

Introduction:

LEA: Arvin Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Dr. Michelle McLean, District Superintendent, mmclean@arvin-do.com, (661)854-6500 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>February 24, 2015 (Sierra Vista)The district held a focus group meeting with staff to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements to align to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.</p>	<p>Charted information was used to refine current steps, identify areas of successful implementation, identify areas of need, and provide support for expansion of programs.</p>
<p>February 25, 2015 The district held a focus group meeting at a regularly scheduled meeting of the District Advisory Council to gather input in regard to</p>	<p>Charted information was used to refine current steps, identify areas of successful implementation, identify areas of need, and provide support for</p>

action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

February 25, 2015 A link to a district input survey was sent by email to all district personnel. The link was resent with a reminder on March 9th. The survey site was closed and survey input data run on March 16th.

March 2, 2015 (Haven Drive) The district held a focus group meeting with staff to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements to align to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts. Staff also provided input on possible future offerings of electives at the middle school.

March 3, 2015 (El Camino Real) The district held a focus group meeting with staff to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements to align to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 3, 2015 The district held a focus group meeting at a regularly scheduled meeting of the classified union (CSEA) to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements to align to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 4, 2015 District directors in charge of Pre-school, GATE, Special Education, Foster Youth, After School Programs and English Learners gathered as a focus group to provide input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements to align to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 9, 2015 Assessment of Learning surveys were sent to all students in grades 3-8. The same survey was sent to classroom teachers in grades K-2. Students were asked to submit their responses to questions regarding learning, learning environment, school climate, and extra classes they might like to be involved in.

expansion of programs.

Survey input was gathered by site and compiled as a district to look at patterns and trends. Specific questions responses and written comments were reviewed and input used to identify areas of satisfaction and areas in need of improvement or support. This information was summarized and shared at the district stakeholder meetings and with the local school board to address related metrics and to develop action steps.

Charted information was used to refine current steps, identify areas of successful implementation, identify areas of need, and provide support for expansion of programs. Input was used to create a student survey for elective selections in 2015-2016. Elective surveys were distributed on March 9th.

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Results of all surveys were summarized and shared at the district stakeholder meetings and with the local school board. Relative results were also including in the LCAP as measurements to address related metrics and used to develop action steps.

March 9, 2015 (Bear Mountain) The district held a focus group meeting with staff to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements to align to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 9, 2015: The district distributed Elective Course Request sheet surveys to students in grades 6 and 7.

March 10th, 2015 The district business officer presented the initial LCFF calculations for 2015-2016 and projected- forward years at a regularly scheduled meeting of the School Board.

March 11 and 25, 2015 The district held a focus group meeting at a regularly scheduled meeting of the English Learner and District Advisory Councils to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 18, 2015 The Assistant Superintendent consulted with representatives from the Arvin Teacher's Association. Revised goal areas were reviewed.

March 20, 2015 The district held a focus group meeting at a regularly scheduled annual Kindergarten Articulation Meeting scheduled by the Family Resource Center Coordinator to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 20, 2015 At a regularly scheduled Administrative Council meeting, site administrators were charged with gathering input from their respective School Site Councils and English Learner Committees. Regular meetings were held with LCAP as a standing agenda item.

March 23, 2015 The district held a focus group meeting at a regularly scheduled parent English Language Learner Class scheduled by the Family Resource Center Coordinator to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to

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Survey input was gathered by site and compiled as a district to look at patterns and trends. Specific responses to questions and written comments were reviewed and input used to identify areas of satisfaction and areas in need of improvement or support. Results of all surveys will be used to determine elective courses and assign students to electives for the 2015-2016 school year.

Board members mentioned the importance of projecting forward with salaries and incurred costs to ensure the district can stay solvent while implementing short and long term plans.

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Additional written input was provided by the union representatives which was compiled with previous site input.

Charted information was used to refine current steps, identify areas of successful implementation, identify areas of need, and provide support for expansion of programs. Specific items of importance to this group were ensuring student safety and security, updating facilities at Sierra Vista - especially bathrooms, acquisition of standards aligned materials for student instruction, and expanding extra-curricular services to students.

Input was relayed to the district office for review and following stakeholder input, the district revised the LCAP as necessary.

Charted information was used to refine current steps, identify areas of successful implementation, identify areas of need, and provide support for expansion of programs. This group was particularly interested in safety and support for parent involvement.

describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 24, 2015 The district held a focus group meeting at a regularly scheduled parent Migrant Parent Advisory Council meeting to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

April 14 and 16, 2015 Parent /community meetings were held to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

April 21, 2015 District representatives provided updates and information LCAP goals at a regularly scheduled board meeting. District representatives summarized results of staff, parent, and student surveys to the board. Opportunity was provided for comment.

May 14, 2015: The LCAP committee was formed comprised of representatives from stakeholder groups to review a draft of the LCAP. This consultation meeting was held with both ATA and CSEA representatives present, teacher representatives, parents from each school site, representatives from the Dolores Huerta Foundation and the Committee for a Better Arvin, site administration, and district representatives.

May 20, 2015 DAC LCAP Goals and action steps were reviewed. Opportunity for questions was provided.

May 21, 2015 DELAC LCAP Goals and action steps were reviewed. Opportunity for questions was provided.

June 16, 2015: A draft of the LCAP was brought to a regularly scheduled school board meeting for questions and comment and a public hearing

June 23, 2015: The district presented the LCAP for board approval at a regularly scheduled meeting of the school board.

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Surveys were reviewed.

Following stakeholder input, the district revised parent liaison action steps in the plan.

The district received no written correspondence. No response required.

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Items added to the initial 2014-2015 goals were noted. Action steps accelerated or expanded based on previous stakeholder input due to May revision were highlighted. Input regarding student incentives, instructional aides, increased opportunities for student engagement during the summer months and after school were modified in the plan following hearing input. No formal written response was required.

The LCAP plan was approved by the Arvin Union School District Board of Education at the June 23rd regularly scheduled board meeting.

Annual Update:

October 21 and 22, 2014 District administration gave an LCAP plan presentation of action steps for which measurable progress could be demonstrated at the regularly scheduled meetings of the School Board (Oct. 22) and District Advisory Council (October 21). Opportunities were provided for comment.

December 4, 2014 District administration gave an LCAP plan presentation of action steps for which measurable progress could be demonstrated and responded to questions from the group related to LCAP funding at the regularly scheduled South Valley Neighborhood Partnership. Opportunities were provided for comment.

January 12, 2015 District administration held a Program Director meeting with After School and Migrant Program directors to explain LCAP funding and to ensure students, parents, and staff within these programs have opportunities to provide input.

January 14, 2015 The district held a focus group meeting including administrators and classroom teachers to address the action step of purchase and implementation of a walkthrough tool. Presenters from two vetted companies addressed district and site administration, certificated union representatives, and teachers from all sites. Attendees were encouraged to gather information on other tools that would be comparable in breadth and depth for review.

January 26, 2015 District administration gave an LCAP plan presentation of action steps for which measurable progress could be demonstrated at the regularly scheduled School Board meeting. Opportunities were provided for comment.

January 29, 2015 The district held a meeting with Haven Drive Social Studies team regarding purchase of devices and setting an implementation plan per the action step for implementation of 1 to 1 technology

February 24, 2015 District administrators shared an initial schedule for upcoming stakeholder /focus group meetings at a regularly scheduled meeting of the School Board. Upcoming actions being put into place in March through May were reviewed. Opportunities were provided for comment.

Annual Update:

There were no comments.

All stakeholder questions were addressed.

An After School Survey already in use will be shared with the Migrant Program Director to gather student input through responses to the survey from both programs. The Migrant Director requested the Migrant PAC have an opportunity to respond to action steps and provide input for next year's plan in late March. This was scheduled with all materials to be used in stakeholder meetings provided.

Attendees observed presentations and provided feedback regarding ease of use, reporting, access to information, technology requirements, and how this related to the current walkthrough and evaluation systems. The i-observation tool was identified as unfit for our use. The Thoughtful Classroom was selected by all in attendance and ultimately selected for implementation. Implementation will begin in 2015-2016.

All questions were answered.

Team worked to develop a plan and support technology will be purchased accordingly. This is a move toward 1 to 1 within the social studies department. Purchase orders were submitted following acceptance of the Social Studies team proposal for use.

February 25, 2015 The district held a focus group meeting at a regularly scheduled meeting of the District Advisory Council to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

February 27, 2015 The district held a focus group meeting with administrators, union representatives, and certificated staff representatives regarding the action step for purchase of a writing program to address the needs of English Learners.

February 24, 2015 (Sierra Vista), March 2, 2015 (Haven Drive), March 3, 2015 (El Camino Real), March 4, 2015 (District Directors), March 9, 2015 (Bear Mountain), April 16, 2015 (District staff) The district held focus group meetings with staff from all schools. district directors in charge of Pre-school, GATE, Special Education, Foster Youth, After School Programs and English Learners to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements to align to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 3, 2015 The district held a focus group meeting with the classified union (CSEA) to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 11, 2015 The district held a focus group meeting at a regularly scheduled meeting of the English Learner District Advisory Council to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

Charted information was used to refine current steps, identify areas of successful implementation, identify areas of need, and provide support for expansion of programs.

A distinct need for writing structures and scaffolds to organize critical thinking continues to be evident through classroom walkthroughs and student writing samples. Thinking Maps have been implemented in the district and the majority of staff has received training although there is need for review to bring use to full implementation. Input was gathered to identify which components of "Write from the Beginning" to select for professional development to support all staff and which materials to purchase in 2015-2016. It was determined "Setting the Stage" and "Response to Text" would best support students as part of a multi-year roll out. These materials and training will be supplemented with a subscription for all teachers/students to Thinking Maps Learning Community.

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March 18, 2015 Assistant superintendent held a meeting with ATA representatives to review action steps to date.

March 20, 2015 The district held a focus group meeting at a regularly scheduled annual Kindergarten Articulation Meeting scheduled by the Family Resource Center Coordinator to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 23, 2015 The district held a focus group meeting at a regularly scheduled parent English Language Learner Class scheduled by the Family Resource Center Coordinator to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

March 24, 2015 The district held a focus group meeting at a regularly scheduled parent Migrant Parent Advisory Council meeting to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

April 14 and 16, 2015 The district held Parent/Community open meetings to gather input in regard to action steps described in the plan for implementation this year and upcoming years, to describe revised goal statements aligned to metrics, and gather input within these goal areas for desired actions. Information was gathered on charts.

All questions were answered.

Charted information was used to refine current steps, identify areas of successful implementation, identify areas of need, and provide support for expansion of programs.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Students attain increasingly higher levels of achievement on California State Standards through rigorous standards-based instruction, promotion of academic success, and targeted support.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<ol style="list-style-type: none"> 1. Implementation of Common Core standards and an RTI system based on data and research based intervention are not yet systematic per Academic Program Surveys and observations. 2. Materials and assessments fully aligned to standards are in place for math and RCD unit assessments are being used for Language Arts pending material adoption. Surveys and discussions continually mentioned a need for alignment in Language Arts. 3. Staff surveys indicate a need for professional development for standards understanding, strategy implementation, and to meet the needs of targeted students. 4. STAR assessments(although outdated), unit/ benchmark assessments, and MAP scores all demonstrate a need for increased student achievement. 5. Spring 2014 scores on 5th and 7th grade Physical Fitness Exams show 1 area of relative strength while 5 areas of measurement are in need of improvement. 6. 16.7% of English Learners are enrolled in ELA Intensive Intervention. 7. Formal fine arts instruction is minimal as part of course access at the elementary level. 	
<p>Goal Applies to:</p>	<p>Schools: Districtwide Applicable Pupil Subgroups:</p>	<p>All K-8 students</p>

LCAP Year 1: 2015-16

Expected Annual
Measurable
Outcomes:

Priority 1: Basic
Continue to meet Williams Act requirements with zero teacher misassignments, passing the textbook review, and a FIT review of Good or better at all schools.
Ensure the HQT rate of 100%

Priority 2: Implementation of State Standards
A 15% increase in results from Academic Program Surveys, a locally defined measure.
60% to 75% implementation of Common Core English Language Arts
63% to 78% implementation of Common Core Math
53% to 65% implementation of Common Core for English Learners
100% implementation of Social Studies and Science.

Priority 4: Pupil Achievement
A. Pending results from CAASPP, MAP, and unit assessments aligned to 2014-2015 administration- we are expecting a 10% increase in the number of students moving up 1 band relative to each test.
Current STAR proficiencies are listed below.
STAR ELA proficiency: 39.7%
STAR Math proficiency: 48.9%
STAR Science proficiency: 38.1%
STAR History/Social Studies proficiency: 24.2%
B. There is not expected to be an API for the 2015-2016 school year.
Current API information is listed below.
API districtwide: 734
Hispanic: 733 White: 703 English Learners: 715
Socio-economically disadvantaged: 734
Students with Disabilities: 614
C. A-G requirements: N/A - K-8 district
D. AMAO #1 will increase to 62%.
AMAO #2a will increase to 25.5% for students less than 5 years.
AMAO #2b will increase to 52.8% for students less than 5 years.
E. EL reclassification rate of 13.3 will increase by 2%.
F: AP Passage: N/A - K-8 district
G: EAP Participation : N/A - K-8 district

Priority 7:
100% of students, including unduplicated pupils will have access to all required areas of broad coursework as stated in Ed Code 51210.
100% of unduplicated students will have access to and receive general educational programs and services including Dual Immersion and AVID.
100% of pupils with exceptional needs will have access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's.
100% of English Learners will be enrolled in English Language Development.

Priority 8: Other Pupil Outcomes
 Physical Fitness
 The percentage of students scoring in any healthy fitness zone not yet at 90% will increase by 5% each year beginning in 2015-2016 with the use of 2014 scores as the baseline.
 % in Healthy Fitness Zone 5th grade 2014 scores:
 Aerobic: 56%, Body Comp: 47.4%, Abdominal: 63.1%, Trunk Extension: 86%, Upper Body: 53.9%, Flexibility: 61.1%
 % in Healthy Fitness Zone 7th grade 2014 scores:
 Aerobic: 64.2%, Body Comp: 47.7%, Abdominal: 94.5%, Trunk Extension: 97.2%, Upper Body: 85.1%, Flexibility: 61.1%

A decrease of 1% in the percentage of students that qualify for intensive intervention is the expectation for each upcoming school year.
 2014-2015 percentages are:
 10.3% of 4-8 graders qualified for intensive intervention in LA
 6.1% of 4-8 graders qualified for intensive intervention in Math

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to fund the 60% position of Student Services Director to the district as approved in the 2014-2015 LCAP. (LCFF, Title 1, Special Ed.) Student Services Director works 3 days per week. Supplemental funds are targeted to supporting PBIS implementation at all sites, working with sites to create RTI/lab intervention structures, organizing work of social workers and interns, and supporting students at risk of suspension/expulsion from all student groups.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 23,620 3000-3999: Employee Benefits Supplemental 7,784 1000-1999: Certificated Personnel Salaries Title I 15,747 3000-3999: Employee Benefits Title I 5,190 Special Ed. 1000-1999: Certificated Personnel Salaries Other 39,366 Special Ed. 3000-3999: Employee Benefits Other 12,974
2. Focus on targeted instruction through administration and use of formative assessments. Implement and provide professional development through continued TOSA for use of state and district benchmark data through School City, selected Interim Assessments through TOMS, and continued use of online MAP (Measures of Academic Proficiency) tool as a diagnostic for Language Arts, Math, and Language at all campuses.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 60,000 1000-1999: Certificated Personnel Salaries Supplemental 94,317.44 3000-3999: Employee Benefits Supplemental 27,784
3. Purchase Spanish textbooks as needed for ongoing implementation of Dual Immersion to include 4th and 5th grade dual classrooms at the elementary sites. Cost is in addition to prior purchase of full implementation of 2014 adopted Math Expressions at the elementary sites	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	4000-4999: Books And Supplies Concentration 25,000

<p>and Math Big Ideas at Haven Drive for English program.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Purchase ELA/ELD Common Core Standards Aligned Materials including supplementary intervention and support pieces and ELA/ELD framework and standards as well as Spanish Language Arts for Dual, and hire part time classified staff members for preparation and material distribution. Core text will be purchased with one-time monies.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Other 1,200,000 4000-4999: Books And Supplies Supplemental and Concentration 456,440 2000-2999: Classified Personnel Salaries Supplemental 10,000 3000-3999: Employee Benefits Supplemental 4500</p>
<p>5. Pilot Language Arts Materials (English Language Arts, Spanish Language Arts, English Language Development) in 4th grade classrooms across the district. Budgeted cost is for additional Spanish materials above and beyond regular pilot to ensure Dual Immersion Classrooms have Spanish textbooks to align with English pilot. \$5000 per Dual 4th grade classroom. District textbook committee will review and select ELA /ELD/Spanish curriculum aligned to CCSS.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 15,000</p>
<p>6. Continue to fund and expand the district's dual language program - materials and professional development for Dual teachers Expressions Math - see math goal for cost Pearson Ciencias Historia - Ciencias</p>	<p>5th grade BME/ ECR and 4th grade SV</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 70,000</p>
<p>7. Director of Curriculum, Instruction, and Assessment will continue to support Common Core implementation, textbook adoption, ensure an assessment system is in place with a pacing calendar and assessment grid to guide instructional delivery They will promote access to</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 74,978. 3000-3999: Employee Benefits Supplemental 18,838 1000-1999: Certificated Personnel Salaries Title I 49,985</p>

<p>group data on a cyclical basis, provide a district curriculum assessment guide (CAG) to all classroom teachers and site administrators/coaches and ensure paper/pencil benchmarks required by the district are provided to classroom teachers through FedEx copies. Supervise revisions and/or additions to Rigorous Curriculum Design units or assessments before adoption of ELA/ELD program.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3000-3999: Employee Benefits Title I 12,000 4000-4999: Books And Supplies Supplemental 25,090</p>
<p>8. Ensure a systematic intervention process with the continuation of the position of intervention teacher at the elementary site. Intervention teachers will use researched based intervention programs and track student progress through exiting of the program.</p>	<p>BME, SV, ECR</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 249,872 3000-3999: Employee Benefits Supplemental 79,453</p>
<p>9. Professional development through workshops and coaching will be provided to staff in the use of building positive environments, cultural responsiveness, using formative and summative data, the construction of instructional groups, intervention formats, use of strategies to meet identified needs, providing feedback, and scaffolding strategies for students based on effect sizes as researched by Marzano and Hattie. Personnel included in action step include 4 Academic Coaches and 1 Teacher on Special Assignment and consultants.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 117,414 3000-3999: Employee Benefits Supplemental 45,987 1000-1999: Certificated Personnel Salaries Title I 213,566 1000-1999: Certificated Personnel Salaries Lottery 213,566 3000-3999: Employee Benefits Title I 35,803 3000-3999: Employee Benefits Lottery 35,803 1000-1999: Certificated Personnel Salaries Title III 43,841 1000-1999: Certificated Personnel Salaries Title III 13,250 5800: Professional/Consulting Services And Operating Expenditures Supplemental 50,000</p>
<p>10. Continue position of a credentialed librarian at Haven Drive and library clerks at elementary schools. Credentialed librarian to support elementary clerks while focused on Haven Drive Library and students.</p>	<p>Haven Drive</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 70,085 3000-3999: Employee Benefits Supplemental 24,927 2000-2999: Classified Personnel Salaries Supplemental 96,980 3000-3999: Employee Benefits Supplemental 69,381</p>
<p>11. Increase opportunities for extra-learning time with</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p>

<p>targeted intervention focus intents at Saturday School, Summer School, and Intersession with field trips Summer School 20 days x 10 teachers x 6 hours x \$35 = 42,000 Summer School Administrator stipend: \$5500 Saturday School 20 days x 5 teachers x 5 hours x \$35 = \$17,500 Intersession 9 days x 4 teachers x 6 hours x \$35 = \$7560</p> <p>Summer School 20 days x 7 x 6 hours x \$17.50 = \$14,700 Saturday School 20 days x 4 aides x 5 hours x \$17.50 = \$2160 Intersession 9 days x 4 aides x 6 hours x \$17.50 = \$3780 Clerk/Custodian/20,000</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>72,560</p> <p>2000-2999: Classified Personnel Salaries Concentration 40,640</p> <p>3000-3999: Employee Benefits Concentration 55,000</p> <p>4000-4999: Books And Supplies Concentration 10,000</p> <p>5000-5999: Services And Other Operating Expenditures Concentration 5000</p>
<p>12. Increase opportunities for extra-learning time with targeted intervention focus intents during Extended Day classes and Arvin Advantage. \$35 per hour x 1400 hours x 4 sites 1285 hours per site for targeted intervention for at-risk students. Continue position of After School Coordinator. (concentration, Title I, Afterschool)</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration 196,000</p> <p>3000-3999: Employee Benefits Concentration 23,520</p> <p>1000-1999: Certificated Personnel Salaries Concentration 43,298</p> <p>3000-3999: Employee Benefits Concentration 15,373</p> <p>1000-1999: Certificated Personnel Salaries Title I 32,473.80</p> <p>3000-3999: Employee Benefits Title I 8827.97</p> <p>1000-1999: Certificated Personnel Salaries Other 32,473.80</p> <p>3000-3999: Employee Benefits Other 8827.97</p>
<p>13. Continue and expand professional development opportunities through weekend or intersession workshops on topics targeted to support all students including all concentration and supplemental target groups.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 45,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental 5,000</p> <p>3000-3999: Employee Benefits Supplemental 20,000</p>
<p>14. Continue to expand AVID focused on Implementation of Common Core State Standards through writing, inquiry, collaboration, organization, and</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 61,500</p>

<p>critical reading strategies. Goal setting for organizational skills based on AVID rubrics following districtwide training for instructional staff in effective teaching practices in content areas and to facilitate student success skills and training for site leaders in AVID Leadership including training in structures, processes, protocols, and systems that have significant impact on the school's ability to close the achievement gap. AVID District Director Training Session 3 and 4 Travel expenses only AVID Summer Institute and contract for 2015-2016 AVID Summer Institute 2016-2017 Hotel - pay ahead by check</p> <p>Provide AVID elective classes, materials, and tutors for targeted students at Haven Drive including parent involvement activities. Additional professional development.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 15,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 12,000</p> <p>3000-3999: Employee Benefits Supplemental 3,000</p>
<p>15. A second Technology Coordinator will support District technology programs in the classroom and site labs through tech service and professional development in the area of 21st Century Skills related to technology. Continue the 1 FTE position of Technology Coordinator currently in place with 22% of salary funded through supplemental funds.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 104,669</p> <p>3000-3999: Employee Benefits Supplemental 32,671.04</p>
<p>16. Implement Thoughtful Classroom Observation Tool and continue positions of Vice Principals to provide feedback targeted to selected components including organization, positive relationships, culture of learning and thinking, engagement and enjoyment, preparing for learning, presenting new learning, deepening and reinforcing learning, reflecting and celebrating learning, and applying learning. 1600 x 4 for license Web-based coaching if needed 1000 VP salary and benefits (50% supplemental/50% Title 1)</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 7400</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 185,283</p> <p>3000-3999: Employee Benefits Supplemental 60,473.52</p> <p>1000-1999: Certificated Personnel Salaries Title I 185,283</p> <p>1000-1999: Certificated Personnel Salaries Title I 60,473.68</p>
<p>17. Continue to provide a PE teacher, added in 2014 as</p>	<p>SV, BME.</p>	<p><input checked="" type="checkbox"/> All</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p>

<p>part of approved 2014-2015 LCAP, for each of the 3 elementary sites. PE teachers meet with all students with the additional support of classroom teachers to lead large groups focused on physical activity with the goal of improving healthy ranges within the annual physical fitness testing. This is a position that did not exist before LCAP.</p>	<p>ECR</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>172,779 3000-3999: Employee Benefits Supplemental 70,365</p>
<p>18. Ensure Highly Qualified Staffing and consistency with training with addition of Human Resources Director. This position was approved in the 2014-2015 3 year LCAP to begin in 2015-2016. The director position will monitor and schedule required trainings for certificated and credentialed staff, monitor credentials, and help support quality teaching through organization of the evaluation process. Continue to fund BTSA and Intern programs as necessary.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 119,342 3000-3999: Employee Benefits Supplemental 30,735 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000</p>
<p>19. Regularly scheduled grade level and department Professional Learning Community meetings are a commitment at all sites with cyclical review of data and action steps to be provided to site administrators after each meeting in the form of agendas and minutes. Time is provided through Time Bank on Monday afternoons. Special Education and Dual Immersion meet as a group during time bank for 1 meeting per month.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost to district</p>
<p>20. Allocate discretionary funds to all 4 school sites to support school site plan goals. Site action plans will target needs of students as identified through qualitative and quantitative data including surveys and scores. (ie. technology, AVID tools, intervention materials, field trips, intervention and extension needs)</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 305,283</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Priority 1: Basic
 Continue to meet Williams Act requirements with zero teacher misassignments, passing the textbook review, and a FIT review of Good or better at all schools.
 Ensure the HQT rate of 100%

Priority 2: Implementation of State Standards
 A 5% increase in results from Academic Program Surveys, a locally defined measure.
 75% to 80% implementation of Common Core English Language Arts
 78% to 83% implementation of Common Core Math
 65% to 70% implementation of Common Core for English Learners
 100% implementation of Social Studies and Science.

Priority 4: Pupil Achievement
 A. Pending results from CAASPP, MAP, and unit assessments aligned to 2015-2016 administration- we are expecting a 5% increase in the number of students moving up 1 band relative to each test.
 B. There is not expected to be an API for the 2016-2017 school year.
 C. A-G requirements: N/A - K-8 district
 D. AMAO #1 will increase to 65%.
 AMAO #2a will increase to 30% for students less than 5 years.
 AMAO #2b will increase to 55% for students less than 5 years.
 E. EL reclassification rate will increase by 2%.
 F: AP Passage: N/A - K-8 district
 G: EAP Participation : N/A - K-8 district

Priority 7:
 100% of students, including unduplicated pupils will have access to all required areas of broad coursework as stated in Ed Code 51210.
 100% of unduplicated students will have access to and receive general educational programs and services including Dual Immersion and AVID.
 100% of pupils with exceptional needs will have access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's.
 100% of English Learners will be enrolled in English Language Development.

Priority 8: Other Pupil Outcomes
 Physical Fitness
 The percentage of students scoring in any healthy fitness zone not yet at 90% will increase by 5%.

A decrease of 1% in the percentage of students that qualify for intensive intervention is the expectation for each upcoming school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to fund the 60% position of Student	District	<input checked="" type="checkbox"/> All	1000-1999: Certificated Personnel Salaries Supplemental

<p>Services Director to the district. (LCFF, Title 1, Special Ed.)</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>23,620 3000-3999: Employee Benefits Supplemental 8173 1000-1999: Certificated Personnel Salaries Title I 15,747 3000-3999: Employee Benefits Title I 5450 1000-1999: Certificated Personnel Salaries Other 39,366 3000-3999: Employee Benefits Other 13,623</p>
<p>2. Focus on targeted instruction through administration and use of formative assessments. Implement and provide professional development through continued TOSA for use of state and district benchmark data through School City, selected Interim Assessments through TOMS, and continued use of online MAP (Measures of Academic Proficiency) tool as a diagnostic for Language Arts, Math, and Language at all campuses.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 55,000 1000-1999: Certificated Personnel Salaries Supplemental 95,732.20 3000-3999: Employee Benefits Supplemental 29,173.62</p>
<p>3. Purchase Spanish textbooks as needed for ongoing implementation of Dual Immersion to include 5th and 6th grade dual classrooms at the elementary sites. Cost is in addition to prior purchase of full implementation of 2014 adopted Math Expressions at the elementary sites and Math Big Ideas at Haven Drive for English program.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 25,000</p>
<p>4. Common Core Standards Aligned Materials</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 398,492</p>
<p>5. Continue to fund and expand the district's dual language program - materials and professional development for Dual teachers Tesoros Spanish LA or new adoption - see LA goal for</p>	<p>6th grade BME/ ECR and 5th grade</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>4000-4999: Books And Supplies Supplemental 75,000</p>

<p>cost Expressions Math - see math goal for cost Pearson Ciencias Historia - Ciencias</p>	<p>SV</p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Ensure a systematic intervention process with the continuation of the position of intervention teacher at the elementary sites. Continue the position of intervention teacher at the elementary sites begun as a full time certificated position in 2014-2015. Intervention teachers will used researched based intervention programs and track student progress through exiting of the program.</p>	<p>Sierra Vista, Bear Mountain, El Camino Real</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 253,620 3000-3999: Employee Benefits Supplemental 83,425</p>
<p>7. Professional development will be provided by staff in the use of building positive environments, cultural responsiveness, using formative and summative data, the construction of instructional groups, intervention formats, use of strategies to meet identified needs, providing feedback, and scaffolding strategies for students based on effect sizes as researched by Marzano and Hattie. Coaching staff to include Academic Coaches and Teacher on Special Assignment and consultant.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 149,990 3000-3999: Employee Benefits Supplemental 48,300 1000-1999: Certificated Personnel Salaries Title I 216,770 3000-3999: Employee Benefits Title I 37,593 1000-1999: Certificated Personnel Salaries Lottery 216,770 3000-3999: Employee Benefits Lottery 37,593 1000-1999: Certificated Personnel Salaries Title III 44,500 3000-3999: Employee Benefits Title III 14,180 5800: Professional/Consulting Services And Operating Expenditures Supplemental 50,000</p>
<p>8. Continue position of a credentialed librarian at Haven Drive and library clerks at elementary schools. Credentialed librarian to support elementary clerks while focused on Haven Drive Library and students.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 71,136 1000-1999: Certificated Personnel Salaries Supplemental 26,173 2000-2999: Classified Personnel Salaries Supplemental 98,435 3000-3999: Employee Benefits Supplemental 72,850.20</p>
<p>9. Increase opportunities for extra-learning time with targeted intervention focus intents at Saturday School,</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>1000-1999: Certificated Personnel Salaries Concentration 175,460</p>

<p>Summer School, Intersession programs, Extended Day, and Arvin Advantage.</p> <p>(1285 hours per site for intervention to targeted students for extended day =200,000) Summer School 20 days x 10 teachers x 6 hours x \$35 = 42,000 Summer School Administrator stipend: \$5500 Saturday School 20 days x 5 teachers x 5 hours x \$35 = \$17,500 Intersession 9 days x 4 teachers x 6 hours x \$35 = \$7560</p> <p>Summer School 20 days x 7 x 6 hours x \$17.50 = \$14,700 Saturday School 20 days x 4 aides x 5 hours x \$17.50 = \$2160 Intersession 9 days x 4 aides x 6 hours x \$17.50 = \$3780 Clerk/Custodian/20,000</p> <p>Continue position of After School Coordinator. (Concentration, Title I, After School)</p>		<ul style="list-style-type: none"> <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>3000-3999: Employee Benefits Concentration 64,160</p> <p>2000-2999: Classified Personnel Salaries Concentration 55,000</p> <p>3000-3999: Employee Benefits Concentration 50,000</p> <p>4000-4999: Books And Supplies Concentration 10,000</p> <p>1000-1999: Certificated Personnel Salaries Concentration 43,947.88</p> <p>3000-3999: Employee Benefits Concentration 16,142.12</p> <p>1000-1999: Certificated Personnel Salaries Other 65,921.82</p> <p>3000-3999: Employee Benefits Other 18,538.74</p>
<p>10. Continue and expand professional development opportunities through weekend or intersession workshops on topics targeted to support all students including all concentration and supplemental target groups. Add 1 additional day to professional development at beginning of school year.</p>	<p>District</p>	<ul style="list-style-type: none"> <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>5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 160,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental 45,000</p> <p>3000-3999: Employee Benefits Supplemental 30,000</p>
<p>11. Continue to expand AVID focused on Implementation of Common Core State Standards through writing, inquiry, collaboration, organization, and critical reading strategies. Goal setting for organizational skills based on AVID rubrics following continued districtwide training in effective teaching practices in content areas and to facilitate student success skills and training for site leaders in AVID Leadership including training in structures, processes,</p>	<p>District</p>	<ul style="list-style-type: none"> <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: 	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 70,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 75,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 32,000</p> <p>3000-3999: Employee Benefits Supplemental 13,000</p>

<p>protocols, and systems that have significant impact on the school's ability to close the achievement gap. Professional development including: AVID Summer Institute and contract for 2016-2017 or consider Path Training if available. AVID Summer Institute Hotel - pay ahead by check for guaranteed rooms on this year budget Provide AVID elective classes, materials, and tutors for targeted students at Haven Drive including parent involvement activities.</p>		<p>(Specify)</p>	
<p>12. Two Technology Coordinators will support District technology programs in the classroom and site labs through tech service and professional development in the area of 21st Century Skills related to technology.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 106,239 3000-3999: Employee Benefits Other 34,305.04</p>
<p>13. Implement Thoughtful Classroom Observation Tool and continue positions of Vice Principals to provide feedback targeted to selected components including organization, positive relationships, culture of learning and thinking, engagement and enjoyment, preparing for learning, presenting new learning, deepening and reinforcing learning, reflecting and celebrating learning, and applying learning. 1600 x 4 for license Web-based coaching if needed 1000 VP salary and benefits (supplemental, Title 1)</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 6400 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 1000-1999: Certificated Personnel Salaries Supplemental 188,062 3000-3999: Employee Benefits Supplemental 57,932.37 1000-1999: Certificated Personnel Salaries Title I 188,062 3000-3999: Employee Benefits Title I 57,932.37</p>
<p>14. Continue to provide a PE teacher, added in 2014, for each of the 3 elementary sites</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 175,370 3000-3999: Employee Benefits Supplemental 73,881</p>

<p>15. Ensure Highly Qualified Staffing and consistency with training with addition of Human Resources Director. This position was approved in the 2014-2015 3 year LCAP to begin in 2015-2016. The director position will monitor and schedule required trainings for certificated and credentialed staff, monitor credentials, and help support quality teaching through organization of the evaluation process. Continue to fund BTSA and Intern programs as necessary.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 121,132 3000-3999: Employee Benefits Supplemental 32,272 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000</p>
<p>16. Director of Curriculum, Instruction, and Assessment will continue to support Common Core implementation, textbook adoption, ensure an assessment system is in place with a pacing calendar and assessment grid to guide instructional delivery They will promote access to group data on a cyclical basis, provide a district curriculum assessment guide (CAG) to all classroom teachers and site administrators/coaches and ensure paper/pencil benchmarks required by the district are provided to classroom teachers through FedEx copies. Supervise revisions and/or additions to Rigorous Curriculum Design units or assessments before adoption of ELA/ELD program.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base 25,000 1000-1999: Certificated Personnel Salaries Supplemental 76,103.10 3000-3999: Employee Benefits Supplemental 19,780.51 1000-1999: Certificated Personnel Salaries Title I 49,985 3000-3999: Employee Benefits Title I 12,000</p>
<p>17. Allocate discretionary funds to all 4 school sites to support school site plan goals. Site action plans will target needs of students as identified through qualitative and quantitative data including surveys and scores. (ie. technology, AVID tools, intervention materials, field trips, intervention and extension needs)</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 305,283</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Priority 1: Basic
 Continue to meet Williams Act requirements with zero teacher misassignments, passing the textbook review, and a FIT review of Good or better at all schools.
 Ensure the HQT rate of 100%

Priority 2: Implementation of State Standards
 A 5% increase in results from Academic Program Surveys, a locally defined measure.
 80% to 85% implementation of Common Core English Language Arts
 83% to 88% implementation of Common Core Math
 70% to 75% implementation of Common Core for English Learners
 100% implementation of Social Studies and Science.

Priority 4: Pupil Achievement
 A. Pending results from CAASPP, MAP, and unit assessments aligned to 2015-2016 administration- we are expecting a 5% increase in the number of students moving up 1 band relative to each test.
 B. There is not expected to be an API for the 2016-2017 school year.
 C. A-G requirements: N/A - K-8 district
 D. AMAO #1 will increase to 65%.
 AMAO #2a will increase to 30% for students less than 5 years.
 AMAO #2b will increase to 55% for students less than 5 years.
 E. EL reclassification rate will increase by 2%.
 F: AP Passage: N/A - K-8 district
 G: EAP Participation : N/A - K-8 district

Priority 7:
 Priority 7:
 100% of students, including unduplicated pupils will have access to all required areas of broad coursework as stated in Ed Code 51210.
 100% of unduplicated students will have access to and receive general educational programs and services including Dual Immersion and AVID.
 100% of pupils with exceptional needs will have access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's.
 100% of English Learners will be enrolled in English Language Development.

Priority 8: Other Pupil Outcomes
 Physical Fitness
 The percentage of students scoring in any healthy fitness zone not yet at 90% will increase by 5%.

A decrease of 1% in the percentage of students that qualify for intensive intervention is the expectation for each upcoming school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1. Continue to fund the 60% position of Student Services Director to the district. (LCFF, Title 1, Special Ed.)</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 23,620 3000-3999: Employee Benefits Supplemental 8585 1000-1999: Certificated Personnel Salaries Title I 15,747 3000-3999: Employee Benefits Title I 5725 1000-1999: Certificated Personnel Salaries Other 39,366 3000-3999: Employee Benefits Other 14,305</p>
<p>2. Focus on targeted instruction through administration and use of formative assessments. Implement and provide professional development through continued TOSA for use of state and district benchmark data through School City, selected Interim Assessments through TOMS, and continued use of online MAP (Measures of Academic Proficiency) tool as a diagnostic for Language Arts, Math, and Language at all campuses.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 55,000 1000-1999: Certificated Personnel Salaries Supplemental 97,168.18 3000-3999: Employee Benefits Supplemental 30,632.30</p>
<p>3. Purchase Spanish textbooks as needed for ongoing implementation of Dual Immersion to include 6th and 7th grade dual classrooms at the elementary sites. Cost is in addition to prior purchase of full implementation of 2014 adopted Math Expressions at the elementary sites and Math Big Ideas at Haven Drive for English program.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 25,000</p>
<p>4. Purchase additional ELA/ELD Common Core Standards Aligned Materials.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 25,000</p>
<p>5. Continue to fund and expand the district's dual language program - materials and professional development for Dual teachers.</p>	<p>7th grade BME/ ECR and</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 45,000</p>

<p>Tesoros Spanish LA or new adoption Expressions Math Pearson Ciencias Historia - Ciencias</p>	<p>6th grade SV</p>	<p><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>6. Ensure a systematic intervention process with the continuation of the position of intervention teacher at the elementary sites. Continue the position of intervention teacher at the elementary sites begun as a full time certificated position in 2014-2015.</p>	<p>Sierra Vista, Bear Mountain, El Camino Real</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 257,424 3000-3999: Employee Benefits Other 83,850 4000-4999: Books And Supplies Supplemental 15,000</p>
<p>7. Professional development will be provided to staff in the use of building positive environments, cultural responsiveness, using formative and summative data, the construction of instructional groups, intervention formats, use of strategies to meet identified needs, providing feedback, and scaffolding strategies for students based on effect sizes as researched by Marzano and Hattie. Personnel to include Academic Coaches and Teacher on Special Assignment and Consultant.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 152,255 3000-3999: Employee Benefits Supplemental 53,670 1000-1999: Certificated Personnel Salaries Title I 259,500 3000-3999: Employee Benefits Title I 39,475 1000-1999: Certificated Personnel Salaries Lottery 259,500 3000-3999: Employee Benefits Lottery 39,475 1000-1999: Certificated Personnel Salaries Title III 44170 3000-3999: Employee Benefits Title III 14890 5800: Professional/Consulting Services And Operating Expenditures Supplemental 50,000</p>
<p>8. Continue position of a credentialed librarian at Haven Drive and library clerks at elementary schools. Credentialed librarian to support elementary clerks while focused on Haven Drive Library and students.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 72,203 2000-2999: Classified Personnel Salaries Supplemental 27,481 2000-2999: Classified Personnel Salaries Supplemental 99,911.55 2000-2999: Classified Personnel Salaries Supplemental 76,492.97</p>
<p>9. Increase opportunities for extra-learning time with</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p>

<p>targeted intervention focus intents during Extended Day. 1285 hours per site for intervention for targeted needs. 200,000</p> <p>Increase opportunities for extra-learning time with targeted intervention focus intents at Saturday School, Summer School, and Intersession programs. (1285 hours per site for targeted intervention to subgroups extended day =200,000)</p> <p>Summer School 20 days x 10 teachers x 6 hours x \$35 = 42,000</p> <p>Summer School Administrator stipend: \$5500</p> <p>Saturday School 20 days x 5 teachers x 5 hours x \$35 = \$17,500</p> <p>Intersession 9 days x 4 teachers x 6 hours x \$35 = \$7560</p> <p>Summer School 20 days x 7 x 6 hours x \$17.50 = \$14,700</p> <p>Saturday School 20 days x 4 aides x 5 hours x \$17.50 = \$2160</p> <p>Intersession 9 days x 4 aides x 6 hours x \$17.50 = \$3780</p> <p>Clerk/Custodian/20,000</p> <p>Continue position of After School Coordinator. (Concentration, Title 1, After School)</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>300,000</p> <p>3000-3999: Employee Benefits Concentration 70,000</p> <p>1000-1999: Certificated Personnel Salaries Concentration 65,000</p> <p>2000-2999: Classified Personnel Salaries Concentration 60,000</p> <p>4000-4999: Books And Supplies Concentration 10,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 44,607.09</p> <p>3000-3999: Employee Benefits Supplemental 16,949.23</p> <p>1000-1999: Certificated Personnel Salaries Other 66,910.64</p> <p>3000-3999: Employee Benefits Other 19,465.68</p>
<p>10. Continue and expand professional development opportunities through weekend or intersession workshops on topics targeted to support all students including all concentration and supplemental target groups.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 6000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 50,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental 5,000</p> <p>3000-3999: Employee Benefits Supplemental 15,000</p>
<p>11. Continue to expand AVID focused on Implementation of Common Core State Standards through writing, inquiry, collaboration, organization, and critical reading strategies. Goal setting for organizational skills based on AVID rubrics following districtwide training in effective teaching practices in</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 55,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 25,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental</p>

<p>content areas and to facilitate student success skills and Districtwide training for site leaders in AVID Leadership including training in structures, processes, protocols, and systems that have significant impact on the school's ability to close the achievement gap. AVID summer institute and contract for 2017-2018 or consider path training. AVID summer institute and hotel 2017-2018 - pay ahead by check</p> <p>Provide AVID elective classes, materials, and tutors for targeted students at Haven Drive including parent involvement activities.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>12,000</p> <p>3000-3999: Employee Benefits Supplemental 3,000</p>
<p>12. Two Technology Coordinators will support District technology programs in the classroom and site labs through tech service and professional development in the area of 21st Century Skills related to technology. (1 100%, 1 22% supplemental)</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 107,832</p> <p>3000-3999: Employee Benefits Supplemental 36,019</p>
<p>13. Implement Thoughtful Classroom Observation Tool and continue positions of Vice Principals to provide feedback targeted to selected components including organization, positive relationships, culture of learning and thinking, engagement and enjoyment, preparing for learning, presenting new learning, deepening and reinforcing learning, reflecting and celebrating learning, and applying learning. 1600 x 4 for license Web-based coaching if needed 1000 VP salary and benefits (50% Supplemental and Title 1)</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 8000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 190,883</p> <p>3000-3999: Employee Benefits Supplemental 60,798</p> <p>1000-1999: Certificated Personnel Salaries Title I 190,883</p> <p>3000-3999: Employee Benefits Title I 60,798</p>
<p>14. Continue to provide a PE teacher, added in 2014, for each of the 3 elementary sites</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 178,001</p> <p>3000-3999: Employee Benefits Supplemental 77,576</p>

		_ Other Subgroups: (Specify)	
15. Ensure Highly Qualified Staffing and consistency with training with addition of Human Resources Director. This position was approved in the 2014-2015 3 year LCAP to begin in 2015-2016. The director position will monitor and schedule required trainings for certificated and credentialed staff, monitor credentials, and help support quality teaching through organization of the evaluation process. Continue to fund BTSA and Intern programs as necessary.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 122,949 3000-3999: Employee Benefits Supplemental 33,885 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000
16. Director of Curriculum, Instruction, and Assessment will continue to support Common Core implementation, textbook adoption, ensure an assessment system is in place with a pacing calendar and assessment grid to guide instructional delivery They will promote access to group data on a cyclical basis, provide a district curriculum assessment guide (CAG) to all classroom teachers and site administrators/coaches and ensure paper/pencil benchmarks required by the district are provided to classroom teachers through FedEx copies.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 77,244.15 3000-3999: Employee Benefits Supplemental 20,769.53 1000-1999: Certificated Personnel Salaries Title I 49,985 3000-3999: Employee Benefits Title I 12,000 4000-4999: Books And Supplies Supplemental 25,000
17. Allocate discretionary funds to all 4 school sites to support school site plan goals. Site action plans will target needs of students as identified through qualitative and quantitative data including surveys and scores. (ie. technology, AVID tools, intervention materials, field trips, intervention and extension needs)	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 305,283

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>Increase academic achievement of English learners through support provided to accelerate English Language Development.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>The most recent STAR results indicate English learners lag 5% behind the district percent proficient of 39.7% in LA , 1.9% behind the district percent proficient of 48.9% in Math, and 24.1% behind the district percent proficient of 38.1% in Science. The most recent API provided a score of 734 for the district and an English Learner score of 715. CELDT scores indicate a large number of students remaining at the Intermediate level and district AMAO scores in a state of decline. Academic Program survey results (a local measure) of 53% implementation of Common Core for English learners requires focus in this area to support implementation of the new ELD standards.</p>	
<p>Goal Applies to:</p>	<p>Schools: Districtwide Applicable Pupil Subgroups:</p>	<p>English learner and Redesignated fluent English proficient K-8 students</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Priority 2: Implementation of State Standards
 A 15% increase in results from Academic Program Surveys, a locally defined measure, to ensure growth of 60% to 75% implementation of Common Core English Language Arts, 63% to 78% implementation of Common Core Math, and 53% to 65% implementation of Common Core for English Learners. 100% implementation of Science and Social Studies.

Priority 4: Pupil Achievement
 A.
 Pending results from CAASPP, MAP, and unit assessments aligned to 2014-2015 administration to set a baseline, we are expecting a 10% increase in the number of students moving up 1 band relative to each test. Current STAR proficiencies are STAR ELA proficiency: 39.7%, STAR Math proficiency: 48.9%, STAR Science proficiency: 38.1%, and STAR History/Social Studies proficiency: 24.2%.
 B.
 There is not expected to be an API for the 2015-2016 school year. Current API information: API districtwide: 734, Hispanic: 733, White: 703, English Learners: 715, Socio-economically disadvantaged: 734, and Students with Disabilities: 614.
 C.
 A-G requirements: N/A - K-8 district
 D.
 AMAO #1 will increase to 62%. AMAO #2a will increase to 25.5% for students less than 5 years. AMAO #2b will increase to 52.8% for students less than 5 years.
 E.
 EL reclassification rate of 13.3 will increase by 2%.
 F:
 AP Passage: N/A - K-8 district
 G:
 EAP Participation : N/A - K-8 district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue the position of certificated staff on assignment in the form of a curriculum specialist, begun in 2014-2015, to provide professional development and support for teachers to help provide quality first instruction and targeted intervention.	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See goal 1-Professional Development
2. Continue the position of ELD Coordinator	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1000-1999: Certificated Personnel Salaries Title III 50,117 3000-3999: Employee Benefits Title III 14,241

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Title I 50,117 3000-3999: Employee Benefits Title I 14,241
3. Provide a total of 5 instructional aides to provide individual or small group support to EL students identified to be at-risk. 2 aides at Haven Drive 1 aide at each elementary school	District	<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)	2000-2999: Classified Personnel Salaries Title III 41,501 3000-3999: Employee Benefits Title III 8408
4. Implement "Write from the Beginning", an extension of Thinking Maps, including professional development and materials aligned to Common Core State Standards to focus on the needs of English Learners as related to processing thoughts and writing. These will be a supplement to district adopted programs and able to be integrated throughout the school day. \$1500 x 4 people x 2 days for presenters/staff development plus travel =12,000 x 3 trainings = 36,000 Cost of binders (1 per teacher/admin) = \$35,308.92 x 2 Setting the Stage, Response to Text, Narrative, Expository, Argumentative Subscription to Thinking Maps Learning Community (TMLC) for 1 year - professional development tutorial videos and access to Thinking Map samples \$70 x 170 with tax=13,000 Friday and Saturday Training x 2 = 25,000 + 80,000 Salary and benefits	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Concentration 36,000 4000-4999: Books And Supplies Concentration 70,616 5800: Professional/Consulting Services And Operating Expenditures Concentration 13,000 1000-1999: Certificated Personnel Salaries Concentration 95,000 2000-2999: Classified Personnel Salaries Concentration 10,000
5. Leveled ELD instructional grouping based on district guidelines and restructured a minimum of mid-year. Implement revised district guidelines for designated classroom instruction during targeted 45 minutes of ELD time at the elementary sites. 15 minutes of this time to	District	<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	No cost to district

<p>be talk time focused on forms and functions.</p> <p>Continue with classroom structure of designated ELD instruction for a minimum of 30 minutes during LA or Social Studies for Middle School model with revisions to the Intensive Intervention integrated schedule.</p>		<p>English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Instructional aides at all campuses will attend a minimum of monthly training sessions conducted by the ELD coordinator or the Teacher on Special Assignment to support English Learners.</p> <p>District instructional aides will attend Write from the Beginning Training during Fall training as part of instructional aide staff development. Cost includes pay for additional time beyond work contract. Title 1 Professional Development Write from the Beginning Training</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 4000 3000-3999: Employee Benefits Supplemental 2000</p>
<p>7. A district-wide professional development calendar will be constructed with a focus on English Learners.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost to district</p>
<p>8. Fund Accelerated Reader or Achieve 3000 for all sites and purchase books to support a Pleasure Reading Campaign to support English Language Development for all students. SV - Accelerated Reader - 2 year contract already paid in 2014-2015 HD - Accelerated Reader annual renewal 5000 ECR/BME/SV/HD Achieve 3000 2 year contract 55,000 for 2 sites \$25,000 per site for leveled readers</p>	<p>SV, BME, ECR, HD</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental 65,000 4000-4999: Books And Supplies Supplemental 100,000</p>
<p>9. Continue the positions of instructional aides to support English Language Development in Reading, Writing, Listening, and Speaking for all students. Add 2</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 100,000</p>

<p>positions - 1 to Haven Drive and 1 to Sierra Vista.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3000-3999: Employee Benefits Supplemental 25,000</p>
<p>10. Continue the position of two ELL clerks.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 51,385 3000-3999: Employee Benefits Supplemental 35,308</p>
<p>12. Continue contract for CELDT scoring</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Priority 2: Implementation of State Standards
 A 5% increase in results from Academic Program Surveys, a locally defined measure, to ensure growth of 75% to 80% implementation of Common Core English Language Arts, 78% to 83% implementation of Common Core Math, and 65% to 70% implementation of Common Core for English Learners. 100% implementation of Science and Social Studies.

Priority 4: Pupil Achievement
 A.
 Pending results from CAASPP, MAP, and unit assessments aligned to 2015-2016 administration- we are expecting a 5% increase in the number of students moving up 1 band relative to each test.
 B.
 There is not expected to be an API for the 2015-2016 school year. Current API information: API districtwide: 734, Hispanic: 733, White: 703, English Learners: 715, Socio-economically disadvantaged: 734, and Students with Disabilities: 614.
 C.
 A-G requirements: N/A - K-8 district
 D.
 AMAO #1 will increase to 65%. AMAO #2a will increase to 30% for students less than 5 years. AMAO #2b will increase to 55% for students less than 5 years.
 E.
 EL reclassification rate will increase by 2% over 2015-2016
 F:
 AP Passage: N/A - K-8 district
 G:
 EAP Participation : N/A - K-8 district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue the position of certificated staff on assignment in the form of a curriculum specialist, begun in 2014-2015, to provide professional development and support for teachers to help provide quality first instruction.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	see goal 1
2 Continue the position of ELD Coordinator	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1000-1999: Certificated Personnel Salaries Title III 51,621 3000-3999: Employee Benefits Title III 15,655 1000-1999: Certificated Personnel Salaries Title I 51,621 3000-3999: Employee Benefits Title I 15,655

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Provide a total of 5 instructional aides to provide individual or small group support to EL students identified to be at-risk. 2 aides at Haven Drive 1 aide at each elementary school	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Title III 42,123 3000-3999: Employee Benefits Title III 8830
4. ELD / ELA professional development and materials aligned to Common Core State Standards to focus on the needs of English Learners as related to processing thoughts and writing. These will be a supplement to district adopted programs and able to be integrated throughout the school day including implementation of "Write from the Beginning", an extension of Thinking Maps and professional development and materials aligned to Common Core State Standards to focus on the needs of English Learners as related to processing thoughts and writing. Send trainers to training module when available. Subscription to Thinking Maps Learning Community (TMLC) for 1 year - professional development tutorial videos and access to Thinking Map samples \$70 x 170 with tax	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Concentration 20,000
5. Leveled ELD instructional grouping based on district guidelines and restructured a minimum of mid-year. Implement revised district guidelines for designated classroom instruction during targeted 45 minutes of ELD time at the elementary sites. 15 minutes of this time to be talk time focused on forms and functions. Continue with classroom structure of designated ELD instruction for a minimum of 30 minutes during LA or	District	<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)	No additional cost to district

<p>Social Studies for Middle School model with revisions to the Intensive Intervention integrated schedule.</p>			
<p>6. Instructional aides at all campuses will attend a minimum of monthly training sessions conducted by the ELD coordinator or the Teacher on Special Assignment to support English Learners.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost to district</p>
<p>7. A district-wide professional development calendar will be constructed with a focus on English Learners.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost to district.</p>
<p>8. Fund Accelerated Reader or Achieve 3000 for all sites. SV - Accelerated Reader - 1 year on contract paid in 2014-2015 HD - Accelerated Reader annual renewal 5000 ECR/BME Achieve 3000 2nd year of 2 year contract for 2 sites Continue to purchase leveled books for libraries.</p>	<p>SV, BME, HD, ECR</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000 4000-4999: Books And Supplies Supplemental 100,000</p>
<p>9. Continue the positions of instructional aides to support English Language Development in Reading, Writing, Listening, and Speaking for all students.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 105,000 3000-3999: Employee Benefits Supplemental 22,000</p>

<p>10. Continue the position of 2 ELL clerks.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 52,311 3000-3999: Employee Benefits Supplemental 37,073</p>
<p>11. Continue contract for CELDT scoring</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Priority 2: Implementation of State Standards
 A 5% increase in results from Academic Program Surveys, a locally defined measure, to ensure growth of 80% to 85% implementation of Common Core English Language Arts, 83% to 88% implementation of Common Core Math, and 70% to 75% implementation of Common Core for English Learners. 100% implementation of Science and Social Studies.

Priority 4: Pupil Achievement
 A.
 Pending results from CAASPP, MAP, and unit assessments aligned to 2016-2017 administration- we are expecting a 5% increase in the number of students moving up 1 band relative to each test.
 B.
 There is not expected to be an API for the 2015-2016 school year. Current API information: API districtwide: 734, Hispanic: 733, White: 703, English Learners: 715, Socio-economically disadvantaged: 734, and Students with Disabilities: 614.
 C.
 A-G requirements: N/A - K-8 district
 D.
 Meet state guidelines for LPAC expectations
 E.
 EL reclassification rate will increase by 2% over 2016-2017.
 F:
 AP Passage: N/A - K-8 district
 G:
 EAP Participation : N/A - K-8 district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue the position of certificated staff on assignment in the form of a curriculum specialist, begun in 2014-2015, to provide professional development and support for teachers to help provide quality first instruction.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	see goal 1
2. Continue the position of ELD Coordinator	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	1000-1999: Certificated Personnel Salaries Title III 52,395 3000-3999: Employee Benefits Title III 16,448 1000-1999: Certificated Personnel Salaries Title I 52,395 3000-3999: Employee Benefits Title I 16,448

		English proficient _ Other Subgroups: (Specify)	
3. Provide a total of 5 instructional aides to provide individual or small group support to EL students identified to be at-risk. 2 aides at Haven Drive 1 aide at each elementary school	District	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Title III 42,755 3000-3999: Employee Benefits Title III 9270
4. Implement "Write from the Beginning", an extension of Thinking Maps, including professional development and materials aligned to Common Core State Standards to focus on the needs of English Learners as related to processing thoughts and writing. These will be a supplement to district adopted programs and able to be integrated throughout the school day. Subscription to Thinking Maps Learning Community (TMLC) for 1 year - professional development tutorial videos and access to Thinking Map samples \$70 x 170 with tax (contract)	District	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 12,000 4000-4999: Books And Supplies Supplemental 10,000
5. Leveled ELD instructional grouping based on district guidelines and restructured a minimum of mid-year. Implement revised district guidelines for designated classroom instruction during targeted 45 minutes of ELD time at the elementary sites. 15 minutes of this time to be talk time focused on forms and functions. Continue with classroom structure of designated ELD instruction for a minimum of 30 minutes during LA or Social Studies for Middle School model with revisions to the Intensive Intervention integrated schedule.	District	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost to district
6. Instructional aides at all campuses will attend a minimum of monthly training sessions conducted by the ELD coordinator or the Teacher on Special Assignment	District	_ All OR: _ Low Income pupils	No additional cost to district

<p>to support English Learners. District instructional aides will attend Write from the Beginning Training and ELA.</p>		<p><input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. A district-wide professional development calendar will be constructed with a focus on English Learners.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost to district.</p>
<p>8. Determine impact of Accelerated Reader or Achieve 3000 for all sites. Purchase pending determination by site and district SV - Accelerated Reader - 20,000 HD - Accelerated Reader annual renewal 5000 ECR/BME Determine use of Accelerated Reader or Achieve 3000 55,000 Continue to purchase leveled books for libraries.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 80,000 4000-4999: Books And Supplies Supplemental 50,000</p>
<p>9. Continue the positions of instructional aides to support English Language Development in Reading, Writing, Listening, and Speaking for all students.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 125,000 3000-3999: Employee Benefits Supplemental 30,000</p>
<p>10. Continue the position of 2 ELL clerks.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 53,095 3000-3999: Employee Benefits Supplemental 38,926</p>

		English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	The District will ensure all of its facilities including school sites, the Family Resource Center, and district office are in good repair, provide functional use, and are inviting for students, parents and staff.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Input through all stakeholder meetings clearly states a desire to renovate Sierra Vista. Stakeholder input at every parent meeting indicated safety to be a primary focus. The action step for cameras and alarms was highly rated by parents. 50% of the Arvin Union School District sites require major modernization and 100% require some type of facility and or safety updates as measured by the Facility Needs Analysis. El Camino attendance has impacted all classroom space. There is a need for 2 dedicated computer lab spaces and a parent center. The family resource center facilities are in need of repair/modernization in order to provide appropriate meeting space and access to improve services to parents. The declining state of old portable classrooms necessitates their removal and replacement at Sierra Vista and Bear Mountain. As part of modernization, modular classrooms need to be brought in to replace necessary classroom space. Public support of modernization of facilities was clear through a facilities bond passage rate of 79.46%. Sierra Vista has the highest number of English Learners and Socio-economic disadvantages students and has had the highest rate of vandalism. These students deserve facilities equal in standard to students in neighborhoods with newer elementary schools and should not have to attend facilities below the standards of other schools. MOT will be needed to oversee improvement projects over time.
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Goal Applies to:	Schools:	Major Modernization - Sierra Vista and Haven Drive Facility / Safety updates - Bear Mountain and El Camino Real Family Resource Center - serving families from all schools.
	Applicable Pupil Subgroups:	All K-8 students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Priority 1: Basic Continue to meet Williams Act requirements with a FIT review of Good or better at all schools. The board will approve a scope of work aligned for each school year based on the needs of specific campuses as recommended by an architect's presentations of plans. 100% of the scope of work approved shall be completed.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue employment of Director of Maintenance and Operations added in 2014-2015. This position was initially included in the LCAP plan as a Construction Manager and was modified to Director of Maintenance	District	<input checked="" type="checkbox"/> All	2000-2999: Classified Personnel Salaries Supplemental 58,278
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	3000-3999: Employee Benefits Supplemental 28,385

<p>and Operations. This position was necessitated by a need for focus on the supervision of site work and construction, materials purchasing, and preparation of contracts relating to facilities modernization, Williams review items and facilities upkeep for student safety.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. HVAC technician to begin following job description created in 2014-2015. This position is being implemented as a Year 2 step from initial 3 year LCAP plan approved in 2014. Students and staff in classrooms must be able to focus on studies with the least interruption possible. Relying on HVAC services from Bakersfield many times necessitated multiple days when classes were displaced due to hot or cold conditions in their rooms. A dedicated person will allow immediate attention to prevent displacement and allow focus on teaching and learning.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 46,419 3000-3999: Employee Benefits Supplemental 25,982</p>
<p>3. Purchase and install duress alarms at all school sites for 200 computers with radio capability until complete. Cost of installation and service agreement.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 20,000</p>
<p>4. Install magnetic key door entry for campus gates and office doors. Magnetic door entries at campuses ensure activation and deactivation for staff being employed or leaving the employment of the district as they cannot be copied. This also ensures the capacity to immediately swipe a card on a lanyard for entry or exit in critical situations. Cost of installation and supplies to install.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p>
<p>5. Continue purchase of quality surveillance program at all sites to ensure monitoring capabilities for student safety and facility care. This action step was approved within the 2014-2015 3 year LCAP. Incidents can be reviewed that may relate to costs incurred for repairs due to vandalism, behaviors possibly related to</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p>

<p>suspension and expulsion, and to monitor areas of material loss that affect students directly as every loss affects services to be provided to them. Cost of installation and components.</p>		<p>English proficient _ Other Subgroups: (Specify)</p>	
<p>6. Receive bids and install new flooring for rooms at Sierra Vista if buildings are not replaced with modular construction as part of modernization. Installation and cost of materials. This action step is a carry over from the previously approved 2014-2015 3 year LCAP. Carpets are fraying and discolored due to age, traffic, and continuous use.</p>	<p>Sierra Vista</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p>
<p>7. Remove old portables and install new modular classrooms where needed due to modernization, enrollment and extra programs at sites with highest need. Cost of removal of classrooms, purchase, and installation,</p>	<p>District focus beginning with Sierra Vista</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>6000-6999: Capital Outlay Supplemental 250,000</p>
<p>8. Research possible funding sources for prioritized modernization projects. Estimated cost for all projects 80-112 million dollars. Develop video/letter to distribute to possible sources and hold meetings seeking funding sources for modernization.</p>	<p>Sierra Vista Bear Mountain</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>No cost at this time</p>
<p>9. Complete resurfacing and striping of gym floor. Gym floor requires refinishing as all students at Haven Drive use the facility for physical activities and surface damage must be repaired.</p>	<p>Haven Drive</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>6000-6999: Capital Outlay Supplemental 50,000</p>

<p>10. Continue painting inside as needed at Sierra Vista and Haven Drive.</p>	<p>Sierra Vista and Haven Drive</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000</p>
<p>11. Purchase modular or temporary structure for El Camino Real Parent Center to house parent liaison due to lack of classroom or office space.</p>	<p>El Camino Real</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>6000-6999: Capital Outlay Supplemental 70,000</p>
<p>12. Purchase science lab tables and stools for Haven Drive classrooms.</p>	<p>Haven Drive</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 20,000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Meet Williams Act Facility Expectations with a score of Good or Exemplary at all sites. The board will approve a scope of work aligned for each school year based on the needs of specific campuses as recommended by an architect's presentations of plans. 100% of the scope of work approved shall be completed.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Continue employment of Director of Maintenance and Operations added in 2014-2015.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 59,152</p>

		<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)	3000-3999: Employee Benefits Supplemental 29,804
2. Continue position of HVAC technician following job description added in 2015-2016.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental 47,115 3000-3999: Employee Benefits Supplemental 25,281
3. Continue to support installed duress alarms through service agreement at all school sites for 200 computers with radio capability.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental 5000
4. Surveillance system upkeep/addition of cameras	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental 10,000
5. Continue installation of new flooring to complete rooms at Sierra Vista. Services and cost of materials.	Sierra Vista	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	5000-5999: Services And Other Operating Expenditures Supplemental 10,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Complete installation of new modular classrooms where needed due to modernization, enrollment and extra programs at sites with highest need. Cost of classrooms and installation	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6000-6999: Capital Outlay Supplemental 570,000
7. Research possible funding sources for prioritized modernization projects. Estimated cost for all projects 80-112 million dollars. Develop video/letter to distribute to possible sources and hold meetings seeking funding sources for modernization.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost to district
8. Install exterior lighting if not completed in 2015-2016	Sierra Vista	<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)	6000-6999: Capital Outlay Supplemental 13,000
9. Paint BME outside.	BME	<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	6000-6999: Capital Outlay Supplemental 80,000

		_ Other Subgroups: (Specify)	
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Meet Williams Act Facility Expectations with a score of Good or Exemplary at all sites. The board will approve a scope of work aligned for each school year based on the needs of specific campuses as recommended by an architect's presentations of plans. 100% of the scope of work approved shall be completed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue employment of Director of Maintenance and Operations added in 2014-2015.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental 59,166 3000-3999: Employee Benefits Supplemental 31,295
2. Continue position of HVAC technician following job description added in 2015-2016.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental 47,822 3000-3999: Employee Benefits Supplemental 28,646
3. Continue to support installed duress alarms at all school sites for 200 computers with radio capability through service agreement.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental 5000

<p>4. Surveillance system upkeep/addition of cameras</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 5,000</p>
<p>6. Begin major renovations at Bear Mountain and Sierra Vista.</p> <p>Continue to research possible funding sources for prioritized modernization projects. Estimated cost for all projects 80-112 million dollars. Develop video/letter to distribute to possible sources and hold meetings seeking funding sources for modernization.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6000-6999: Capital Outlay Supplemental 466,150</p>

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

<p>GOAL 4:</p>	<p>The Arvin Union School District will provide a safe and nurturing environment with expanded opportunities and support services promoting improved attendance and active and positive engagement in school.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>After school opportunities at the sites and in the community are limited. A desire for expanded opportunities at school sites was evident from information gathered at stakeholder input meetings with both staff, parents, and students. Research from Hattie indicates students who develop strong relationships are more likely to learn in school. Research from Marzano indicates student engagement has a high correlation with learning in school. Expansion of opportunities to address students' interests is critical. There is a pattern in survey questions regarding school environment indicating 75% satisfaction. This also indicates 25% are not fully engaged or satisfied with the school meeting their needs.</p> <p>As measured by Attention2Attendance (A2A) on March 2015 report: Follow-up conferences for at-risk students based on data generated by A2A reporting fell far short of the 75% target for the program as only 10% of conferences advised to be held were recorded in the system. Manageable absences (missing 5 to 9.9% of school year), reported by grade and by school, range from a low of 5.5% to a high of 26.6%. The district average is 18%. TK, Kinder, and First grade have the highest manageable absence rate. Chronic absences (missing 10 to 19.99% of school year), reported by grade and by school, range from a low of 1.0% to a high of 8.2%. The district average is 6.3%. TK, Kinder, First, and Eighth grade have the highest chronic absent rate. The district truancy rate ranges from 17% at 8th grade to 9% in 3rd grade. The district average is 12.4%. Excessively excused absent rates (missing 7 or more full days with excused absences) range from 42% at TK to 12% in 4th grade. The district average is 15.6%. 24.6% of students miss 4-9 days of school for which they are enrolled. 7.5% of students miss 10-14 days of school for which they are enrolled.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Districtwide <hr/> Applicable Pupil Subgroups: All K-8 students</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Priority 5:

- A. Attendance rate remains at or above 96.2%.
- B. Chronic absenteeism rates decrease from 6.3% in March 2015 to all sites below 5.7% chronic absenteeism in March 2016.
- C. Middle school drop-out rate to remain at or below .3%.
- D. High school drop-out rate - N/A - Elementary district
- E. High school graduation rate - N/A - Elementary district

Increase the percentage of students with "Excellent" or "Satisfactory" attendance using the A2A tracker March report as the measure.
 Decrease the percentage of students with "Manageable" and "Chronic" attendance using the A2A tracker March report as the measure.
 (Chronic less than 5.7% at each site)(Manageable less than 15% at each site)
 Decrease the district truancy rate from a district average of 12.4% to a district average of less than 12% and no more than 12% at any school.

Priority 6

- 2% decrease in number of suspensions at all sites. Overall district percentage to be below 4.2%.
- Expulsion rate to remain at or below .3%.
- School climate surveys (completed annually by staff, students and parents) where current scores are below 90% yes to indicate 5% more satisfaction than previous year in each area measured.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The District will continue opportunity for zero period band and add a zero period for junior high in PE, AVID, or science. Stipends	Haven Drive	<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 10,000 3000-3999: Employee Benefits Supplemental 1500
2. Provide staff development for District personnel in ways to be culturally responsive. Purchase of book for administrative book study and initial implementation of action steps at sites as directed by principals. Contract fees, district provided training series, presenter, materials	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 3500 4000-4999: Books And Supplies Supplemental 1500

<p>3. Train all staff in PBIS and provide materials for initial implementation. Training for site leads at the 3 elementary sites and continue to expand Haven Drive implementation, materials, subs salary and benefits 18 people x 7 days x \$150.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 12,500 4000-4999: Books And Supplies Supplemental 5000 1000-1999: Certificated Personnel Salaries Supplemental 18,900</p>
<p>4. Hire an additional intervention teacher to provide targeted instruction and implement RTI lab.</p>	<p>Sierra Vista</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 60,000 3000-3999: Employee Benefits Supplemental 30,000</p>
<p>5. Contract for a Mental Health worker. Clinica Sierra Vista Contract for School Social worker, 3 Masters of Social work students, and 3 interns under the supervision of the social workers. KCSOS Project 180</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 75,000 5000-5999: Services And Other Operating Expenditures Supplemental 119,000</p>
<p>6. Expand extension activities, educational assemblies, and field trips for all students in addition to the funds set aside for GATE students. Provide GATE coordinator to organize and support 1 extension activity per trimester and 1 field trip per year for GATE students . Costs to include subs/overtime/field trip/entry fee.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 500 1000-1999: Certificated Personnel Salaries Supplemental 3000 3000-3999: Employee Benefits Supplemental 1000 5000-5999: Services And Other Operating Expenditures Supplemental 22,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 22,000</p>
<p>7. Develop schedule for traveling art teacher, hired to begin a new elementary art program in 2015-2016. Continue position of Haven Drive Art Teacher.</p>	<p>Elementaries Haven</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 195,585</p>

	Drive	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits Supplemental 22,539 4000-4999: Books And Supplies Supplemental 5000 1000-1999: Certificated Personnel Salaries Base 20,966 3000-3999: Employee Benefits Base 9137
8. Hire a second District nurse for grades K-8. Continue position of LVN and nurse's aide.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 119,345 3000-3999: Employee Benefits Supplemental 44,548 2000-2999: Classified Personnel Salaries Title I 11,764 3000-3999: Employee Benefits Title I 2383
9. Expand to two sections of an Interactive Science Elective. Material replacement	Haven Drive	<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 4820
10. Continue the Special Day Pre-school classes by providing 2 certificated staff members, materials and supplies. (Special Ed.)	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	1000-1999: Certificated Personnel Salaries Other 145,885 3000-3999: Employee Benefits Other 50,529 4000-4999: Books And Supplies Base 500
11. Implement of a full day elementary and after-hours elementary band and music program. Continue the position of Haven Drive band position.	Sierra Vista, Bear Mountain, El Camino Real	<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 152,130 3000-3999: Employee Benefits Supplemental 51,264 4000-4999: Books And Supplies Supplemental 15,000

	Haven Drive	English proficient _ Other Subgroups: (Specify)	
12. Continue after school sports at all sites and implement a 1 week summer sports camp program. Possibly include cheerleading. Stipends and benefits	District	<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 30,000 3000-3999: Employee Benefits Supplemental 6000
13. Provide activity leaders per school in the after school program to continue after school sports activities for after school program. Contract with Boys and Girls Club	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000
14. Increase student participation in after school, Saturday School, Summer School, and Intersession programs. Provide extension classes using project based learning activities.	District	<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 35,000 3000-3999: Employee Benefits Supplemental 8000
15. Hire and fund an additional Resource Officer for a total of 2 funded by the district and 1 funded by Grip Grant. Contract with Arvin Police Department	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 130,000

<p>16. Begin implementation of a pilot 1 to 1 access to technology tools in the Social Studies department for project based learning and development of 21st century skills. Expand to Language Arts 7th and 8th including intervention. Sustain and refresh outdated and damaged district tech equipment.</p>	<p>Haven Drive</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 65,000</p>
<p>17. Ensure district liaison attends local advisory group meetings for foster youth.</p>	<p>District</p>	<p><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)</p>	<p>No additional cost to district.</p>
<p>18. Purchase trailer for band competitions.</p>	<p>Haven Drive</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>6000-6999: Capital Outlay Supplemental 20,000</p>
<p>19. Continue positions of Specially Funded Clerks at school sites.</p>	<p>Haven Drive Bear Mountain Sierra Vista</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 62,462 3000-3999: Employee Benefits Supplemental 12,654</p>
<p>20. Continue position of Campus Security at Haven</p>	<p>Haven</p>	<p><input checked="" type="checkbox"/> All</p>	<p>2000-2999: Classified Personnel Salaries Supplemental</p>

Drive and noon duty positions at all sites.	Drive District	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	112,186 3000-3999: Employee Benefits Supplemental 45,000
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Priority 5</p> <ul style="list-style-type: none"> A. Attendance rate remains at or above 96.2%. B. Chronic absenteeism rates on March 2017 site reports decrease from March 2016 with all sites below 5% chronic absenteeism. C. Middle school drop-out rate remains at or less than .3%. D. High school drop-out rate - N/A - Elementary district E. High school graduation rate - N/A - Elementary district <p>Increase the percentage of students with "Excellent" or "Satisfactory" attendance using the A2A tracker March report as the measure. Decrease the percentage of students with "Manageable" and "Chronic" attendance using the A2A tracker March report as the measure. (Chronic less than 5% at each site)(Manageable less than 13% at each site) Decrease the district truancy rate to a district average of less than 10% and no more than 10% at any school.</p> <p>Priority 6</p> <ul style="list-style-type: none"> 2% decrease in number of suspensions at each site. Overall district suspension percentage to be below 4.0%. Expulsion rate to remain at or below .3%. School climate surveys (completed annually by staff, students and parents) where current scores are below 90% yes to indicate 5% more satisfaction then previous year in each area measured.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The District will continue zero period band and PE with the possibility of adding a 3rd zero period. Stipends	Haven Drive	<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 15,000 3000-3999: Employee Benefits Supplemental 4500
2. Provide staff development for District personnel in ways to be culturally responsive to students. Continue	District	<input checked="" type="checkbox"/> All OR:	5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000

<p>book study with administrators and implementation of action steps at the site level. materials, presenter, continued district provided professional development series</p>		<p><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>3. Continue implementation of PBIS</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000 1000-1999: Certificated Personnel Salaries Supplemental 10,000 3000-3999: Employee Benefits Supplemental 2000 4000-4999: Books And Supplies Supplemental 15,000</p>
<p>4. Continue RTI expansion with additional support personnel hired in 15-16.</p>	<p>Sierra Vista</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 65,000 3000-3999: Employee Benefits Supplemental 30,000</p>
<p>5. Contract for a Mental Health worker. Clinica Sierra Vista Contract for School Social worker, 3 Masters of Social work students, and 3 interns under the supervision of the social workers. KCSOS Project 180</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 75,000 5000-5999: Services And Other Operating Expenditures Supplemental 130,000</p>
<p>6. Expand extension activities, educational assemblies, and field trips for all students in addition to the funds set aside for GATE students. Provide GATE coordinator to organize and support 1 extension activity per trimester and 1 field trip per year for GATE students . Costs to</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>4000-4999: Books And Supplies Supplemental 1000 1000-1999: Certificated Personnel Salaries Supplemental 3000 3000-3999: Employee Benefits Supplemental 1000</p>

include subs/overtime/field trip/entry fee.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>GATE</u>	5000-5999: Services And Other Operating Expenditures Supplemental 5000 5000-5999: Services And Other Operating Expenditures Supplemental 25,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 25,000
7. Continue traveling art teacher, hired to begin a new elementary art program in 2015-2016. Continue position of Haven Drive Art Teacher.	Elementary sites Haven Drive	<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 104,580 3000-3999: Employee Benefits Supplemental 31,300 4000-4999: Books And Supplies Supplemental 15,000 1000-1999: Certificated Personnel Salaries Base 21,280 3000-3999: Employee Benefits Base 9594
8. Hire a second District nurse for grades K-8. Continue position of LVN and nurse's aide.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 119,936 3000-3999: Employee Benefits Supplemental 45,776 2000-2999: Classified Personnel Salaries Title I 11,941 3000-3999: Employee Benefits Title I 2502
9. Offer two sections of an Interactive Science Elective.	Haven Drive	<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
10. Continue to work with Arvin Police Department to provide 2 School Resource Officers to provide safety and assistance to staff and students in addition to GRIP officer.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	5800: Professional/Consulting Services And Operating Expenditures Supplemental 140,000

		English proficient _ Other Subgroups: (Specify)	
11. Continue the Special Day Pre-school classes by providing 2 certificated staff members, materials and supplies.	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	1000-1999: Certificated Personnel Salaries Other 148,073 3000-3999: Employee Benefits Other 53,055
12. Continue elementary band and after-hours elementary band and music program. Continue the position of Haven Drive band position.	Elem. schools Haven Drive	<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 154,411 3000-3999: Employee Benefits Supplemental 53,828 4000-4999: Books And Supplies Supplemental 10,000
13. Continue after school sports at all sites and implement a 2 week summer sports camp program. Possibly include cheerleading. Stipends and benefits Provide activity leaders per school in the after school program to continue after school sports activities for after school program. Contract with Boy's and Girl's Club	Sierra Vista, Bear Mountain, El Camino Real	<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 50,000 3000-3999: Employee Benefits Supplemental 7000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000
14. Expand implementation of 1 to 1 access to technology tools to Math and Science classrooms for project based learning and development of 21st century skills. Sustain and refresh outdated and damaged district tech equipment.	Haven Drive 6th grade at SV, BME, ECR	<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 82,563

<p>15. Increase student participation in after school, Saturday School, Summer School, and Intersession programs. Provide extension classes using project based learning. activities.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 50,000 3000-3999: Employee Benefits Supplemental 8500 4000-4999: Books And Supplies Supplemental 10,000</p>
<p>16. Ensure district liaison attends local advisory group meetings for foster youth.</p>	<p>District</p>	<p><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)</p>	<p>No additional cost to district.</p>
<p>17. Continue positions of Specially Funded Clerks at school sites.</p>	<p>Haven Drive Sierra Vista Bear Mountain</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 63,399 3000-3999: Employee Benefits Supplemental 13,287</p>
<p>18. Continue position of Campus Security at Haven Drive and noon duty personnel at all sites.</p>	<p>Haven Drive District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 112,015 3000-3999: Employee Benefits Supplemental 39,107</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Priority 5:

- A. Attendance rate remains at or above 96.2%.
- B. Chronic absenteeism rates on March 2018 site reports decrease from March 2017 with all sites below 4.5% chronic absenteeism.
- C. Middle school drop-out rate remains at or less than .3%.
- D. High school drop-out rate - N/A - Elementary district
- E. High school graduation rate - N/A - Elementary district

Increase the percentage of students with "Excellent" or "Satisfactory" attendance using the A2A tracker March report as the measure.
 Decrease the percentage of students with "Manageable" and "Chronic" attendance using the A2A tracker March report as the measure.
 (Chronic less than 4.5% at each site)(Manageable less than 12% at each site)
 Decrease the district truancy rate to a district average of less than 9% and no more than 9% at any school.

Priority 6

- 2% decrease in number of suspensions at all sites. Overall district percentage to be below 4.0%.
- Expulsion rate to remain at or below .3%.
- School climate surveys (completed annually by staff, students and parents) where current scores are below 90% yes to indicate 5% more satisfaction then previous year in each area measured.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The District will continue opportunity for zero periods band and PE. Addition of zero period in another subject to be determined.	Haven Drive	<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 15,000 3000-3999: Employee Benefits Supplemental 4500
2. Provide staff development for District personnel in ways to be culturally responsive to students. Expand book study to measurable action steps at the site level as part of school site plans.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000 1000-1999: Certificated Personnel Salaries Supplemental 2000 3000-3999: Employee Benefits Supplemental 600

<p>3. Continue RTI intervention lab program - Special education or regular education teacher - expand to all elementary sites</p>	<p>Sierra Vista Bear Mountain El Camino</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 200,000 3000-3999: Employee Benefits Supplemental 100,000</p>
<p>4. Contract for a Mental Health worker. Clinica Sierra Vista Contract for School Social worker, 3 Masters of Social work students, and 3 interns under the supervision of the social workers. KCSOS Project 180</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 75,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 130,000</p>
<p>5. Expand extension activities, educational assemblies, and field trips for all students in addition to the funds set aside for GATE students. Provide GATE coordinator to organize and support 1 extension activity per trimester and 1 field trip per year for GATE students . Costs to include subs/overtime/field trip/entry fee.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) GATE</p>	<p>4000-4999: Books And Supplies Supplemental 500 1000-1999: Certificated Personnel Salaries Supplemental 5000 3000-3999: Employee Benefits Supplemental 30,000 5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p>
<p>6. Continue traveling art teacher, hired to begin a new elementary art program in 2015-2016. Continue position of Haven Drive Art Teacher.</p>	<p>Elementary sites</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 106,149 3000-3999: Employee Benefits Supplemental 32,865 4000-4999: Books And Supplies Supplemental 10,000 1000-1999: Certificated Personnel Salaries Base 21,600 3000-3999: Employee Benefits Base 10,074</p>
<p>7. Hire a second District nurse for grades K-8. Continue position of LVN and nurse's aide.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 120,535</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits Supplemental 47,065
8. Offer two sections of an Interactive Science Elective.	Haven Drive	<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 10,000
9. Continue to work with Arvin Police Department to provide 2 School Resource Officers to provide safety and assistance to staff and students.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental 140,000
10. Continue the Special Day Pre-school classes by providing 2 certificated staff members, materials and supplies.	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	1000-1999: Certificated Personnel Salaries Other 150,294 3000-3999: Employee Benefits Other 55,705
11. Continue elementary band and an after-hours elementary band and music program. Continue the position of Haven Drive band position.	Elementary schools Haven Drive	<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 157,727 3000-3999: Employee Benefits Supplemental 56,519 4000-4999: Books And Supplies Supplemental 30,000

		English proficient _ Other Subgroups: (Specify)	
12. Continue after school sports at all sites and implement a 2 week summer sports camp program. Possibly include cheerleading. Stipends and benefits Provide activity leaders per school in the after school program to continue after school sports activities for after school program. Contract with Boy's and Girl's Club	Sierra Vista, Bear Mountain, El Camino Real	<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 50,000 3000-3999: Employee Benefits Supplemental 8000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000
13. Expand implementation of 1 to 1 access to technology tools to Math and Science and 4th and 5th grade classrooms for project based learning and development of 21st century skills. Sustain and refresh outdated and damaged district tech equipment.	Haven Drive	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 500 4000-4999: Books And Supplies Supplemental 340,000
14. Increase student participation in after school, Saturday School, Summer School, and Intersession programs. Provide extension classes using project based learning activities.	District	<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 70,000 3000-3999: Employee Benefits Supplemental 9000 4000-4999: Books And Supplies Supplemental 10,000
15. Ensure district liaison attends local advisory group meetings for foster youth.	District	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost to district.

<p>16. Continue position of categorical clerk at school sites.</p>	<p>Haven Drive Sierra Vista Bear Mountain</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 64,350 3000-3999: Employee Benefits Supplemental 13,952</p>
<p>17. Continue position of Campus Security at Haven Drive and noon duty positions at all sites.</p>	<p>Haven Drive District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 105,754 3000-3999: Employee Benefits Supplemental 48,836</p>

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

GOAL 5:	Provide a wide-variety of opportunities for parents to engage with the district and for school sites to promote meaningful family involvement in their students' education and district decision making.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Parent forums relay a desire for parent workshops - especially ESL. Parents are concerned about needing a translator if they visit a school. Surveys indicate 50-87% of staff are concerned parents are not aware of what it takes for a student to be proficient on Common Core standards. Staff surveys show 42-93% of staff indicate parent involvement programs at the site need improvement. The percentages are similar for the district level. There is no systematic quantifiable baseline data to measure parent participation, however qualitative data would indicate a need for improvement in this area. Family Resource Center staff are always busy yet parents must travel to the FRC for services rather than meet at the sites.

Goal Applies to:	Schools: Districtwide	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: All parent involvement activities and attendance numbers will be maintained in a data base to create a baseline parent involvement rate for the district, sites, programs, and activities. These will include parents of unduplicated students and parents of students with disabilities. Parent knowledge of Common Core standards, as measured by Staff Surveys in 2016, will show an improvement in the range of satisfactory and above by 5% at each site. Parent involvement programs, as measured by Staff Surveys in 2016, will show an improvement in the range of satisfactory and above by 5% at each site.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue positions based in Family Resource Center. Co-funded Collaborative and Supplemental parent facilitator to provide training opportunities for parents to include conferences, parent forums, and trainings - Parent involvement clerk position continued.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Other 31,359 2000-2999: Classified Personnel Salaries Supplemental 17,296 3000-3999: Employee Benefits Other 32,359 3000-3999: Employee Benefits Supplemental 13,450 4000-4999: Books And Supplies Supplemental 5000

<p>2. Hire 4 campus liaisons to run an on-site parent center, initiate parent contacts, aid with scheduling and holding attendance conferences, provide site based training and expand parent involvement opportunities including but not limited to language, nutrition, and parenting classes. Ensure A2A attendance contacts are made. Implement Parenting Partners. 4 sites x 4 hours x 180 days x \$20 = \$57,600 + benefits</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 57,600 ----- 3000-3999: Employee Benefits Supplemental 22,500 ----- 4000-4999: Books And Supplies Supplemental 10,000</p>
<p>3. Special Projects Clerk - translate IEP's, facilitate input of NSLP paperwork, coordinate materials for parent workshops provided by the district, support Intersession and Summer School preparations. 4 hours x 180 days x \$20 = 14,400 plus benefits</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 14,400 ----- 1000-1999: Certificated Personnel Salaries Supplemental 3500</p>
<p>4. Provide professional development to Principals using the Family Engagement Framework Handbook. Select 3 key areas for focus at each site to set goals in school site plans.</p>	<p>Site specific</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 200</p>
<p>5. Continue position of District Community Liaison.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 28,928 ----- 3000-3999: Employee Benefits Supplemental 27,784</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	The baseline set through monitoring of the Parent Involvement Database will be used to set goals for 2016-17 and 2017-2018. Goals will include parent involvement for parents of unduplicated students and parents of students with disabilities. Parent knowledge of Common Core standards, as measured by Staff Surveys in 2017, will show an improvement over 2016 in the range of satisfactory and above by 5% at each site. Parent involvement programs, as measured by Staff Surveys in 2017, will show an improvement over 2016 in the range of satisfactory and above by 5% at each site.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue positions based in Family Resource Center. Co-funded Collaborative and Supplemental parent facilitator to provide training opportunities for parents to include conferences, parent forums, and trainings - Parent involvement clerk position continued.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Other 45,848 3000-3999: Employee Benefits Other 33,977 2000-2999: Classified Personnel Salaries Supplemental 17,555 3000-3999: Employee Benefits Supplemental 14,122 4000-4999: Books And Supplies Supplemental 1000
2. Continue 4 campus liaisons and add a 2nd person to Haven Drive to run an on-site parent center, initiate parent contacts, aid with scheduling and holding attendance conferences, provide site based training and expand parent involvement opportunities including but not limited to language, nutrition, and parenting classes. Ensure A2A attendance contacts are made. Implement Parenting Partners. 4 sites x 4 hours x 180 days x \$20 = \$57,600 + benefits x 2 shifts at Haven Drive	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental 72,000 3000-3999: Employee Benefits Supplemental 45,000 4000-4999: Books And Supplies Supplemental 10,000
3. Determine ongoing need for Special Projects Clerk - translate IEP's, coordinate materials for parent workshops provided by the district, support Intersession and Summer School preparations 4 hours x 180 days x \$20 = 14,400	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental 14,400 3000-3999: Employee Benefits Supplemental 3500

<p>4. Provide professional development to Principals using the Family Engagement Framework. Add 2 key areas, for a total of 5, to include in school site plans.</p>	<p>Site Specific</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>No cost to district</p>
<p>5. Continue position of District Community Liaison.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 29,362 3000-3999: Employee Benefits Supplemental 29,173</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics will be increased for goals that were set in priority areas pending baseline being set in 2015-2016. Goals will include parent involvement for parents of unduplicated students and parents of students with disabilities. Parent knowledge of Common Core standards, as measured by Staff Surveys in 2018, will show an improvement over 2017 in the range of satisfactory and above by 5% at each site. Parent involvement programs, as measured by Staff Surveys in 2018, will show an improvement over 2017 in the range of satisfactory and above by 5% at each site and within each program.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue positions based in Family Resource Center. Co-funded Collaborative and Supplemental parent facilitator to provide training opportunities for parents to include conferences, parent forums, and trainings - Parent involvement clerk position continued.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Other 46,536 3000-3999: Employee Benefits Other 35,677 2000-2999: Classified Personnel Salaries Supplemental 17,819 3000-3999: Employee Benefits Supplemental 14,830 4000-4999: Books And Supplies Supplemental 1000</p>
<p>2. Continue 5 campus liaisons and add a 6th to run an</p>	<p>Each</p>	<p><input checked="" type="checkbox"/> All</p>	<p>2000-2999: Classified Personnel Salaries Supplemental</p>

<p>on-site parent center, initiate parent contacts, aid with scheduling and holding attendance conferences, provide site based training and expand parent involvement opportunities including but not limited to language, nutrition, and parenting classes. Ensure A2A attendance contacts are made. Implement Parenting Partners. 4 sites x 4 hours x 180 days x \$20 = \$57,600 + benefits x 2 shifts at Haven Drive and highest need elementary</p>	<p>school site</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>86,400 3000-3999: Employee Benefits Supplemental 52,832 4000-4999: Books And Supplies Supplemental 15,000</p>
<p>3. Determine ongoing need for Special Projects Clerk - translate IEP's, coordinate materials for parent workshops provided by the district, support Intersession and Summer School preparations 4 hours x 180 days x \$20 = 14,400</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 14,400 3000-3999: Employee Benefits Supplemental 3500</p>
<p>4. Refine developed action steps in site plans to progressive implementation level as defined in the Family Engagement Framework.</p>	<p>Site specific</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>No cost to district</p>
<p>5. Continue the position of District Community Liaison.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 29,803 3000-3999: Employee Benefits Supplemental 30,632</p>

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

GOAL 6:	Reduce truancy along with manageable and chronic absences through systematic implementation of processes and procedures for identifying at-risk students and ensuring timely communication with parents to facilitate student engagement and learning.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	As measured by Attention2Attendance (A2A) on March 2015 report: Follow-up conferences for at-risk students based on data generated by A2A reporting fell far short of the 75% target for the program as only 10% of conferences advised to be held were recorded in the system. Manageable absences (missing 5 to 9.9% of school year), reported by grade and by school, range from a low of 5.5% to a high of 26.6%. The district average is 18%. TK, Kinder, and First grade have the highest manageable absence rate. Chronic absences (missing 10 to 19.99% of school year), reported by grade and by school, range from a low of 1.0% to a high of 8.2%. The district average is 6.3%. TK, Kinder, First, and Eighth grade have the highest chronic absent rate. The district truancy rate ranges from 17% at 8th grade to 9% in 3rd grade. The district average is 12.4%. Excessively excused absent rates (missing 7 or more full days with excused absences) range from 42% at TK to 12% in 4th grade. The district average is 15.6%. 24.6% of students miss 4-9 days of school for which they are enrolled. 7.5% of students miss 10-14 days of school for which they are enrolled.		
Goal Applies to:	Schools: Districtwide	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Priority 5: A. Attendance rate remains at or above 96.2%. B. Chronic absenteeism rates decrease from 6.3% in March 2015 to all sites below 5.7% chronic absenteeism in March 2016. C. Middle school drop-out rate to remain at or below .3%. D. High school drop-out rate - N/A - Elementary district E. High school graduation rate - N/A - Elementary district Increase the percentage of students with "Excellent" or "Satisfactory" attendance using the A2A tracker March report as the measure. Decrease the percentage of students with "Manageable" and "Chronic" attendance using the A2A tracker March report as the measure. (Chronic less than 5.7% at each site)(Manageable less than 15% at each site) Decrease the district truancy rate from a district average of 12.4% to a district average of less than 12% and no more than 12% at any school.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement SARB (Student Attendance Review Board) in conjunction with the Truancy Reduction and	District	<u>X</u> All OR:	5800: Professional/Consulting Services And Operating

<p>Attendance Consortia of Kern using TRACK+, a multi-tiered truancy prevention program that aligns Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI) models.</p>		<p><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>Expenditures Supplemental 9,000</p>
<p>2. Provide training to district personnel and all sites on use of A2A, letter acknowledgement, report running, and recording conferences held. Utilize A2A Data reports to compare base year to current year and base to mid-year reports to determine improvements and areas in need of improvement.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost to district</p>
<p>3. District to complete yearly contract with a 3 year term for A2A attendance tracker to identify students as truant including PreK-3 Grade Initiative and Transition Years. Sites to ensure advising letters are sent to parents and that conferences are held by the 3rd unexcused absence. Site conferences to be held with each family prior to student meeting criteria for habitual truant.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 28,375</p>
<p>4. Promote positive attendance to all families, regardless of attendance status, about the district's priority of attendance through school awards, regular site and district communications and during meetings.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 20,000</p>
<p>5. Consider development of an Alternative Learning Academy for sixth through eighth grade students. Research methodology and curriculum for Alternative Learning Academy.</p>	<p>Sixth through Eighth Graders</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>No cost at this time.</p>

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

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Priority 5: A. Attendance rate remains at or above 96.2%. B. Chronic absenteeism rates on March 2017 site reports decrease from March 2016 percentages with all sites below 5% chronic absenteeism. C. Middle school drop-out rate remains at or below .3%. D. High school drop-out rate - N/A - Elementary district E. High school graduation rate - N/A - Elementary district Increase the percentage of students with "Excellent" or "Satisfactory" attendance using the A2A tracker March report as the measure. Decrease the percentage of students with "Manageable" and "Chronic" attendance using the A2A tracker March report as the measure. (Chronic less than 5% at each site)(Manageable less than 13% at each site) Decrease the district truancy rate from the current level of 12.4% to a district average of less than 10% and no more than 10% at any school.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue SARB (Student Attendance Review Board) in conjunction with the Truancy Reduction and Attendance Consortia of Kern using TRACK+, a multi-tiered truancy prevention program that aligns Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI) models.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 9,000

<p>2. Update training to all sites on use of A2A, letter acknowledgement, report running, and recording conferences held. Utilize A2A Data reports to compare base year to current year and base to mid-year reports to determine improvements and areas in need of improvement.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost to district</p>
<p>3. District to complete yearly contract with a 2 year remaining term for A2A attendance tracker to identify students as truant. Sites to ensure advising letters are sent to parents and that conferences are held by the 3rd unexcused absence. Site conferences to be held with each family prior to student meeting criteria for habitual truant.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Base 18,375</p>
<p>4. Promote positive attendance to all families, regardless of attendance status, about the district's priority of attendance through school awards, regular site and district communications and during meetings. Recognition can be activity based and communication can be part of regular communications</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 24,000</p>
<p>5. Continue addition of SI&A's PreK-3rd Grade Initiative, Leadership component, Curbing Chronic Absenteeism, or Transition Years based on continued identified areas of need.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000</p>
<p>6. Make final determination regarding implementation of an Alternative Learning Academy for sixth through eighth grade students. Continue to research</p>	<p>Sixth through Eighth</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>No cost this year</p>

<p>methodology and curriculum for Alternative Learning Academy. Possibly hire teacher for program to implement in 2017-2018.</p>	<p>grade</p>	<p><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>	
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 5: A. Attendance rate remains at or above 96.2%. B. Chronic absenteeism rates on March 2018 site reports decrease from March 2017 with all sites below 4.5% chronic absenteeism. C. Middle school drop-out rate remains at or below .3%. D. High school drop-out rate - N/A - Elementary district E. High school graduation rate - N/A - Elementary district</p> <p>Increase the percentage of students with "Excellent" or "Satisfactory" attendance using the A2A tracker March report as the measure. Decrease the percentage of students with "Manageable" and "Chronic" attendance using the A2A tracker March report as the measure. (Chronic less than 4.5% at each site)(Manageable less than 12% at each site) Decrease the district truancy rate to a district average of less than 9% and no more than 9% at any school.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Continue SARB (Student Attendance Review Board) in conjunction with the Truancy Reduction and Attendance Consortia of Kern using TRACK+, a multi-tiered truancy prevention program that aligns Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI) models.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 9000</p>
<p>2. Refresh training to all sites on use, letter acknowledgement, report running, and recording conferences held. Utilize A2A Data reports to compare base year to current year and base to mid-year reports to determine improvements and areas in need of improvement.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>No additional cost to district</p>

		(Specify)	
3. District to complete yearly contract with a 1 year remaining term for A2A attendance tracker to identify students as truant. Sites to ensure advising letters are sent to parents and that conferences are held by the 3rd unexcused absence. Site conferences to be held with each family prior to student meeting criteria for habitual truant.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 18,375
4. Promote positive attendance to all families, regardless of attendance status, about the district's priority of attendance through school awards, regular site and district communications and during meetings. Recognition can be activity based and communication can be part of regular communications	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 24,000
5. Maintain selected SI&A's PreK-3rd Grade Initiative, Leadership component, Curbing Chronic Absenteeism, or Transition Years based on continued identified areas of need during 2016-2017.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000
6. Maintain an Alternative Learning Academy for sixth through eighth grade students if so determined in 2016-2017.	Sixth through eighth grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 65,000 3000-3999: Employee Benefits Supplemental 20,000 4000-4999: Books And Supplies Supplemental 10,000

	<ul style="list-style-type: none"><input type="checkbox"/> All-----OR:<input type="checkbox"/> Low Income pupils<input type="checkbox"/> English Learners<input type="checkbox"/> Foster Youth<input type="checkbox"/> Redesignated fluent English proficient<input type="checkbox"/> Other Subgroups: (Specify)	
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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>The District will fully implement both the ELA and Math rigorous curriculum design units and common core standards by 2017.</p> <p>This goal was selected based on the following Identified Need and Metric as stated in the 2014 - 2015 LCAP: "The Arvin Union School District needs to fully align and implement both the ELA and Math curriculum to the common core and rigorous curriculum design units begin written by staff as measured by the APS, and site and district walkthroughs.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to: Schools: All four school sites Applicable Pupil Subgroups: All K-8 students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>80% of District classrooms will achieve full alignment and implementation.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 1: Basic Teacher Mis-assignments were 0. All schools passed the Williams Textbook review. The Williams Facility Review was rated Exemplary at all 4 schools. HQT rate was 100%.</p> <p>Priority 2: Implementation of State Standards Academic Program Survey input from each site were formatted on a rubric as a locally defined measure and indicate: 60% implementation of Common Core English Language Arts 63% implementation of Common Core Math 53% implementation of Common Core for English Learners 100% implementation of Science and Social Studies.</p> <p>Priority 4: Pupil Achievement - most recent STAR data A. STAR ELA proficiency: 39.7% STAR Math proficiency: 48.9% STAR Science proficiency: 38.1% STAR History/Social Studies proficiency: 24.2% B. API districtwide: 734 Hispanic: 733 White: 703 English Learners: 715 Socio-economically disadvantaged: 734 Students with Disabilities: 614 C. A-G requirements: N/A - K-8 district D. District AMAO #1 rate: 61.5% E. EL reclassification rate: 13.3 F: AP Passage: N/A - K-8 district G: EAP Participation : N/A - K-8 district</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop a standardized observation tool for classroom walkthroughs.	Purchase and implementation of tool (LCFF/Title I) 10,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,000 4000-4999: Books And Supplies Title I 3000	Purchased an observation tool for implementation in 2015-2016. Thoughtful Classroom \$6400 Stages Platform set up \$1500 Thoughtful Classroom Books 35 x 70 = 2450 add tax/shipping	5800: Professional/Consulting Services And Operating Expenditures Supplemental 7900 4000-4999: Books And Supplies Supplemental 3000
Scope of Service: Districtwide <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: Districtwide <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)	
Professional development for Rigorous Curriculum Design for site and grade specific staff – Leadership and Learning Center and AUSD.	4 days of training (Common Core) 5800: Professional/Consulting Services And Operating Expenditures Other 13,000	Roll-out of curriculum units was completed by district site teams without Leadership and Learning. Substitutes (Common Core Monies)	1000-1999: Certificated Personnel Salaries Other 9000
Scope of Service: Site-specific grade level staff from all schools <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		Scope of Service: Site-specific grade level staff from all schools <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	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Adopt and purchase new Mathematics textbooks (LCFF, Instructional materials, lottery)	Implement new material LCFF/ Lottery/ Instructional Materials 4000-4999: Books And Supplies Supplemental \$600,000	Purchased Common Core math textbooks for all students grades K-8. Purchase of textbooks and materials for Math Expressions and Big Ideas Math and supportive professional development for text implementation Grades 2-6.	4000-4999: Books And Supplies Base 693,572 5800: Professional/Consulting Services And Operating Expenditures Base 6000
Scope of Service: Districtwide <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: Districtwide <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)	
Purchase supplemental ELA/ELD materials	Purchase supplemental ELA/ELD materials Fall, 2014 LCFF, Common Core (\$125,000) 4000-4999: Books And Supplies Other 50,000 Supplemental 75,000	Novels were purchased for grades K-8 to focus on Common Core standards as a supplemental material to the current text.	4000-4999: Books And Supplies Other 69,593
Scope of Service: Districtwide <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: Districtwide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Review/select ELA/ ELD curriculum aligned to CCSS</p>	<p>Prepare for review of materials during 2015-2016 school year.</p>	<p>Evaluation of materials began in Spring 2015. A pilot is proposed for 4th grade to include English and Spanish language materials for the 2015-2016 school year if materials are available.</p>	<p>No cost</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide professional development for certificated staff in the new ELD/CCSS.</p>	<p>Train teacher leaders/academic coaches at no cost to district.</p>	<p>District and site teacher leaders have attended CDE roll-outs of ELA/ELD standards and participated in staff development at the district level.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Other 2250</p> <p>5000-5999: Services And Other Operating Expenditures Other 2834</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 630</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase the Step Up To Writing Program</p>	<p>Planning year</p>	<p>Contracted for two components of writing program and aligned professional development to be</p>	<p>No cost this year</p>

		delivered for Fall 2015 staff development.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide	
Scope of Service	LEA-wide						
Scope of Service	Districtwide						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Continue funding Achieve 3000 for all 4 school sites.	Purchase software license - 2 years 5800: Professional/Consulting Services And Operating Expenditures Supplemental 75,000	Assessed usage reports and continued Achieve 3000 contract for Sierra Vista with the addition of Accelerated Reader for Sierra Vista. Prior contracts for the other sites remained in effect throughout the 2014-2015 school year. The decision was made to renew for the 2015-2016 school year and funds are allocated accordingly.	5800: Professional/Consulting Services And Operating Expenditures Supplemental 34,696				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Elementary sites Grades 3-6</td> </tr> </table>	Scope of Service	Elementary sites Grades 3-6	
Scope of Service	Districtwide						
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<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Continue to fund the district's Dual Language Program.	Purchase textbooks, materials (LCFF / Title III) \$270,000 4000-4999: Books And Supplies Concentration 200,000 5800: Professional/Consulting Services And Operating Expenditures Other 70,000	The Dual Immersion Program will be expanded to 4th grade at El Camino Real and Bear Mountain Elementary. The program will be expanded to include 3rd grade at Sierra Vista Elementary. Purchased books/materials and provided	4000-4999: Books And Supplies Supplemental 48,982 5800: Professional/Consulting Services And Operating Expenditures Other 20,000				

		professional development at Dual Immersion Conference. Discrepancy in textbooks for Dual is due to replicated costs in various action steps. All Dual grade levels have Spanish LA, Math, Science, and Social studies texts.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Selected Classrooms - All three elementary sites</td> </tr> </table>	Scope of Service	Selected Classrooms - All three elementary sites		<table border="1"> <tr> <td>Scope of Service</td> <td>Expand current services to include grade 3 at SV and grade 4 at ECR and BME</td> </tr> </table>	Scope of Service	Expand current services to include grade 3 at SV and grade 4 at ECR and BME	
Scope of Service	Selected Classrooms - All three elementary sites						
Scope of Service	Expand current services to include grade 3 at SV and grade 4 at ECR and BME						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Provide extended day including Saturday School and Intersession instruction in ELA and Math for low income pupils.</p> <p>Provide extended day instruction and transportation home for English learners.</p> <p>Provide extended day tutoring and academic support for foster youth.</p> <p>Provide extended day including Saturday School and intersession instruction for students behind academically identified through RFEP follow-up.</p>	<p>Teacher overtime for extended hours 1000-1999: Certificated Personnel Salaries Concentration 30,000</p>	<p>Winter Intersession - 3 classes teachers and aides</p> <p>Various extended day activities were replicated in action steps throughout the plan with the amount of \$30,000.</p> <p>Winter session costs are indicated here.</p>	<p>1000-1999: Certificated Personnel Salaries Concentration 4206.10</p> <p>2000-2999: Classified Personnel Salaries Concentration 2497.82</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide	
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proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant		_ Other Subgroups: (Specify)	
Develop a program to recapture ADA for chronically absent students.	Work on program development/possible contract with outside entity	Attendance will be added as an additional action step with current costs and use of A2A program with an focus on tardiness and chronic absences rather than further development of this action step .	No cost this year.
Scope of Service: Districtwide _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase primary language readers to use in parent literacy program.	Purchase readers (LCFF/Title III) \$10,000 4000-4999: Books And Supplies Concentration 10,000	Parent literacy class held during summer school with books already in place.	No cost this year
Scope of Service: Districtwide _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase rolling technology labs for school sites.	4000-4999: Books And Supplies Concentration 30,000	This action step was not completed as the district works to plan a systematic implementation of expanded technology and determining purchase of AIOs for	No cost this school year.

		<p>labs, laptops for rolling labs, or to continue to expand Acer use in grade level or department settings. A technology expansion plan is a focus and future purchases will be budgeted accordingly.</p>	
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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 focus will move from acquisition and development of instructional materials to implementation. Professional development regarding mathematical practices, applying ELD standards to daily instruction, use of the ELA/ELD framework, scaffolding reading comprehension, and developing writing will support use of materials purchased to date. We will continue adoption protocols for English Language Arts purchase. A focus on instruction in the classroom and feedback for teachers will be facilitated with a standardized observation tool. The Dual Program Immersion program will continue to be expanded. This goal will be rewritten to align with required metrics. Action steps with large discrepancies of dollars allocated and spent in specific steps include:</p> <p>Achieve 3000 - to be funded in 2015-2016 as licenses had not yet expired - action to be completed 2015-2016</p> <p>Funding Dual Immersion - all necessary textbooks have been purchased - funds allocated were redundant in various action steps. Action step completed</p> <p>Extended Day services - extended day and winter session was held with an expanded Summer School program. Saturday school was not held with supplemental or concentration funds.</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.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>The Arvin Union School District will increase student achievement in both ELA and Math as measured by site administrator and district walkthroughs, benchmark data and other state assessment data as available.</p> <p>This goal is based on the following Identified Need and Metric as stated in the 2014-2015 LCAP: "Current District data indicates benchmark growth of 6-15 points in grades 3-7 in ELA. However, student proficiency ranges from 25%-43%. 2nd and 8th grade both declined in growth. Math benchmark results show a 3-18 point growth in scores, with a 29-65% proficiency score.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
<p>Goal Applies to: Schools: All four school sites</p> <p>Applicable Pupil Subgroups: English learner and Redesignated fluent English proficient K-8 students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>A 10% growth in proficiency of both ELA and Math benchmark scores will be achieved in each grade level 2-8</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 1: Basic Teacher Mis-assignments were 0. All schools passed the Williams Textbook review. The Williams Facility Review was rated Exemplary at all 4 schools. HQT rate was 100%.</p> <p>Priority 2: Implementation of State Standards Academic Program Surveys, as a locally defined measure, indicate: 60% implementation of Common Core English Language Arts 63% implementation of Common Core Math 53% implementation of Common Core for English Learners 100% implementation of Science and Social Studies.</p> <p>Priority 4: Pupil Achievement - most recent STAR data A. STAR ELA proficiency: 39.7% STAR Math proficiency: 48.9% STAR Science proficiency: 38.1% STAR History/Social Studies proficiency: 24.2% B. API districtwide: 734 Hispanic: 733 White: 703 English Learners: 715 Socio-economically disadvantaged: 734 Students with Disabilities: 614 C. A-G requirements: N/A - K-8 district D. District AMAO #1 rate: 61.5% E. EL reclassification rate: 13.3 F. AP Passage: N/A - K-8 district G. EAP Participation : N/A - K-8 district</p>

			<p>Priority 7: Course Access Students at all campuses have access to and enrolled in a full course of study with the exception of visual/performing arts at the elementary level.</p> <p>Priority 8: Other Pupil Outcomes Physical Fitness % in Healthy Fitness Zone 5th grade: Aerobic: 56%, Body Comp: 47.4%, Abdominal: 63.1%, Trunk Extension: 86%, Upper Body: 53.9%, Flexibility: 61.1% % in Healthy Fitness Zone 7th grade: Aerobic: 64.2%, Body Comp: 47.7%, Abdominal: 94.5%, Trunk Extension: 97.2%, Upper Body: 85.1%, Flexibility: 61.1%</p> <p>10.3% of 4-8 graders qualify for intensive intervention in LA 6.1% of 4-8 graders qualify for intensive intervention in Math</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
Hire additional certificated staff to provide professional development/support for teachers as curriculum specialist to help provide quality first instruction	Salaries and benefits of position to be filled (Title I) 1000-1999: Certificated Personnel Salaries Other 80,000	Position filled - focus has been development of curriculum materials/assessments for the Dual Immersion program at all 3 of the elementary sites and supporting the Common Core roll out for the district. Salary and benefits (Common Core and Title III)	1000-1999: Certificated Personnel Salaries Other 108,270				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
<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)					

<p>Return the position of Special Services Director to the District.</p>	<p>Salary and benefits of position to be filled at 60%. (LCFF, Title I, Special Ed) \$100,000 1000-1999: Certificated Personnel Salaries Supplemental 30,000</p> <p>1000-1999: Certificated Personnel Salaries Other 50,000</p> <p>Title I 20,000</p>	<p>Position filled at 60% of full time.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 30,012.49</p> <p>1000-1999: Certificated Personnel Salaries Other 50,020.81</p> <p>1000-1999: Certificated Personnel Salaries Title I 20,008.32</p>
<p>Scope of Service: Districtwide</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) <u>Special Education</u></p>		<p>Scope of Service: Districtwide</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) <u>Special Education</u></p>	
<p>Hire a PE teacher for each elementary site, and a traveling Science and Art teacher to provide collaboration/learning time</p>	<p>PE positions to be filled 1000-1999: Certificated Personnel Salaries Supplemental \$225,000</p> <p>Art salary for 2015-2016.</p>	<p>Positions filled. Salaries and benefits of 3 PE teachers filled for 2014-2015. Art filled for 2015-2016. Art salary - no cost to district this year.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 238,871.49</p>
<p>Scope of Service: Schoolwide - Elementary sites</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: Schoolwide - PE teachers at all elementary sites</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>Hire a Director of Human Resources</p>	<p>Prepare job description with duties to include ensuring HQT status of staff and improve personnel practices.</p>	<p>Job description prepared and position filled for 2015-2016.</p>	<p>No cost until 2015-2016</p>

<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Hire a second Technology Coordinator who will support District technology programs in the classroom and site labs, and monitor student progress and site programs</p>	<p>Prepare job description</p>	<p>Job description prepared and position filled for 2015-2016.</p>	<p>No cost until 2015-2016.</p>
<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Hire a second District Nurse for students K-8</p>	<p>Prepare job description, work with KCSOS to find a strong candidate</p>	<p>A job description has been prepared and the position was accelerated and posted during the 2014-2015 school year. The position is open until filled.</p>	<p>No cost for 2014-2015.</p>
<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
Hire a credentialed librarian for the District	Position to be filled 1000-1999: Certificated Personnel Salaries Supplemental 80,000	Position filled.	Salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental 95,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Focus on Haven Drive for the 2014-2015 year</td> </tr> </table>	Scope of Service	Focus on Haven Drive for the 2014-2015 year	
Scope of Service	Districtwide						
Scope of Service	Focus on Haven Drive for the 2014-2015 year						
<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>					
Administer all K-8 District assessments on-line	Set-up new CCSS benchmarks on line 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000	K-8 District CCSS unit assessments were not completed to be taken on-line. The Constitution test is taken online at Haven Drive as well as a pilot of LA benchmark unit tests. MAP diagnostic tests are completed entirely online.	Additional costs included in specific action steps for MAP testing.				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>					
Professional development will be provided in use of intervention and scaffolding strategies for students.	Use of new certificated staff, purchase materials \$10,000 LCFF 4000-4999: Books And Supplies	Strategic Schooling Contract with Dennis Parker (LCFF/Title 1)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 23,000 5800: Professional/Consulting				

		Supplemental 10,000		Services And Operating Expenditures Title I 18,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>All Sites - specific based on need</td> </tr> </table>	Scope of Service	All Sites - specific based on need			<table border="1"> <tr> <td>Scope of Service</td> <td>All Sites - specific based on need</td> </tr> </table>	Scope of Service	All Sites - specific based on need	
Scope of Service	All Sites - specific based on need							
Scope of Service	All Sites - specific based on need							
<p><input checked="" type="checkbox"/> All</p> <p>-----</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>-----</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>					
Hire an academic coach for Haven Drive and an intervention teacher for each of the elementary sites.	<p>Academic coach position job description to be written to be filled in 2015-2016 school year.</p> <p>Elementary intervention teacher position for each elementary to be filled. (Title I) 1000-1999: Certificated Personnel Salaries Other \$225,000</p>	<p>Intervention teacher positions filled for 2014-2015. Salaries and benefits of 3 Intervention teachers</p> <p>Academic Coach for Haven Drive filled for 2015-2016. No cost for Academic coach until 2015-2016</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 314,081.85</p>					
<table border="1"> <tr> <td>Scope of Service</td> <td>Coach - Haven Drive Intervention Teachers - all elementary sites</td> </tr> </table>	Scope of Service	Coach - Haven Drive Intervention Teachers - all elementary sites		<table border="1"> <tr> <td>Scope of Service</td> <td>Intervention - elementary sites Coach - Haven Drive</td> </tr> </table>	Scope of Service	Intervention - elementary sites Coach - Haven Drive		
Scope of Service	Coach - Haven Drive Intervention Teachers - all elementary sites							
Scope of Service	Intervention - elementary sites Coach - Haven Drive							
<p><input checked="" type="checkbox"/> All</p> <p>-----</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>-----</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>					
Implement a Science STEM elective course at the Junior High.	<p>Purchase units and required supplies. 4000-4999: Books And Supplies Supplemental 25,000</p>	<p>Interactive science class elective in place for 2014-2015.</p> <p>Interactive science materials and units purchased. Professional development for teacher. Books and Supplies</p>	<p>4000-4999: Books And Supplies Supplemental 20,250</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 3500</p> <p>4000-4999: Books And Supplies</p>					

				Supplemental 1489
Scope of Service	Haven Drive		Scope of Service	Haven Drive 8th graders
<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)	
Purchase MAP, an online adaptive diagnostic assessment of academic progress to measure student growth over time.		Purchase of MAP program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 32,500 Purchase program (LCFF, Title I) 5800: Professional/Consulting Services And Operating Expenditures Title I 32,500	The MAP program was purchased.	
			5800: Professional/Consulting Services And Operating Expenditures Supplemental 32,173 5000-5999: Services And Other Operating Expenditures Title I 32,173	
Scope of Service	Districtwide		Scope of Service	Districtwide
<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)	
Create a Department Chair stipend position at the junior high to provide professional development and coaching support, up to 2 positions		Stipends for staff (Title I) 1000-1999: Certificated Personnel Salaries Other 5000	4 Department Chair positions posted - Science, Social Studies, Math, LA Salary and benefits for 3 positions	
			1000-1999: Certificated Personnel Salaries Supplemental 1200	
Scope of Service	Haven Drive		Scope of Service	Haven Drive

<p><input checked="" type="checkbox"/> All</p> <p>-----</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>-----</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>Send 4 teachers per year to the CTA Good Teaching Conference to match the 4 being paid for by ATA.</p>	<p>District will fund 4 teachers to attend conference. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 4000</p>	<p>Staff attended conference</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 1384.66</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</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: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</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>Stipends for staff to ensure site libraries are open before and after school, during lunch time, during Saturday School, and Summer School.</p>	<p>Salaries and Benefits Concentration 15,000</p>	<p>A plan at each site for extended hours of employment of librarians to expand library services will be revisited. Elementary sites did not expand services this year.</p>	<p>1000-1999: Certificated Personnel Salaries Concentration 500</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</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 checked="" type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service: Haven Drive</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</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 checked="" type="checkbox"/> Redesignated fluent English proficient</p>	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Continue the expansion of the Special Day pre-school classes.		provide 2 certificated staff (Title 1/Special Ed) 1000-1999: Certificated Personnel Salaries Other 150,000	Staff in place. Salaries and benefits Special Ed (6500, 3300, Title 1) 1000-1999: Certificated Personnel Salaries Other 190,000
Scope of Service	Districtwide	Scope of Service	Districtwide
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Staff positions filled as part of action steps during 2014-2015 will be cycled through the continuation of the new three year plan. Costs for many of these positions will increase due to salary increments and with the knowledge that benefits were not included in the 2014-2015 plan. Goal setting for each of these positions will be put in place for monitoring of effectiveness in a qualitative or quantitative manner. MAP testing will continue with a focus on providing professional development for effective use.		

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>50% of the Arvin Union School District sites require major modernization and 100% require some type of facility and/or safety updates as measured by the Facility Needs Analysis, District Master Plan and an administrative review of all District Facilities.</p> <p>This goal was based on the following Identified Need and Metric as stated in the 2014-2015 LCAP: "The District needs to ensure all students, staff and parents are safe and feel welcome by seeking modernization funding, and at the same time making sure all of its school sites, Family Resource Center and District office are in good repair and welcoming for students and staff."</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
<p>Goal Applies to: Schools: All four school sites</p> <p>Applicable Pupil Subgroups: All K-8 students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>30% of the District's safety and facility projects to be completed</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 1: Basic Teacher Mis-assignments were 0. All schools passed the Williams Textbook review. The Williams Facility Review was rated Exemplary at all 4 schools. HQT rate -NA - see Goal 1</p> <p>Priority 4: Pupil Achievement A. STAR ELA proficiency: 39.7% STAR Math proficiency: 48.9% STAR Science proficiency: 38.1% STAR History/Social Studies proficiency: 24.2% B. API districtwide: 734 Hispanic: 733 White: 703 English Learners: 715 Socio-economically disadvantaged: 734 Students with Disabilities: 614 C. A-G requirements: N/A - K-8 district D. District AMAO #1 target: 61.5% E. EL reclassification rate: 13.3 F. AP Passage: N/A - K-8 district G. EAP Participation : N/A - K-8 district</p> <p>Priority 5: A. Attendance rate is 96.2%. B. Chronic absenteeism rate is 6.4%. C. Middle school drop-out rate is .3%. D. High school drop-out rate - N/A - Elementary district E. High school graduation rate - N/A - Elementary district</p>

	<p>Priority 6:</p> <p>A. Pupil suspension rate for the district is 4.6%.</p> <p>B. Pupil expulsion rate for the district is .3%</p> <p>C. Safety survey information: Parent survey responses to feeling their child is safe at school: BME: 85.44 yes 12.65 sometimes ECR: 84.87 yes 12.77 sometimes SV: 78.82 yes 19.71 sometimes HD: 74.57 yes 19.65 sometimes Staff survey responding that safety at school is good or better. BME: 93% ECR: 92% SV: 77% HD: 33% Student survey responses to feeling safe at school: BME: 71.76 yes 11.7 most of the time ECR: 69.74 yes 10.52 most of the time SV: 49.67 yes 14.05 most of the time HD: 39.81 yes 20.06 most of the time D. Truancy rate for 2013 (most recent) was 11.9%.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services																											
	Budgeted Expenditures		Estimated Actual Annual Expenditures																										
Install exterior lighting at Sierra Vista and quality surveillance cameras at all sites	Install lights at Sierra Vista 5800: Professional/Consulting Services And Operating Expenditures Supplemental 12,800	Lights at Sierra Vista will be installed after modernization plan is completed.	No cost this year.																										
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Sierra Vista - lighting Cameras - all sites</td> </tr> </table>	Scope of Service	Sierra Vista - lighting Cameras - all sites		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Sierra Vista - lighting Cameras - all sites</td> </tr> </table>	Scope of Service	Sierra Vista - lighting Cameras - all sites																							
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<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><input checked="" type="checkbox"/> All</td> <td>-----</td> </tr> <tr> <td>OR:</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Low Income pupils</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English Learners</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foster Youth</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Redesignated fluent English proficient</td> <td></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			<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><input checked="" type="checkbox"/> All</td> <td>-----</td> </tr> <tr> <td>OR:</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Low Income pupils</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English Learners</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foster Youth</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Redesignated fluent English proficient</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other Subgroups: (Specify)</td> <td></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)		
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<input type="checkbox"/> Other Subgroups: (Specify)																													

_ Other Subgroups: (Specify)			
Install duress alarms at all school sites	Purchase alarms for 200 computers with radio capability 5800: Professional/Consulting Services And Operating Expenditures Supplemental 14,000	Estimates/quotes are being gathered and installation requirements determined through estimate process.	No cost this year
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hire an additional School Resource Officer to provide safety and assistance to staff	Work with Arvin Police Department to recruit officer	An additional police officer from the Arvin Police Department joined the current School Resource Office for the 2014-2015 school year supported by GRIP grant funding. The focus of this officer is truancy reduction largely at grades 4-6 at the elementary sites and grades 7-8 at the Middle School.	No cost to district for 2nd officer
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Install magnetic key door entry for campus and office entry	Research and purchase magnetic doors for installation in 2015-2016.	Magnetic doors are being researched for installation.	No cost to district this year

	5000-5999: Services And Other Operating Expenditures Supplemental 22,800		
<p>Scope of Service Districtwide</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 Districtwide</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>Paint inside and outside of Sierra Vista and Haven Drive. Install new classroom flooring at Sierra Vista.</p>	<p>Receive bids for painting, complete work 6000-6999: Capital Outlay Supplemental 200,000</p>	<p>Outside painting complete at SV and HD. Painting project and stucco work was more extensive than planned resulting in higher costs than estimated.</p> <p>The classroom flooring project continues to be scheduled for the 2015-2016 school year. A sample is being put in this summer.</p>	<p>Exterior painting and stucco work at Sierra Vista and Haven Drive. 6000-6999: Capital Outlay Supplemental 324,011</p> <hr/> <p>Flooring - no cost to district this year</p>
<p>Scope of Service Sierra Vista and Haven Drive - paint New classroom floors</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 Haven Drive / Sierra Vista - painting project</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>Hire a new HVAC Technician for the District</p>	<p>Research job descriptions, approve position in order to reduce the cost of contracts outside for repair and</p>	<p>A position posting was created in January 2015. Hiring of the HVAC technician is scheduled for the 2015-</p>	<p>No cost this year</p>

	for expediency of service.	2016 school year.	
<p>Scope of Service Districtwide</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 Districtwide</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>Install new classroom space at sites where needed due to enrollment and extra programs</p>	<p>Remove old portables 0001-0999: Unrestricted: Locally Defined Supplemental 55,000</p>	<p>Working with architect to plan integrated modernization and construction projects. Architect contract - California Endowment</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Other 24,000</p>
<p>Scope of Service School site specific for 11 classrooms</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 School site specific for 11 classes</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>Research possible funding sources for prioritized modernization projects Estimated cost for all projects 80-112 million dollars</p>	<p>Develop video or letter to distribute to possible funding sources and hold meetings</p>	<p>Continue to research funding streams</p>	<p>No cost this year.</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Contract with a Construction Manager to modernize facilities</p>	<p>Hire position 5800: Professional/Consulting Services And Operating Expenditures Supplemental 60,000</p>	<p>District and site input prompted modification of this step to the immediate hire of a Director of Maintenance and Operation to ensure facility work is supervised and completed for student and staff safety. Start date was March 1. Salary and benefits</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 18,070 3000-3999: Employee Benefits Supplemental 9187</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Replace the gymnasium floor at Haven Drive</p>	<p>Receive bids to complete replacement of floor 6000-6999: Capital Outlay Supplemental 50,000</p>	<p>Refinishing of the gym floor has been rescheduled to be completed in July during the Summer of 2016. Renovations at Haven Drive were focused on roof replacement on the East Wing Classrooms at Haven Drive to ensure ongoing classroom occupancy without disruption to students for this school year.</p>	<p>6000-6999: Capital Outlay Supplemental 214,148</p>
<p>Scope of Service: Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 		<p>Scope of Service: Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All stakeholder groups put a high value on safety and modernization. The focus of many conversations was the state of the Sierra Vista campus. The district is currently working with an architect to identify a scope and sequence of work for modernization. Several projects listed in the plan will be implemented as part of the determined scope of work and will be delayed as it would not be prudent to begin work which will need to be redone as part of a larger project. Positions hired within the 2014-2015 school year will continue through the three year LCAP cycle. The district will work with the Arvin Police Department to hire an additional police officer during the 2015-2016 year, as requested by many parents, replacing action steps for a Community Day school funded by the district and the action step for ADA recapture. The largest change to action steps in this category this year was delaying the replacement of the gym floor until 2015-2016. Instead for 2014-15, a cost of \$214,148 was encumbered in order to replace the roof over a wing of classrooms at Haven Drive to prevent classroom disruption to students.		

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 4 from prior year LCAP:</p>	<p>The Arvin Union School District will reduce the rate of student suspensions, predominantly at Haven Drive, increased average daily attendance by expanding extended learning opportunities for students, and actively increase involvement of parents at the school sites based on attendance reports, a school climate survey completed annually by staff, students, and parents and sign-in reports from the schools.</p> <p>This goal was based on the Identified Need and Metric identified in the 2014 plan: "The Arvin Union School District needs to reduce the rate of student suspensions, currently reported at 4.9%. Also, reduce the suspension days at Haven Drive, which were 256 in 2013-2014. The District's attendance rate is currently flat at 97.5%. Also, parent engagement and involvement is low, below 10% districtwide based on sign-in sheets and site administrator's reports."</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to: Schools: All four school sites Applicable Pupil Subgroups: All K-8 students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>60% increase in both student and parent engagement / participation, increase by 1% average daily attendance</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 3: A. Number of parent surveys returned was 1355. B. Through survey information, 92.6% of parents indicate they participate in at least 1 school activity.</p> <p>Priority 4: Pupil Achievement A. STAR ELA proficiency: 39.7% STAR Math proficiency: 48.9% STAR Science proficiency: 38.1% STAR History/Social Studies proficiency: 24.2% B. API districtwide: 734 Hispanic: 733 White: 703 English Learners: 715 Socio-economically disadvantaged: 734 Students with Disabilities: 614 C. A-G requirements: N/A - K-8 district D. District AMAO #1 target: 61.5% E. EL reclassification rate: 13.3 F: AP Passage: N/A - K-8 district G: EAP Participation : N/A - K-8 district</p> <p>Priority 5: A. March 2015 attendance rate is 96.2%. B. Chronic absenteeism rate is 6.4%. C. Middle school drop-out rate is .3%. D. High school drop-out rate - N/A - Elementary district E. High school graduation rate - N/A - Elementary district</p>

Priority 6:

A. Pupil suspension rate for the district is 4.6%.

B. Pupil expulsion rate for the district is .3%

C. Safety survey information:

Parent survey responses to feeling their child is safe at school:

BME: 85.44 yes 12.65 sometimes

ECR: 84.87 yes 12.77 sometimes

SV: 78.82 yes 19.71 sometimes

HD: 74.57 yes 19.65 sometimes

Staff survey responding that safety at school is good or better.

BME: 93%

ECR: 92%

SV: 77%

HD: 33%

Student survey responses to feeling safe at school:

BME: 71.76 yes 11.7 most of the time

ECR: 69.74 yes 10.52 most of the time

SV: 49.67 yes 14.05 most of the time

HD: 39.81 yes 20.06 most of the time

D. Truancy rate for 2013 (most recent) was 11.9%.

Priority 7: Course Access

Students at all campuses, including unduplicated students and pupils with exceptional needs, have access to a full course of study with the exception of a formalized course in visual/performing arts at the elementary level.

100% of English Learners are enrolled in English Language Development.

Students with disabilities are provided additional services as detailed in their individual education plans through the least restrictive environment.

Priority 8: Other Pupil Outcomes

Physical Fitness

% in Healthy Fitness Zone 5th grade:

Aerobic: 56%, Body Comp: 47.4%, Abdominal: 63.1%, Trunk Extension: 86%, Upper Body: 53.9%, Flexibility: 61.1%

% in Healthy Fitness Zone 7th grade:

Aerobic: 64.2%, Body Comp: 47.7%, Abdominal: 94.5%, Trunk Extension: 97.2%, Upper Body: 85.1%, Flexibility: 61.1%

% in Healthy Fitness Zone: 7th grade:

	10.3% of 4-8 graders qualify for intensive intervention in LA 6.1% of 4-8 graders qualify for intensive intervention in Math
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
The District will increase opportunity for zero period at the junior high in PE, Art, STEM science, drama, choir	Provide additional zero period classes. Stipends for zero period 1000-1999: Certificated Personnel Salaries Supplemental 5000	Positions to extend opportunities during the 2014-2015 school year were posted in March to pilot a modified zero period and/or after school opportunities. Band, PE, and intervention for 8th grade.	1000-1999: Certificated Personnel Salaries Supplemental 5687
Scope of Service: Haven Drive		Scope of Service: Haven Drive	
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)	
Continue SARB meetings with the District Attorney	5 meetings per year - contract with District Attorney 1000-1999: Certificated Personnel Salaries Supplemental 10,000	Contract	5000-5999: Services And Other Operating Expenditures Supplemental 13,381.27
Scope of Service: Districtwide		Scope of Service: Districtwide	
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)	

<p>Expand after school attendance opportunities at all school sites.</p>	<p>Establish, hire, train staff ((\$50,000 per site - totaling \$200,000 from Title I) 1000-1999: Certificated Personnel Salaries Other \$200,000</p>	<p>Professional consulting funded a contract with SES Vendor Providers for service in addition to the full amount of the Title I reservation at all sites. Certificated salaries indicate overtime intervention at BME and Sierra Vista. As not all funds were expended for all sites, after school intervention will be a focus for the 2015-2016 school year.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 78,217</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 13,000</p>
<p>Scope of Service Districtwide - site specific interventions</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide by site</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase student participation of regular education students at Saturday School, Summer School and Inter-session programs. Stipends for staff to ensure site libraries are open before and after school, during lunch, during Saturday School and after school</p>	<p>Begin expanded Saturday School and Inter-sessions (LCFF, Migrant) \$75,000 1000-1999: Certificated Personnel Salaries Supplemental 75,000</p> <p>Staff Stipends -Librarians \$15,000 Concentration 15,000</p>	<p>Expanding number of Summer School Classes. Salaries and Benefits Summer 2014 July 1 to end of session Salaries 2015 Summer School- June payroll - certificated and classified</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 4019.14</p> <p>2000-2999: Classified Personnel Salaries Other 6195.93</p> <p>Salaries and benefits classified and certificated Concentration 40,000</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Migrant</u></p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Migrant</u></p>	

<p>Provide staff development for all District Personnel in ways to be culturally responsive to students</p>	<p>Contract and present professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</p>	<p>Selected book for administrative book study 2015-2016. PD was not completed in 2014-2015.</p>	<p>No cost this year</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Train all staff in Character Counts and/or PBIS</p>	<p>Send complete team from the Junior High to PBIS training 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000</p>	<p>HD staff trained and materials purchased with PBIS grant. Training and substitutes</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Other 7543.08</p> <p>1000-1999: Certificated Personnel Salaries Other 2700</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hire a Parent Facilitator to provide training opportunities for parents, to include conferences, parent forums and remain open on a regular basis</p>	<p>Ensure each school site has an active parent center on campus. (50% LCFF, 50% Title 1 and California Endowment) \$50,000 2000-2999: Classified Personnel Salaries Title I 25,000 2000-2999: Classified Personnel</p>	<p>Parent Facilitator hired and served in the position for a partial year.</p>	<p>Classified Salary and benefits - California Endowment Grant Other 6200.00</p>

		Salaries Other 25,000			
Scope of Service	Districtwide		Scope of Service	Districtwide	
<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)		
Continue AVID districtwide	Fund summer institute, classroom materials, professional development, field trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental 80,000	Summer Institute - hotel 2014-15 costs (supplemental / title 1) Contract 2014-2015 HD and 15-16 all schools Travel reimbursement/overtime 2014 Summer Institute hotel 2015-2016	5000-5999: Services And Other Operating Expenditures Supplemental 11,699.90 5000-5999: Services And Other Operating Expenditures Title I 11,699.90 5800: Professional/Consulting Services And Operating Expenditures Supplemental 58,589 1000-1999: Certificated Personnel Salaries Supplemental 13,132.74 5000-5999: Services And Other Operating Expenditures Supplemental 36,000		
Scope of Service	Districtwide		Scope of Service	Districtwide	
<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)		
Implement a research-based	Research intervention programs for	Researching intensive intervention			No cost this year

<p>intervention program during the school day.</p>	<p>purchase and implementation in 2015-2016.</p>	<p>programs for middle school and will implement writing program in 2015-2016. Will continue to research programs.</p>	
<p>Scope of Service Districtwide</p> <hr/> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Implement a 1 to 1 device pilot program at the junior high.</p>	<p>Purchase technology and create student curriculum 4000-4999: Books And Supplies Supplemental 25,000</p>	<p>Acers and printers purchased for 7th Social Studies team.</p>	<p>4000-4999: Books And Supplies Supplemental 26,000</p>
<p>Scope of Service Haven Drive</p> <hr/> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Haven Drive</p> <hr/> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Develop an Alternative Learning Academy for sixth through eighth grade students.</p>	<p>Research methodology and curriculum for Alternative Learning Academy</p>	<p>District personnel continue to research possibilities and structures.</p>	<p>No cost this year</p>
<p>Scope of Service Districtwide - Sixth through eighth grade students at all sites</p> <hr/> <p>X All</p>		<p>Scope of Service Districtwide - Sixth through eighth grade</p> <hr/> <p>X All OR:</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><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>Provide an after school sports program at the elementary sites</p>	<p>Fund sports programs 1000-1999: Certificated Personnel Salaries Supplemental 7500</p>	<p>Sites selected after school sports to be offered in the fall. Soccer, Football, Volleyball, and Basketball after school sports held.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 10,000</p>
<p>Scope of Service: All elementary sites</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: All elementary sites Grades 4-6</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>Provide 2-3 additional Activity Leaders per school site in the after school program.</p>	<p>Work with Boys and Girls Club to hire Activity Leaders. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000</p>	<p>Arvin Advantage after school sports were expanded.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 4087.49</p>
<p>Scope of Service: Districtwide</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: Districtwide</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>Contract out to provide a Social Worker for each school site to do case-management and provide counseling support for students and families. Contract out for a Social Worker to provide case management for students and families and work with the PBIS program. (for English Learners)</p>	<p>Contract out for 1 Social Worker (Title 1) and 3 Interns (Grants) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 70,000</p>	<p>A Social Worker has been contracted through Clinica Sierra Vista Behavioral Health to work with students at Haven Drive Middle School. She provides support to 3 Interns. Each of the 3 interns has been assigned to a designated elementary school with a focus on 4th - 6th grade students. Contract fee for Social Worker- Clinica Sierra Vista (Title 1) Contract fee for Interns - KCSOS Project 180</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 70,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6240.00</p>
<p>Scope of Service: All sites</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Haven Drive - Social worker. All 3 elementary sites - social work intern.</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue expanding the elementary Band and music program.</p>	<p>Fund music instruments and equipment. 4000-4999: Books And Supplies Supplemental 30,000</p>	<p>An emphasis was placed on building the middle school program this year.</p>	<p>4000-4999: Books And Supplies Supplemental 2104.70 1000-1999: Certificated Personnel Salaries Supplemental 2815</p>
<p>Scope of Service: All 3 elementary sites</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: Haven Drive</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>Develop a Regional Community School with Arvin Union, Lamont, Fairfax, Vineland, and Edison School Districts.</p>	<p>Staff personnel costs 1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p>	<p>District discussions with KCSOS indicate the county will implement this step as a county responsibility. Action step deleted for upcoming years.</p>	<p>No cost this year</p>
<p>Scope of Service: Haven Drive</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: Haven Drive</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>Ensure district liaison attends local advisory group meetings for foster youth services.</p>	<p>100% attendance at meetings and or communication with KCSOS AB490 program at no cost to district.</p>	<p>Karen Davis, Family Resource Representative, attends local advisory meetings on behalf of the district's foster children.</p>	<p>No cost to district this year</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><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)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><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)</p>	
<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 will continue to expand extra-curricular opportunities for children as well as extended learning sessions. The district will continue to expand parent outreach projects. In addition, cultural responsiveness and positive behavior professional development and supports will be focus areas at all sites. Behavior and academic support systems through social workers, PBIS, and AVID will be districtwide. Items not completed fully this year will be reviewed for challenges affecting completion, revisited for step by step implementation, and timelines attached to ensure focus on these areas.</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.

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>\$6,565,681</u>
<p>The district is expending it's LCFF supplemental and concentration grant funds as described in the Arvin Union School District's goals and action steps to focus on student interventions, improve attendance, fund new support or teacher positions, provide extra hours and extra-curricular services to students, improve safety and facilities, and expand parent programs.</p> <p>As 96.74% of the Arvin Union School District's pupils are identified as either low income, English Learner, or Foster Youth; and as these pupils are enrolled proportionately throughout the district, the district has determined that the most effective use of it's LCFF supplemental and concentration grant funds would be to enhance educational services to these students in all of the four district's schools in a district-wide manner.</p> <p>The amount of supplemental and concentration grant funds and the MPP shown in 3A and 3B are using the May revision DOF gap percentage. These funds are all accounted for in this 3 year plan.</p>	

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

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

31.0	%
3	
<p>Additional LCFF funding will enable Arvin Union School District to increase staff who will provide additional instructional time for students and continue the District's lower class size enrollment. LCFF funding will also provide the academic resources needed to align curriculum to Common Core standards, increase both student and parent</p>	

engagement and involvement at the school sites, and improve safety through training, facilities improvements, and services at all locations. The Arvin Union School District will also be able to provide professional development and other services for staff such as increased professional development, increased professional collaboration time, access to technology, and various materials to support students for high-quality first instruction and intervention. Supplemental and concentration funds were principally directed to unduplicated pupils above the base program based on identified need and stakeholder input.

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	3,215,100.00	3,103,823.69	9,268,639.22	8,252,821.97	8,356,424.32	25,877,885.51
Base	0.00	699,572.00	30,603.00	79,249.00	50,049.00	159,901.00
Concentration	300,000.00	47,203.92	711,007.00	434,710.00	505,000.00	1,650,717.00
Lottery	0.00	0.00	249,369.00	254,363.00	298,975.00	802,707.00
Other	868,000.00	498,606.82	1,553,773.77	452,707.60	512,109.32	2,518,590.69
Supplemental	1,966,600.00	1,776,559.73	5,398,234.00	6,189,625.00	6,107,407.00	17,695,266.00
Supplemental and Concentration	0.00	0.00	456,440.00	0.00	0.00	456,440.00
Title I	80,500.00	81,881.22	697,854.45	665,258.37	702,956.00	2,066,068.82
Title III	0.00	0.00	171,358.00	176,909.00	179,928.00	528,195.00

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	3,215,100.00	3,103,823.69	9,268,639.22	8,252,821.97	8,356,424.32	25,877,885.51
	125,000.00	46,200.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	55,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,222,500.00	1,112,524.94	3,470,787.72	3,315,229.00	3,745,343.06	10,531,359.78
2000-2999: Classified Personnel Salaries	50,000.00	26,763.75	800,198.00	935,656.00	961,785.52	2,697,639.52
3000-3999: Employee Benefits	0.00	9,187.00	1,243,429.50	1,411,823.97	1,462,487.74	4,117,741.21
4000-4999: Books And Supplies	983,000.00	864,990.70	2,429,949.00	1,112,338.00	960,783.00	4,503,070.00
5000-5999: Services And Other Operating Expenditures	22,800.00	108,418.07	366,000.00	355,000.00	223,375.00	944,375.00
5800: Professional/Consulting Services And Operating Expenditures	506,800.00	397,580.23	568,275.00	459,775.00	536,500.00	1,564,550.00
6000-6999: Capital Outlay	250,000.00	538,159.00	390,000.00	663,000.00	466,150.00	1,519,150.00

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	3,215,100.00	3,103,823.69	9,268,639.22	8,252,821.97	8,356,424.32	25,877,885.51
	Concentration	30,000.00	40,000.00	0.00	0.00	0.00	0.00
	Other	0.00	6,200.00	0.00	0.00	0.00	0.00
	Supplemental	75,000.00	0.00	0.00	0.00	0.00	0.00
	Title I	20,000.00	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
0001-0999: Unrestricted: Locally Defined	Supplemental	55,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	20,966.00	21,280.00	21,600.00	63,846.00
1000-1999: Certificated Personnel Salaries	Concentration	30,000.00	4,706.10	406,858.00	219,407.88	365,000.00	991,265.88
1000-1999: Certificated Personnel Salaries	Lottery	0.00	0.00	213,566.00	216,770.00	259,500.00	689,836.00
1000-1999: Certificated Personnel Salaries	Other	710,000.00	359,990.81	217,724.80	253,360.82	256,570.64	727,656.26
1000-1999: Certificated Personnel Salaries	Supplemental	482,500.00	727,819.71	1,896,819.44	1,986,104.30	2,177,597.42	6,060,521.16
1000-1999: Certificated Personnel Salaries	Title I	0.00	20,008.32	607,645.48	522,185.00	568,510.00	1,698,340.48
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	107,208.00	96,121.00	96,565.00	299,894.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	2,497.82	50,640.00	55,000.00	60,000.00	165,640.00
2000-2999: Classified Personnel Salaries	Other	25,000.00	6,195.93	31,359.00	45,848.00	46,536.00	123,743.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	18,070.00	664,934.00	780,744.00	812,494.52	2,258,172.52
2000-2999: Classified Personnel Salaries	Title I	25,000.00	0.00	11,764.00	11,941.00	0.00	23,705.00
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	41,501.00	42,123.00	42,755.00	126,379.00
3000-3999: Employee Benefits	Base	0.00	0.00	9,137.00	9,594.00	10,074.00	28,805.00
3000-3999: Employee Benefits	Concentration	0.00	0.00	93,893.00	130,302.12	70,000.00	294,195.12
3000-3999: Employee Benefits	Lottery	0.00	0.00	35,803.00	37,593.00	39,475.00	112,871.00
3000-3999: Employee Benefits	Other	0.00	0.00	104,689.97	153,498.78	209,002.68	467,191.43
3000-3999: Employee Benefits	Supplemental	0.00	9,187.00	898,812.56	911,038.70	958,882.06	2,768,733.32
3000-3999: Employee Benefits	Title I	0.00	0.00	78,444.97	131,132.37	134,446.00	344,023.34
3000-3999: Employee Benefits	Title III	0.00	0.00	22,649.00	38,665.00	40,608.00	101,922.00
4000-4999: Books And Supplies	Base	0.00	693,572.00	500.00	30,000.00	0.00	30,500.00
4000-4999: Books And Supplies	Concentration	240,000.00	0.00	105,616.00	10,000.00	10,000.00	125,616.00

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
4000-4999: Books And Supplies	Other	50,000.00	69,593.00	1,200,000.00	0.00	0.00	1,200,000.00
4000-4999: Books And Supplies	Supplemental	690,000.00	101,825.70	667,393.00	1,072,338.00	950,783.00	2,690,514.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	456,440.00	0.00	0.00	456,440.00
4000-4999: Books And Supplies	Title I	3,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	18,375.00	18,375.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	5,000.00	20,000.00	0.00	25,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	2,834.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	22,800.00	61,711.17	361,000.00	335,000.00	205,000.00	901,000.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	43,872.90	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	6,000.00	0.00	18,375.00	0.00	18,375.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	0.00	49,000.00	0.00	0.00	49,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	83,000.00	53,793.08	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	391,300.00	319,787.15	519,275.00	441,400.00	536,500.00	1,497,175.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	32,500.00	18,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Supplemental	250,000.00	538,159.00	390,000.00	663,000.00	466,150.00	1,519,150.00

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).