

Introduction:

LEA: Elk Hills Elementary School District **Contact (Name, Title, Email, Phone Number):** Jeff Tensley, Superintendent/Principal, jetensley@elkhills.org, (661) 765-7431 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The process used for developing our Local Control Accountability Plan has been one of inclusion, dedication, and a focus on how to best serve the needs of our students.</p> <p>The involvement process began in early Fall of 2014 and has been a continuous collaborative process throughout.</p>	<p>In prior years our district, schools, staff, parents and students were engaged in the planning and updating of our Site Plans, but the level of involvement was a bare minimum. This new process of engaging all local stakeholders has allowed for a valid, meaningful, and transparent plan for best serving the needs of our local students. This process allowed we as a community to truly investigate what is working for our students and what needs some fine-tuning. The level of engagement was in all aspects of the operation of our small rural school district. As the experts and community worked together we were able to</p>

The first steps were to provide information on the LCFF and LCAP requirements to our school board, classified and certificated staff, parents, families, and community stakeholders in the Fall. There was a presentation at Back to school night and the board meeting in September.

As a small rural school district this process began with staff orientations, back to school nights, board meetings, Site Council meetings, and DAC Committee meetings. This was then followed up with parent conferences this past fall where our staff further detailed the new requirements including the new assessment system. Weekly bulletins posted and continue to post the latest updates on the draft plan, LCFF Funding Formula, and the Smarter Balanced Assessment System.

Additional support and input was gathered via community clubs and organizations including our Parent Teacher Club, and our own student council. The attempts to seek the support and involvement of community organizations are an ongoing process, but are limited by the rural setting.

Surveys were created and administered to all stakeholders. Students, Parents, Staff, Community Members, and School Board members were all asked to participate in the survey process. The results of each survey were tabulated and then used to assure the goals were developed with their results in mind. Parent surveys in both English and Spanish were used and were available in both print and on our webpage. The committee has also reviewed the parent, staff and student surveys for ideas and suggestions.

Key Dates: Public Hearings

January 13, 2015

February 10, 2015

March 5,2015

April 21,2015

May 12, 2015-PTO/DAC review

June 9, 2015- Final LCFF/Budget Draft will be available

June 16,2015- Adoption of LCAP/Budget

identify the strengths, the weaknesses and we were able to together come up with a plan for action. All students and every program was looked into and questioned for validity and purpose.

The efforts this community have undertaken this past year as we write the local control plan and evaluate our programs and practices from fiscal services, curriculum, maintenance and operations, transportation, staffing, instructional program, and administration were not only thorough, but were a collaborative process which continues to evolve and seek how to best serve the needs of each and everyone of our students.

Our committees like School Site Council, DAC, Parents Club and learning community are now working far more collaboratively than in years prior. Each of these stakeholder groups now feel connected, listened to, valued and appreciated for their contributions to our students and district.

All stakeholders had numerous opportunities to voice and share their concerns and desires.

Developed with the goal of how to best serve students, especially those who are struggling academically like our English Language Learners and our economically disadvantaged.

The plan assures that expenditures are tied directly to areas of need to assure student success.

Serves as support for all students and as extra support for those sub groups most in need of intervention like our English Language Learners and our Economically Disadvantaged student population.

Provides for a clear direction and attainable vision for staff and students to experience academic growth and success.

This has allowed all stakeholders, especially parents and community members to evaluate current practices and voice their ideas and suggestions for the future.

Ideas gained from input:

- Goals and Action as related to Common Core implementation

	<ul style="list-style-type: none"> • We must purchase more laptops or tablets • After school tutorials • Purchase Common Core materials for parents • Maintain Intervention classes • Maintain Intervention aides • Have students visit a college • <p>The annual revision and review of the plan will assure that the district is operating with the best interest and current needs of its' students. Yearly data, academic results, finances, staffing, facilities, and program evaluation will assure that all students remain the focus of the plan and their academic success is the focus of all stakeholders.</p> <p>As a result of the Public Hearing, Board discussion at the May 12, 2015 meeting, There were no questions asked, that required a response in writing. Any new information learned regarding LCAP requirements, revisions will be made to the Elk Hills LCAP. These revisions will be presented for Board discussion on June 9, 2015, and a second Public Hearing will also held on June 16, 2015 for adoption of the Elk Hills LCAP.</p>
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<p>Annual Update:</p> <p>In prior years our district, schools, staff, parents and students were engaged in the planning and updating of our Site Plans, but the level of involvement was a bare minimum. This new process of engaging all local stakeholders has allowed for a valid, meaningful, and transparent plan for best serving the needs of our local students. This process allowed we as a community to truly investigate what is working for our students and what needs some fine-tuning. The level of engagement was in all aspects of the operation of our small rural school district. As the experts and community worked together we were able to identify the strengths, the weaknesses and we were able to together come up with a plan for action. All students and every program was looked into and questioned for validity and purpose.</p> <p>The efforts this community have undertaken this past year as we write the local</p>	<p>Annual Update:</p> <p>Annual Update: All major stakeholder groups were noticed of LCAP and given opportunity to participate in the process to provide progress towards goals as well as actions to consider for 2015-16 to meet the state's eight priorities. Stakeholders identified areas of progress and accomplishments for 2014-15 and areas of focus needed for 2015-16. This information is reflected in the plan. One major result of stakeholder engagement and input was consolidating the actions from 5 goals to 3 goals. The original LCAP with 5 goals had separate goals for identified subgroups and contained a lot of repetition from other goals. When the stakeholder groups participated in a sorting activity there was remarkable consistency between groups in how the goals could be consolidated. Review of the 5 goals and the actions taken revealed strategies and programs that were effective and needed to be continued in the new LCAP as well as actions that</p>
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control plan and evaluate our programs and practices from fiscal services, curriculum, maintenance and operations, transportation, staffing, instructional program, and administration were not only thorough, but were a collaborative process which continues to evolve and seek how to best serve the needs of each and everyone of our students.

Our committees like School Site Council, DAC, Parents Club and learning community are now working far more collaboratively than in years prior. Each of these stakeholder groups now feel connected, listened to, valued and appreciated for their contributions to our students and district.

All stakeholders had numerous opportunities to voice and share their concerns and desires.

Developed with the goal of how to best serve students, especially those who are struggling academically like our English Language Learners and our economically disadvantaged.

The plan assures that expenditures are tied directly to areas of need to assure student success.

Serves as support for all students and as extra support for those sub groups most in need of intervention like our English Language Learners and our Economically Disadvantaged student population.

Provides for a clear direction and attainable vision for staff and students to experience academic growth and success.

This has allowed all stakeholders, especially parents and community members to evaluate current practices and voice their ideas and suggestions for the future.

Ideas gained from input:

- Goals and Action as related to Common Core implementation
- We must purchase more laptops or tablets
- After school tutorials
- Purchase Common Core materials for parents
- Maintain Intervention classes
- Maintain Intervention aides

did not need to be continued. Input from the community and stakeholders affirmed the same themes from the previous year that resulted in the development of the identified needs and goals in the Local Control Accountability Plan

- Have high expectations for every pupil by providing pupils with a rigorous education that prepares pupils for college and career. Utilizing pupil achievement scores on state assessments and district created common formative assessments will be two of the multiple indicators used to measure pupil success.
- Provide continuous learning for staff by establishing and supporting a vehicle to access and implement the Common Core Standards
- Create technology-learning environments in all schools where pupils learn the 21st century skills of creativity, critical thinking, communication, and collaboration. Pupils will also learn skills associated with information literacy, digital citizenship, and social responsibility
- Support the academic success of English learners (EL) and Socio-economically disadvantaged (SED) students by providing after school intensive intervention and tutoring for EL students and expanding AVID strategies to all elementary schools

As a result of the Public Hearing, Board discussion at the May 12, 2015 meeting, no written comments were received during the public comment period, and any new information learned regarding LCAP requirements, revisions will be made to the Elk Hills LCAP. These revisions will be presented for Board discussion on June 9, 2015, and a second Public Hearing will also held on June 16, 2015 for adoption of the Elk Hills LCAP.

- Have students visit a college
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The annual revision and review of the plan will assure that the district is operating with the best interest and current needs of its' students. Yearly data, academic results, finances, staffing, facilities, and program evaluation will assure that all students remain the focus of the plan and their academic success is the focus of all stakeholders.

As a result of the Public Hearing, Board discussion at the May 12, 2015 meeting, There were no questions asked, that required a response in writing. Any new information learned regarding LCAP requirements, revisions will be made to the Elk Hills LCAP. These revisions will be presented for Board discussion on June 9, 2015, and a second Public Hearing will also held on June 16, 2015 for adoption of the Elk Hills LCAP.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Assure that all students will be provided with access to Common Core curriculum and materials in all grades TK-8.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Full Implementation of the Common Core Curriculum and Assessment in TK-8th Grades , currently the district has partially implemented Math, and will be Piloting ELA next year, and looking at the new Next Generation Science Standards.</p> <p>Priority 1 Number/ rate of fully credentialed teachers 100% Number/ rate of teachers teaching outside subject area competence 0% Number/rate of teachers teaching ELs without authorization 0% Number/rate of core classes taught by HQTs – 100% Number/rate of students lacking their own textbook 0% Well maintained facilities FIT Report Good</p> <p>Priority 2 Implementation of the Common Core Curriculum and all State Standards will be substantially implemented according to the APS and Administrative Observation. Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 7 Rate of students enrolled in CTE courses (grades 7-12)N/A Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A Number/rate of AP courses offered (grades 9-12) N/A Rate of students enrolled in AP courses N/A Rate of remedial course enrollment 0% Number/rate of course offerings for students with exceptional needs (SDC?RSP classes) 100% 100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention. 100% of students have access to a broad course of study as described in section 51210 and 51220(a)</p>	
<p>Goal Applies to:</p>	<p>Schools: Elk Hills Applicable Pupil Subgroups:</p>	<p>All students will serve as the target</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Based on the established baseline all students will increase their individual scores in both math and language by 5% as measured by SBAC testing results and new district benchmarks.</p> <p>Priority 1 Number/ rate of fully credentialed teachers 100% Number/ rate of teachers teaching outside subject area competence 0% Number/rate of teachers teaching ELs without authorization 0% Number/rate of core classes taught by HQTs – 100% Number/rate of students lacking their own textbook 0% Well maintained facilities FIT Report Good</p> <p>Priority 2 Implementation of the Common Core Curriculum and all State Standards will be substantially implemented according to the APS and Administrative Observation. Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 7 Rate of students enrolled in CTE courses (grades 7-12) N/A Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A Number/rate of AP courses offered (grades 9-12) N/A Rate of students enrolled in AP courses N/A Rate of remedial course enrollment 0% Number/rate of course offerings for students with exceptional needs (SDC?RSP classes) 100% 100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention. 100% of students have access to a broad course of study as described in section 51210 and 51220(a)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will engage in common core standards based curriculum and assessments. Data will establish a benchmark for future academic growth gains.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0
Students will have access to highly qualified staff and to common core standards. Provide EdCaliber training that are aligned with Common Core Standards for all staff	School-wide District-	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1000-1999: Certificated Personnel Salaries Base 2000 2000-2999: Classified Personnel Salaries Base 1500

	wide	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 1500
Students will be taught with state and local board approved math and ELA common core materials.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$5000
Provide Psychological services for students at risk including special needs and Foster Youth.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2500
Students will continue to have a safe and well-maintained environment to learn in. Continue to install safety features and other recommended safety projects at school sites	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base \$35000
Recruit and retain highly qualified staff The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111356 3000-3999: Employee Benefits Supplemental/Concentration \$47,614

teachers		English proficient _ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Based on the established baseline all students will increase their individual scores in both math and language by 5% as measured by SBAC testing results and new district benchmarks.</p> <p>Priority 1 Number/ rate of fully credentialed teachers 100% Number/ rate of teachers teaching outside subject area competence 0% Number/rate of teachers teaching ELs without authorization 0% Number/rate of core classes taught by HQTs – 100% Number/rate of students lacking their own textbook 0% Well maintained facilities FIT Report Good</p> <p>Priority 2 Implementation of the Common Core Curriculum and all State Standards will be substantially implemented according to the APS and Administrative Observation. Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 7 Rate of students enrolled in CTE courses (grades 7-12) N/A Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A Number/rate of AP courses offered (grades 9-12) N/A Rate of students enrolled in AP courses N/A Rate of remedial course enrollment 0% Number/rate of course offerings for students with exceptional needs (SDC?RSP classes) 100% 100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention. 100% of students have access to a broad course of study as described in section 51210 and 51220(a)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide EdCaliber training that are aligned with Common Core Standards for all staff	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$2000 2000-2999: Classified Personnel Salaries Base \$1500 5000-5999: Services And Other Operating Expenditures Base 1500

<p>Provide administrative support for new and existing teachers. BTSA program support for new teachers. ELD special needs training as needed.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base \$6000</p>
<p>Train staff on usage of new ELA materials. Preview New Generation Science materials for future adoption.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base \$5000</p>
<p>Recruit and retain highly qualified staff</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111356</p> <hr/> <p>3000-3999: Employee Benefits Supplemental/Concentration \$47,614</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Based on the established baseline all students will increase their individual scores in both math and language by 5% as measured by SBAC testing results and new district benchmarks.</p> <p>Priority 1 Number/ rate of fully credentialed teachers 100% Number/ rate of teachers teaching outside subject area competence 0% Number/rate of teachers teaching ELs without authorization 0% Number/rate of core classes taught by HQTs – 100% Number/rate of students lacking their own textbook 0% Well maintained facilities FIT Report Good</p> <p>Priority 2 Implementation of the Common Core Curriculum and all State Standards will be substantially implemented according to the APS and Administrative Observation. Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 7 Rate of students enrolled in CTE courses (grades 7-12) N/A Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A Number/rate of AP courses offered (grades 9-12) N/A Rate of students enrolled in AP courses N/A Rate of remedial course enrollment 0% Number/rate of course offerings for students with exceptional needs (SDC?RSP classes) 100% 100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention. 100% of students have access to a broad course of study as described in section 51210 and 51220(a)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pilot/Purchase ALL Adopted Materials in ELA	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$28000
Train staff on usage of new materials. Preview social studies materials for future adoption.	School-wide District-	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1000-1999: Certificated Personnel Salaries Base \$5000

	wide	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Recruit and retain highly qualified staff	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111,356 3000-3999: Employee Benefits Supplemental/Concentration \$47,614
Establish list of support materials for Core EL, Math and Science	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0

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

<p>GOAL 2:</p>	<p>Raise ELA and Math scores for all students</p>	<p>Related State and/or Local Priorities: 1 2 _ 3 4 <u>X</u> 5 6 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Priority 4 State assessment proficient/advanced school wide: 28.2% ELA ,27.5% math API school wide 663, Hispanic 617, White 666, SED 663, Students with Disabilities 506 rate for district API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time Percent of students completing UC/CSU required courses N/A Percent of students completing a CTE course sequence: N/A Percent of EL students attaining AMAO 1 and 2 targets: 100% EL reclassification rate:10% Percent of students who passed AP exams with a score of 3 or higher N/A Early Assessment Project EAP College Ready rates for math and EL N/A</p> <p>Priority 8 Pupil outcomes, if available, in the subject areas described in Ed Code Sections 51210 and 51220, if applicable. Physical Fitness Test results :25% of our students met Healthy results CAHSEE ELA/Math proficient rates N/A CAHSEE ELA/Math 3-year Pass Rate N/A Percent of EL students making progress toward English Proficiency (AMAO 1):100% AP Exam Participation Rate N/A</p>	
<p>Goal Applies to:</p>	<p>Schools: Elk Hills Applicable Pupil Subgroups:</p>	<p>All students in K-8th grade as well as our English Language Learners and Economically Disadvantaged subgroups.</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4 State assessment proficient/advanced rate for district : math/ELA/Social Science/Science will increase by 3% API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time Percent of students completing UC/CSU required courses N/A Percent of students completing a CTE course sequence: N/A Percent of EL students attaining AMAO 1 and 2 targets: 100% EL reclassification rate:10%- or 1 out of 8 students Percent of students who passed AP exams with a score of 3 or higher N/A Early Assessment Project EAP College Ready rates for math and EL N/A</p> <p>Priority 8 Physical Fitness Test results -50% of our students will meet Healthy target results CAHSEE ELA/Math proficient rates N/A CAHSEE ELA/Math 3-year Pass Rate N/A Percent of EL students making progress toward English Proficiency (AMAO 1):100% AP Exam Participation Rate N/A</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analyze CAASPP baseline data to determine measurable targets. Students will establish a baseline that will allow for future targets to be set and goals for future growth will also be determined.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost \$0
Students identified as being in need of intervention will be assigned an intervention with qualified staff and program based on the baseline scores of Math and Language Arts. These students will get extra help with Math/LA.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3000 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$2000

<p>Provide more intervention support for Math and English by offering tutorial days.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$13500</p>
<p>Support/maintain Instructional aides as needed to support intervention classes.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Priority 4</p> <p>State assessment proficient/advanced rate for district (CST/AYP for math/ELA/Social Science/Science will increase by 3%-Current CST/620 - currently Elk Hills has 20% of students at Basic or above in Math/LA</p> <p>API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time</p> <p>Percent of students completing UC/CSU required courses N/A</p> <p>Percent of students completing a CTE course sequence: N/A</p> <p>Percent of EL students attaining AMAO 1 and 2 targets: 100%</p> <p>EL reclassification rate:10%- or 1 out of 8 students</p> <p>Percent of students who passed AP exams with a score of 3 or higher N/A</p> <p>Early Assessment Project EAP College Ready rates for math and EL N/A</p> <p>Priority 8</p> <p>Physical Fitness Test results -50% of our students will meet Healthy target results</p> <p>CAHSEE ELA/Math proficient rates N/A</p> <p>CAHSEE ELA/Math 3-year Pass Rate N/A</p> <p>Percent of EL students making progress toward English Proficiency (AMAO 1):100%</p> <p>AP Exam Participation Rate N/A</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Through student surveys, leadership meetings and SST's. We will identify struggling students.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental/Concentration 500
Provide Before and/or After school tutorials to support struggling students.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$15000

<p>Provide extra support, Instructional aides to assist with intervention/tutorial classes.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6000</p>
<p>Support/maintain Instructional aides as needed to support intervention classes.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6000</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Priority 4</p> <p>State assessment proficient/advanced rate for district (CST/AYP for math/ELA/Social Science/Science will increase by 3%-Current CST/620 - API ranking of 1</p> <p>API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time</p> <p>Percent of students completing UC/CSU required courses N/A</p> <p>Percent of students completing a CTE course sequence: N/A</p> <p>Percent of EL students attaining AMAO 1 and 2 targets: 100%</p> <p>EL reclassification rate:10%- or 1 out of 8 students</p> <p>Percent of students who passed AP exams with a score of 3 or higher N/A</p> <p>Early Assessment Project EAP College Ready rates for math and EL N/A</p> <p>Priority 8</p> <p>Physical Fitness Test results -50% of our students will meet Healthy target results</p> <p>CAHSEE ELA/Math proficient rates N/A</p> <p>CAHSEE ELA/Math 3-year Pass Rate N/A</p> <p>Percent of EL students making progress toward English Proficiency (AMAO 1):100%</p> <p>AP Exam Participation Rate N/A</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to analyze student and teacher data, which will determine if tutorials are working and continue to offer if successful.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost \$0
Support/maintain Instructional aides as needed to support intervention classes.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6000

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

<p>GOAL 3:</p>	<p>Prepare Students to be High School, College, Trade School or Career ready.</p>	<p>Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 <u>X</u> 6 <u>X</u> 7 8 COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Improve student readiness for their future goals. 90% of parents attended one or more meetings at school. Attendance rate was 96%, 0% expulsions, 7-students suspended for 16 days</p> <p>Priority 3 Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month</p> <ul style="list-style-type: none"> · EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction · ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A <p>Priority 5 Will maintain Attendance Rate of 96% Chronic Absenteeism Rate :10% Middle School Dropout Rate will remain at 0% High School Dropout Rate N/A High School Graduation Rate N/A</p> <p>Priority 6 Suspension Rate will maintain at less than 1% Expulsion Rate will maintain at 0% Annual parent school surveys were sent home to gather input, measure engagement, school connectedness and satisfaction</p>	
<p>Goal Applies to:</p>	<p>Schools: Elk Hills Applicable Pupil Subgroups:</p>	<p>All Students in K-8th as well as our English Language Learners and Economically Disadvantaged subgroups.</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3</p> <ul style="list-style-type: none"> · Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month · EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: 90%of surveys will be returned · ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A <p>Priority 5</p> <p>Will maintain Attendance Rate of 96%</p> <p>Chronic Absenteeism Rate will maintain or decrease below 10%</p> <p>Middle School Dropout Rate will remain at 0%</p> <p>High School Dropout Rate N/A</p> <p>High School Graduation Rate N/A</p> <p>Priority 6</p> <p>Suspension Rate will maintain at less than 1%</p> <p>Expulsion Rate will maintain at 0%</p> <p>Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction: Over 85% of parents will return surveys that show positive notes</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Communicate to parents; ensure their voices are valued by listening to input. Coffee with Tensley, Remind 101, Class Dojo and class Websites will be just a few ways EHSD will communicate with parents and students.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$500</p>
<p>Individual student career plans will be developed in each class.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base \$500</p>

Evaluate improvements in attendance and tardy rates including incentives for targeted subgroups	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost \$0
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Priority 3 · Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month · EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: 90% of surveys will be returned · ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A Priority 5 Will maintain Attendance Rate of 96% Chronic Absenteeism Rate will maintain or decrease below 10% Middle School Dropout Rate will remain at 0% High School Dropout Rate N/A High School Graduation Rate N/A Priority 6 Suspension Rate will maintain at less than 1% Expulsion Rate will maintain at 0% Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction: Over 85% of parents will return surveys that show positive notes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create articulation agreements with local community colleges as well as high schools.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1000

<p>Invite Parents on field trips to involve them in exploring the career paths.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Fuel/salaries 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2500</p>
<p>Take students on field trips to universities and local businesses to see what lies ahead.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies-fuel 4000-4999: Books And Supplies Supplemental/Concentration \$500 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$500</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3</p> <ul style="list-style-type: none"> · Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month · EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: 90%of surveys will be returned · ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A <p>Priority 5</p> <p>Will maintain Attendance Rate of 96%</p> <p>Chronic Absenteeism Rate will maintain or decrease below 10%</p> <p>Middle School Dropout Rate will remain at 0%</p> <p>High School Dropout Rate N/A</p> <p>High School Graduation Rate N/A</p> <p>Priority 6</p> <p>Suspension Rate will maintain at less than 1%</p> <p>Expulsion Rate will maintain at 0%</p> <p>Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction: Over 85% of parents will return surveys that show positive notes</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Invest in technology and infrastructure. EHSD tech plan has addressed CCSS for the 2015-16 school year	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental/Concentration \$20000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10000
Offer professional development directly tied to integration of technology.	School-wide District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5000

<p>Purchase additional Chrome books as needed to ensure each student is provided with one.</p>	<p>School-wide District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$12000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>By 2017 60% students will score proficient and or advanced in ELA/Math as measured by district benchmarks and SBAC test when available</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to:</p>		<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All students will serve as the target</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>40% students will score proficient and or advanced in ELA/Math as measured by district benchmarks and SBAC test when available.</p> <p>Students will receive instruction that is increasingly aligned to the Common Core State Standards.</p> <p>Students will be taught by highly qualified teachers as evidenced by annual credit audit.</p> <p>All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards.</p> <p>Priority 1 Number/ rate of fully credentialed teachers 100% Number/ rate of teachers teaching outside subject area competence 0% Number/rate of teachers teaching ELs without authorization 0% Number/rate of core classes taught by HQTs – 100% Number/rate of students lacking their own textbook 0% Well maintained facilities FIT Report Good</p> <p>Priority 2 Implementation of the Common Core Curriculum and all State Standards will be substantially implemented according to the APS and Administrative Observation.</p> <p>Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 3</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Students have been taught by Highly Qualified teacher in Common Core Standards All teachers are fully credentialed Williams Act resolution passed Due to piloting math this year, basic assessments were given, but full SBAC testing will be in the spring time</p> <p>Teacher Missassignment Rate*0.00% Reduced Teacher turn over rate Elementary pilot (spring 2015), and teacher trainings CCSS aligned Student Benchmarks were below intended results All students had accesses to all core subjects We were not able to have our 1 day a week PE teacher this year Currently EHSD is Substantially aligned in math, and In the beginning stages of Language arts.</p> <p>Priority 1 Number/ rate of fully credentialed teachers 100% Number/ rate of teachers teaching outside subject area competence 0% Number/rate of teachers teaching ELs without authorization 0% Number/rate of core classes taught by HQTs – 100% Number/rate of students lacking their own textbook 0% Well maintained facilities FIT Report Good</p> <p>Priority 2 Implementation of the Common Core Curriculum and all State Standards was substantially implemented according to the APS and Administrative Observation.</p> <p>Access to the CCSS and other academic content standards for</p>

<ul style="list-style-type: none"> · Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month · EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction · ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A <p>Priority 4</p> <p>State assessment proficient/advanced rate for district (CST/AYP for math/ELA/Social Science/Science will increase by 3%</p> <p>API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time:current CST?API is 620</p> <p>Percent of students completing UC/CSU required courses N/A</p> <p>Percent of students completing a CTE course sequence: N/A</p> <p>Percent of EL students attaining AMAO 1 and 2 targets: 100%</p> <p>EL reclassification will meet or exceed federal AMAO targets</p> <p>Percent of students who passed AP exams with a score of 3 or higher N/A</p> <p>Early Assessment Project EAP College Ready rates for math and EL N/A</p> <p>Priority 5</p> <p>Will maintain Attendance Rate of 96%</p> <p>Chronic Absenteeism Rate will decrease by 10%</p> <p>Middle School Dropout Rate will remain at 0%</p> <p>High School Dropout Rate N/A</p> <p>High School Graduation Rate N/A</p> <p>Priority 6</p> <p>Suspension Rate will maintain at less than 1%</p> <p>Expulsion Rate will maintain at 0%</p> <p>Priority 7</p> <p>Rate of students enrolled in CTE courses (grades 7-12) 100%</p> <p>Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A</p> <p>Number/rate of AP courses offered (grades 9-12) N/A</p> <p>Rate of students enrolled in AP courses N/A</p> <p>Rate of remedial course enrollment 0%</p> <p>Number/rate of course offerings for students with exceptional needs (SDC?RSP classes) 100%</p> <p>100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention.</p> <p>100% of students have access to a broad course of study as</p>	<p>EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 4</p> <p>State assessment proficient/advanced school wide: 28.2% ELA ,27.5% math API school wide 663, Hispanic 617, White 666, SED 663, Students with Disabilities 506 rate for district</p> <p>API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time</p> <p>Percent of students completing UC/CSU required courses N/A</p> <p>Percent of students completing a CTE course sequence: N/A</p> <p>Percent of EL students attaining AMAO 1 and 2 targets: 100%</p> <p>EL reclassification will meet or exceed federal AMAO targets</p> <p>Percent of students who passed AP exams with a score of 3 or higher N/A</p> <p>Early Assessment Project EAP College Ready rates for math and EL N/A</p> <p>Priority 7</p> <p>Rate of students enrolled in CTE courses (grades 7-12) N/A</p> <p>Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A</p> <p>Number/rate of AP courses offered (grades 9-12) N/A</p> <p>Rate of students enrolled in AP courses N/A</p> <p>Rate of remedial course enrollment 0%</p> <p>Number/rate of course offerings for students with exceptional needs (SDC?RSP classes) 100%</p> <p>100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention.</p> <p>100% of students have access to a broad course of study as described in section 51210 and 51220(a)</p> <p>Priority 8</p> <p>Pupil outcomes, if available, in the subject areas described in Ed Code Sections 51210 and 51220, if applicable. Physical Fitness</p> <p>Test results: 25% of our students met Healthy results</p> <p>CAHSEE ELA/Math proficient rates N/A</p> <p>CAHSEE ELA/Math 3-year Pass Rate N/A</p> <p>Percent of EL students making progress toward English Proficiency (AMAO 1):100%</p> <p>AP Exam Participation Rate N/A</p>
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described in section 51210 and 51220(a) Priority 8 Physical Fitness Test results 50% of our students will meet Healthy results CAHSEE ELA/Math proficient rates N/A CAHSEE ELA/Math 3-year Pass Rate N/A Percent of EL students making progress toward English Proficiency (AMAO 1):100% AP Exam Participation Rate N/A	
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide professional development through a coach on implementing CCSS, instructional strategies related to student engagement rigor, small group instruction and project-based learning	Purchase of new Common Core aligned curriculum materials. Purchase of new Common Core aligned curriculum materials. CCSS Implementation Funding, Approx: \$20,000 LCFF District Base: \$30,000 LCFF School: \$74000	As a district we are piloting "Go Math" and have purchased Standards Plus and supplemental materials. KCSOS has provided teacher in service to the district, with regard to technology and Common Core. We did not hire a coach, therefore not spending all monies budgeted.	4000-4999: Books And Supplies Base \$18000 5000-5999: Services And Other Operating Expenditures Base \$1000
Scope of Service: District wide		Scope of Service: District wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide professional development and in classroom support on incorporating technology effectively into instruction to support CCSS implementation	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$3500	Go math has a technology component that the teachers use within the pilot County provided some professional development	5000-5999: Services And Other Operating Expenditures Base \$3500

Scope of Service	District wide			Scope of Service	District wide		
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
Recruit and retain highly qualified staff		LCFF School Grant; Teacher w/ Benefits Supplemental 74,000 1000-1999: Certificated Personnel Salaries Supplemental \$74,000		The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers.		1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$146,276	
Scope of Service	District wide			Scope of Service	District wide		
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Establish opportunities for innovative authentic learning that support CCSS		5000-5999: Services And Other Operating Expenditures General Fund \$0		The district continued to provide services that create great learning experiences. Learning trips, assemblies		5000-5999: Services And Other Operating Expenditures General Fund \$0	

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<p>Align fiscal resources to ensure prioritization based on greatest need as indicated by student achievement data and parent surveys</p>	<p>No cost \$0</p>	<p>Positive budget certification</p>	<p>no cost 0</p>																																
<table border="1"> <tr> <td data-bbox="86 763 233 842">Scope of Service</td> <td data-bbox="233 763 562 842">District wide</td> </tr> <tr> <td colspan="2" data-bbox="86 842 562 907"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="86 907 562 940"> OR: </td> </tr> <tr> <td colspan="2" data-bbox="86 940 562 972"> <input type="checkbox"/> Low Income pupils </td> </tr> <tr> <td colspan="2" data-bbox="86 972 562 1005"> <input type="checkbox"/> English Learners </td> </tr> <tr> <td colspan="2" data-bbox="86 1005 562 1037"> <input type="checkbox"/> Foster Youth </td> </tr> <tr> <td colspan="2" data-bbox="86 1037 562 1086"> <input type="checkbox"/> Redesignated fluent English proficient </td> </tr> <tr> <td colspan="2" data-bbox="86 1086 562 1151"> <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	District wide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1029 763 1176 842">Scope of Service</td> <td data-bbox="1176 763 1520 842">District wide</td> </tr> <tr> <td colspan="2" data-bbox="1029 842 1520 907"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1029 907 1520 940"> OR: </td> </tr> <tr> <td colspan="2" data-bbox="1029 940 1520 972"> <input type="checkbox"/> Low Income pupils </td> </tr> <tr> <td colspan="2" data-bbox="1029 972 1520 1005"> <input type="checkbox"/> English Learners </td> </tr> <tr> <td colspan="2" data-bbox="1029 1005 1520 1037"> <input type="checkbox"/> Foster Youth </td> </tr> <tr> <td colspan="2" data-bbox="1029 1037 1520 1086"> <input type="checkbox"/> Redesignated fluent English proficient </td> </tr> <tr> <td colspan="2" data-bbox="1029 1086 1520 1151"> <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	District wide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
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<p>Specific training will be provided to address target groups which include low-socioeconomic,EL, and Special Education students</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$1250</p>	<p>Throughout the 2014-15 school year, the district maintained it level of services for all students. We contracted with the county to develop CCSS training for our teachers. We also contracted with EdTech from the county for CCSS training with technology. CCSS math materials were purchased; professional development focused on target sub-group</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$1250</p>																																

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<p>LEA will monitor data associated with student achievement including RFEP students</p>	<p>no cost \$0</p>	<p>The district used past CST/Benchmarks as data for students</p>	<p>no cost \$0</p>				
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<p>CCSS will be implemented, professional development will occur, and resources, assessments, and report cards will be aligned CCSS materials will be adopted</p>	<p>CCSS math materials will be purchased; along with professional development 4000-4999: Books And Supplies Supplemental/Concentration \$2500</p>	<p>CCSS math materials were purchased; professional development focused on target sub-groups</p>	<p>Go Math was Piloted 4000-4999: Books And Supplies Base \$2100</p>				
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_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Library materials will be purchased at all school sites	4000-4999: Books And Supplies General Fund \$500	No new books were purchased	No new books were purchased \$0
Scope of Service: District wide		Scope of Service: District wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Intervention programs will continue	2000-2999: Classified Personnel Salaries Supplemental/Concentration 0	All programs were continued for the 14-15 year	2000-2999: Classified Personnel Salaries Supplemental/Concentration 0
Scope of Service: District wide		Scope of Service: District wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Differentiated instruction focused on support and acceleration will occur	Coaching and professional development focusing on CCSS and differentiated instruction will be provided 0	Coaching and professional development focused on CCSS and differentiated instruction, several teachers attended workshops provided by KCSOS	Costs are same as action 6 of this goal. 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 0
Scope of Service: District wide		Scope of Service: District wide	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>LEA will invest in current technology</p>	<p>Updates/Upgrades will occur based on District prioritized list 4000-4999: Books And Supplies Supplemental/Concentration \$5000</p>	<p>We contracted with EdTech from the county for CCSS training with technology. The students developed an anti-bullying program that included lessons and a poster contest, and the district bought each student a "Be a buddy, not a bully" bracelet.</p>	<p>Bought iPads 4000-4999: Books And Supplies Supplemental/Concentration \$5000</p> <p>Additional costs are same as action 6 of this goal.</p>
<p>Scope of Service: District wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>LEA and each school site will create a safe and welcoming atmosphere</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$0</p>	<p>The students developed an anti-bullying program that included lessons and a poster contest, and the district bought each student a "Be a buddy, not a bully" bracelet.</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$750</p>
<p>Scope of Service: District wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service: District wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
Specific training will be provided to address target English Learners	Coaching and professional development focusing on EL strategies will be provided 0	Due to low number of EL students (8), no training was provided this year					
<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	District wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
Intervention will be provided to English Learners as appropriate	Coaching and professional development focusing on CCSS and EL strategies will be provided 0		Coaching and professional development focused on CCSS and EL strategies were provided 0				
<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	District wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	District wide	
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Bilingual aide services will be provided		. We have one Bi-Lingual aide that helped with our few EL parents					
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Scope of Service	District wide						

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
LEA will increase access to social worker services	Superintendent will meet as needed with social workers to support their duties related to foster youth \$0	Superintendent meet as needed with social workers to support their duties related to foster youth					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
LEA will support SST process within the District		Superintendent meet as needed with social workers to support their duties related to foster youth					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
LEA will support Student Services department		Superintendent meet as needed with social workers to support their duties related to foster youth					

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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district has reviewed the action and services for Goal #1, all actions were implemented, but will broaden the goal for the 2015-16 school year. The Goal for 2015-16 will be- All students will show an increase in academic achievement. The Annual Update includes estimated actuals for the 2014-15 LCAP to present a more complete picture based on the latest state guidance. For the 2015-16 LCAP, the district will include Base funding along with supplemental/concentration and other funding sources that support improving student outcomes. In 16-17, the district hopes to pilot an ELA curriculum. The district continued to serve all students and services from previous year. Though the district wanted to hire a coach, we did not hire a coach, therefore not spending all monies budgeted.</p>										

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

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

Original GOAL 2 from prior year LCAP:	Increase the rate of attendance to 96% for the 2014/15 school year and maintain this rate in future years as measured by attendance reports.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students in K-8th grade as well as our English Language Learners and Economically Disadvantaged subgroups.	
Expected Annual Measurable Outcomes:	<p>LEA will increase student engagement, participation, attendance, and behavior over each year of the three year plan</p> <p>Decrease Truancy rate at 5%</p> <p>Priority 1</p> <p>Number/ rate of fully credentialed teachers 100%</p> <p>Number/ rate of teachers teaching outside subject area competence 0%</p> <p>Number/rate of teachers teaching ELs without authorization 0%</p> <p>Number/rate of core classes taught by HQTs – 100%</p> <p>Number/rate of students lacking their own textbook 0%</p> <p>Well maintained facilities FIT Report Good</p> <p>Priority 2</p> <p>Implementation of the Common Core Curriculum and all State Standards will be substantially implemented according to the APS and Administrative Observation.</p> <p>Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 3</p> <ul style="list-style-type: none"> Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A 	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 1</p> <p>Number/ rate of fully credentialed teachers 100%</p> <p>Number/ rate of teachers teaching outside subject area competence 0%</p> <p>Number/rate of teachers teaching ELs without authorization 0%</p> <p>Number/rate of core classes taught by HQTs – 100%</p> <p>Number/rate of students lacking their own textbook 0%</p> <p>Well maintained facilities FIT Report Good</p> <p>1. Adoption of instructional materials for Mathematics (1b)</p> <p>Priority 3</p> <ul style="list-style-type: none"> Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: 87%of surveys were returned ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A <p>2. Superintendent held monthly meetings for parental input, and communicated viva Remind 101 (3a,b)</p> <p>Priority 5</p> <p>District maintain Attendance Rate of 96%</p> <p>Chronic Absenteeism Rate: 10% of students were chronically absent</p> <p>Middle School Dropout Rate will remain at 0%</p> <p>High School Dropout Rate N/A</p> <p>High School Graduation Rate N/A</p> <p>3. Through attendance reports student attendance is between 95-96%. According to truancy reports our rate declined by 5% (5a,b)</p> <p>Priority 6</p>

<p>Priority 4 State assessment proficient/advanced rate for district (CST/AYP for math/ELA/Social Science/Science will increase by 3% API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time Percent of students completing UC/CSU required courses N/A Percent of students completing a CTE course sequence: N/A Percent of EL students attaining AMAO 1 and 2 targets: 100% EL reclassification will meet or exceed federal AMAO targets Percent of students who passed AP exams with a score of 3 or higher N/A Early Assessment Project EAP College Ready rates for math and EL N/A</p> <p>Priority 5 Will maintain Attendance Rate of 96% Chronic Absenteeism Rate will maintain or decrease below 10% Middle School Dropout Rate will remain at 0% High School Dropout Rate N/A High School Graduation Rate N/A</p> <p>Priority 6 Suspension Rate will maintain at less than 1% Expulsion Rate will maintain at 0%</p> <p>Priority 7 Rate of students enrolled in CTE courses (grades 7-12) N/A Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A Number/rate of AP courses offered (grades 9-12) N/A Rate of students enrolled in AP courses N/A Rate of remedial course enrollment 0% Number/rate of course offerings for students with exceptional needs (SDC?RSP classes) 100% 100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention. 100% of students have access to a broad course of study as described in section 51210 and 51220(a)</p> <p>Priority 8 Physical Fitness Test results 50% of our students will meet Healthy results CAHSEE ELA/Math proficient rates N/A CAHSEE ELA/Math 3-year Pass Rate N/A Percent of EL students making progress toward English Proficiency (AMAO 1):100% AP Exam Participation Rate N/A</p>	<p>Suspension Rate will maintain at less than 1% Expulsion Rate will maintain at 0% 4. Parent surveys were sent home and 87% surveyed said they were satisfied with our school and the direction it was going.(6) 5. Suspensions: 7 students for- 15 days (6a) 6. Expulsions: 0 (6b)</p> <p>Priority 8 Physical Fitness Test results: 25% of our students met Healthy results CAHSEE ELA/Math proficient rates N/A CAHSEE ELA/Math 3-year Pass Rate N/A Percent of EL students making progress toward English Proficiency (AMAO 1):100% AP Exam Participation Rate N/A 7. Academic support programs for struggling students were identified and those students received intervention (8)</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Monitor the number of truant students	LCFF Dist. Supplemental/Concentration Grant, 600	SARB letters sent home to parents. District spent LCFF funds on postage, awards, and field trips for good attendance. Truancy rate dropped from 25% to 15% in 2014-2015 school year. P2 ADA was at 190.2, which is 96% attendance rate	4000-4999: Books And Supplies Supplemental/Concentration \$600
Scope of Service: District wide		Scope of Service: District wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement a communication system to increase student attendance	No cost \$0	District made phone calls, sent letters home to absent students	No Cost \$0
Scope of Service: District wide		Scope of Service: District wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase student recognition for progress and achievement	General Fund \$1000 4000-4999: Books And Supplies General Fund	We bought \$1000 in gifts for our end of the year assembly	4000-4999: Books And Supplies Supplemental/Concentration \$1000

	\$1000		
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
Identify and develop programs that support the emotional and physical well-being of all students and staff		We adopted the "Be A Buddy Not A Bully" school wide motto. Purchased wristbands for students and staff.	Grant Funding 4000-4999: Books And Supplies Supplemental/Concentration \$750
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
Ensure school and district facilities are maintained and are safe working and learning environments	LEA will repair and upgrade playground structures, blacktop playgrounds, and grass fields as needed \$0	No major problems had to be addressed, also, no bond was passed. Therefore, all Bond projects were cancelled.	General fund 5000-5999: Services And Other Operating Expenditures General Fund \$0
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <hr/> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past</p>	<p>The district will change it's goal from attendance specific to student school environment. Establish tutorials 2 days per week to assist ELD, Foster Youth, and Special Needs Students in reaching grade level academic work. The Annual Update includes estimated actuals for the 2014-15 LCAP to present a more complete picture based on the latest state guidance. For the 2015-</p>
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progress and/or changes to goals?

16 LCAP, the district will include Base funding along with supplemental/concentration and other funding sources that support improving student outcomes. Due to bond not being passed, all special projects were put on hold.

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

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Common Core State Standards for Math and Language Arts for all students will be implemented Fully in Math and Substantially in ELA by 2017, measured by APS and Administrator observation</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All Students in K-8th as well as our English Language Learners and Economically Disadvantaged subgroups.</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will receive instruction that is increasingly aligned to the Common Core State Standards.</p> <p>Highly qualified teachers as evidenced by annual credit audit will teach students.</p> <p>All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards.</p> <p>Math will be Partially implemented in year 1</p> <p>Priority 1 Number/ rate of fully credentialed teachers 100% Number/ rate of teachers teaching outside subject area competence 0% Number/rate of teachers teaching ELs without authorization 0% Number/rate of core classes taught by HQTs – 100% Number/rate of students lacking their own textbook 0% Well maintained facilities FIT Report Good</p> <p>Priority 2 Implementation of the Common Core Curriculum and all State Standards will be substantially implemented according to the APS and Administrative Observation. Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 3 Efforts by the school district to seek parent input in making</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Piloted Go Math curriculum. Standards Plus Language Arts and Math curriculum. 100% teachers are highly qualified. At year 1 Math will be partially implemented by spring 2015.</p> <p>Priority 1 Number/ rate of fully credentialed teachers 100% Number/ rate of teachers teaching outside subject area competence 0% Number/rate of teachers teaching ELs without authorization 0% Number/rate of core classes taught by HQTs – 100% Number/rate of students lacking their own textbook 0% Well maintained facilities FIT Report Good</p> <p>1. Adoption of instructional materials for Mathematics (1b)</p> <p>Priority 2 Implementation of the Common Core Curriculum and all State Standards was substantially implemented according to the APS and Administrative Observation. Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings</p> <p>2. Teachers provided frequent and structured opportunities to meet collaboratively to focus on integration of CCSS. (2a,b)</p> <p>Priority 3 Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: Annual parent school surveys were gathered : 85% of surveys were turned in. Out of 85%- 90% of surveys said we were doing a</p>

decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month

- EHS promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction: 90% of surveys will be returned
- ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A

Priority 4

State assessment proficient/advanced rate for district (CST/AYP for math/ELA/Social Science/Science will increase by 3%

API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time: current API score is 620

Percent of students completing UC/CSU required courses N/A

Percent of students completing a CTE course sequence: N/A

Percent of EL students attaining AMAO 1 and 2 targets: 100%

EL reclassification will meet or exceed federal AMAO targets

Percent of students who passed AP exams with a score of 3 or higher N/A

Early Assessment Project EAP College Ready rates for math and EL N/A

Priority 5

Will maintain Attendance Rate of 96%

Chronic Absenteeism Rate will decrease by 10%

Middle School Dropout Rate will remain at 0%

High School Dropout Rate N/A

High School Graduation Rate N/A

Priority 6

Suspension Rate will maintain at less than 1%

Expulsion Rate will maintain at 0%

Priority 7

Rate of students enrolled in CTE courses (grades 7-12) N/A

Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A

Number/rate of AP courses offered (grades 9-12) N/A

Rate of students enrolled in AP courses N/A

Rate of remedial course enrollment 0%

Number/rate of course offerings for students with exceptional needs (SDC/RSP classes) 100%

100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention.

100% of students have access to a broad course of study as

good job with the school

- ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A

3. Superintendent held monthly meetings for parental input, and communicated viva Remind 101 (3a,b)

Priority 4

State assessment proficient/advanced school wide: 28.2% ELA ,27.5% math ,API school wide 663, Hispanic 617, White 666, SED 663, Students with Disabilities 506 rate for district

API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time

Percent of students completing UC/CSU required courses N/A

Percent of students completing a CTE course sequence: N/A

Percent of EL students attaining AMAO 1 and 2 targets: 100%

EL reclassification rate:10%

Percent of students who passed AP exams with a score of 3 or higher N/A

Early Assessment Project EAP College Ready rates for math and EL N/A

Priority 5

Will maintain Attendance Rate of 96%

Chronic Absenteeism Rate decreased by 10%

Middle School Dropout Rate will remain at 0%

High School Dropout Rate N/A

High School Graduation Rate N/A

4. Through attendance reports student attendance has been between 95-96%. According to truancy reports our rate have declined above the 5% rate (5a,b)

Priority 7

Rate of students enrolled in CTE courses (grades 7-12) N/A

Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A

Number/rate of AP courses offered (grades 9-12) N/A

Rate of students enrolled in AP courses N/A

Rate of remedial course enrollment 0%

Number/rate of course offerings for students with exceptional needs (SDC/RSP classes) 100%

100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention.

100% of students have access to a broad course of study as described in section 51210 and 51220(a)

Priority 8

Physical Fitness Test results: 25% of our students met Healthy

<p>described in section 51210 and 51220(a) Priority 8 Physical Fitness Test results 50% of our students will meet Healthy results CAHSEE ELA/Math proficient rates N/A CAHSEE ELA/Math 3-year Pass Rate N/A Percent of EL students making progress toward English Proficiency (AMAO 1):100% AP Exam Participation Rate N/A</p>	<p>results this year CAHSEE ELA/Math proficient rates N/A CAHSEE ELA/Math 3-year Pass Rate N/A Percent of EL students making progress toward English Proficiency (AMAO 1):100% AP Exam Participation Rate N/A 5. Academic support programs for struggling students were identified and those students received intervention (8)</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services									
		Budgeted Expenditures	Estimated Actual Annual Expenditures								
Provide professional development through a coach on implementing CCSS	CCSS PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$3500	Provided professional development to support Common Core standards and new curriculum,	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$3500								
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Scope of Service	District wide										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Purchase CCSS curriculum with additional on-going training	Looking at EdCaliber 5800: Professional/Consulting Services And Operating Expenditures General Fund \$10000	Purchased CCSS curriculum with additional on-going training through EdCaliber	CCSS funds 5000-5999: Services And Other Operating Expenditures General Fund \$10000								
<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners </td> </tr> </table>	Scope of Service	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners </td> </tr> </table>	Scope of Service	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		
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<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Purchase CCSS bridge material curriculum with additional on-going training	Supplemental materials 4000-4999: Books And Supplies General Fund \$8000	We purchased Standards Plus for the teachers to use for SBAC testing	4000-4999: Books And Supplies General Fund \$8000				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After review, the district will fold this goal into the 2015-16 LCAP Goal #1 The Annual Update includes estimated actuals for the 2014-15 LCAP to present a more complete picture based on the latest state guidance. For the 2015-16 LCAP, the district will include Base funding along with supplemental/concentration and other funding sources that support improving student outcomes. The district will continue piloting the core curriculum that the state adopts.						

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

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

Original GOAL 4 from prior year LCAP:	Increase opportunities for parent input and meaningful participation as measured by parent survey and sign in sheets	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	<p>Teachers and administrators will communicate with parents through a variety of methods and improve efforts to involve families in academic events</p> <p>50% of the Annual parent surveys will demonstrate an increase in opportunities to participate in school activities.</p> <p>Priority 1</p> <p>Number/ rate of fully credentialed teachers 100%</p> <p>Number/ rate of teachers teaching outside subject area competence 0%</p> <p>Number/rate of teachers teaching ELs without authorization 0%</p> <p>Number/rate of core classes taught by HQTs – 100%</p> <p>Number/rate of students lacking their own textbook 0%</p> <p>Well maintained facilities FIT Report Good</p> <p>Priority 2</p> <p>Implementation of the Common Core Curriculum and all State Standards will be substantially implemented according to the APS and Administrative Observation.</p> <p>Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 3</p> <ul style="list-style-type: none"> · Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) will be held at least once a month · EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction · ELAC/DELAC, Title I parent meetings (number in 	<p>Actual Annual Measurable Outcomes:</p> <p>Through sign in sheets for various after school activities has shown an increase in parent participation.</p> <p>Parents have shown an increase in volunteering in classrooms, and field trips.</p> <p>Parents were provided with the opportunity to complete a survey in the Spring of 2014 on a range of topics, including providing feedback regarding opportunities for participation in their child's learning</p> <p>School Site Survey*</p> <p>School sites regularly survey stakeholders on a variety of topics including opportunities for involvement. Results of the surveys are used to inform decision making</p> <p>All school sites and the district promote parent participation in all aspects of the school community through a variety of parent organizations, eNews, website, letters home and calls home</p> <p>The district held community forums and attended parent meetings as requested to allow for input in the development of the EHSD LCAP</p> <p>Priority 3</p> <ul style="list-style-type: none"> · Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided etc.) were held at least once a month · EHSD promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction : 87% were turned back in · ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A 1. Superintendent held monthly meetings for parental input, and

attendance, or offered) N/A
 Priority 4
 State assessment proficient/advanced rate for district (CST/AYP for math/ELA/Social Science/Science will increase by 3%
 API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time
 Percent of students completing UC/CSU required courses N/A
 Percent of students completing a CTE course sequence: N/A
 Percent of EL students attaining AMAO 1 and 2 targets: 100%
 EL reclassification will meet or exceed federal AMAO targets
 Percent of students who passed AP exams with a score of 3 or higher N/A
 Early Assessment Project EAP College Ready rates for math and EL N/A
 Priority 5
 Will maintain Attendance Rate of 96%
 Chronic Absenteeism Rate:10%
 Middle School Dropout Rate will remain at 0%
 High School Dropout Rate N/A
 High School Graduation Rate N/A
 Priority 6
 Suspension Rate will maintain at less than 1%
 Expulsion Rate will maintain at 0%
 Priority 7
 Rate of students enrolled in CTE courses (grades 7-12) 100%
 Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A
 Number/rate of AP courses offered (grades 9-12) N/A
 Rate of students enrolled in AP courses N/A
 Rate of remedial course enrollment 0%
 Number/rate of course offerings for students with exceptional needs (SDC?RSP classes) 100%
 100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention.
 100% of students have access to a broad course of study as described in section 51210 and 51220(a)
 Priority 8
 Physical Fitness Test results 50% of our students will meet Healthy results
 CAHSEE ELA/Math proficient rates N/A
 CAHSEE ELA/Math 3-year Pass Rate N/A
 Percent of EL students making progress toward English Proficiency (AMAO 1):100%

communicated viva Remind 101 (3a,b)
 Priority 5
 Will maintain Attendance Rate of 96%
 Chronic Absenteeism Rate decreased by 5%
 Middle School Dropout Rate will remain at 0%
 High School Dropout Rate N/A
 High School Graduation Rate N/A
 2. Through attendance reports student attendance is between 95-96%. According to truancy reports our rate declined by 5% (5a,b)
 Priority 6
 Suspension Rate will maintain at less than 1%
 Expulsion Rate will maintain at 0%

AP Exam Participation Rate N/A			
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
School have Parent Resource Center staffed with Parent volunteers		Office and teachers focus on inviting parent participation in new ways and more consistently. \$0	
An actual resource center was never established, but had more parent volunteers in classrooms than in past years.		No cost 0	
Scope of Service	District wide	Scope of Service	District wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Services to support parents in Attending parent education, Informational meetings and school functions		Established "Coffee with Tensley" where parents can discuss school issues with Principal/Superintendent. PTO has made a drive to increase parent volunteers at school functions. PTO Facebook page communicates events, meetings, and upcoming events to parents and students.	
No cost \$0			
Scope of Service	District wide	Scope of Service	District wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)							
School communicate regularly with parent/guardians through website, mailings and meetings.		Through Remind 101 district and teachers communicate to parents about transportation, events, and meetings. The district has updated the website to be more user friendly for the 2014-2015 school year. Teacher websites have been created to inform parents, and students of classroom procedures/requirements. These websites can be found through the district website.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$600				
<table border="0"> <tr> <td style="border-right: 1px dashed black; padding-right: 5px;">Scope of Service</td> <td>District wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide		<table border="0"> <tr> <td style="border-right: 1px dashed black; padding-right: 5px;">Scope of Service</td> <td>District wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
Translation and interpretation services will be provided by bilingual staff at district events	LCFF Dist. Grant Supplemental 300	District has an aide that provides bilingual translations for teachers and parents. (Back to School Night, Parent Conferences, PTO meetings)	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$300				
<table border="0"> <tr> <td style="border-right: 1px dashed black; padding-right: 5px;">Scope of Service</td> <td>District wide</td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide		<table border="0"> <tr> <td style="border-right: 1px dashed black; padding-right: 5px;">Scope of Service</td> <td>District wide</td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After review, the district will broaden the goal to accommodate all actions and services. Students will develop a career plan in grades 4-8 directly tied to their future educational needs. Students will explore Future Industry job markets for a changing work environment. The Annual Update includes estimated actuals for the 2014-15 LCAP to present a more complete picture based on the latest state guidance. For the 2015-16 LCAP, the district will include Base funding along with supplemental/concentration and other funding sources that support improving student outcomes</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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 5 from prior year LCAP:	By 2017 the site will meet standard of "Good" on the FIT report, LEA will prioritize safety and school maintenance at school site in accordance with Facilities Inspection Tool (FIT) and District's Master Facility Plan	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Elk Hills Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	<p>LEA will repair and upgrade playground structures, blacktop playgrounds, and grass fields at the school site</p> <p>Possibly construct additional instructional space resulting from Bond passage</p> <p>LEA will set aside for routine restricted maintenance funds for deferred maintenance</p> <p>Energy efficiency upgrades will occur</p> <p>FIT report will reflect a rating of "Good"</p> <p>Priority 1</p> <p>Number/ rate of fully credentialed teachers 100%</p> <p>Number/ rate of teachers teaching outside subject area competence 0%</p> <p>Number/rate of teachers teaching ELs without authorization 0%</p> <p>Number/rate of core classes taught by HQTs – 100%</p> <p>Number/rate of students lacking their own textbook 0%</p> <p>Well maintained facilities FIT Report Good</p> <p>Priority 2</p> <p>Implementation of the Common Core Curriculum and all State Standards will be substantially implemented according to the APS and Administrative Observation.</p> <p>Access to the CCSS and other academic content standards for EL students 100% as measured by Administrative walkthroughs, staff meetings,</p> <p>Priority 3</p> <p>Efforts by the school district to seek parent input in making decisions (i.e., number of meetings held, opportunities provided</p>	Actual Annual Measurable Outcomes:	<p>The district had a good rating with the FIT tool in 2014-15. The district failed to pass a Bond Measure for the 2014-15 school year. The district has received Prop 39 funds to be used in the 2015-16 and out school years.</p> <p>The district had a good rating with the FIT tool in 2014-15. The district failed to pass a Bond Measure for the 2014-15 school year. The district has received Prop 39 funds to be used in the 2015-16 and out school years.</p> <p>Overall rating of 1 on the State of California Facility Inspection Tool/School Facility Conditions Evaluation. The tool is used to determine if a school facility is in good repair. A rating of 1 indicates that facilities are in good repair</p> <p>Priority 1</p> <p>Number/ rate of fully credentialed teachers 100%</p> <p>Number/ rate of teachers teaching outside subject area competence 0%</p> <p>Number/rate of teachers teaching ELs without authorization 0%</p> <p>Number/rate of core classes taught by HQTs – 100%</p> <p>Number/rate of students lacking their own textbook 0%</p> <p>Well maintained facilities FIT Report Good</p> <p>1. Overall FIT tool rating of "Good"(1f)</p>

etc.) will be held at least once a month

- EHS promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs with: Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction
- ELAC/DELAC, Title I parent meetings (number in attendance, or offered) N/A

Priority 4

State assessment proficient/advanced rate for district (CST/AYP for math/ELA/Social Science/Science will increase by 3%

API growth and score data (including separate scores for significant subgroups): has been suspended by the state at this time

Percent of students completing UC/CSU required courses N/A

Percent of students completing a CTE course sequence: N/A

Percent of EL students attaining AMAO 1 and 2 targets: 100%

EL reclassification will meet or exceed federal AMAO targets

Percent of students who passed AP exams with a score of 3 or higher N/A

Early Assessment Project EAP College Ready rates for math and EL N/A

Priority 5

Will maintain Attendance Rate of 96%

Chronic Absenteeism Rate will decrease by 10%

Middle School Dropout Rate will remain at 0%

High School Dropout Rate N/A

High School Graduation Rate N/A

Priority 6

Suspension Rate will maintain at less than 1%

Expulsion Rate will maintain at 0%

Priority 7

Rate of students enrolled in CTE courses (grades 7-12) 100%

Rate of students enrolled in UC/CSU required courses (grades 9-12) N/A

Number/rate of AP courses offered (grades 9-12) N/A

Rate of students enrolled in AP courses N/A

Rate of remedial course enrollment 0%

Number/rate of course offerings for students with exceptional needs (SDC/RSP classes) 100%

100% of unduplicated pupils participate in programs designed to meet their needs- ELD support and extra tutorial/intervention.

100% of students have access to a broad course of study as described in section 51210 and 51220(a)

Priority 8

<p>Pupil outcomes, if available, in the subject areas described in Ed Code Sections 51210 and 51220, if applicable. Physical Fitness Test results 50% of our students will meet Healthy results CAHSEE ELA/Math proficient rates N/A CAHSEE ELA/Math 3-year Pass Rate N/A Percent of EL students making progress toward English Proficiency (AMAO 1):100% AP Exam Participation Rate N/A</p>	
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
LEA will repair and upgrade playground structures, blacktop playgrounds, and grass fields at the school site	Assess playground structures, blacktop playgrounds, and grass fields at school district site; create a maintenance and repair plan for campus playgrounds 5000-5999: Services And Other Operating Expenditures General Fund \$0	Repairs and upgrades were playground structures. Repairs were not made to blacktop playgrounds this year	Grant money was used to replace bark 5000-5999: Services And Other Operating Expenditures General Fund \$58000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Possibly construct additional instructional space resulting from Bond passage	Prioritize district-wide maintenance needs; establish timeline to begin projects. 6000-6999: Capital Outlay General Fund \$3,000,000	No bond was passed, all projects were put on hold	6000-6999: Capital Outlay General Fund \$0				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All					

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>LEA will set aside for routine restricted maintenance funds for deferred maintenance</p>	<p>Set aside funds for routine restricted maintenance \$0</p>	<p>No money spent this year</p>	<p>No cost \$0</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Energy efficiency upgrades will occur</p>	<p>Prop 39 RFQ was drawn up and sent out for bids \$0</p>	<p>Once the RFQ was awarded, District will get up to \$250,000 over a 5 year period. The district is in the process of gathering the funds</p>	<p>No money spent this year. The RFQ was awarded, the district is in the planning stages \$0</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past</p>	<p>After review the district will fold this goal into Goal #1 next year, we have a Good rating The Annual Update includes estimated actuals for the 2014-15 LCAP to present a more complete picture based on the latest state guidance. For the 2015-16 LCAP, the district will include Base funding along with supplemental/concentration and other</p>		

progress and/or changes to goals?	funding sources that support improving student outcomes
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$184,474</u>
<p>Due to our school district’s unduplicated percentage of 57% we have determined that the highest quality educational services can be best provided on both a district-wide and school-wide basis with allocation of LCFF supplemental and concentration grant funds principally directed to unduplicated students. Additionally, specific LCAP actions and services have been created on a Flat Funded Formula. We are one of a very few Districts in the state that will be Flat Funded for the next three years. The Elk Hills School District will offer a variety of programs and supports for English Learner students and students of low socio-economic status.</p> <p>Improved Actions:</p> <ul style="list-style-type: none"> • New State Board Adopted CCSS curriculum <p>Retain highly Qualified teachers</p> <ul style="list-style-type: none"> • Increase student attendance recognition • Library Materials purchased <p>Increased Services:</p> <ul style="list-style-type: none"> • Provide Professional Development to teachers for CCSS for ELA • Implement CCSS in both Math and ELA • Communication to track Truant students • Reporting system to parents 	

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.

12.2	%
9	

The Elk Hills School District expenditure of supplemental funds is aligned with the LCAP and addresses the needs of unduplicated pupils. The following expenditure plan meets the proportionality percentage for the LCAP term as well as the LCFF implementation period.

- | | |
|--|---|
| Certificated staff/ salary-benefits | Salaries for Highly Qualified teacher retention |
| Instructional (Aides) | Salaries for classroom aides |
| Instructional (Aides)to support students | Salaries for classroom aides |
| Truancy materials | Materials to be purchased for truant students |
| Web site upgrade | Web design for better communication with parents and teachers |

The Elk Hills MPP is: 12.29%

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	3,109,550.00	260,626.00	231,970.00	206,970.00	244,970.00	683,910.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	24,600.00	45,500.00	16,000.00	33,000.00	94,500.00
General Fund	3,019,500.00	76,000.00	0.00	0.00	0.00	0.00
Supplemental	74,300.00	0.00	0.00	0.00	0.00	0.00
Supplemental/Concentration	15,750.00	160,026.00	186,470.00	190,970.00	211,970.00	589,410.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	3,109,250.00	260,626.00	231,970.00	206,970.00	244,970.00	683,910.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	74,000.00	146,276.00	129,856.00	146,856.00	121,356.00	398,068.00
2000-2999: Classified Personnel Salaries	0.00	300.00	9,500.00	8,000.00	6,000.00	23,500.00
3000-3999: Employee Benefits	0.00	0.00	47,614.00	47,614.00	47,614.00	142,842.00
4000-4999: Books And Supplies	17,000.00	36,200.00	6,000.00	500.00	60,000.00	66,500.00
5000-5999: Services And Other Operating Expenditures	0.00	73,100.00	39,000.00	4,000.00	10,000.00	53,000.00
5800: Professional/Consulting Services And Operating Expenditures	18,250.00	4,750.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	3,000,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	3,109,250.00	260,626.00	231,970.00	206,970.00	244,970.00	683,910.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	2,000.00	13,000.00	5,000.00	20,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	74,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	0.00	146,276.00	127,856.00	133,856.00	116,356.00	378,068.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	1,500.00	1,500.00	0.00	3,000.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	0.00	300.00	8,000.00	6,500.00	6,000.00	20,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
3000-3999: Employee Benefits	Supplemental/Concentration	0.00	0.00	47,614.00	47,614.00	47,614.00	142,842.00
4000-4999: Books And Supplies	Base	0.00	20,100.00	5,500.00	0.00	28,000.00	33,500.00
4000-4999: Books And Supplies	General Fund	9,500.00	8,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental/Concentration	7,500.00	8,100.00	500.00	500.00	32,000.00	33,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	4,500.00	36,500.00	1,500.00	0.00	38,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	0.00	68,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	0.00	600.00	2,500.00	2,500.00	10,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	10,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	8,250.00	4,750.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	General Fund	3,000,000.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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