

Introduction:

LEA: Earlimart Elementary School District **Contact (Name, Title, Email, Phone Number):** Philip Nystrom, Superintendent, pnystrom@earlimart.org, (661) 849-4142 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

With a strong focus on English Language Development blended with engaging reading instruction, the Earlimart Elementary School District is committed to Creating Outstanding Readers in Earlimart (C.O.R.E.)

Earlimart School District is located in Earlimart, California. It is a small, rural unincorporated town located in southern Tulare County. Tulare County lies in the southern portion of California's great San Joaquin Valley. It is the most productive agricultural county in the world's most productive region. However, during the past decade and a half, this part of the country has continued to suffer from double-digit unemployment. This region has some of the highest poverty rates in the State. In many towns and unincorporated areas of the county, the unemployment rate exceeds 15%. Like most rural districts, Earlimart Elementary School District is isolated from urban and suburban support systems and struggles to overcome the risk factors associated with high poverty, parent education levels, a lack of social services and other social concerns that face many of today's communities. Through strong community partnerships and a commitment to strengthening quality parent engagement, Earlimart School District will use all available resources to not only positively impact student achievement, but the community as well.

Earlimart School District has five schools and services approximately 2,030 Preschool through 8th grade students. The district serves its students at one of three school sites depending on their grade level: Earlimart Elementary School (grades TK-5), Alila (grades TK-5), and Earlimart Middle School (grades 6-8). Other sites serving students include Earlimart State Preschool and Earlimart Community Day School. The district is governed by a 5-member Board of Education and employs approximately 100 certificated and 115 classified employees.

The demographic make-up of the district reflects that of the community with 97% of the students Hispanic, 2% Filipino, 1% White, with other ethnicities including Asian, Pacific Islander, African American making up less than 1% combined. 84% of the students are English Learners and 3% qualify for Special Education services. The district has made AYP growth over the past five years (2008 to 2012). In English Language Arts the average growth per year was 3.4% going from 19.8% proficient or above to 37.0%. In mathematics, the average growth per year was 4.8% going from 29.0% proficient or above to 52.8%. The district has been in Program Improvement Year 3 since 2004-2005 school year. The three schools, Earlimart Elementary, Alila Intermediate and Earlimart Middle School are all in Program Improvement Year 5. These schools are under the guidance of Alternative Governance Councils.

Professional development on the Common Core State Standards has been provided in a multitude of ways. All teachers by the end of the 2014-2015 school year have received an overview training of the CCSS. In addition to this, many teachers have received in depth training, including but not limited to, CCSS Phase 2 training and ELA/ELD Framework training through TCOE, in-house training on the ELA/ELD Framework (K-5), Academic Vocabulary Training with Kate Kinsella, Project Read Training (K-3rd), KAGAN Training, in-house guided reading for teachers and instructional assistants, P.B.I.S. training, Illuminate training for our data housing system, as well as in-house technology training. We have seen evidence of the use of these trainings during Alternative Governance Council (AGC) visits at all school sites.

Parents are engaged in their student's education in numerous ways. The district has 3 Parent Liaisons, a Family Service Worker, and Parent Centers located at each campus. In addition to these the district also holds monthly Superintendent Parent meetings, Monthly Board Award nights, Annual District Literacy Fair, and English Classes for Parents. In addition to these each school site also has parent engagement activities, these include Back to School Night, Open House, Math Night, Proficiency Celebrations for both CST and CELDT, Donuts for Dads, Muffins for Mom, School Site Council and ELAC.

All students receive core standards-based curriculum instruction from their classroom teachers. The district is currently using curriculum adopted under the latest 1997 standards adoption but has infused online Common Core State Standards materials and created units with these materials. Auxiliary services provided to students who need and qualify for these services include the following: the Resource Specialist, speech services, after school tutoring and instructional aides in classrooms where additional support is needed. One hundred percent of the students are eligible for free and reduced-priced lunch under the National School Lunch Provision 2 Non-pricing Program and approximately 95.6% of the students within the district qualified for the supplemental grant under LCFF.

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>Earlilmart Elementary School District outlined a plan to actively involve all stakeholders in the development of the Earlilmart Local Control Accountability Plan (LCAP). All stakeholders were given the opportunity to comment on the plan and provide feedback through a variety of meetings, forums, and surveys. The involvement process included, but is not limited to: 1. LCFF/LCAP informational meetings held for all stakeholders (parents, certificated and classified staff, bargaining units, and community members) on the following dates:</p>	<p>The information gathered from parents, staff, and community members through surveys and community discussions showed that the LCAP has positively affected our schools through the following: *Strong focus on technology *Safety measures improved *Use of Accelerated Reader is motivating students *Guided Reading times are longer/more emphasis on teaching reading *Intervention programs (Read 180/Fast Forward) are helping students</p>

<ul style="list-style-type: none"> • *9/16/2015 • *10/14/2015 • *12/15/2015 • *1/16/2016 • *2/12/2016 <p>2. District Administrative meetings:</p> <ul style="list-style-type: none"> • *10/1/15 • *12/3/15 • *1/16- CSEA and Earlimart Teachers Union presentation • *2/18/16 • *4/14/16--Shared formative data <p>3. LCFF/LCAP general overview at the District School Board Meeting held on 2/16--shared formative data and reported on status of actions</p> <p>4. Middle School student survey given</p> <p>5. LCAP Advisory Committee/PAC/DELAC Meetings</p> <ul style="list-style-type: none"> • *3/14 • *4/11 • *4/25 • *5/9 • *5/23--gathered input from stakeholders about LCAP current goals and actions <p>6. DELAC Meeting on the following dates June 4th & 16th--shared information on formative data</p> <p>7. Migrant Parent Meetings</p> <p>8. Held Public Hearing (Board Meeting 6/7/16)</p> <p>9. LCAP Approval (Board Meeting 6/21/16)</p> <p>10. Certificated Staff Meeting on LCAP and budget (1/12/16, 1/20/16)</p>	<p>The information gathered from parents, staff, and community members through surveys and discussions showed that we needed more support for our students in the following ways:</p> <ul style="list-style-type: none"> *Continued funding for technology *More instructional assistants in the classrooms (especially during Guided Reading) *After school learning opportunities-tutoring *More opportunities to help student who are reading below grade level; Read 180, targeted instruction to accelerate progress *Varied opportunities for parents to be engaged with the school community *Child Care *Continued funding of all existing supports, materials, and personnel
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<p>Annual Update:</p> <p>2016-</p> <p>The following data points were presented to annually update progress to the school board, district administration, Alternative Governance Council, LCAP/PAC meetings:</p>	<p>Annual Update:</p> <p>2016-</p> <p>Based on the data and the feedback from all stakeholders during our Annual Updates, the LCAP was revised as following:</p> <ol style="list-style-type: none"> 1. More support and intervention for students who were reading below grade
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1. Rigby Guided Reading scores
2. Accelerated Reader/STAR Reading assessments
3. SBAC District data
4. DIBELs beginning reading data (K-2)
5. Suspension data
6. Expulsion data
7. CELDT annual data.

The dates where this information was shared were the following:

1. District Administrative meetings: 10/1/15, 12/3/15, 1/16 (School Staff Presentation), 2/18/16, 4/14/16--Shared formative data
2. LCFF/LCAP general overview at the District School Board Meeting held on 2/16--shared formative data and reported on status of actions
3. LCAP Advisory Committee/PAC/DELAC Meetings 3/14/, 4/11, 4/25, 5/9, 5/23--gathered input from stakeholders about LCAP current goals and actions

level, and should be provided in a timely manner

2. More instructional assistants were needed to assist classrooms during key instructional times (reading/guided reading)
3. Safety continues to be an important focus, with awnings needed for shade and protection from the sun
4. School climate can be improved by offering more after school activities, like music/drama/art, as well as Kindergarten Camp during summer
5. Motivation is also needed to promote reading
6. Increased communication with parents also important

The major actions as a result of stakeholder input is the addition of intervention classes at the elementary schools (Read 180), and an addition of 7 extra Instructional assistants to be used to assist with reading instruction in classrooms. Additional funds was also added to the summer school action to allow Earlimart School District to provide more learning opportunities for students during the summer break. We also changed "Drama" after school opportunities to read "Visual and Performing Arts (VAPA)" this allows for various types of arts opportunities after school and does not restrict us to drama.

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?

FUNDING SOURCE LEGEND FOR EXPENDITURES

LCFF Base	Local Control Funding Formula Unrestricted Base
LCFF S/C	Local Control Funding Formula Supplemental/Concentration Grant Funding

<p>GOAL 1:</p>	<p>#1-Create conditions for learning and significantly raise the achievement of all students, including English Language Learners, so that they can demonstrate proficiency in literacy and language skills, as well as math skills, and have multiple options for college and careers.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>After a review of associated metrics in the areas of student academic achievement in reading, as well as stakeholder input, Earlimart School district has identified CAASPP, CELDT, AMAOs, Guided Reading Rigby data, Accelerated Reading/STAR data, and Dibels beginning reading data as areas of need (District-wide):</p> <ul style="list-style-type: none"> • CAASPP: 16% of students in grades 3-8 met or exceeded standards on ELA CAASPP/ 12% of students in grades 3-8 met or exceeded standards in MATH on CAASPP • CELDT: 2014 district results show 4.0% of students are advanced, and 22.0% of students are early advanced. • AMAOs: Earlimart School District has not met their AMAO targets in ELs making annual progress and ELs attaining English Proficiency in 4 years. • Guided Reading-Rigby: At end of second trimester, 51% of our students scored reading on grade level in grades 1-5th. • Accelerated Reader STAR reports: the % of students reading at their Independent Reading Level (I.R.L.) are as follows: 2nd-25%, 3rd-23%. 4th-11%, 5th-1% • Dibels Data: Kinder reading at benchmark (nonsense word fluency) 12%, 1st grade reading at benchmark in oral reading fluency and accuracy-21%, 2nd grade reading at benchmark in oral reading fluency and accuracy-21% • Implementation of all CCSS, including ELD: walkthroughs from administration, coaches, and AGCs will provide feedback on use of academic language in classrooms 	
<p>Goal Applies to:</p>	<p>Schools: District Wide</p> <hr/> <p>Applicable Pupil Subgroups: All students with a focus on English Learners, Low Income Students, Students with Disabilities, Redesignated English Proficient Students, and Foster Youth</p>	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>After implementation of actions and services for Goal 1, Earlimart School District expects to see improvement in the following areas of student academic achievement and state standards:</p> <ul style="list-style-type: none"> • CAASPP: 25% of students in grades 3-8 met or exceeded standards on ELA CAASPP/20% of students in grades 3-8 met or exceeded standards on MATH CAASPP • CELDT: 2015 district results to show 5.0% of students are advanced, and 25.0% of students are early advanced. • AMAOs: Earlimart School District will meet their AMAO targets in ELs making annual progress and ELs attaining English Proficiency. • Guided Reading-Rigby: At end of second trimester, 61% of our students scored reading on grade level in grades 1-5th. • Accelerated Reader STAR reports: the % of students reading at their Independent Reading Level (I.R.L.) will increase by 5% for each grade level: 2nd-30%, 3rd-28%. 4th-16%, 5th-6% • Dibels Data: will increase by 5% at each measure: kinder reading at benchmark (nonsense word fluency) 17%, 1st grade reading at benchmark in oral reading fluency and accuracy-26%, 2nd grade reading at benchmark in oral reading fluency and accuracy-26% • Implementation of all CCSS, including ELD: walkthroughs from administration, coaches, and AGCs will provide feedback on use of academic language in classrooms, and will show 90% of classrooms demonstrate evidence of academic language in classrooms
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1- Provide staff members (Certificated, Classified, and Administrative) professional development training (CCSS, ELA/ELD Framework, Professional Learning Communities or PLCs, Data analysis, assessment, etc.) and professional leaning and collaboration times (Release Time,supplemental pay, etc.) to support classroom learning and increase student achievement. This will support the full implementation of ELA/ELD standards, Math standards, and other state standards as well as provide students with a broad course of study.	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Staff Training including but not limited to the cost of subs, supplemental time, & Travel and Conference costs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,500
#2- Purchase materials to improve the implementation of the Common Core State Standards, increase the implementation of ELA/Literacy and the CA ELD interrelated standards, as explained in the ELA/ELD Framework, and ensure academic achievement in all core areas.	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$143,133 Additional Books and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 0
#3-Institute Response to Intervention (RTI) at each school site that appropriately addresses Tier 1 (first teaching for all students), Tier 2 (those students needing extra support to reach grade level), and Tier 3 (those	Earlimart Elementary, Alila Elementary	<u>X</u> All OR: Low Income pupils English Learners	Salary and Benefits for Certificated Staff (Reading Specialist, Teacher, Intervention Specialist) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250,497

<p>students needing intense intervention to accelerate students' progress). Examples of Tier 1 are quality first instruction, such as instruction on reading foundational skills, and repeated interactive read alouds (RIRAs). Examples of Tier 2 and 3 are specialized reading programs, such as Read 180, as well as paraprofessionals (instructional assistants), and Intervention/ Reading Specialists brought in to lower the adult to student ratio.</p>	<p>y, Earlimart Middle School</p>	<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and Benefits for classified support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$481,004</p> <p>Start up costs for Read 180 to service elementary students 4000-4999: Books And Supplies Supplemental and Concentration \$180,000</p>
<p>#4- Fund certificated staff members to reduce class sizes. This allows for more support in the classrooms, and as a result, will increase student academic achievement. The district will recruit and retain highly qualified staff and will appropriately assign them.</p>	<p>Earlimart Elementar y, Alila Elementar y, Earlimart Middle School</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary & Benefits for Five classroom teachers to reduce class size 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$531,701</p>
<p>#5- Fund Physical Education teachers to support the K-5 educational program so that students have the opportunity to participate in structured Physical Education activities to increase their Physical Activity. This will result in healthier students who are better prepared to learn.</p>	<p>Earlimart Elementar y, Alila Elementar y</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and Benefits for two PE Teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$171,902</p>
<p>#6- Purchase appropriate technology and replacement technology, as well as continue to fund the district level technology support team used to support the increased use of technology. This will result in an increase in student academic achievement, and an alignment to the CCSS and Educational Technology to support student thinking skills.</p>	<p>District Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Purchase Appropriate Technology 4000-4999: Books And Supplies Supplemental and Concentration \$365,000</p> <p>Salary and Benefits for 3 tech support people 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$260,094</p>
<p>#7- Provide additional support for English Learners, teachers of English Learners, Re-designated Fluent English Proficient Students, and other students who need support in mastering the English Language through</p>	<p>Earlimart Elementar y, Alila Elementar</p>	<p><u> </u> All OR: Low Income pupils <u>X</u> English Learners</p>	<p>Salary and Benefits for 2 ELCSPs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$220,714</p>

<p>the assistance of two certificated positions, English Learner Curriculum Support Provider (ELCSP). This will result in an increased in student academic achievement in CELDT and all district assessments assessing language development.</p>	<p>y, Earlimart Middle School</p>	<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>#8- Provide support for administering district and state assessments, and implement reading instructional strategies during the English Language Arts block, and other content areas, which will allow students to be successful on those district and state assessments.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and benefits for the Assessment Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$99,936</p>
<p>#9- Provide educational opportunities for students to build background knowledge and expand their learning beyond the walls of the classroom into the community outside, through active, hands-on experiences.</p>	<p>Earlimart Elementar y, Alila Elementar y, Earlimart Middle School</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Provide transportation to and entrance fee for educational field trips 4000-4999: Books And Supplies Supplemental and Concentration \$45,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000</p>
<p>#10- Provide two full time Special Education Aides to provide additional support for unduplicated students to increase their academic achievement though specialized support and integration into general education.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and benefits for two special education instructional aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$92,905</p>
<p>#11- Fund an art teacher in order to ensure students have multiple opportunities throughout the school year to participate in art.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	<p>Salary and Benefits for 1 Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666</p>

		_ Other Subgroups: (Specify)	
#12- Fund music teacher in order to ensure students have multiple opportunities throughout the school year to participate in music	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits for 1 Music Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666
#13- Fund a Visual and Performing Arts (V.A.P.A) after school program in order to give students the opportunity to experience a variety of course types and be better prepared to enter High School	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund visual and performing arts (V.A.P.A.) programs through TCOE and other V.A.P.A. providers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000
#14- Fund a math content expert to support teachers in delivering quality instruction to increase student academic achievement in Mathematics	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Expenditures Year 2 (Position funded through Title 1 instead)
#15- Provide startup supplies (materials, supplies, curriculum, technology, instruments, uniforms, etc.) for current, new, and additional courses to help ensure that students have access to a broad course of study. The additional courses may include Read 180, Visual and Performing Arts before and after school classes.	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase materials and supplies to support new and additional classes 4000-4999: Books And Supplies Supplemental and Concentration \$20,000

<p>#16- Provide supplemental and support materials to improve struggling and intensive needs students to increase student academic achievement throughout the district</p>	<p>District Wide</p>	<p><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) Students with disabilities</p>	<p>Purchase supplemental materials to support learning 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>
<p>#17- Fund a portion of the increased cost of Health Insurance and a portion of the Salary increase for Certificated Staff at the School Site in order to retain and recruit Highly Qualified Teachers.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A portion of the Health Insurance and Salary Increase 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000</p>
<p>#18- Create and implement district formative and summative assessments to measure student progress towards mastery of all academic content standards and house the related data in a user friendly database, called Illuminate. This will ensure that appropriate staff have access to student scores in a timely manner.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Creation and housing of District Summative Assessments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>After implementation of actions and services for Goal 1, Earlimart School District expects to see improvement in the following areas of student academic achievement and state standards:</p> <ul style="list-style-type: none"> • CAASPP: 30% of students in grades 3-8 met or exceeded standards on ELA CAASPP/25% of students in grades 3-8 met or exceeded standards on MATH CAASPP • CELDT: 2015 district results to show 10.0% of students are advanced, and 30.0% of students are early advanced. • AMAOs: Earlimart School District will meet their AMAO targets in ELs making annual progress and ELs attaining English Proficiency. • Guided Reading-Rigby: At end of second trimester, 66% of our students scored reading on grade level in grades 1-5th. • Accelerated Reader STAR reports: the % of students reading at their Independent Reading Level (I.R.L.) will increase by 5% for each grade level: 2nd-35%, 3rd-33%. 4th-21%, 5th-11% • Dibels Data: will increase by 5% at each measure: kinder reading at benchmark (nonsense word fluency) 22%, 1st grade reading at benchmark in oral reading fluency and accuracy-31%, 2nd grade reading at benchmark in oral reading fluency and accuracy-31% • Implementation of all CCSS, including ELD: walkthroughs from administration, coaches, and AGCs will provide feedback on use of academic language in classrooms, and will show 95% of classrooms demonstrate evidence of academic language in classrooms
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1- Provide staff members (Certificated, Classified, and Administrative) professional development training (CCSS, ELA/ELD Framework, Professional Learning Communities or PLCs, Data analysis, assessment, etc.) and professional leaning and collaboration times (Release Time,supplemental pay, etc.) to support classroom learning and increase student achievement. This will support the full implementation of ELA/ELD standards, Math standards, and other state standards as well as provide students with a broad course of study.	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Staff Training including but not limited to the cost of subs, supplemental time, & Travel and Conference costs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,500
#2- Purchase materials to improve the implementation of the Common Core State Standards, increase the implementation of ELA/Literacy and the CA ELD interrelated standards, as explained in the ELA/ELD Framework, and ensure academic achievement in all core areas.	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$143,133 Materials & Supplies-Year 2 4000-4999: Books And Supplies Supplemental and Concentration \$312,305
#3-Institute Response to Intervention (RTI) at each school site that appropriately addresses Tier 1 (first teaching for all students), Tier 2 (those students needing extra support to reach grade level, and Tier 3 (those	Earlimart Elementary, Alila Elementary	<u>X</u> All OR: Low Income pupils English Learners	Salary and Benefits for Certificated Staff (Reading Specialist, Teacher, Intervention Specialist) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250,497

<p>students needing intense intervention to accelerate students' progress). Examples of Tier 1 is quality first instruction, such as instruction on reading foundational skills and repeated interactive read alouds (RIRAs). Examples of Tier 2 and 3 are specialized reading programs, such as Read 180, as well as paraprofessionals (instructional assistants), and Intervention/ Reading Specialists brought in to lower the adult to student ratio.</p>	<p>y, Earlimart Middle School</p>	<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and Benefits for classified support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$481,004</p> <p>Start up costs for Read 180 to service elementary students 4000-4999: Books And Supplies Supplemental and Concentration \$180,000</p>
<p>#4- Fund certificated staff members to reduce class sizes. This allows for more support in the classrooms, and as a result, will increase student academic achievement. The district will recruit and retain highly qualified staff and will appropriately assign them.</p>	<p>Earlimart Elementar y, Alila Elementar y, Earlimart Middle School</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary & Benefits for Five classroom teachers to reduce class size 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$531,701</p>
<p>#5- Fund Physical Education teachers to support the K-5 educational program so that students have the opportunity to participate in structured Physical Education activities to increase their Physical Activity. This will result in healthier students who are better prepared to learn.</p>	<p>Earlimart Elementar y, Alila Elementar y</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and Benefits for two PE Teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$171,902</p>
<p>#6- Purchase appropriate technology and replacement technology, as well as continue to fund the district level technology support team used to support the increased use of technology. This will result in an increase in student academic achievement, and an alignment to the CCSS and Educational Technology to support student thinking skills.</p>	<p>District Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Purchase Appropriate Technology 4000-4999: Books And Supplies Supplemental and Concentration \$365,000</p> <p>Salary and Benefits for 3 tech support people 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$260,094</p> <p>Purchase Appropriate Technology-Year 2 4000-4999: Books And Supplies Supplemental and Concentration \$309,305</p>
<p>#7- Provide additional support for English Learners, teachers of English Learners, Re-designated Fluent English Proficient Students, and other students who need support in mastering the English Language through</p>	<p>Earlimart Elementar y, Alila Elementar</p>	<p><u> </u> All OR: Low Income pupils <u>X</u> English Learners</p>	<p>Salary and Benefits for 2 ELCSPs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$220,714</p>

<p>the assistance of two certificated positions, English Learner Curriculum Support Provider (ELCSP). This will result in an increased in student academic achievement in CELDT and all district assessments assessing language development.</p>	<p>y, Earlimart Middle School</p>	<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>#8- Provide support for administering district and state assessments, and implement reading instructional strategies during the English Language Arts block, and other content areas, which will allow students to be successful on those district and state assessments.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and benefits for the Assessment Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$99,936</p>
<p>#9- Provide educational opportunities for students to build background knowledge and expand their learning beyond the walls of the classroom into the community outside, through active, hands-on experiences.</p>	<p>Earlimart Elementar y, Alila Elementar y, Earlimart Middle School</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Provide transportation to and entrance fee for educational field trips 4000-4999: Books And Supplies Supplemental and Concentration \$45,000</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000</p>
<p>#10- Provide two full time Special Education Aides to provide additional support for unduplicated students to increase their academic achievement though specialized support and integration into general education.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and benefits for two special education instructional aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$92,905</p>
<p>#11- Fund 2 art teachers in order to ensure students have multiple opportunities throughout the school year to participate in art</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient</p>	<p>Salary and Benefits for 1 Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666</p> <hr/> <p>Salary and Benefits for 1 Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666</p>

		_ Other Subgroups: (Specify)	
#12- Fund 2 music teachers in order to ensure students have multiple opportunities throughout the school year to participate in music	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits for 1 Music Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666 <hr/> Salary and Benefits for 1 Music Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$86,666
#13- Fund a Visual and Performing Arts (V.A.P.A) after school program in order to give students the opportunity to experience a variety of course types and be better prepared to enter High School	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund visual and performing arts (V.A.P.A.) programs through TCOE and other V.A.P.A. providers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000
#14- Fund a math content expert to support teachers in delivering quality instruction to increase student academic achievement in Mathematics	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Expenditures Year 2 (Position funded through Title 1 instead) 1000-1999: Certificated Personnel Salaries
#15- Provide startup supplies (materials, supplies, curriculum, technology, instruments, uniforms, etc.) for current, new, and additional courses to help ensure that students have access to a broad course of study. The additional courses may include Read 180, Visual and Performing Arts before and after school classes.	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase materials and supplies to support new and additional classes 4000-4999: Books And Supplies Supplemental and Concentration \$20,000

<p>#16- Provide supplemental and support materials to improve struggling and intensive needs students to increase student academic achievement throughout the district</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase supplemental materials to support learning 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>
<p>#17- Fund a portion of the increased cost of Health Insurance and a portion of the Salary increase for Certificated Staff at the School Site in order to retain and recruit Highly Qualified Teachers.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A portion of the Health Insurance and Salary Increase 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000</p>
<p>#18- Create and implement district formative and summative assessments to measure student progress towards mastery of all academic content standards and house the related data in a user friendly database, called Illuminate. This will ensure that appropriate staff have access to student scores in a timely manner.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Creation and housing of District Summative Assessments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>After implementation of actions and services for Goal 1, Earlimart School District expects to see improvement in the following areas of student academic achievement and state standards:</p> <ul style="list-style-type: none"> • CAASPP: 35% of students in grades 3-8 met or exceeded standards on ELA CAASPP/30% of students in grades 3-8 met or exceeded standards on MATH CAASPP • CELDT: 2015 district results to show 15.0% of students are advanced, and 35.0% of students are early advanced. • AMAOs: Earlimart School District will meet their AMAO targets in ELs making annual progress and ELs attaining English Proficiency. • Guided Reading-Rigby: At end of second trimester, 71% of our students scored reading on grade level in grades 1-5th. • Accelerated Reader STAR reports: the % of students reading at their Independent Reading Level (I.R.L.) will increase by 5% for each grade level: 2nd-40%, 3rd-38%. 4th-26%, 5th-16% • Dibels Data: will increase by 5% at each measure: kinder reading at benchmark (nonsense word fluency) 27%, 1st grade reading at benchmark in oral reading fluency and accuracy-36%, 2nd grade reading at benchmark in oral reading fluency and accuracy-36% • Implementation of all CCSS, including ELD: walkthroughs from administration, coaches, and AGCs will provide feedback on use of academic language in classrooms, and will show 90% of classrooms demonstrate evidence of academic language in classrooms
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1- Provide staff members (Certificated, Classified, and Administrative) professional development training (CCSS, ELA/ELD Framework, Professional Learning Communities or PLCs, Data analysis, assessment, etc.) and professional leaning and collaboration times (Release Time,supplemental pay, etc.) to support classroom learning and increase student achievement. This will support the full implementation of ELA/ELD standards, Math standards, and other state standards as well as provide students with a broad course of study.	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Staff Training including but not limited to the cost of subs, supplemental time, & Travel and Conference costs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,500
#2- Purchase materials to improve the implementation of the Common Core State Standards, increase the implementation of ELA/Literacy and the CA ELD interrelated standards, as explained in the ELA/ELD Framework, and ensure academic achievement in all core areas.	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$143,133 Materials & Supplies- Year 3 4000-4999: Books And Supplies Supplemental and Concentration \$383,170
#3-Institute Response to Intervention (RTI) at each school site that appropriately addresses Tier 1 (first teaching for all students), Tier 2 (those students needing extra support to reach grade level, and Tier 3 (those	Earlimart Elementary, Alila Elementary	<u>X</u> All OR: Low Income pupils English Learners	Salary and Benefits for Certificated Staff (Reading Specialist, Teacher, Intervention Specialist) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250,497

<p>students needing intense intervention to accelerate students' progress). Examples of Tier 1 is quality first instruction, such as instruction on reading foundational skills and repeated interactive read alouds (RIRAs). Examples of Tier 2 and 3 are specialized reading programs, such as Read 180, as well as paraprofessionals (instructional assistants), and Intervention/ Reading Specialists brought in to lower the adult to student ratio.</p>	<p>y, Earlimart Middle School</p>	<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and Benefits for classified support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$481,004</p> <p>Start up costs for Read 180 to service elementary students 4000-4999: Books And Supplies Supplemental and Concentration \$180,000</p>
<p>#4- Fund certificated staff members to reduce class sizes. This allows for more support in the classrooms, and as a result, will increase student academic achievement. The district will recruit and retain highly qualified staff and will appropriately assign them.</p>	<p>Earlimart Elementar y, Alila Elementar y, Earlimart Middle School</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary & Benefits for Five classroom teachers to reduce class size 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$531,701</p>
<p>#5- Fund Physical Education teachers to support the K-5 educational program so that students have the opportunity to participate in structured Physical Education activities to increase their Physical Activity. This will result in healthier students who are better prepared to learn.</p>	<p>Earlimart Elementar y, Alila Elementar y</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and Benefits for two PE Teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$171,902</p>
<p>#6- Purchase appropriate technology and replacement technology, as well as continue to fund the district level technology support team used to support the increased use of technology. This will result in an increase in student academic achievement, and an alignment to the CCSS and Educational Technology to support student thinking skills.</p>	<p>District Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Purchase Appropriate Technology 4000-4999: Books And Supplies Supplemental and Concentration \$365,000</p> <p>Salary and Benefits for 3 tech support people 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$260,094</p> <p>Purchase Appropriate Technology-Year 3 4000-4999: Books And Supplies Supplemental and Concentration \$383,170</p>
<p>#7- Provide additional support for English Learners, teachers of English Learners, Re-designated Fluent English Proficient Students, and other students who need support in mastering the English Language through</p>	<p>Earlimart Elementar y, Alila Elementar</p>	<p><u> </u> All OR: Low Income pupils <u>X</u> English Learners</p>	<p>Salary and Benefits for 2 ELCSPs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$220,714</p>

<p>the assistance of two certificated positions, English Learner Curriculum Support Provider (ELCSP). This will result in an increased in student academic achievement in CELDT and all district assessments assessing language development.</p>	<p>y, Earlimart Middle School</p>	<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>#8- Provide support for administering district and state assessments, and implement reading instructional strategies during the English Language Arts block, and other content areas, which will allow students to be successful on those district and state assessments.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and benefits for the Assessment Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$99,936</p>
<p>#9- Provide educational opportunities for students to build background knowledge and expand their learning beyond the walls of the classroom into the community outside, through active, hands-on experiences.</p>	<p>Earlimart Elementar y, Alila Elementar y, Earlimart Middle School</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Provide transportation to and entrance fee for educational field trips 4000-4999: Books And Supplies Supplemental and Concentration \$45,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000</p>
<p>#10- Provide two full time Special Education Aides to provide additional support for unduplicated students to increase their academic achievement though specialized support and integration into general education.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and benefits for two special education instructional aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$92,905</p>
<p>#11- Fund 2 art teachers in order to ensure students have multiple opportunities throughout the school year to participate in art</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient</p>	<p>Salary and Benefits for Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666 Salary and Benefits for Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666</p>

		_ Other Subgroups: (Specify)	
#12- Fund 2 music teachers in order to ensure students have multiple opportunities throughout the school year to participate in music	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits for Music Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666 <hr/> Salary and Benefits for Music Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666
#13- Fund a Visual and Performing Arts (V.A.P.A) after school program in order to give students the opportunity to experience a variety of course types and be better prepared to enter High School	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund visual and performing arts (V.A.P.A.) programs through TCOE and other V.A.P.A. providers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000
#14- Fund a math content expert to support teachers in delivering quality instruction to increase student academic achievement in Mathematics	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Expenditures Year 2 (Position funded through Title 1 instead) 1000-1999: Certificated Personnel Salaries
#15- Provide startup supplies (materials, supplies, curriculum, technology, instruments, uniforms, etc.) for current, new, and additional courses to help ensure that students have access to a broad course of study. The additional courses may include Read 180, Visual and Performing Arts before and after school classes.	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase materials and supplies to support new and additional classes 4000-4999: Books And Supplies Supplemental and Concentration \$20,000

<p>#16- Provide supplemental and support materials to improve struggling and intensive needs students to increase student academic achievement throughout the district</p>	<p>District Wide</p>	<p><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)</p>	<p>Purchase supplemental materials to support learning 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>
<p>#17- Fund a portion of the increased cost of Health Insurance and a portion of the Salary increase for Certificated Staff at the School Site in order to retain and recruit Highly Qualified Teachers.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A portion of the Health Insurance and Salary Increase 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000</p>
<p>#18- Create and implement district formative and summative assessments to measure student progress towards mastery of all academic content standards and house the related data in a user friendly database, called Illuminate. This will ensure that appropriate staff have access to student scores in a timely manner.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Creation and housing of District Summative Assessments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000</p>

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>#2- As a result from stakeholder input, the district will create a learning environment both inside and outside the classroom that are both appealing and safe as these conditions will lead to increased student participation and increased academic achievement.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 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 stakeholder input and a review of associated metrics in the areas of teacher assignment, standards aligned materials, and adequate facilities (basic services), as well as pupil engagement, Earlimart School district has identified highly qualified teachers, attendance and chronic absenteeism rates as areas of need (District-wide):</p> <ul style="list-style-type: none"> * Attendance: 96% * Chronic Absenteeism Rate: 8.3% * Middle School Drop Out Rate: 0% * No schools have shade structures above equipment at this time: 0% * 95% in compliance with the teacher credential and assignment requirements. (William's compliant) * 100% in compliance with the instructional materials requirement. (William's compliant) * 100% of schools in "good" or "exemplary" repair * 100% of students need access to a broad course of study (art and music) 	
<p>Goal Applies to:</p>	<p>Schools: District Wide</p> <hr/> <p>Applicable Pupil Subgroups: All students with a focus on English Learners, Low Income Students, Students with Disabilities, Redesignated English Proficient Students, and Foster Youth</p>	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: After stakeholder input and a review of associated metrics in the areas of pupil engagement, Earlimart School district has identified attendance and chronic absenteeism rates as areas of need (District-wide):

- * Attendance: 97%
- * Chronic Absenteeism Rate: 7.3%
- * Middle School Drop Out Rate: 0%
- * 33% of schools will have shade structures above equipment
- * 96% in compliance with the teacher credential and assignment requirements. (William's compliant)
- * 100% in compliance with the instructional materials requirement. (William's compliant)-Maintain 100% compliance
- * 100% of schools in "good" or "exemplary" repair- Maintain 100% compliance
- * 100% of students will have access to a broad course of study (art, PE, and music)--maintain school and district schedules to verify

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1- Increase the availability of safe outdoor equipment for students to use during recess, lunch and PE time	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase playground and PE Equipment and materials 4000-4999: Books And Supplies Supplemental and Concentration \$33,000
#2- Increase the curb appeal and safety of school sites through the purchase of new and additional items (safety cones, trees, shrubs, flowers, bump stops, shade structures) which will lead to increased safety and greater participation and attendance	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase additional safety equipment and greenery for the campuses 4000-4999: Books And Supplies Supplemental and Concentration \$17,000
#3- Provide security at the school campuses through guards, facilities upgrades, and cameras in order to ensure staff, student, and community safety on campus	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth	Cost of the cameras, facility upgrades 4000-4999: Books And Supplies Supplemental and Concentration \$75,000 Contact for Security 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000

Redesignated fluent
English proficient
Other Subgroups:
(Specify)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: After stakeholder input and a review of associated metrics in the areas of pupil engagement, Earlimart School district has identified attendance and chronic absenteeism rates as areas of need (District-wide):

- * Attendance: 98%
- * Chronic Absenteeism Rate: 5.3%
- * Middle School Drop Out Rate: 0%
- * 66% of schools will have shade structures above equipment
- * 97% in compliance with the teacher credential and assignment requirements. (William's compliant)
- * 100% in compliance with the instructional materials requirement. (William's compliant)-Maintain 100% compliance
- * 100% of schools in "good" or "exemplary" repair- Maintain 100% compliance
- * 100% of students will have access to a broad course of study (art, PE, and music)--maintain school and district schedules to verify

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1- Increase the availability of safe outdoor equipment for students to use during recess, lunch and PE time	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase playground and PE Equipment and materials 4000-4999: Books And Supplies Supplemental and Concentration \$33,000
#2- Increase the curb appeal and safety of school sites through the purchase of new and additional items (safety cones, trees, shrubs, flowers, bump stops, shade structures) which will lead to increased safety and greater participation and attendance	District Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase additional safety equipment and greenery for the campuses 4000-4999: Books And Supplies Supplemental and Concentration \$17,000

<p>#3- Provide security at the school campuses through guards, facilities upgrades, and maintaining surveillance equipment in order to ensure staff, student, and community safety on campus</p>	<p>District Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Cost of the cameras, facility upgrades 4000-4999: Books And Supplies Supplemental and Concentration \$75,000 Contact for Security 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>After stakeholder input and a review of associated metrics in the areas of pupil engagement, Earlimart School district has identified attendance and chronic absenteeism rates as areas of need (District-wide):</p> <ul style="list-style-type: none"> * Attendance: 99% * Chronic Absenteeism Rate: 4.3% * Middle School Drop Out Rate: 0% * 100% of schools will have shade structures above equipment * 98% in compliance with the teacher credential and assignment requirements. (William's compliant) * 100% in compliance with the instructional materials requirement. (William's compliant)-Maintain 100% compliance * 100% of schools in "good" or "exemplary" repair- Maintain 100% compliance * 100% of students will have access to a broad course of study (art, PE, and music)--maintain school and district schedules to verify
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1- Increase the availability of safe outdoor equipment for students to use during recess, lunch and PE time</p>	<p>District Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Purchase playground and PE Equipment and materials 4000-4999: Books And Supplies Supplemental and Concentration \$33,000</p>
<p>#2- Increase the curb appeal and safety of school sites through the purchase of new and additional items (safety cones, trees, shrubs, flowers, bump stops, shade structures) which will lead to increased safety and greater participation and attendance</p>	<p>District Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth</p>	<p>Purchase additional safety equipment and greenery for the campuses 4000-4999: Books And Supplies Supplemental and Concentration \$17,000</p>

		Redesignated fluent English proficient Other Subgroups: (Specify)	
#3- Provide security at the school campuses through guards, facilities upgrades, and maintaining surveillance equipment in order to ensure staff, student, and community safety on campus	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost of the cameras, facility upgrades 4000-4999: Books And Supplies Supplemental and Concentration \$75,000 Contact for Security 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000

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

GOAL 3:	#3- As a result of input from stakeholders, Earlimart School District will ensure that students are engaged and in attendance, that our district and school climates are positive so that students feel safe at school, and as a result, students will complete 8th grade prepared to be successful in high school, and graduate college or career ready.	Related State and/or Local Priorities: 1 2 3 4 5 <u>X</u> 6 <u>X</u> 7 8 COE only: 9 10 Local : Specify
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Identified Need :	After stakeholder input and a review of associated metrics in the areas of student engagement and school climate, Earlimart School district has identified attendance and chronic absenteeism rates, and suspension rates as areas of need (District-wide): <ul style="list-style-type: none"> * School Attendance Rate: 96% * Chronic Absenteeism Rate: 8.3% * Middle School Drop Out Rate: 0% * Earlimart School District has had 75 days of suspensions for the 2015-16 school year. * Earlimart School District has had 0 expulsions for the 2015-16 school year. <p>2015-The district has determined there is a need to ensure that students are in school daily in order to be prepared to graduate 8th grade and successfully transition to high school. This need was determined by stakeholder feedback as well as an analysis of the current attendance rates.</p>
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Goal Applies to:	Schools: District Wide	Applicable Pupil Subgroups: All students with a focus on English Learners, Low Income Students, Students with Disabilities, Redesignated English Proficient Students, and Foster Youth
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	After implementation of actions and services for Goal 3, Earlimart School District expect to see improvement in the associated student engagement metrics: <ul style="list-style-type: none"> * School Attendance Rate: 97%-Increase 1% * Chronic Absenteeism Rate: 7.3%-Decrease 1% * Middle School Drop Out Rate: 0%-to remain the same * Earlimart School District: 71 days of suspensions for the 2016-17 school year-Decrease by 5% * Earlimart School District: 0 expulsions for the 2016-17 school year-to remain the same
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1- Provide additional hours for classified staff to provide safety coverage for students prior to school and during breaks.	District Wide	<u>X</u> All OR: Low Income pupils	Supplemental hours for staff to provide duty coverage 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,000

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
#2- Maintain a crossing guard to ensure students safely cross the railroad tracks	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Salary and Benefits for a crossing guard 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000
#3- Provide students with the opportunity to attend Summer School to extend their academic language learning. The Summer C.O.R.E. Camp and Kinder Camp experiences will focus on language and literacy...providing language rich environments where students are speaking, listening, reading and writing everyday about authentic real-life experiences.	Earlimart Elementary, Alila Elementary, Earlimart Middle	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Hire staff to provide Summer School for students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$77,782
#4- Provide a District Nurse, and Health Clerk/LVNs to the three main campuses to address student health issues in order to maintain the best possible attendance rate	Earlimart Elementary, Alila Elementary, Earlimart Middle	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Salary & Benefits for Health Clerks/LVN 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$225,857 District Nurse 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$125,000
#5- Provide incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic goals in order to foster a positive school culture, and as a result, increase the number of students who come to school ,on time, every day.	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Purchase incentives for students who meet established goals in regards to attendance. 4000-4999: Books And Supplies Supplemental and Concentration \$32,000

		English proficient Other Subgroups: (Specify)	
#6- Offer alternatives to out of school suspensions, such as in-school suspension, Saturday school, etc. leading to increased student participation during the school day and safer school campuses before and after school	Earlimart Elementary, Alila Elementary, Earlimart Middle	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Sub costs and supplemental time for teachers to provide alternatives to suspension. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,500
#7- Provide students with the opportunity to attend a structured after school program to ensure students are safe and ready to graduate	Earlimart Elementary, Alila Elementary, Earlimart Middle	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental time for staff to provide after school tutoring to students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,000
#8- Fund counselor(s) to students to address the social and emotional concerns of students, in order to care for the whole child and ensure academic and social success.	Earlimart Middle School	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Salary and Benefits for 3 Counselors. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$379,254
#9- Implement a structured behavior management program, such as Positive Behavioral Interventions & Supports (PBIS), in order to use proactive strategies for defining, teaching, and supporting appropriate student behaviors. As a result, schools will create a positive school culture where students will want to attend everyday.	Earlimart Elementary, Alila Elementary, Earlimart Middle	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental time for staff, sub costs, materials for implementation and training for staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,000 Materials and supplies for incentives, staff training, school wide implementation 4000-4999: Books And Supplies Supplemental and Concentration \$30,000 PBIS support and training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration

			\$3,000
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	After implementation of actions and services for Goal 3, Earlimart School District expect to see improvement in the associated student engagement metrics: * School Attendance Rate: 98%-Increase 1% * Chronic Absenteeism Rate: 5.3%-Decrease 1% * Middle School Drop Out Rate: 0%-to remain the same * Earlimart School District: 67 days of suspensions for the 2016-17 school year-Decrease by 5% * Earlimart School District: 0 expulsions for the 2016-17 school year-to remain the same		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1- Provide additional hours for classified staff to provide safety coverage for students prior to school and during breaks.	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental hours for staff to provide duty coverage 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,000
#2- Maintain a crossing guard to ensure students safely cross the railroad tracks	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Salary and Benefits for a crossing guard 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000
#3- Provide students with the opportunity to attend Summer School to extend their academic language learning. The Summer C.O.R.E. Camp and Kinder Camp experiences will focus on language and literacy...providing language rich environments where students are speaking, listening, reading and writing everyday about authentic real-life experiences.	Earlimart Elementary, Alila Elementary, Earlimart Middle	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Hire staff to provide Summer School for students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$77,782

		Other Subgroups: (Specify)	
#4- Provide a District Nurse, and Health Clerk/LVNs to the three main campuses to address student health issues in order to maintain the best possible attendance rate	Earlimart Elementary, Alila Elementary, Earlimart Middle	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Salary & Benefits for Health Clerks/LVN 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$225,857 District Nurse 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$125,000
#5- Provide incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic goals in order to foster a positive school culture, and as a result, increase the number of students who come to school ,on time, every day.	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase incentives for students who meet established goals in regards to attendance. 4000-4999: Books And Supplies Supplemental and Concentration \$32,000
#6- Offer alternatives to out of school suspensions, such as in-school suspension, Saturday school, etc. leading to increased student participation during the school day and safer school campuses before and after school	Earlimart Elementary, Alila Elementary, Earlimart Middle	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Sub costs and supplemental time for teachers to provide alternatives to suspension. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,500
#7- Provide students with the opportunity to attend a structured after school program to ensure students are safe and ready to graduate	Earlimart Elementary, Alila Elementary, Earlimart Middle	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental time for staff to provide after school tutoring to students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,000

<p>#8- Fund counselor(s) to students to address the social and emotional concerns of students, in order to care for the whole child and ensure academic and social success.</p>	<p>Earlilmart Middle School</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and Benefits for 3 Counselors. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$379,254</p>
<p>#9- Implement a structured behavior management program, such as Positive Behavioral Interventions & Supports (PBIS), in order to use proactive strategies for defining, teaching, and supporting appropriate student behaviors. As a result, schools will create a positive school culture where students will want to attend everyday.</p>	<p>Earlilmart Elementary, Alila Elementary, Earlilmart Middle</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplemental time for staff, sub costs, materials for implementation and training for staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,000 Materials and supplies for incentives, staff training, school wide implementation 4000-4999: Books And Supplies Supplemental and Concentration \$30,000 PBIS support and training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>After implementation of actions and services for Goal 3, Earlilmart School District expect to see improvement in the associated student engagement metrics: * School Attendance Rate: 99%-Increase 1% * Chronic Absenteeism Rate: 4.3%-Decrease 1% * Middle School Drop Out Rate: 0%-to remain the same * Earlilmart School District: 64 days of suspensions for the 2016-17 school year-Decrease by 5% * Earlilmart School District: 0 expulsions for the 2016-17 school year-to remain the same</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1- Provide additional hours for classified staff to provide safety coverage for students prior to school and during breaks.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplemental hours for staff to provide duty coverage 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,000</p>

<p>#2- Maintain a crossing guard to ensure students safely cross the railroad tracks</p>	<p>District Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and Benefits for a crossing guard 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000</p>
<p>#3- Provide students with the opportunity to attend Summer School to extend their academic language learning. The Summer C.O.R.E. Camp and Kinder Camp experiences will focus on language and literacy...providing language rich environments where students are speaking, listening, reading and writing everyday about authentic real-life experiences.</p>	<p>Earlimart Elementary, Alila Elementary, Earlimart Middle</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Hire staff to provide Summer School for students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$77,782</p>
<p>#4- Provide a District Nurse, and Health Clerk/LVNs to the three main campuses to address student health issues in order to maintain the best possible attendance rate</p>	<p>Earlimart Elementary, Alila Elementary, Earlimart Middle</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary & Benefits for Health Clerks/LVN 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$225,857 District Nurse 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$125,000</p>
<p>#5- Provide incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic goals in order to foster a positive school culture, and as a result, increase the number of students who come to school ,on time, every day.</p>	<p>District Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Purchase incentives for students who meet established goals in regards to attendance. 4000-4999: Books And Supplies Supplemental and Concentration \$32,000</p>

<p>#6- Offer alternatives to out of school suspensions, such as in-school suspension, Saturday school, etc. leading to increased student participation during the school day and safer school campuses before and after school</p>	<p>Earlimart Elementary, Alila Elementary, Earlimart Middle</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Sub costs and supplemental time for teachers to provide alternatives to suspension. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,500</p>
<p>#7- Provide students with the opportunity to attend a structured after school program to ensure students are safe and ready to graduate</p>	<p>Earlimart Elementary, Alila Elementary, Earlimart Middle</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplemental time for staff to provide after school tutoring to students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,000</p>
<p>#8- Fund counselor(s) to students to address the social and emotional concerns of students, in order to care for the whole child and ensure academic and social success.</p>	<p>Earlimart Middle School</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salary and Benefits for 3 Counselors. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$379,254</p>
<p>#9- Implement a structured behavior management program, such as Positive Behavioral Interventions & Supports (PBIS), in order to use proactive strategies for defining, teaching, and supporting appropriate student behaviors. As a result, schools will create a positive school culture where students will want to attend everyday.</p>	<p>Earlimart Elementary, Alila Elementary, Earlimart Middle</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplemental time for staff, sub costs, materials for implementation and training for staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,000 Materials and supplies for incentives, staff training, school wide implementation 4000-4999: Books And Supplies Supplemental and Concentration \$30,000 PBIS support and training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000</p>

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

GOAL 4:	#4-As a result of input from stakeholders, the Earlimart School District will create an environment that is not only parent friendly but is encouraging to parents and the community to become partners in the education of all students, and to assist the district in "Creating Outstanding Readers in Earlimart (C.O.R.E.)."	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 _ 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local : Specify	
Identified Need :	The district has determined there is a need to ensure that parents are involved in their child's education, as well as inform parents as to their child's social and academic progress. This need was based on the current available research supporting parent involvement in a child's education, as well as the number of parent opportunities currently provided for assisting in decision making at the school site and district level. The district will use the PTA National Standards for Family-School Partnerships indicators and measurements to assess currently family involvement practices at our schools, as well as to help us develop effective involvement practices and activities. * Standard 1: Welcoming all families into the school community-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement-with a focus on parents of English Language Learners and students receiving free and reduced lunch. * Standard 3: Supporting student success-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement-with a focus on parents of English Language Learners and students receiving free and reduced lunch, and students in programs for exceptional needs.		
Goal Applies to:	Schools:	District Wide Applicable Pupil Subgroups: All students with a focus on English Learners, Low Income Students, Students with Disabilities, Redesignated English Proficient Students, and Foster Youth	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	After implementation of actions and services for Goal 4, Earlimart School District expects to see improvement in the PTA National Standards for Family-School Partnerships indicators and measurements to assess currently family involvement practices at our schools, as well as to help us develop effective involvement practices and activities, Standards 1 and 3. * Standard 1: Welcoming all families into the school community-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement and will show an increase in all areas to the Progressing Level, Level 2- with a focus on parents of English Language Learners and students receiving free and reduced lunch. * Standard 3: Supporting student success-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement and will show an increase in all areas to the Progressing Level, Level 2-with a focus on parents of English Language Learners and students receiving free and reduced lunch, and students in programs for exceptional needs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1- Provide translation services and child care (as appropriate) to increase parental involvement in school related and district level activities.	District Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Hourly pay for Translators and child care providers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,000

		English proficient Other Subgroups: (Specify)	
#2- Provide translation devices, materials, and refreshments to parents to increase parental participation in school activities	District Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase Translation Devices, materials, and refreshments 4000-4999: Books And Supplies Supplemental and Concentration \$29,000
#3- Provide opportunities for students and parents to attend community events hosted by the district in order to increase parental involvement in their child's education including but not limited to the Annual District Literacy Fair.	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase materials to put on community events to promote parental involvement 4000-4999: Books And Supplies Supplemental and Concentration \$25,000
#4- Provide an additional adult English class for parents so that they are better able to assist students in their academic success	District Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Contract with outside adult school to provide English Classes for Parents 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000
#5- Fund two Parent Liaisons to help support parents in becoming involved in their child's education by supporting parents and increasing the parent's knowledge of the school system.	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Salary and Benefits for 2 Parent Liaisons to support parent involvement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$94,422

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: After implementation of actions and services for Goal 4, Earlimart School District expects to see improvement in the PTA National Standards for Family-School Partnerships indicators and measurements to assess currently family involvement practices at our schools, as well as to help us develop effective involvement practices and activities, Standards 1 and 3.
 * Standard 1: Welcoming all families into the school community-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement and will show an increase in all areas to the Excelling Level, Level 3- with a focus on parents of English Language Learners and students receiving free and reduced lunch.
 * Standard 3: Supporting student success-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement and will show an increase in all areas to the Progressing Level, Level 2-with a focus on parents of English Language Learners and students receiving free and reduced lunch.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1- Provide translation services and child care (as appropriate) to increase parental involvement in school related and district level activities.	District Wide	_ All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Hourly pay for Translators and child care providers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,000
#2- Provide translation devices, materials, and refreshments to parents to increase parental participation in school activities	District Wide	_ All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase Translation Devices, materials, and refreshments 4000-4999: Books And Supplies Supplemental and Concentration \$29,000
#3- Provide opportunities for students and parents to attend community events hosted by the district in order to increase parental involvement in their child's education including but not limited to the Annual District Literacy Fair.	District Wide	<input checked="" type="checkbox"/> All _____ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Purchase materials to put on community events to promote parental involvement 4000-4999: Books And Supplies Supplemental and Concentration \$25,000

		Other Subgroups: (Specify)	
#4- Provide an additional adult English class for parents so that they are better able to assist students in their academic success	District Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Contract with outside adult school to provide English Classes for Parents 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000
#5- Fund two Parent Liaisons to help support parents in becoming involved in their child's education by supporting parents and increasing the parent's knowledge of the school system.	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Salary and Benefits for 2 Parent Liaisons to support parent involvement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$94,422

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: After implementation of actions and services for Goal 4, Earlimart School District expects to see improvement in the PTA National Standards for Family-School Partnerships indicators and measurements to assess currently family involvement practices at our schools, as well as to help us develop effective involvement practices and activities, Standards 1 and 3.

- * Standard 1: Welcoming all families into the school community-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement and will show an increase in all areas to the Excelling Level, Level 3-- with a focus on parents of English Language Learners and students receiving free and reduced lunch.
- * Standard 3: Supporting student success-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement and will show an increase in all areas to the Excelling Level, Level 3--with a focus on parents of English Language Learners and students receiving free and reduced lunch.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1- Provide translation services and child care (as appropriate) to increase parental involvement in school related and district level activities.	District Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Hourly pay for Translators and child care providers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	
#2- Provide translation devices, materials, and refreshments to parents to increase parental participation in school activities	District Wide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase Translation Devices, materials, and refreshments 4000-4999: Books And Supplies Supplemental and Concentration \$29,000
#3- Provide opportunities for students and parents to attend community events hosted by the district in order to increase parental involvement in their child's education including but not limited to the Annual District Literacy Fair.	District Wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase materials to put on community events to promote parental involvement 4000-4999: Books And Supplies Supplemental and Concentration \$25,000
#4- Provide an additional adult English class for parents so that they are better able to assist students in their academic success	District Wide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Contract with outside adult school to provide English Classes for Parents 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000
#5- Fund two Parent Liaisons to help support parents in becoming involved in their child's education by supporting parents and increasing the parent's knowledge of the school system.	District Wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	Salary and Benefits for 2 Parent Liaisons to support parent involvement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$94,422

	(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.

Original GOAL 1 from prior year LCAP:	#1-Create conditions for learning and significantly raise the achievement of all students, including English Learners, so that they can demonstrate proficiency in math and literacy skills and have multiple options for college and careers.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: District Wide Applicable Pupil Subgroups:	All students with a focus on English Learners, Low Income Students, Students with Disabilities, Redesignated English Proficient Students, and Foster Youth	
Expected Annual Measurable Outcomes:	Positive progress based upon previous year's data. Students and schools will show growth as measured by multiple forms of assessment and measurement including but not limited to District Summative Assessments, CELDT, API once it is restored, the percentage of ELs who become English Proficient as measured by AMAO 2, the percentage of ELs who make progress on CELDT as measured by AMAO 1, reclassification rate with a 1.5% increase over the previous year, 100% Highly qualified and appropriately assigned teaching staff and SBAC assessments, this will be baseline data.	Actual Annual Measurable Outcomes:	District Summative Assessment: Guided Reading Data (Rigby) improved from 36% Proficient during first trimester to 51% at the end of second trimester. This will serve as the district baseline data. CELDT: The percent of students who were at the early advanced and advanced levels stayed the same. AMAOs 1 and 2: The district did not meet their AMAO targets 1 or 2. Reclassification Rate: The district did not increase the rate by 1.5% 100% Highly Qualified and appropriately assigned teaching staff- CAASPP: 16% of students' grades 3-8 met or exceeded standards on ELA CAASPP, and 12% in Math CAASPP
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1.1- Provide staff members (Certificated, Classified, and Administrative) training (CCSS, Behavior Management, Kagan, etc.) and professional development (Trainings, Conferences, Release Time, etc.) to support the classroom learning and increase student achievement. This will support the full implementation of ELA, Math, ELD, and other state standards as well as provide students with a broad course	Staff Training including but not limited to the cost of subs, supplemental time, & Travel and Conference costs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 59,000	Staff member training provided included: CCSS-Additional training for new teachers Academic Vocabulary Toolkit- All teachers on staff PBIS-for groups of teachers at each school site Illuminate-All teachers on staff Release time to collaborate on units, assessments, planning ELA/ELD Framework	Staff Training including but not limited to the cost of subs, supplemental time, & Travel and Conference costs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 12,871 Substitutes for release time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 26,000

<p>of study.</p>		<p>Math Actual expenditures included substitutes, registration, hotel, meals, mileage, and teacher supplemental time.</p>	
<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 1.2- -Purchase additional materials to improve the implementation of CCSS and ensure academic achievement in all core areas</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration 57,904</p>	<p>Purchased a variety of materials and supplies to support the implementation of all standards, including but not limited to CCSS, ELA/ELD, PE, Science and Social Studies, Art, and increase student success in these areas.</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration 42,000</p>
<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 1.3- Institute RTI at each site that appropriately addresses the CCSS Reading Foundational Skills utilizing the specialized reading programs available, Paraprofessionals, and Intervention/ Reading Specialists.</p>	<p>Salary and Benefits for Certificated Staff (Reading Specialist, Teacher, Intervention Specialist) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 365,000</p>	<p>Began the development of an RTI process through the employment of an Intervention Specialist, Reading Teacher and Instructional Aides.</p>	<p>Salary and Benefits for Certificated Staff (Reading Specialist, Teacher, Intervention Specialist) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 250,000</p>

	Salary and Benefits for classified support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 380,000		Salary and Benefits for classified support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 187,935
<p>Scope of Service Earlimart Elementary, Alila Elementary, Earlimart Middle School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.4-Provide an additional staff member to reduce class size to support classrooms conducive to increase student academic achievement.</p>	Salary & Benefits for Five classroom teachers to reduce class size 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 420,000	Employed 5 certificated classroom teachers to reduce the class sizes at Earlimart Middle School and Alila Elementary. Lower class sizes have allowed us to provided personalized reading instruction through guided reading and deployment for ELD. The effectiveness of CSR will be measured by the increase in District Summative Assessment: Guided Reading Data (Rigby), which did show improvement from 36% Proficient during first trimester 2015-16 to 51% at the end of second trimester 2015-16.	Salary & Benefits for Five classroom teachers to reduce class size 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 490,000
<p>Scope of Service Earlimart Elementary, Alila Elementary, Earlimart Middle School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)							
Action 1.5- Provide a Physical Education teacher to support the K-5 educational program so that students have the opportunity to participate in structured Physical Education activities to increase their Physical Activity resulting in healthier students who are better prepared to learn	Salary and Benefits for two PE Teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 170,000	Employed two Physical Education teachers to work at the elementary sites.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 180,000				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Earlimart Elementary, Alila Elementary</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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	Earlimart Elementary, Alila Elementary		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Earlimart Elementary, Alila Elementary</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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	Earlimart Elementary, Alila Elementary	
Scope of Service	Earlimart Elementary, Alila Elementary						
Scope of Service	Earlimart Elementary, Alila Elementary						
Action 1.6- Purchase additional appropriate technology and hire an additional district level technology support person to support the increased use of technology to increase student academic achievement.	Purchase Appropriate Technology 4000-4999: Books And Supplies Supplemental and Concentration 405,000 Salary and Benefits for 3 tech support people 2000-2999: Classified Personnel Salaries Supplemental and Concentration 225,000	Purchased additional technology devices including but not limited to Chromebooks, iPads, desktops, printers, projectors, etc. Provided three district level computer support technicians to support the implementation of new technology.	Purchase Appropriate Technology 4000-4999: Books And Supplies Supplemental and Concentration 400,000 Salary and Benefits for 3 tech support people 2000-2999: Classified Personnel Salaries Supplemental and Concentration 143,974				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District Wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District Wide	
Scope of Service	District Wide						
Scope of Service	District Wide						

<p>Action 1.7- Provide additional support for English Learners and teachers of English Learners through the position of English Learner Curriculum Support Provider (ELCSP) resulting in increased student academic achievement.</p>	<p>Salary and Benefits for 3 ELCSPs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 320,000</p>	<p>Employed 2 Certificated Staff members to fill the role of English Learner Curriculum Support Provider (ELCSP) to help support students and staff to increase student academic achievement. The third intervention teacher could not be hired due to lack of qualified candidates. The remaining funds were used to pay for intervention materials for EL students.</p>	<p>Salary and Benefits for 3 ELCSPs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 215,000</p>
<p>Scope of Service: Earlimart Elementary, Alila Elementary, Earlimart Middle School</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: Earlimart Elementary, Alila Elementary, Earlimart Middle School</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>Action 1.8- -Provide staff with support with the administration of a variety of assessments and implementing reading instructional strategies.</p>	<p>Salary and benefits for the Assessment Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000</p>	<p>Employed one Assessment Aide to provide support throughout the district during various assessment time periods.</p>	<p>Salary and benefits for the Assessment Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,442</p>
<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Action 1.9-Provide educational opportunities for students to build background knowledge and increase their understanding through educational field trips.</p>	<p>Provide transportation to and entrance fee for educational field trips 4000-4999: Books And Supplies Supplemental and Concentration 60,000</p>	<p>Provided students structured educational opportunities outside of the school setting. Field trips included trips to plays, museums, universities, etc.</p>	<p>Provide transportation to and entrance fee for educational field trips 4000-4999: Books And Supplies Supplemental and Concentration 25,401</p>								
<table border="1"> <tr> <td data-bbox="86 331 233 440">Scope of Service</td> <td data-bbox="233 331 562 440">Earlimart Elementary, Alila Elementary, Earlimart Middle School</td> </tr> <tr> <td colspan="2" data-bbox="86 440 562 748"> <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> </td> </tr> </table>	Scope of Service	Earlimart Elementary, Alila Elementary, Earlimart Middle School	<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>			<table border="1"> <tr> <td data-bbox="1031 331 1178 440">Scope of Service</td> <td data-bbox="1178 331 1520 440">Earlimart Elementary, Alila Elementary, Earlimart Middle School</td> </tr> <tr> <td colspan="2" data-bbox="1031 440 1520 748"> <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> </td> </tr> </table>	Scope of Service	Earlimart Elementary, Alila Elementary, Earlimart Middle School	<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>		
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<p>Action 1.10- Provide a full time Special Education Aide to work with students to increase their academic achievement</p>	<p>Cover the cost of benefits of the full time special education instructional aide 3000-3999: Employee Benefits Supplemental and Concentration 16,500</p>	<p>Employed a full time Special Education Aide and covered the cost of benefits. The special education aide provided additional support to students by...</p>	<p>Cover the cost of benefits of the full time special education instructional aide 3000-3999: Employee Benefits Supplemental and Concentration 16,000</p>								
<table border="1"> <tr> <td data-bbox="86 919 233 997">Scope of Service</td> <td data-bbox="233 919 562 997">District Wide</td> </tr> <tr> <td colspan="2" data-bbox="86 997 562 1308"> <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> </td> </tr> </table>	Scope of Service	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 919 1178 997">Scope of Service</td> <td data-bbox="1178 919 1520 997">District Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 997 1520 1308"> <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> </td> </tr> </table>	Scope of Service	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
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<p>Action 1.11- -Provide an additional art teacher in order to ensure students have multiple opportunities throughout the school year to participate in Art.</p>	<p>Salary and Benefits for 2 Art Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 160,000</p>	<p>Employed a full time art teacher to provide art opportunities to each school site. A second art teacher could not be hired due to lack of qualified candidates.</p>	<p>Salary and Benefits for 1 Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 89,666</p>								

<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District Wide-The one full time art teacher does travel to all of school sites to provide art classes to all students in Earlimart, through the number of classes offered are low.</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>Action 1.12- Provide an additional music teacher in order to ensure students have multiple opportunities throughout the school year to participate in music</p>	<p>Salary and Benefits for 2 Music Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 160,000</p>	<p>Employed a full time music teacher to provide music opportunities to each school site. A second music teacher could not be hired due to lack of qualified candidates.</p>	<p>Salary and Benefits for 1 Music Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 89,666</p>
<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District Wide-The one full time music teacher does travel to all of school sites to provide music classes to groups of students in Earlimart.</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>Action 1.13- -Provide a Drama teacher in order to give students the opportunity to experience a variety of course types and be better prepared to enter High School</p>	<p>Salary and Benefits for 1 Drama Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 85,000</p>	<p>A Drama teacher could not be hired due to lack of qualified candidates.</p>	<p>Salary and Benefits for 1 Drama Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p>

<p>Scope of Service District Wide</p>		<p>Scope of Service None</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><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)</p>	
<p>Action 1.14-Provide an additional math content expert to support teachers in delivering quality instruction to increase student academic achievement in Mathematics.</p>	<p>Salary and Benefits for 1 Math Content Expert 1000-1999: Certificated Personnel Salaries Title I 105,000</p>	<p>Employed a full time math content expert and covered the cost of benefits.</p>	<p>Salary and Benefits for 1 Math Content Expert 1000-1999: Certificated Personnel Salaries Title I 105,000</p>
<p>Scope of Service District Wide</p>		<p>Scope of Service District Wide- A math coach was hired to provide teacher support for lesson planning, modeling best practices, co-teaching, providing feedback, and providing assistance to professional learning communities.</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><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income 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>Action 1.15- Provide startup supplies for new and additional courses</p>	<p>Purchase materials and supplies to support new and additional classes 4000-4999: Books And Supplies Supplemental and Concentration 30,000</p>	<p>Purchased start up supplies for new courses and additional courses, such as art classes at the middle and elementary schools, and reading foundational skills classes at the elementary sites</p>	<p>Purchase materials and supplies to support new and additional classes 4000-4999: Books And Supplies Supplemental and Concentration 40,000</p>

<p>Scope of Service District Wide</p>		<p>Scope of Service District Wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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>Action 1.16- Provide supplemental and support materials to improve struggling and intensive needs students to increase student academic achievement throughout the district</p>	<p>Purchase supplemental materials to support learning 4000-4999: Books And Supplies Supplemental and Concentration 16,000</p>	<p>Purchased supplies and materials to support the neediest students on the campuses. These materials included a mobile computer lab to give students access to specialized computer programs to provide additional assistance in foundational reading skills.</p>	<p>Purchase supplemental materials to support learning 4000-4999: Books And Supplies Supplemental and Concentration 16,000</p>
<p>Scope of Service District Wide</p>		<p>Scope of Service District Wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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>Action 1.17- Fund a portion of the increased cost of Health Insurance and a portion of the Salary increase for Certificated Staff at the School Site in order to retain and recruit Highly Qualified Teachers.</p>	<p>A portion of the Health Insurance and Salary Increase 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 120,000</p>	<p>Funded a portion of the Health Insurance and Salary Increase. Based on the number of new teachers Earlimart has had over the past three years, we need to have competitive health/benefits package, as well as a competitive salary schedule. These funds allow Earlimart to be competitive with surrounding rural districts and attract new teachers into the district. Number of new teachers hired in 2014-15: 21</p>	<p>A portion of the Health Insurance and Salary Increase 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 120,000</p>

		Number of new teachers hired in 2015-16: 15 Number of new teachers hired in 2016-17: 12 (16-17 is an estimated number as of 6/15/16)	
Scope of Service District Wide		Scope of Service	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 1.18- Create a new set of district summative assessments to measure student progress towards mastery of all academic content standards and house the related data in a user friendly database, Illuminate, to ensure that appropriate staff have access to student scores.	Creation and housing of District Summative Assessments 5800: Professional/Consulting Services And Operating Expenditures Title I 50,000	Purchased site license for Illuminate, which is a data management system to house all district data	Creation and housing of District Summative Assessments 5800: Professional/Consulting Services And Operating Expenditures Title I 17,329
Scope of Service District Wide		Scope of Service District Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past	Changes in Metrics: These changes in metrics reflect the continued improvement of data collection in our district, and are in alignment with the LCFF state priorities and data elements. • CAASPP: 25% of students in grades 3-8 met or exceeded standards on ELA CAASPP/20% of students in grades 3-8 met		

<p>progress and/or changes to goals?</p>	<p>or exceeded standards on MATH CAASPP</p> <ul style="list-style-type: none"> • CELDT: 2014 district results show 4.0% of students are advanced, and 22.0% of students are early advanced. • AMAOs: Earlimart School District has not met their AMAO targets in ELs making annual progress and ELs attaining English Proficiency in 4 years. • Guided Reading-Rigby: At end of second trimester, 51% of our students scored reading on grade level in grades 1-5th. • Accelerated Reader STAR reports: the % of students reading at their Independent Reading Level (I.R.L.) are as follows: 2nd-25%, 3rd-23%. 4th-11%, 5th-1% • Dibels Data: Kinder reading at benchmark (nonsense word fluency) 12%, 1st grade reading at benchmark in oral reading fluency and accuracy-21%, 2nd grade reading at benchmark in oral reading fluency and accuracy-21% • Implementation of all CCSS, including ELD: walkthroughs from administration, coaches, and AGCs will provide feedback on use of academic language in classrooms <p>Reflection on effectiveness: Due to the improvement in district formative assessments in Guided Reading (Rigby), the district will continue to provide relevant and researched based professional development (teacher training), Action 1. This amount of money was decreased this year due to the additional professional development funds coming from the state, which will allow us to provide the same service but from a different fund. Action 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, and 18 are all continuing, as they have shown to be beneficial to Earlimart as we develop lower class sizes, filled with materials needed to be common core ready, with appropriate educational technology, many educational opportunities, and multiple course offerings (art, music).</p> <p>Changes based on review: However, due to lack of increased performance on the other expected annual measurable outcomes, as well as stakeholder input, additional intervention programs (Read 180) will be added to the two elementary schools, as well as an additional class added to the middle school, Action 3. In order to support our district goal of "Creating Outstanding Readers in Earlimart", the district will also be adding additional instructional assistants to help in classrooms during reading instruction. Stakeholder input also wanted multiple opportunities for VAPA experiences, which will be increased with the modification of Action 13 to include VAPA opportunities after school.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	#2-As a result from stakeholder input the district will create a learning environment both inside and outside the classroom that is both appealing and safe as these conditions will lead to increased student participation and increased academic achievement.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: District Wide Applicable Pupil Subgroups: All students with a focus on English Learners, Low Income Students, Students with Disabilities, Redesignated English Proficient Students, and Foster Youth		
Expected Annual Measurable Outcomes:	Students, parents, and staff will see improved and more secure facilities including newer playground equipment, security guards and campus beautification projects. The impact of these projects will be measured by a stakeholder survey on the quality of the facilities. This will be the baseline year.	Actual Annual Measurable Outcomes: Additional Playground equipment was purchased and installed, as well as planters and other objects to increase the aesthetics of the campuses. Stakeholder surveys show that the district has done an adequate job of providing more secure facilities, with new playground equipment and beautification.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Action 2.1-Increase the availability of equipment for students to use during recess, Lunch and PE time.		Purchase playground and PE Equipment and materials 4000-4999: Books And Supplies Supplemental and Concentration 75,000	
Purchase playground and PE Equipment and materials 4000-4999: Books And Supplies Supplemental and Concentration 75,000		Purchased PE equipment, and playground equipment for two elementary sites. The amount budgeted was much more than was needed for PE equipment.	
Scope of Service	District Wide	Scope of Service	District wide at both of the elementary sites
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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>Action 2.2-Increase the curb appeal and safety of through the purchase of new and additional items (safety cones, trees, shrubs, flowers, bump stops, etc.) which will lead to increased safety and greater participation and attendance</p>	<p>Purchase additional safety equipment and greenery for the campuses 4000-4999: Books And Supplies Supplemental and Concentration 24,500</p>	<p>Purchased a variety of items to increase the curb appeal, including but not limited to trash cans, banners, plants, as well as additional items to increase the safety of each campus.</p>	<p>Purchase additional safety equipment and greenery for the campuses 4000-4999: Books And Supplies Supplemental and Concentration 16,156</p>
<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.3- Provide a security guard to patrol during the evenings to ensure campus security and safety</p>	<p>Cost of the cameras and contract for security. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 37,000</p>	<p>Provided Security on the campuses at a variety of times to ensure safety as well as provide supervision to prevent the misuse of district facilities and property. This amount was much lower, due to the cost of security guards during our after-school events, which was much less than originally budgeted.</p>	<p>Cost of the cameras and contract for security. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,070</p>
<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be</p>	<p>Changes in Metrics: These changes in metrics reflect the continued improvement of data collection in our district, and are in alignment with the LCFF state priorities and data elements.</p>		

made as a result of reviewing past progress and/or changes to goals?

- * Attendance: 96%
- * Chronic Absenteeism Rate: 8.3%
- * Middle School Drop Out Rate: 0%
- * No schools have shade structures above equipment at this time: 0%
- * 95% in compliance with the teacher credential and assignment requirements. (William's compliant)
- * 100% in compliance with the instructional materials requirement. (William's compliant)
- * 100% of schools in "good" or "exemplary" repair
- * 100% of students need access to a broad course of study (art and music)

Reflection on effectiveness: Due to stakeholder input, each school site has a new security gate preventing any person from entering in the school without being buzzed in and checking in with the front office. This has decreased the number of strangers on campus to practically none, and is a definite improvement of services as a result of the plan. Each elementary school site has also increased their curb appeal by adding trees, shrubs, planters, which has increased the curb appeal. School sites have purchased more equipment for outdoor activities, but due to stakeholder input, shade structure will be added to areas on the playground to provide shade from the sun. This will be added one school at a time, as money and labor permits.

Changes based on review: Action 1 and 2 will remain the same, as based on positive and safe climate created. The funding for outdoor equipment, Action 1, was decreased due to the fact that the district purchased equipment that was significantly less expensive than what we had planned for. We did include funding in Action 1 for the addition of shade structures at school sites. Action 3 funding was increased to include facility upgrades to better provide security during lock-down situation.

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

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

Original GOAL 3 from prior year LCAP:	#3-As a result of input from stakeholders Earlimart School District will ensure that students are in attendance, students feel safe at school and students complete the 8th grade ready for graduation.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: District Wide Applicable Pupil Subgroups:	District Wide All students with a focus on English Learners, Low Income Students, Students with Disabilities, Redesignated English Proficient Students, and Foster Youth	
Expected Annual Measurable Outcomes:	Students, Staff and Parents will see increased health services, have the opportunity for Summer School and After School, and see increased safety supervision. The impact of these projects will be measured by a survey that measures the sense of safety and school connectedness and on the quality of these services. The survey will be completed by parents, students and teachers. The goal will be a 1% increase over the prior or maintenance of 95% satisfaction rate or higher. Also a minimum of 10% of students will receive after school tutoring and 5% will receive Summer School.	Actual Annual Measurable Outcomes:	* School Connectedness Survey was completed. 33.3% of students said they liked coming to school every day. This is not maintaining the prior years score of 95%. * Summer school attendance for 2015-16- 240 students in attendance- 12% of district enrollment * After school tutoring for 2015-16- 212 students were served- 11.0% of district enrollment
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 3.1-Provide additional hours for classified staff to provide safety coverage for students prior to school and during breaks.	Supplemental hours for staff to provide duty coverage 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,500	Provided additional hours to staff to increase the safety coverage of students during non-instructional time on campus.	Supplemental hours for staff to provide duty coverage 2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000
Scope of Service	District Wide	Scope of Service	District Wide
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3.2- Hire an additional crossing guard to ensure students safely cross the railroad tracks</p>	<p>Salary and Benefits for a crossing guard 2000-2999: Classified Personnel Salaries Supplemental and Concentration 25,000</p>	<p>Employed a staff member to monitor students as the crossed intersections as well as the railroad tracks.</p>	<p>Salary and Benefits for a crossing guard 2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,969</p>
<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3.3- -Provide students with the opportunity to attend Summer School to extend their learning opportunities</p>	<p>Hire staff to provide Summer School for students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 75,000</p>	<p>Provided approximately 240 students the opportunity to attend a highly structured summer school program focused on language and literacy in order to increase student learning as well as provide a safe environment outside the regular school year/day.</p>	<p>Hire staff to provide Summer School for students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,000</p>
<p>Scope of Service: Earlimart Elementary, Alila Elementary, Earlimart Middle</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: Earlimart Elementary, Alila Elementary, Earlimart Middle</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>Action 3.4- Provide a Health Clerk/LVN to the three main campuses to address student health concerns in order to maintain the best possible attendance rate</p>	<p>Salary & Benefits for Health Clerks/LVN 2000-2999: Classified Personnel Salaries Supplemental and Concentration 145,000</p>	<p>Employed 2 Health Clerks and 1 LVN at the three main campuses.</p>	<p>Salary & Benefits for Health Clerks/LVN 2000-2999: Classified Personnel Salaries Supplemental and Concentration 179,000</p>
<p>Scope of Service Earlimart Elementary, Alila Elementary, Earlimart Middle</p>		<p>Scope of Service Earlimart Elementary, Alila Elementary, Earlimart Middle</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><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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>Action 3.5- Provide incentives for students who maintain perfect attendance in order to increase the number of students in school each day.</p>	<p>Purchase incentives for students who meet established goals in regards to attendance. 4000-4999: Books And Supplies Supplemental and Concentration 38,000</p>	<p>Purchased awards, medals, incentives, and certificates for students to recognize outstanding and improved attendance, academic achievement and citizenship.</p>	<p>Purchase incentives for students who meet established goals in regards to attendance. 4000-4999: Books And Supplies Supplemental and Concentration 46,154</p>
<p>Scope of Service District Wide</p>		<p>Scope of Service District Wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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>Action 3.6- Offer alternatives to out of school suspensions, such as in-school suspension, Saturday school, etc. leading to increased student participation and safer school</p>	<p>Sub costs and supplemental time for teachers to provide alternatives to suspension. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000</p>	<p>Provided In-School Suspension in lieu of regular suspension through the hiring of substitute teachers to cover the classroom. Actual number of times used decreased</p>	<p>Sub costs and supplemental time for teachers to provide alternatives to suspension. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,000</p>

<p>campuses</p>		<p>dramatically compared to prior year and as a result the original budgeted amount was significantly more than actually used.</p>	
<p>Scope of Service Earlimart Elementary, Alila Elementary, Earlimart Middle</p>		<p>Scope of Service Earlimart Elementary, Alila Elementary, Earlimart Middle</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><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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>Action 3.7-Provide students with the opportunity to attend a structured after school program to ensure students are safe and ready to graduate.</p>	<p>Supplemental time for staff to provide after school tutoring to students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,000</p>	<p>Provided a structured afterschool program to students in order to support their learning and increase student academic achievement as well as providing a safe environment outside of the normal school day. Finding staff for the program proved to be a challenge during the 2015-16 school year. The middle school was able to provide many opportunities for after school tutoring, and there were 5 teachers at Alila who provided tutoring.</p>	<p>Supplemental time for staff to provide after school tutoring to students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35,140</p>
<p>Scope of Service Earlimart Elementary, Alila Elementary, Earlimart Middle</p>		<p>Scope of Service Earlimart Elementary, Alila Elementary, Earlimart Middle</p>	
<p><input checked="" type="checkbox"/> All OR:</p>		<p><input checked="" type="checkbox"/> All 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) 		<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>Action 3.8- -Provide counselors to students to address the social and emotional concerns of students to ensure that school is a fun and safe place</p>	<p>Salary and Benefits for 1 Counselor. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 128,000</p>	<p>Employed 1 counselor for the 2015-16 school year, with salary and benefits.</p>	<p>Salary and Benefits for 1 Counselor. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 128,000</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Earlimart Middle School</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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) 	Scope of Service	Earlimart Middle School		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Earlimart Middle School</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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) 	Scope of Service	Earlimart Middle School	
Scope of Service	Earlimart Middle School						
Scope of Service	Earlimart Middle School						
<p>Action 3.9--Implement a structured behavior management program, such as Positive Behavioral Interventions & Supports (PBIS), in order to decrease inappropriate student behaviors and increase student safety and learning.</p>	<p>Supplemental time for staff, sub costs, materials for implementation and training for staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50,000</p>	<p>Teacher release time, training, and materials were purchased to implement Positive Behavioral Interventions and Supports (PBIS) for the 2015 school year.</p>	<p>Supplemental time for staff, sub costs, materials for implementation and training for staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,000</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Earlimart Elementary, Alila Elementary, Earlimart Middle</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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 	Scope of Service	Earlimart Elementary, Alila Elementary, Earlimart Middle		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Earlimart Elementary, Alila Elementary, Earlimart Middle</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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) 	Scope of Service	Earlimart Elementary, Alila Elementary, Earlimart Middle	
Scope of Service	Earlimart Elementary, Alila Elementary, Earlimart Middle						
Scope of Service	Earlimart Elementary, Alila Elementary, Earlimart Middle						

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?	<p>Changes in Metrics: These changes in metrics reflect the continued improvement of data collection in our district, and are in alignment with the LCFF state priorities and data elements.</p> <ul style="list-style-type: none"> * School Attendance Rate: 96% * Chronic Absenteeism Rate: 8.3% * Middle School Drop Out Rate: 0% * Earlimart School District has had 75 days of suspensions for the 2015-16 school year. * Earlimart School District has had 0 expulsions for the 2015-16 school year. <p>Reflection on effectiveness and changes based on review: Due to an increased interest in Summer School and After-School tutoring from parents, these services will be expanded to include more students. After school tutoring will be offered and funded under Title 1 funds for the 2016-17 school year. Due to the lack of improvement in student contentedness to school, we will expand our counseling services and district health services to increase availability of personnel to work with students to ensure whole child is feeling safe, healthy, and happy.</p> <p>As a result of the safety coverage, PBIS training, and incentives, student suspensions were down from last year, and we will continue to include these actions into the plan. Alternatives to school suspension budget was decreased as we did not have the same need for this option, as students have been less likely to be suspended and need that alternative.</p> <p>The #3 Goal statement changed wording slightly to include "our district and school climates are positive so that students feel safe at school." This is a major component of PBIS, and research has demonstrated that having a positive school culture positively affects student achievement. We also changed "complete the 8th grade ready for graduation" to "complete the 8th grade prepared to be successful in high school, and graduate college or career ready" to be in alignment to CCSS goals and expectations for all students.</p>		

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

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

Original GOAL 4 from prior year LCAP:	#4-As a result of input from stakeholders Earlimart School District will create an environment that is not only parent friendly but is encouraging to parents and the community to join in the education of all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: District Wide Applicable Pupil Subgroups: All students with a focus on English Learners, Low Income Students, Students with Disabilities, Redesignated English Proficient Students, and Foster Youth		
Expected Annual Measurable Outcomes:	Students, Staff and Parents will see an increase in the number of parent activities, parent participation at activities, the availability of translation equipment, and additional opportunities for parents to learn and be involved in the decision making process at the site and district level. The impact of these activities will be measured by parent sign in sheets as well as a parent satisfaction survey. The goal will be a 1% increase over the prior or maintenance of 95% satisfaction rate or higher.	Actual Annual Measurable Outcomes:	The district used the 160 pieces of translation equipment for use to aid parents in the attendance of district events, such as the LCAP/PAC meetings. Sign in sheets were available for all events held, as a result the district is investing a system to better track parents attendance at functions.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Action 4.1- Provide translation services and child care (as appropriate) to increase parental involvement in school related activities.	Budgeted Expenditures Hourly pay for Translators and child care providers 2000-2999: Classified Personnel Salaries Supplemental and Concentration 13,000	Provided translation services at school functions and events, as well as parent meetings. The District also provided childcare so that parents could attend the meetings without any distractions and actively participate in their child's educational experience.	Estimated Actual Annual Expenditures Hourly pay for Translators and child care providers 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,436
Scope of Service	District Wide	Scope of Service	District Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 4.2- Provide Translation devices and refreshments to parents to increase parental participation in school activities</p>	<p>Purchase Translation Devices and Refreshments 4000-4999: Books And Supplies Supplemental and Concentration 19,000</p>	<p>Purchased translation devices and provided refreshments for parents in order to increase parent involvement in their child's education.</p>	<p>Purchase Translation Devices and Refreshments 4000-4999: Books And Supplies Supplemental and Concentration 9,697</p>
<p>Scope of Service District Wide</p>		<p>Scope of Service District Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income 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>Action 4.3- Provide opportunities for students and parents to attend community events hosted by the district in order to increase parental involvement in their child's education including but not limited to the Annual District Literacy Fair.</p>	<p>Purchase materials to put on community events to promote parental involvement 4000-4999: Books And Supplies Supplemental and Concentration 25,000</p>	<p>The District put on the Annual Literacy fair in addition to other events. These events are held to allow all parents and students to actively participate with the school district and improve the overall educational experience of the students in Earlimart.</p>	<p>Purchase materials to put on community events to promote parental involvement 4000-4999: Books And Supplies Supplemental and Concentration 33,000</p>
<p>Scope of Service District Wide</p>		<p>Scope of Service District Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income 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>Action 4.4-Provide an additional adult English class for parents so that they</p>	<p>Contract with outside adult school to</p>	<p>Earlimart Elementary School District contracted with Tulare Joint Union High</p>	<p>Contract with outside adult school to</p>

<p>are better able to assist students in their academic success</p>	<p>provide English Classes for Parents 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,000</p>	<p>School District to provide a second English Class for parents.</p>	<p>provide English Classes for Parents 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000</p>
<p>Scope of Service: District Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 4.5- Provide 2 Parent Liaisons to help support parents in becoming involved in their child's education by supporting parents and increasing the parent's knowledge of the school system.</p>	<p>Salary and Benefits for 2 Parent Liaisons to support parent involvement 2000-2999: Classified Personnel Salaries Supplemental and Concentration 110,000</p>	<p>Hired 2 Parent Liaisons to help support parents in becoming involved in their child's education by supporting parents and increasing the parent's knowledge of the school system.</p>	<p>Salary and Benefits for 2 Parent Liaisons to support parent involvement 2000-2999: Classified Personnel Salaries Supplemental and Concentration 77,933</p>
<p>Scope of Service: District Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changes in metrics: These changes in metrics reflect the continued improvement of data collection in our district, and are in alignment with the LCFF state priorities and data elements. The district will use the PTA National Standards for Family-School Partnerships indicators and measurements to assess currently family involvement practices at our schools, as well as to help us develop effective involvement practices and activities.</p>		

	<p>* Standard 1: Welcoming all families into the school community-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement-with a focus on parents of English Language Learners and students receiving free and reduced lunch.</p> <p>* Standard 3: Supporting student success-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement-with a focus on parents of English Language Learners and students receiving free and reduced lunch, and students in programs for exceptional needs.</p> <p>Reflection of effectiveness and changes based on review: The actions in this section will continue to be provided for the 2016-17 school year. The use of translation devices and child care have resulted in attendance at district wide meetings being increased to an average of 70 participants per meeting, and over 1,200 people attending the annual Literacy Fair, as documented by sign-in sheets. As a result of stakeholder input, the district will seek to provide child care during adult English classes, if a qualified person can be found, which is an expansion of services from the 2015-16 school year. The wording in Goal 3 was changed slightly to "become partners in the education of all students, and and to assist the district in "Creating Outstanding Readers in Earlimart (C.O.R.E.)." This shares how important is is for parents to be engaged participants in helping our district meet it's goal in the C.O.R.E.</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.

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:	\$4,634,533
<p>Earlimart Elementary School District currently stands at a rolling unduplicated percentage of 96% and will receive \$4,634,533 in supplemental and concentration funds for the 2016-17 school year. Due to this high percentage as well as stakeholder input, the district believes that principally directing services on a district wide and/or school wide manner is the most effective and cost efficient approach and will allow the district do more with the funds. Through the use of the funds in a school wide/district wide manner the school district will be able to address the needs of all the learners including those classified as Low Income, Foster Youth, English Learners, Students with Disabilities and students Re-designated Fluent English Proficient. Some of these services provided are:</p>	
<p>Technology This action/service is principally directed to assist our low-income, English learner, and foster youth students in being college and career ready, each teacher will receive and maintain appropriate technology devices for instructional purposes.</p>	
<p>Additional Teachers This action/services is principally directed to lower the class sizes in grades K-8, to give the teacher opportunity to provide personalized instruction for students in the classroom, and will allow for more opportunities for low income, English learner, and foster youth students to receive additional support by primary classroom teacher.</p>	
<p>Academic Intervention and Support This specific action/service is principally directed to increase services and supports directly to school sites to provide interventions and supports to meet at-risk, low income, English Learners, and foster youth students, during the school day. This specific action/service is principally directed towards and effective in, increasing or improving outcomes for at risk, low income, English learners, foster youth through Read 180 courses. The addition of these Read 180 courses at each school site will increase the capacity of staff to better identify and serve struggling readers. Supplemental curriculum and materials will be supplied as needed. This action/service will also provide additional instructional assistants at all school sites, and is principally directed to increase services and supports directly to at-risk, low income, English learners, and foster youth to increase student engagement and academic achievement.</p>	
<p>Parent and Community Engagement Resources will be allocated to develop strong parent and community education. These resources will help increase parent involvement and education, especially for low-income families, and parents of English learners and foster youth, by providing a parent liaison to facilitate meetings that will teach the necessary skills to support their children's health, safety, and academic success. Resources will also provide translation services, translation devices, and child care when appropriate.</p>	
<p>As stated above, 96% of students within Earlimart Elementary School District are identified as either low income, English learner or foster youth students. This provides our</p>	

district a great opportunity to significantly improve educational outcomes for the targeted students by enhancing and improving all district programs.

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.

32.6	%
6	

Using the calculation tool provided by the state, Earlimart School District has calculated that it will receive \$4,634,533 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool, the proportionality percentage has been calculated at 32.66%. During the 2016-17 school year, Earlimart School District will receive \$653,129 in additional funds compared to the 2015-16 school year. This allows us to provide increased and improved services for unduplicated services in the following ways:

- * Expanding summer programs which focus on language and literacy
- * Expanding child care for parent meetings/parent classes
- * Expanding translation services for parent meetings/classes
- * Expand English classes for parents
- * Providing an English Learner Curriculum Support Provider to support ELLs learning and mastering the English Language.

As stated above, 96% of students within Earlimart Elementary School District are identified as either low income, English learner or foster youth students. This provides our district a great opportunity to significantly improve educational outcomes for the targeted students by enhancing and improving all district programs.

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	4,136,404.00	3,186,839.00	4,634,533.00	5,432,475.00	5,580,205.00	14,203,412.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	3,981,404.00	3,064,510.00	4,634,533.00	5,432,475.00	5,580,205.00	19,628,617.00
Title I	155,000.00	122,329.00	0.00	0.00	0.00	155,000.00

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	4,136,404.00	3,186,839.00	4,634,533.00	5,432,475.00	5,580,205.00	14,203,412.00
1000-1999: Certificated Personnel Salaries	2,228,000.00	1,810,472.00	2,020,682.00	2,197,014.00	2,200,014.00	8,645,710.00
2000-2999: Classified Personnel Salaries	970,500.00	642,689.00	1,309,218.00	1,309,218.00	1,309,218.00	4,898,154.00
3000-3999: Employee Benefits	16,500.00	16,000.00	0.00	0.00	0.00	16,500.00
4000-4999: Books And Supplies	750,404.00	652,408.00	1,014,133.00	1,635,743.00	1,780,473.00	5,180,753.00
5000-5999: Services And Other Operating Expenditures	84,000.00	32,871.00	37,500.00	37,500.00	37,500.00	196,500.00
5800: Professional/Consulting Services And Operating Expenditures	87,000.00	32,399.00	253,000.00	253,000.00	253,000.00	846,000.00

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	4,136,404.00	3,186,839.00	4,634,533.00	5,432,475.00	5,580,205.00	14,203,412.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,123,000.00	1,705,472.00	2,020,682.00	2,197,014.00	2,200,014.00	8,540,710.00
1000-1999: Certificated Personnel Salaries	Title I	105,000.00	105,000.00	0.00	0.00	0.00	105,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	970,500.00	642,689.00	1,309,218.00	1,309,218.00	1,309,218.00	4,898,154.00
3000-3999: Employee Benefits	Supplemental and Concentration	16,500.00	16,000.00	0.00	0.00	0.00	16,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	750,404.00	652,408.00	1,014,133.00	1,635,743.00	1,780,473.00	5,180,753.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	84,000.00	32,871.00	37,500.00	37,500.00	37,500.00	196,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	37,000.00	15,070.00	253,000.00	253,000.00	253,000.00	796,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	50,000.00	17,329.00	0.00	0.00	0.00	50,000.00

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).