CFA's. The other departments are in the process.	\$330 <b>LCFF Base</b> <b>Same as goal #1</b>
Create CFA's and Benchmarks aligned to common core.	\$1,500/LCFF	This has not been accomplished at this point. District is in process of finding a new data analysis system.	\$0
Create teacher to student common core feedback form.	No Cost	This has not been accomplished at this point.	\$0
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		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	

__ Other Subgroups:(Specify)_____			__ Other Subgroups:(Specify)_____		
Deliver instruction using curriculum and instructional strategies fully aligned to common core.		No Cost	All classrooms within all three school sites are at varying levels in transitioning over to using curriculum and instruction aligned to the common core.		
Scope of service:			Scope of service:		
__ ALL			__ ALL		
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Begin using the higher level of vocabulary associated with common core activities.		No Cost	This strategy is being implemented at all school sites.		\$0
Re-designated students will be closely monitored through the SAT process to ensure success and obtain help in needed areas.		No Cost	This is not yet implemented. Only struggling students are being referred.		\$0
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		ETUSD fell short of fulfilling the goal of transitioning all subject areas over to common core by the end of the 2014-15 school year. English has successfully been transitioned over; however, all other subject areas need to be addressed, along with the creation of a monitoring system. ETUSD will continue this goal into the 2015-16 school year.			

Original GOAL from prior year LCAP:	ETUSD will improve the climate of all schools in the areas of increased attendance, and reduced suspensions by 2017.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ COE only: 9_ 10_ Local : Specify _____
Goal Applies to:	Schools:	All schools

Applicable Pupil Subgroups: All subgroups	
Expected Annual Measurable Outcomes:	<p>Attendance will increase to 94% at all school sites and suspensions will decrease by 10% at all school sites.</p>
Actual Annual Measurable Outcomes:	<p><b>Priority #5</b> Attendance rate for the 14/15 school year was 92.87%. Graduation rate for 12/13: 85.4%(higher than county) Dropout rate for 12/13: 12.4% (lower than county)</p> <p><b>Priority #6</b></p> <p>a. The suspension rate among all three school sites has remained steady over the past couple years. It was slightly higher at El Tejon School this year due to one specific student, but decreased at Frazier Park School. The number of suspensions due to drugs and or alcohol at the high school has drastically decreased over the past three years.</p> <p>b. The expulsion rate in all of ETUSD is very low, we have only expelled three students in the last three years at the high school all due to drug issues.</p> <p>c. Input from survey's sent out to parents and students show that the majority of them feel safe while at school and feel that their child is safe and secure while at school as well.</p> <p><b>Priority #7</b></p> <p>a. ETUSD has created a master schedule at the middle school (6 – 8) and high school level which allows for all students to participate in elective courses.</p> <p>b. Forty-six high school students are enrolled in an intensive math intervention class in lieu of another elective course.</p>

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement attendance incentives at all school sites.	\$2,000/LCFF	All school sites have a variety of incentive programs: classroom and school goal setting, rewards for classroom attendance, perpetual	\$0

Implement after school clubs and programs for students to participate in.	No Cost	trophies, music in the cafeteria, attendance movie and popcorn, and gift cards. All paid for by donations and PTSO's.  After school sports at all school sites, drama club at FMHS, tutoring club, Glee Club, Robotics	Stipends:\$30,000 Supplies:\$6,651 Travel:\$29,351.80 Drivers: \$4,480.00 <b>LCFF Base</b>
Create a master schedule that allows more students to participate in all subject areas.	No Cost	EI Tejon and Frazier Mountain have created schedules to offer a variety of electives.	\$79,370.72 Salaries <b>LCFF S/C</b>
Use Robocalls to parents when kids are absent.	\$2,500/LCFF	All three school sites participate in this process.	\$1,474.78 Robocall System <b>LCFF S/C</b>
Inform parents of how much money the school site has lost due to absences each month.	\$1,200/LCFF	Robocalls and monthly newsletters are used for this.	\$600 paper & postage <b>LCFF S/C</b>
Develop a communication tool to inform parents of the importance of attendance.	\$2,500/LCFF	Monthly newsletters and principal letters home.	
Implement programs at each school site to create a safe school environment.	\$1,000/LCFF	Character Counts and caught being good at Frazier Park School. Safe School Ambassadors, ASB activities, and peer mediation at EI Tejon and Frazier Mountain High School.	\$10,970.98 Teacher Salary <b>LCFF S/C</b>
Implement various ways for students to report bullying incidents.	No Cost	On-line reporting system as well as various on-campus forms, both anonymous and non-anonymous)	\$0
SAT meetings implemented at al school sites.	No Cost	Each school site has a SAT coordinator and a fully functioning process.	\$5,021.91 Stipends <b>LCFF S/C</b> <b>Same as goal #1</b>

<p>ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due from absences.</p> <p>Establish a collaboration schedule between the high school ASB/SSA and middle school students.</p> <p>Provide more powerful and exciting student of the month and awards ceremonies at all school sites.</p>	<p>No Cost</p> <p>\$1,200/LCFF</p> <p>\$2,000/LCFF</p>	<p>Two Saturday schools were implemented to regain lost ADA.</p> <p>El Tejon ASB and the high school ASB worked together on multiple occasions this year.</p> <p>Frazier Park Elementary and El Tejon Middle both have incorporated monthly character assemblies and quarterly academic ceremonies.</p>	<p>\$4,707.10 Personnel <b>LCFF Base</b></p> <p>\$0</p> <p>\$0</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <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 checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Refer students to the school's SAT team for additional help and resources used within the classroom.</p> <p>Educate all involved on resources from the Family Resource Center available to low income families.</p> <p>Ensure parents are informed on resources available.</p> <p>Create monitoring system for specific group to</p>	<p>No Cost</p> <p>\$1,000/LCFF</p> <p>\$1,000/LCFF</p>	<p>Provided by all three school sites.</p> <p>Flyers on resources were sent home.</p> <p>Information mailed home and provided at back to school nights and parent teacher conferences.</p>	<p>\$0</p> <p>\$60 paper <b>LCFF S/C</b> <b>Same as goal #1</b></p> <p>\$650 Paper and postage <b>LCFF S/C</b></p>

Stay informed on educational progress.	No Cost	Not in place at this point.	\$0
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Send flyers home in both English and Spanish.	\$1,000/LCFF	All school sites fulfill this strategy.	\$500 Paper LCFF S/C
Create District Advisory Committee including EL parents.	No Cost	This was successfully created and implemented.	\$0
Refer students to the school's SAT team for additional help and resources used within the classroom.	No Cost	This is in place at all three school sites	\$0
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	ETUSD did incorporate the majority of programs listed in the action plan; however, did not meet their target for the 2014-15 school year, therefore will continue with this very important goal to improve the climate of all schools. Pupils will be surveyed and will participate in small group interviews to determine effective incentives to increase student 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>716,871</u>
<p><b>1. 62.38% of El Tejon Unified School District’s students are considered Low Income, English Learners, or Foster Youth, and these students are enrolled proportionally throughout the district.</b></p> <p><b>2. The district is expending its LCFF supplemental and concentration grant funds as determined by the district’s goals, outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Section 3A and 3B.</b></p> <p><b>3. El Tejon Unified’s increase in funds from LCFF supplemental and concentration grants:</b></p> <p><b>2015-16: S/C Total: \$716,871, Increase: \$225,228, MPP: 13.42%</b> <b>2016-17: S/C Total: \$781,115, Increase: \$59,895, MPP: 14.84%</b> <b>2017-18: S/C Total: \$809,145, Increase: \$28,030, MPP: 15.65%</b></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.

13.42	%
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- 1. According to the minimum proportionality percentage calculation, the percentage by which El Tejon Unified School District will increase or improve services in 2015-16: 13.42%, 2016-17: 14.84%, 2017-18: 15.65%**
- 2. Services for Low Income, Foster Youth, and English Learners will be increased/improved as identified in Section 3B of the this LCAP.**

#### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

All data is included within the LCAP plan.

01-13-15 [California Department of Education]