Introduction:

LEA: *Allensworth Elementary* **Contact *Roel Marroquin* Principal/Superintendent** **LCAP Years :2016-2017**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	**Impact on LCAP**
Allensworth staff continues to work toward positive learning environment. The process we used to involve and develop our stakeholders in the development of the LCAP includes administration training, meetings held with teachers and board meeting, parents, students, met with classified union and Advisory councils and open forum settings. In these meetings, the administration explained the new funding process of the Local Control Funding Formula (LCFF) as well as how the Local Control Accountability Plan (LCAP) is directly tied to the LCFF and services provided to students. The administration expressed the importance of having stakeholders involved in the process of developing, reviewing, and implementing the LCAP In order for the above groups to resourcefully participate in the school LCAP meeting, data was presented over a 2-year period (2014-2016) in regards to academic performance index as determined by the SBAC results, district assessments, discipline rates, and results of the California English Language Development Test (CELDT). In these meetings the following information will be shared to inform the LCAP goal setting with the stakeholders: • School Accountability Report Card (SARC) • Single Plan for Student Achievement (SPSA) • SBAC data for 2 years Addressed the high priorities that Allensworth Elementary needs to focus and improve upon.	The development of the LCAP is directly influenced by the result of stakeholder input. The Allensworth Elementary School District and its stakeholders have decided to re-focus its top priorities by combining <u>Goal # 2</u> *Improve the technology infrastructure to ensure access for new standards and aligned resource for all students, staff, and parent.* & <u>Goal # 3</u> *Improve Conditions for learning and engagement to maximize student achievement.* To form a new <u>Goal #2 Improve conditions for learning and engagement to maximize student achievement for 21st century learning.</u> The top priorities are: 1. Conditions of Learning which include; support teacher in becoming fully qualified through profession development, provide all student with standards aligned resources and clean safe facilities, and access to a broad course of study. 2. Engagement: Ensuring a partnership between stakeholder and school staff provide a learning environment where will achieve and want to attend. These two areas are

Allensworth Elementary School District used multiple sources to update, inform, educate, solicit, engage and gather input from all of our stakeholders. Stakeholders groups included parents, Advisory councils, and community partners. Parent Meetings: 1/19/16, 1/26/16, 2/15/16, 2/17/16 School Board Meetings: 9/1/15, 4/11/16, 6/7/16, 6/21/16 Meeting with Tulare County Office of Ed 1/20/16, 4/27/16, 6/1/16	supported by the state priorities. Based on this information, School's established the following goals: 1. Improve student achievement in English language arts, Math, and English language development by aligning resources and ensuing access to a broad course of study and implementation of Common Core State Standards 2. Improve conditions for learning and engagement to maximize student achievement for 21st century learning. Allensworth School and stakeholders are committed to giving its student the greatest opportunity to succeed academically and support their future
Annual Update: Allensworth Leadership met with its stakeholders to ensure continued engagement in the LCAP process and to help ensure that the school is allocating the necessary resources to meet the educational and social needs of the School's student population	**Annual Update:** The 2016-2017 LCAP was revised based on the feedback received during meetings held with parents, staff and board meetings. It was decided that we will moving forward as a district with the following goals: 1. Improve student achievement in English language arts, Math, and English language development by aligning resources and ensuing access to a broad course of study and implementation of Common Core State Standards 2. Improve conditions for learning and engagement to maximize student achievement for 21st century learning.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites 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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

Scope of Service: Describe the scope of each action/service by identifying the school sites 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 school sites 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 school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	**Goal #1 Improve student achievement in English language arts, Math, and English language development by aligning resources and ensuing access to a broad course of study and implementation of Common Core State Standards**	Related State and/or Local Priorities: *1X 2X 3 4X 5 6 7X 8X* *COE only: 9__ 10__* *Local: Specify _____*
Identified Need	The students at Allensworth scored: ELA: Standards not met: 62% Standards Nearly met: 27% Standards met: 9% Standards Exceeded: 0% Math: Standards not met: 63% Standards Nearly met: 26% Standards met: 7% Standards Exceeded: 0% CELDT: CELDT Data for 15-16: 9.4% students were reclassified as FEP and 7 % of students went up a level in CELDT Metric: Local assessments, State assessment for English, ELD, and Math	
Goal Applies	Schools:	Allensworth Elementary School District

to:	Applicable Pupil Subgroups:	All students including Low Income, English Learners and Foster Youth

LCAP 1: 2016-2017

Expected Annual Measurable Outcomes:	1. Based on the establish baseline data from state test students will be expect to improve by 10%. 2. Students will improve their results on local benchmarks in Math and Language Arts by 5% 3. 20% English learners will improve English learning on the CELDT. 4. The school will reclassify 10 students by the end of 2016-17school year. 5. 100% of teachers will make progress towards being fully credentialed 6. 100% of students will have a standards aligned to board adopted materials 7. All teachers will receive Professional Development in Common Core State Standards 8. To ensure broad course of study every student will participate in hands on Science projects

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
#1 Hire a full-time Instructional coach to help improve student achievement by providing teacher input and support in each classroom with the neediest including EL students.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 87,000 LCFF S/C
#2 Align curriculum, assessments, and resources with the Common Core State Standards in ELA, Math and ELD instruction.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 18,000 LCFF S/C
# 3 Provide Instructional support and supplies for teaching staff that are aligned to the new standards.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 1,000 LCFF S/C

#4. Provide a school nurse to ensure that students health needs are properly taken care of so they can focus on learning	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 31,300 LCFF S/C
#5. Provide a classroom instructional aide to support the neediest student including EL.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 15,000 LCFF S/C
#6 Establish a Summer Enrichment program focusing on academically high risk students in ELA, MATH and EL (Materials, Salaries & Benefits).	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 5,000 LCFF S/C
# 7 Provide additional real-life experiences through the use of study trips by grade span. Study trips to be of educational value to unduplicated student population.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Field Trips 3,000 LCFF S/C
# 8 Establish an after school tutoring program in which teachers select students based on local and SBAC performance results.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 1,000 LCFF S/C
#9 Provide opportunity for Staff to have	School-	X *All*	Salaries &

additional time to plan instructional content to meet the needs of the students of Allensworth Elementary	Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Benefits 12,000 LCFF S/C
#10 Fund the increased cost of Health Insurance for Certificated Staff and full time Classified Employees at the School Site in order to retain and recruit Highly Qualified Teachers and staff	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 2,000 LCFF S/C
# 11 Provide a Dean of Student affairs & Dean of Curriculum to support the implementation of Common Core State Standards to help increase the achievement of all students and also to support and improve our community outreach.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 3,000 LCFF S/C
#12. Provide Technology, computers, educational software to student and staff to assist in the interventions of low performing students	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology & Equipment 2,366 LCFF S/C

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1. Based on the establish baseline data from state test students will be expect to improve by 10%. **2.** Students will improve their results on local benchmarks in Math and Language Arts by 5% **3.** 20% English learners will improve English learning on the CELDT. **4.** The school will reclassify 10 students by the end of 2017-18 school year. **5.** 100% of teachers will make progress towards being fully credentialed **6.** 100% of students will have a standards aligned to board adopted materials **7.** All teachers will receive Professional Development in Common Core State Standards **8.** To ensure broad course of study every student will participate in hands on Science projects

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

#1 Hire a full-time Instructional coach to help improve student achievement by providing teacher input and support in each classroom with the neediest including EL students.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 89,000 LCFF S/C
#2 Align curriculum, assessments, and resources with the Common Core State Standards in ELA, Math and ELD instruction.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 20,000 LCFF S/C
# 3 Provide Instructional support and supplies for teaching staff that are aligned to the new standards.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 3,027 LCFF S/C
#4. Provide a school nurse to ensure that students health needs are properly taken care of so they can focus on learning	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 34,839 LCFF S/C
#5. Provide a classroom instructional aide to support the neediest student including EL.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 32,000 LCFF S/C
#6 Establish a Summer Enrichment program focusing on academically high risk students in ELA, MATH and EL (Materials, Salaries & Benefits).	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 6,000 LCFF S/C

# 7 Provide additional real-life experiences through the use of study trips by grade span. Study trips to be of educational value to unduplicated student population.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Field Trips 4,500 LCFF S/C
# 8 Establish an after school tutoring program in which teachers select students based on local and SBAC performance results.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 1,500 LCFF S/C
#9 Provide opportunity for Staff to have additional time to plan instructional content to meet the needs of the students of Allensworth Elementary	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 15,000 LCFF S/C
#10 Fund the increased cost of Health Insurance for Certificated Staff and full time Classified Employees at the School Site in order to retain and recruit Highly Qualified Teachers and staff	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 2,500 LCFF S/C
# 11 Provide a Dean of Student affairs & Dean of Curriculum to support the implementation of Common Core State Standards to help increase the achievement of all students and also to support and improve our community outreach.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 7,600 LCFF S/C
#12. Provide Technology, computers, educational software to student and staff to	School-Wide	X *All*	Technology & Equipment

assist in the interventions of low performing students		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	7,092 LCFF S/C

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	1. Based on the establish baseline data from state test students will be expect to improve by 10%. **2.** Students will improve their results on local benchmarks in Math and Language Arts by 5% **3.** 20% English learners will improve English learning on the CELDT. **4.** The school will reclassify 10 students by the end of 2018-19 school year. **5.** 100% of teachers will make progress towards being fully credentialed **6.** 100% of students will have a standards aligned to board adopted materials **7.** All teachers will receive Professional Development in Common Core State Standards **8.** To ensure broad course of study every student will participate in hands on Science projects

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Hire a full-time Instructional coach to help improve student achievement by providing teacher input and support in each classroom with the neediest including EL students.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 89,000 LCFF S/C
#2 Align curriculum, assessments, and resources with the Common Core State Standards in ELA, Math and ELD instruction.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 20,000 LCFF S/C
# 3 Provide Instructional support and supplies for teaching staff that are aligned to the new standards.	School-Wide	X *All*	Materials & Supplies 3,374 LCFF S/C

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
#4. Provide a school nurse to ensure that students health needs are properly taken care of so they can focus on learning	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 34,839 LCFF S/C
#5. Provide a classroom instructional aide to support the neediest student including EL.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 49,000 LCFF S/C
#6 Establish a Summer Enrichment program focusing on academically high risk students in ELA, MATH and EL (Materials, Salaries & Benefits).	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 5,000 LCFF S/C
# 7 Provide additional real-life experiences through the use of study trips by grade span. Study trips to be of educational value to unduplicated student population.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Field Trips 3,500 LCFF S/C
# 8 Establish an after school tutoring program in which teachers select students based on local and SBAC performance results.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 1,500 LCFF S/C
#9 Provide opportunity for Staff to have	School-	X *All*	Salaries &

additional time to plan instructional content to meet the needs of the students of Allensworth Elementary	Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Benefits 15,000 LCFF S/C
#10 Fund the increased cost of Health Insurance for Certificated Staff and full time Classified Employees at the School Site in order to retain and recruit Highly Qualified Teachers and staff	School-Wide	***X All*** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 3,000 LCFF S/C
# 11 Provide a Dean of Student affairs & Dean of Curriculum to support the implementation of Common Core State Standards to help increase the achievement of all students and also to support and improve our community outreach.	School-Wide	***X All*** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries & Benefits 7,600 LCFF S/C
#12. Provide Technology, computers, educational software to student and staff to assist in the interventions of low performing students	School-Wide	***X All*** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology & Equipment 5,708 LCFF S/C

GOAL:	**Goal #2 Improve conditions for learning and engagement to maximize student achievement for 21st century learning.**	Related State and/or Local Priorities: ***1X 2X 3X 4 5X 6X 7 8*** ***COE only: 9__ 10__*** ***Local : Specify _____***

Identified Need	The FIT report states that the facility is fair conditions. Student presently don't have access to the facilities for after school intervention because of the facilities cost to stay open. Presently student are occasionally recognized for attendance, citizenship award or other student incentives. Presently 30% of parent attend meeting related to their students Metric: Metric: Local assessments, State assessment for English, ELD and Math: ELA:

	Standards not met: 62% Standards Nearly met: 27% Standards met: 9% Standards Exceeded: 0% Math: Standards not met: 63% Standards Nearly met: 26% Standards met: 7% Standards Exceeded: 0% School Attendance Rate for 15-16: 81.00% Chronic Absenteeism Rate for 15-16: 13.65% Suspension Rate for 15-16: 1.82% FIT report, schedule of facility for intervention purposes. Schedule of student recognition assemblies, parent sign in sheet.
Goal Applies to:	Schools: Allensworth Elementary School District Applicable Pupil Subgroups: All students including Low Income, English Learners and Foster Youth

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. The facilities will be identified as in Excellent repair based on the FIT report. 2. 15% of the students who receive intervention will meet district establish academic targets in English language arts, EL standards and mathematics. 3. 100% of the identified student in need of intervention will participate in before school or after school intervention. 4. All students will participate in quarterly assemblies to be recognizing for: Attendance, academic achievement, citizenship and other incentives. 5. 40% of parent including those of unduplicated pupils and special needs pupils will attend parent school meetings. 6. School attendance will be at 97%

	7. Chronic Absenteeism will be reduced completely 8. Maintain 0% middle school dropout rate 9. Reduce suspension rate to 0% 10. Maintain 0% expulsion rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. The school will provide the latest library books that align with the new CCSS.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Library Books 1,000 LCFF S/C
#2. The school will provide students and community recognition for academic improvement and help motivate those students in greatest need.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 1,000 LCFF S/C
#3 Provide facilities for before and after school Intervention to address English language arts, ELD and mathematics.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Facilities 1,000 LCFF S/C
#4 Address facilities in disrepair that pose a safety for student and staff.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 2,000 LCFF S/C
# 5 Provide security at the school campuses	School-Wide	X *All*	Materials &

through cameras in order to ensure staff, student, and community safety on campus.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplies 1,000 LCFF S/C
#6 Provide opportunities to participate in parent evening activities to help their involvement with their student and opportunities to improve academic achievement in all standards aligned courses.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 1,420 LCFF S/C
#7 The school will address the need for the replacement of outdated school sports uniforms and materials to help ensure that our students are able to compete and have pride in their school's sports program and to promote school connectedness	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies 2,000 LCFF S/C
#8 Utilize messaging system for parent outreach of various activities including Board Meetings, ELAC, Back to school night, open house, movie night etc.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Contracted Services 12,000 LCFF S/C

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1. The facilities will be identified as in Excellent repair based on the FIT report. 2. 15% of the students who receive intervention will meet district establish academic targets in English language arts, EL standards and mathematics. 3. 100% of the identified student in need of intervention will participate in before school or after school intervention. 4. All students will participate in quarterly assemblies to be recognizing for: Attendance, academic achievement, citizenship and other incentives. 5. 40% of parent including those of unduplicated pupils and special needs pupils will attend parent school meetings.

	6. School attendance will be at 97% 7. Chronic Absenteeism will be reduced completely 8. Maintain 0% middle school dropout rate 9. Reduce suspension rate to 0% 10. Maintain 0% expulsion rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. The school will provide the latest library books that align with the new CCSS.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Library Books 2,000 LCFF S/C
#2. The school will provide students and community recognition for academic improvement and help motivate those students in greatest need.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Materials & Supplies 2,000 LCFF S/C
#3 Provide facilities for before and after school Intervention to address English language arts, ELD and mathematics.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Facilities 3,000 LCFF S/C
#4 Address facilities in disrepair that pose a safety for student and staff.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Materials & Supplies 9,116 LCFF S/C
# 5 Provide security at the school campuses through cameras in order to ensure staff,	School-Wide	X *All*	Materials & Supplies

student, and community safety on campus.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	2,000 LCFF S/C
#6 Provide opportunities to participate in parent evening activities to help their involvement with their student and opportunities to improve academic achievement in all standards aligned courses.	School-Wide	*X All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Materials & Supplies 2,000 LCFF S/C
#7 The school will address the need for the replacement of outdated school sports uniforms and materials to help ensure that our students are able to compete and have pride in their school's sports program and to promote school connectedness	School-Wide	*X All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Materials & Supplies 2,000 LCFF S/C

LCAP Year 3: **2018-2019**

Expected Annual Measurable Outcomes:	1. The facilities will be identified as in Excellent repair based on the FIT report. 2. 15% of the students who receive intervention will meet district establish academic targets in English language arts, EL standards and mathematics. 3. 100% of the identified student in need of intervention will participate in before school or after school intervention. 4. All students will participate in quarterly assemblies to be recognizing for: Attendance, academic achievement, citizenship and other incentives. 5. 40% of parent including those of unduplicated pupils and special needs pupils will attend parent school meetings. 6. School attendance will be at 97% 7. Chronic Absenteeism will be reduced completely

	8. Maintain 0% middle school dropout rate 9. Reduce suspension rate to 0% 10. Maintain 0% expulsion rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. The school will provide the latest library books that align with the new CCSS.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Library Books 2,000 LCFF S/C
#2. The school will provide students and community recognition for academic improvement and help motivate those students in greatest need.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Materials & Supplies 2,000 LCFF S/C
#3 Provide facilities for before and after school Intervention to address English language arts, ELD and mathematics.	School-Wide	X *All* OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Facilities 1,000 LCFF S/C
#4 Address facilities in disrepair that pose a	School-Wide	X *All*	Materials &

safety for student and staff.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Supplies 8,500 LCFF S/C
# 5 Provide security at the school campuses through cameras in order to ensure staff, student, and community safety on campus.	School-Wide	***X All***	Materials & Supplies 1,000 LCFF S/C
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
#6 Provide opportunities to participate in parent evening activities to help their involvement with their student and opportunities to improve academic achievement in all standards aligned courses.	School-Wide	***X All***	Materials & Supplies 1,000 LCFF S/C
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
#7 The school will address the need for the replacement of outdated school sports uniforms and materials to help ensure that our students are able to compete and have pride in their school's sports program and to promote school connectedness	School-Wide	***X All***	Materials & Supplies 1,000 LCFF S/C
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Goal #1 Improve student achievement in English language arts, Math, and English language development.			Related State and/or Local Priorities: *1 2X 3 4X 5 6 7X 8X* COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools:	Allensworth Elementary School District		
	Applicable Pupil Subgroups:	All students including Low Income, English Learners and Foster Youth		
Expected Annual Measurable Outcomes:	Improve student achievement in English Language Arts, Math, and English Language Development 1. Based on the establish baseline data for State Test students will expect to improve by 10% 2. Students will improve their results on local benchmarks in Math and Language Arts by 5% 3. 20% English Learners will improve English Learning on the CELDT		Actual Annual Measurable Outcomes:	School will look at results of SBAC over the summer and evaluate what if any improvement was made in the areas of ELA and Math 1. Based on the established baseline data for State Test students improved by 15% 2. Students improved their results on local benchmarks in Math and Language Arts by 13% 3. 41.6% English Learners improved English Learning on the CELDT 4. The school reclassified 5 students by the end

	4. The school will reclassify 10 students by the end of the 2015-2016 school year		of the 2015-2016 school year

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1 Hire a full-time Instructional coach to help improve student achievement by providing teacher input and support in each classroom with the neediest students.	**79,000** LCFF S/C	**The school hired (1) person for the position who provided support to teaching staff and parents by assisting them with strategies to help improve student achievement.**	**79,000** LCFF S/C
Scope of service: School-wide ***X*** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**The School District saw improvement in the quality of the day to day teaching that was occurring in the classrooms and will continue to stay the course as a result of providing a support person.**		
#2 Align curriculum, assessments, and resources with the Common Core State Standards in ELA, Math and ELD instruction.	**7,000** LCFF S/C	**The School provided Common Core supplemental materials from Curriculum Associates English Language Arts Curriculum**	**7,000** LCFF S/C
Scope of service: School-wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		**The school District will continue to provide supplemental materials that focus on the common core**			
# 3 Provide Instructional support and supplies for teaching staff that are aligned to the new standards.		**2,000** LCFF S/C	**The School provided Common Core supplemental materials from Curriculum Associates English Language Arts Curriculum**		**2,000** LCFF S/C
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		**The school District will continue to provide supplemental materials that focus on the common core**			
#4. Provide a classroom instructional aide to support the neediest student including EL. Pay salary, 2016-17 (1) full time		**17,000** LCFF S/C	**The School provided an instructional aide to help support students who were struggling academically in ELA and Math**		**17,000** LCFF S/C
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of		**The school District will continue to provide an instructional aide to help with students who are in need of assistance in becoming proficient in ELA and Math**			

reviewing past progress and/or changes to goals?					
#5 Establish a Summer Enrichment program focusing on academically high risk students in ELA, MATH and EL (Materials, Salaries & Benefits).		**9,000** LCFF S/C	**The School provided opportunity for students who were identified by their teacher as needing extra support to attend summer school and receive additional instruction**		**9,000** LCFF S/C
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		**The School will continue to provide opportunity for students in need of academic support to attend summer school**			
# 6 Provide additional real-life experiences through the use of study trips by grade span. Study trips to be of educational value to unduplicated student population.		**6,000** LCFF S/C	**The School provided an opportunity for our students to experience real life through study trips**		**6,000** LCFF S/C
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		**The school District will continue to provide our students the opportunity to broaden their social and academic growth by utilizing study trips**			

# 7 Establish an after school tutoring program in which teachers select students based on local and SBAC performance results.	**2,500** LCFF S/C	**The School provided opportunity for students who were identified by their teacher as needing extra support to stay after school and receive instruction**	**2,500** LCFF S/C
Scope of service: School-wide		Scope of service: School-wide	
X ALL		**X** ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**The School will continue to provide opportunity for students in need of academic support to stay and work on getting better after school with a teacher or instructional aide**		

Original GOAL from prior year LCAP:	Goal # 2 Improve the technology infrastructure to ensure acess for new standards aligned resources for all students, staff and parents	Related State and/or Local Priorities: *1 2X 3 4__ 5__ 6__ 7 8__* COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Allensworth Elementary School District Applicable Pupil Subgroups: All students including Low Income, English Learners and Foster Youth		
Expected Annual Measurable Outcomes:	1. 100% of students in TK and K will have access to the internet for educational resources. 2. 100% of staff will have the latest hardware and software to access instructional resources	Actual Annual Measurable Outcomes:	Purchase Wi-fi and computer tablets to provide access to digital learning for our students across the campus and the community. 1. 50_% of students in TK and K had access to the internet for educational resources. 2. 100_% of staff had the latest hardware and software to access instructional resources

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1. Provide Technology, computers, educational software to student and staff in the interventions of low performing students to ensure access to resources that are aliened to the new standards.	**44,000** LCFF S/C	**The School provided upgrades in technology, computers, and wireless printers**	**3,000** LCFF S/C
Scope of service: School-wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**The School District will continue to provide technology in the school to meet the needs of the students.**		

Original GOAL from prior year LCAP:	Goal # 3 Improve Conditions for learning and engagement to maximize student achievement	Related State and/or Local Priorities: *1 2 3X 4X 5X 6X 7 8 X* COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Allensworth Elementary School District	
	Applicable Pupil Subgroups: All students including Low Income, English Learners and Foster Youth	

Expected Annual Measurable Outcomes:	1. The facilities will be identified as in Excellent repair based on the FIT report. 2. 15% of the students who receive intervention will meet district established academic targets in English Language Arts El standards and in Math 3. 100% of the identified students in need of intervention will participate in before or after school intervention 4. All students will participate In quarterly assemblies to be recognized for attendance, academic achievement citizenship and other incentives	Actual Annual Measurable Outcomes:	The School Library is up and running, with new shelves and new books and an educational software management system in place. 1. The facilities were identified as in **"Fair"** repair based on the FIT report. 2. **30%** of the students who received intervention met district established academic targets in English Language Arts El standards and in Math 3. _100__% of the identified students in need of intervention participated in before or after school intervention 4. All students participated in quarterly assemblies to be recognized for attendance, academic achievement citizenship and other incentives

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
#1. The School provided the latest library books that align with the new CCSS		**2,000** LCFF S/C	**The School failed to provide additional books for the library**		**0** LCFF S/C
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**The School District will provide new books and shelves for the upcoming school year**

#2. The school will provide students and community academic recognition for academic improvement and help motivate those students in greatest need.		**4,715** LCFF S/C	**The School provided academic recognition throughout the school year**		**1,000** LCFF S/C
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		**The School will continue to provided academic recognition throughout the school year**			
#3 Provide facilities for before and after school Intervention to address English language arts, ELD and mathematics.		**2,000** LCFF S/C	**The School provided opportunity for students who were identified by their teacher as needing extra support to attend academic intervention services before and afterschool**		**1,000** LCFF S/C
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to		**The School will continue to provide opportunity for students in need of academic support to have opportunity to attend tutoring before or after school**			

goals?					
#4 Address facilities in disrepair that pose a safety for student and staff.		**3,000** LCFF S/C	**The School addressed areas that were in need of repair**		**1,800** LCFF S/C
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		**The School will continue to ensure that the school campus and climate is safe and conducive to learning.**			
#5 Provide opportunities to participate in parent evening activities to help their involvement with their student and opportunities to improve academic achievement in all standards aligned courses.		**1,000** LCFF S/C	**The School provided parents opportunities for them (coffee hour, classroom walkthroughs, academic assemblies)**		**700** LCFF S/C
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		**The School will continue to provide opportunity for parents to become involved in their child's education**			

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:	$ 202,086
Allensworth School, the stakeholders and school staff have established an instructional program that focuses on three priorities to increasing student achievement in all subject areas. The top priorities are: 1. Conditions of Learning which include; support teacher in becoming fully qualified through profession development, provide all student with standards aliened resources and clean safe facilities, and access to a broad course of study. 2. Engagement: Ensuring a	

partnership between stakeholder and school staff provide a learning environment where will achieve and want to attend. These two areas are supported by the state priorities. Based on this information, School's established the following goals: 1. Improve student achievement in English language arts, Math, and English language development by aligning resources and ensuing access to a broad course of study and implementation of Common Core State Standards 2. Improve conditions for learning and engagement to maximize student achievement for 21st century learning. Due to the fact that 100% of the students at Allensworth are low economic unduplicated count has determined that the most efficient approach to address the academic need of all students is school wide.

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.

31.09	%

100% of Allensworth students are unduplicated pupils. The program at Allensworth will continue to focus on the individual needs of students and will meet the proportionality requirement with the following actions/services

- **Instructional Support to improve student learning:** Funds will be provided to help provide professional development in core content areas, providing teachers with strategies and help develop their skill set to better meet the needs and challenges of the student population
- **Supplemental Materials aligned with CCSS:** Funds will be provided to help purchased additional materials aligned with CCSS to help close the achievement gap
- **Additional Classified Staff:** Funds will be provided to help hire a classroom instructional assistant to help students who are struggling and need the extra support

- **Provide Instructional Supplies:** Funds will be provided to assist classroom teachers acquire additional instructional materials to help prepare them and their instructional classroom better meet the needs of their students
- **Summer School:** Funds will be provided to offer a summer session with specific Intervention curriculum in ELA and Math to help close the achievement gap
- **Study Trips:** Funds will provide help students gain some real life experiences through the use of study trips with educational values that are aligned with the CCSS
- **Technology upgrades:** Funds will be provided to help ensure and support equity and access of programs, services and equipment needs of all classrooms in support of student learning
- **School Library:** Funds will be provided to improve and acquire new books to help promotes student literacy across the campus and at home
- **Recognition of Student achievement and Parent involvement:** Funds will be provided to help encourage student learning and achievement

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).

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