

**Introduction:****LEA: Hot Springs      Contact : Christine Griesbach, Teacher/Administrator, 661-548-6544****LCAP Year: 2016-17*****Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Hot Springs Elementary School (HSES) recognizes the importance of engaging stakeholders of the school district in the development of the Local Control Accountability Plan LCAP). Hot Springs elementary School has outlined a plan to actively involve the stakeholders in the development of the Hot Springs Local Control Accountability Plan. The involvement included but has not limited to-Parent and community surveys, Board meetings, Parent Club meetings, Community meetings.</p> <p>Hot Springs is a Necessary Small School District with 17 students K-8<sup>th</sup> grade. The consultation process began with parents of Hot Springs School attending meetings in October 2015, January and April of 2016 providing input to the School Board about the needs of students to reach the Common Core goals. The meetings were held at varying times throughout the year- day/evening to provide maximum participation.</p> <p>It is important to note that in all consultation meetings, a comprehensive needs assessment was shared with all stakeholders.</p> <p>Finally, a student survey was administered to 1<sup>st</sup> – 8<sup>th</sup> grade starting April 5, 2016 in an effort to gather information about school climate from the perspective of the students.</p>	<p>Taking feedback from various meetings, Board members, parents, staff and community members' actions were considered in the development of the LCAP goals and provide the foundation for the plan. Since Hot Springs has a small number of students and none of the student population comprises the significant subgroups of the LCAP, the actions and services listed will serve all groups and meet the state requirements.</p> <p>The 2016-17 continuing goals include purchasing instructional materials consistent with Common Core in order to meet the instructional needs of our students, professional learning for all classroom staff and administration staff to better deliver Common Core curriculum and instruction and increase enrichment opportunities for students through field trips that are educational curriculum related to better connect to common Core curriculum and instruction</p>
<p><b>Annual Update:</b></p> <p>This year's process allowed for more complete data to be shared with stakeholders as well as greater opportunity to be involved in the process. Quarterly, information was shared with stakeholders through Parent Club and Community meetings and monthly School Board meetings during the Administration report.</p> <p>June 7, 2016 the 2016-17 LCAP posted for additional comment. Public Hearing on LCAP and budget scheduled for June 10, 2016 and posted.</p> <p>June 14, 2016 during regular School Board meeting a review on the progress of the 2015-16 goals were reviewed.</p> <p>School Board adopted 2016-17 LCAP and budget in a Special Board Meeting held June 28, 2016.</p>	<p><b>Annual Update:</b></p> <p>The District will support the strong wishes of the stakeholders to continue with the current goals, and build into the plan the changes which parent group requested:</p> <ol style="list-style-type: none"> <li>1. <i>Support more teaching of Science- not just teaching time but support with more materials K-8<sup>th</sup> grade</i></li> <li>2. <i>Provide more computer support for students and staff through reading, writing, and math programs linked to Common Core and state standards</i></li> </ol>

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

<b>GOAL:</b>	#1 Provide all students with access to fully credentialed teacher and will-trained staff, quality instruction materials that align to state standards and safe facilities that are conducive for learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
--------------	--	---

**Identified Need :** Stakeholders' surveys stated to implement Common Core Standards there is a need for additional supports and instructional materials.

**Goal Applies to:** Schools: Hot Springs School  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:**

Metric-

1. All students will show a 1% growth on locally developed and state assessments on ELA and Math
2. State assessment in English language arts and math. Local assessment measures in English language arts and math.
3. Sign-in sheet for training
4. CAASPP results from 2015-16 will set a baseline for future year growth
5. The District will maintain an overall rating of "Good" as measured on the FIT report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 The maintenance department will continue to complete routine maintenance and repairs to insure district facilities are kept clean, safe and in good repair	District Wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Cost \$0 No additional funds required
#2 The district will purchase Common Core/state standard instructional materials and implement course study for all grades in ELA	District Wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Instructional materials cost \$6,596 LCFF S/C
#3 The district will continue to purchase ELA , math, science, and social studies appropriate supplement K-8 materials to support teaching state standards	District Wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Instructional materials \$1,000 LCFF Base
#4 The district will provide two classified staff (aid and secretary/aid) to support and provide intervention to students in math and English language arts.	District Wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Classroom aid and secretary/aid cost and benefits \$10,395 LCFF S/C



<p>#5 All teaching staff will receive training through Tulare County Office of Education in Common Core standards for English language arts and mathematics. Implement these Common Core standards in the classroom instruction.</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>Professional Development cost \$1,750 LCFF Base  Sub teacher cost \$690 LCFF Base</p>
--	----------------------	---	--

<p><b>Goal # 1</b> <span style="float: right;"><b>LCAP Year 2: 2017-18</b></span></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric- 1. All students will show a 1% growth on locally developed and state assessments on ELA and Math 2. State assessment in English language arts and math. Local assessment measures in English language arts and math. 3. Sign-in sheet for training 4. CAASPP results from 2015-16 will set a baseline for future year growth 5. The District will maintain an overall rating of "Good" as measured on the FIT report.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1 The maintenance department will continue to complete routine maintenance and repairs to insure district facilities are kept clean, safe and in good repair</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>Cost \$0 No additional funds required</p>
<p>#2 The district will purchase Common Core/state standard instructional materials and course study for all grades in ELA</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>Instructional materials cost \$2,000 LCFF S/C</p>
<p>#3 The district will continue to purchase ELA , math, science, and social studies appropriate supplement K-8 materials to support teaching state standards</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>Instructional materials cost \$1,500 LCFF S/C</p>

<p>#4 The district will provide two classified staff (aid and secretary/aid) to support and provide intervention to students in math and English language arts.</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>Classroom aid and secretary/aid cost and benefits \$14,873 LCFF S/C</p>
<p>#5 All teaching staff will receive training through Tulare County Office of Education in Common Core standards for English language arts and mathematics. Implement these Common Core standards in the classroom instruction.</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>Professional Development cost \$1,773 LCFF Base  Sub teacher cost \$690 LCFF Base</p>

<p><b>Goal #1</b> <span style="float: right;"><b>LCAP Year 3: 2018-19</b></span></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric- 1. All students will show a 1% growth on locally developed and state assessments on ELA and Math 2. State assessment in English language arts and math. Local assessment measures in English language arts and math. 3. Sign-in sheet for training 4. CAASPP results from 2015-16 will set a baseline for future year growth 5. The District will maintain an overall rating of "Good" as measured on the FIT report.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1 The maintenance department will continue to complete routine maintenance and repairs to insure district facilities are kept clean, safe and in good repair</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>Cost \$0 No additional funds required</p>
<p>#2 The district will purchase Common Core/state standard instructional materials and course study for all grades in ELA</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>Instructional materials cost \$2,000 LCFF S/C</p>

<p>#3 The district will continue to purchase ELA , math, science, and social studies appropriate supplement K-8 materials to support teaching state standards</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>Instructional materials cost \$500 LCFF S/C</p>
<p>#4 The district will provide two classified staff (aid and secretary/aid) to support and provide intervention to students in math and English language arts.</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>Classroom aid and secretary/aid cost and benefits \$14,873 LCFF S/C</p>
<p>#5 All teaching staff will receive training through Tulare County Office of Education in Common Core standards for English language arts and mathematics. Implement these Common Core standards in the classroom instruction.</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>Professional Development cost \$1,750 LCFF Base  Sub teacher cost \$690 LCFF Base</p>

<b>GOAL:</b>	#2 Support all students in reaching their academic potential by providing engaging coursework across all core subjects areas- English language arts, math, science, social studies, and physical education. Ensure that all students develop 21 <sup>st</sup> Century learning skills and are academically prepared for high school success, college and career pathways.	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 _____
--------------	---	---

<b>Identified Need :</b>	Students will receive a stronger educational program with: 1. Intervention options for students who are below grade level 2. Increase percentage of students scoring proficient or advances in language arts and math from the 2015-2016 SBAC Assessment 3. Every will have access to Common Core aligned instructional materials 4. All students will have access to 21 <sup>st</sup> Century learning skills and technology
--------------------------	---

<b>Goal Applies to:</b>	Schools: Hot Springs School Applicable Pupil Subgroups: All
-------------------------	--

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	Metric- 1. All students will show a 1% growth on locally developed and state assessments on ELA and Math 2. State assessment in English language arts and math. Local assessment measures in English language arts and math. 3. Sign-in sheet for training 4. CAASPP results from 2015-16 will set a baseline for future year growth 5. Students able to take Smarter Balance testing using technology and internet access in 2017 6. 2016 will establish a baseline for all students to show growth/proficiency at grade level Technology standards
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 The district will review, purchase and utilize web based apps and/or supplemental programs to support student learning of state standards in core subject areas; for use by students in preparation for state testing.	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)_____	Educational software/license \$1,000 LCFF S/C
#2 The district will contract with a technology consultant approximately 2 day per month to provide maintenance of iPads, laptops, school technology	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)_____	Services and operating expenditures \$6,300 LCFF Base
#3 Staff will be trained locally to develop technology mastery standards with a focus on each grade level to best utilize instructional technology to support student learning.	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)_____	Professional development \$500 LCFF S/C

<p>#4 Implement a Balanced Literacy program that reflects and supports the ELA framework and the use of formative assessments to meet the needs of underperforming students</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>Educational materials \$500 LCFF S/C</p>
---	----------------------	---	---

<p><b>Goal # 2 LCAP Year 2: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric- 1. All students will show a 1% growth on locally developed and state assessments on ELA and Math 2. State assessment in English language arts and math. Local assessment measures in English language arts and math. 3. Sign-in sheet for training 4. CAASPP results from 2015-16 will set a baseline for future year growth 5. Students able to take Smarter Balance testing using technology and internet access in 2017 6. 2016 will establish a baseline for all students to show growth/proficiency at grade level Technology standards</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1 The district will review, purchase and utilize web based apps and/or supplemental programs to support student learning of state standards in core subject areas; for use by students in preparation for state testing.</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>Educational software/license \$2,000 LCFF S/C</p>
<p>#2 The district will contract with a technology consultant approximately 2 day per month to provide maintenance of iPads, laptops, school technology</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>Services and operating expenditures \$6,300 LCFF S/C</p>
<p>#3 Staff will be trained locally to develop technology mastery standards with a focus on each grade level to best utilize instructional technology to support student learning.</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>Professional development \$500 LCFF S/C</p>
<p>#4 Implement a Balanced Literacy program that reflects and supports the ELA framework and the use of formative assessments to meet the needs of underperforming students</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>Educational materials \$2,000 LCFF S/C</p>

<b>Goal #2 LCAP Year 3: 2018-19</b>			
<b>Expected Annual Measurable Outcomes:</b>	Metric- 1. All students will show a 1% growth on locally developed and state assessments on ELA and Math 2. State assessment in English language arts and math. Local assessment measures in English language arts and math. 3. Sign-in sheet for training 4. CAASPP results from 2015-16 will set a baseline for future year growth 5. Students able to take Smarter Balance testing using technology and internet access in 2017 6. 2016 will establish a baseline for all students to show growth/proficiency at grade level Technology standards		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 The district will review, purchase and utilize web based apps and/or supplemental programs to support student learning of state standards in core subject areas; for use by students in preparation for state testing.	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)_____	Educational software/license \$2,000 LCFF S/C
#2 The district will contract with a technology consultant approximately 2 day per month to provide maintenance of iPads, laptops, school technology	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)_____	Services and operating expenditures \$6,300 LCFF S/C
#3 Staff will be trained locally to develop technology mastery standards with a focus on each grade level to best utilize instructional technology to support student learning.	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)_____	Professional development \$500 LCFF S/C
#4 Implement a Balanced Literacy program that reflects and supports the ELA framework and the use of formative assessments to meet the needs of underperforming students	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)_____	Educational materials \$2,000 LCFF S/C



<p>#4 Roaming trophies for classes with best attendance by grade level per month</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>Materials and supplies \$200 LCFF S/C</p>
<p>#5 End of year drawing for students with perfect attendance</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>Materials and supplies \$400 LCFF S/C</p>
<p>#6 Conduct SARB meetings with parents as needed</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>Cost \$0 No additional funds required</p>

<p><b>Goal # 3</b> <span style="float: right;"><b>LCAP Year 2: 2017-18</b></span></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric-</p> <ol style="list-style-type: none"> <li>1. The attendance will improve by 1% -(Attendance record)</li> <li>2. Reduce Chronic Absenteeism by .5% (attendance record)</li> <li>3. Suspension will be less than 10% and expulsions less than 2% of ADA per year (Calpads record)</li> <li>4. Maintain 0% Middle School Dropout Rate.</li> <li>5. District will hold 3 parent education nights per year- 1 per trimester (Sign-in sheets)</li> <li>6. Determine a baseline for parent participation in parent-teacher conferences and other opportunities for parent participation as measured by a parent survey</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL -----</p>	<p>Materials and</p>



<p>The District will hold three parent education nights with a minimum of one parent night per trimester</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>supplies \$200 LCFF S/C</p>
<p>#2 The District will continue to monitor suspension and expulsion rates to ensure they are less than 10% suspension and 2% expulsion per year (including all subgroups)</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>Cost \$0 No additional funds required</p>
<p>#3 Provide trimester incentives for students with perfect attendance including perfect attendance certificates</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>Materials and supplies \$100 LCFF S/C</p>
<p>#4 Roaming trophies for classes with best attendance by grade level per month</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>Materials and supplies \$100 LCFF S/C</p>
<p>#5 End of year drawing for students with perfect attendance</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>Materials and supplies \$200 LCFF S/C</p>
<p>#6 Conduct SARB meetings with parents as needed</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>Cost \$0 No additional funds required</p>

**Goal #3** **LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric-</p> <ol style="list-style-type: none"> <li>1. The attendance will improve by 1% -(Attendance record)</li> <li>2. Reduce Chronic Absenteeism by .5% (attendance record)</li> <li>3. Suspension will be less than 10% and expulsions less than 2% of ADA per year (Calpads record)</li> <li>4. Maintain 0% Middle School Dropout Rate.</li> <li>5. District will hold 3 parent education nights per year- 1 per trimester (Sign-in sheets)</li> <li>6. Determine a baseline for parent participation in parent-teacher conferences and other opportunities for parent participation as measured by a parent survey</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1 The District will hold three parent education nights with a minimum of one parent night per trimester</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>Materials and supplies \$500 LCFF S/C</p>
<p>#2 The District will continue to monitor suspension and expulsion rates to ensure they are less than 10% suspension and 2% expulsion per year (including all subgroups)</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>Cost \$0 No additional funds required</p>
<p>#3 Provide trimester incentives for students with perfect attendance including perfect attendance certificates</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>Materials and supplies \$200 LCFF S/C</p>
<p>#4 Roaming trophies for classes with best attendance by grade level per month</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>Materials and supplies \$200 LCFF S/C</p>
<p>#5 End of year drawing for students with perfect attendance</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>Materials and supplies \$400 LCFF S/C</p>

#6 Conduct SARB meetings with parents as needed	District wide	x__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost \$0 No additional funds required
--	---------------	---	--

<b>GOAL:</b>	#4 Improve/increase enrichment opportunities of students through field trips that are aligned to state standards.	Related State and/or Local Priorities: 1__x_ 2__x_ 3__x_ 4__x_ 5__ 6__ 7__x_ 8__ COE only: 9__ 10__ Local : Specify _____	
<b>Identified Need :</b>	As a result of surveys of stakeholders, parents, and community focus groups, 75% stated there is a great need for enrichment activities for students that will promote higher level of involvement for students in all content areas. . All eligible 5 <sup>th</sup> and 6 <sup>th</sup> grade students will participate in Tulare County SCICON grade level activities each year. Students will participate in in-county field trip to engage and enrich understanding of state standards.		
<b>Goal Applies to:</b>	Schools:	Hot Springs School ----- Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	Metric- 1. Students will complete a grade level task/reflection to measure their understanding of the field trip topic 2. Field trip permission sheets 3. SCICON student list, SCICON notebooks completed		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 Students and staff will attend field trips in county to enrich state standards- art, music, history, science, etc.	District wide	__x__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Field trip cost \$200 LCFF S/C
#2	District wide	__x__ALL	

<p>All 5<sup>th</sup> and 6<sup>th</sup> grade students (who are eligible) will attend Tulare County SCICON events for their grade level</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost \$160 per 6<sup>th</sup> grade student LCFF S/C</p> <p>No cost for 5<sup>th</sup> grade</p> <p>There are no 6<sup>th</sup> grade students for 2016-17</p> <p>Cost \$0</p>
<p>#3 Out of county field trip will be scheduled for students to attend using a commercial bus company for travel to LA museums, Monterey Bay, California Missions, etc. reflecting grade common core standards</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Admission cost \$700 LCFF S/C Transportation cost \$1,500 LCFF S/C</p>
<p>#4 Purchase of science materials for enrichment K-8<sup>th</sup> science program</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials and supplies \$500 LCFF S/C</p>

Goal # 4		LCAP Year 2: 2017-18		
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric-                      1. Students will complete a grade level task/reflection to measure their understanding of the field trip topic                      2. Field trip permission sheets                      3. SCICON student list, SCICON notebooks completed</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<p>#1 Students and staff will attend field trips in county to enrich state standards- art, music, history, science, etc.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Field trip cost \$500 LCFF S/C</p>	
<p>#2</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Cost \$160 per 6<sup>th</sup></p>	

All 5 <sup>th</sup> and 6 <sup>th</sup> grade students (who a eligible) will attend Tulare County SCICON events for their grade level		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	grade student LCFF S/C  \$640 LCFF S/C
#3 Out of county field trip will be scheduled for students to attend using a commercial bus company for travel to LA museums, Monterey Bay, California Missions, etc. reflecting grade common core standards	District wide	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Admission cost \$700 LCFF S/C Transportation cost \$2,000 LCFF S/C
#4 Purchase of science materials for enrichment K-8 <sup>th</sup> science program	District wide	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials and supplies \$300 LCFF S/C

<b>Goal #3 LCAP Year 3: 2018-19</b>			
<b>Expected Annual Measurable Outcomes:</b>	<b>Metric-</b> 1. Students will complete a grade level task/reflection to measure their understanding of the field trip topic 2. Field trip permission sheets 3. SCICON student list, SCICON notebooks completed		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 Students and staff will attend field trips in county to enrich state standards- art, music, history, science, etc.	District wide	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Field trip cost \$500 LCFF S/C
#2 All 5 <sup>th</sup> and 6 <sup>th</sup> grade students (who a eligible) will attend Tulare County SCICON events for their grade level	District wide	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost \$160 per 6 <sup>th</sup> grade student LCFF S/C  No cost for 5 <sup>th</sup> grade
#3	District wide	x__ALL	

<p>Out of county field trip will be scheduled for students to attend using a commercial bus company for travel to LA museums, Monterey Bay, California Missions, etc. reflecting grade common core standards</p>		<p>OR:                  __Low Income pupils __English Learners                  __Foster Youth __Redesignated fluent English proficient                  __Other Subgroups:(Specify)_____</p>	<p>Admission cost \$700                  LCFF S/C                  Transportation cost \$1,500                  LCFF S/C</p>
<p>#4                  Purchase of science materials for enrichment K-8<sup>th</sup> science program</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>Materials and supplies \$200                  LCFF S/C</p>

**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?

Original GOAL from prior year LCAP:	#1 Every student will receive rigorous research based instruction aligned to Common Core grade standards delivered by highly qualified personnel		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____		
Goal Applies to:	Schools: Hot Springs LEA	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	1. 100% of the classroom will receive instructional materials aligned to Common Core for math and English language arts 2. 100% of staff will receive training in implementing Common Core standards in English language arts and mathematics and use grade	Actual Annual Measurable Outcomes:	1. 100% of the classroom will receive instructional materials aligned to Common Core for math 2. 100% of staff will receive training in implementing Common Core standards in mathematics and use grade level strategies and materials in		
<b>LCAP Year: 2015-16</b>					
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
1. Purchase Common Core instructional materials and implement course study for all grades in mathematics and English language arts.		Instructional materials Cost \$3,600 LCFF S/C	1. Math books K-8 purchased Go Math.		Instructional materials Cost \$3,600 LCFF S/C
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. District hired classroom aid/secretary to increase academic achievement of all students.	Classroom aid/ Secretary cost \$20,785 LCFF S/C	2. District hired classroom aid- working with all grades	Classroom aid/ Secretary cost \$20,785 LCFF S/C
Scope of service: District wide		Scope of service: District wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. All teaching staff will receive training through Tulare County Office of Education in Common Core standards for English language arts and mathematics. Implement these Common Core standards in the classroom instruction.	Professional Development cost \$1750 LCFF base Sub Teacher cost \$690 (5 days) LCFF base	3. Substitute teacher could not be book by district teacher unable to attend training- teacher completed online training program for Go Math. 2 aides attended one class for ELA no sub needed	Professional Development cost \$0 LCFF base Sub Teacher cost \$0 LCFF base
Scope of service: District wide		Scope of service: District wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The English language arts textbook adoption will be completed the summer of 2016 with staff training in early August of 2016. Effort was made to establish a sub list for the school and there are now 4 retired teachers who are willing to sub at the school- all registered with the county. Dates of need for a sub will be established and subs book ahead.		



Original GOAL from prior year LCAP:	#2 Increase achievement for all students on state achievement testing		Related State and/or Local Priorities: 1x 2x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Hot Springs LEA		
Expected Annual Measurable Outcomes:	For all students 2015 will establish baseline for District achievement benchmark 1. Proficiency rates in English Language Arts and Mathematics will increase by 1.5% on Smarter balance testing in 2016 2. Students able to take Smarter balance testing using technology and internet access in 2016 3. 100% of all students have access to technology		Actual Annual Measurable Outcomes:	1. It is not known if Proficiency rates in English Language Arts and Mathematics increased by 1.5% on Smarter balance testing in 2016 2. Students were not able to take Smarter balance testing using technology and internet access in 2016 3. Students still have limited access to technology do to small band width
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
1. All teaching staff will focus on engaging students in Common Core standards and tasks in English Language Arts and Mathematics	Engagement Materials cost \$350 LCFF S/C	Common Core was the main focus in both math and language arts K-8	Engagement Materials cost \$150 LCFF S/C	

Scope of service: District wide		Scope of service: District wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Purchase technology and infrastructure to provide students with technology based instruction using standards and implement computer based student assessments and benchmarks for English Language Arts, Mathematics and reading.	Technology and materials cost \$12077 LCFF S/C	Chrome books and ipads have been purchased for the school.	Technology and materials cost \$3,650 LCFF S/C
Scope of service: District wide		Scope of service: District wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Hot Springs School has finally received the BIG Grant and has a company that will deliver high speed/band width needed to take the state test in December of 2016. The Fall of 2016 will be the introduction of school wide technology. Technology will be taught at a grade level need. Ipads K-3 <sup>rd</sup> , chrome books 4 <sup>th</sup> -8 <sup>th</sup> .		

Original GOAL from prior year LCAP:	# 3 Students will be provided with an emotionally safe environment in which to engage, learn, and reach their full potential.		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Hot Springs LEA		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Increase student attendance rates of 5% 2. Increase positive responses on parent/student school climate survey by 5%		Actual Annual Measurable Outcomes:	Even though the District did not meet pupil attendance goal we will continue implementing the same actions and services for the next year.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
#1 Provide engagement in a positive school environment for all grades by supporting positive Character Counts behavior interventions		Character Counts Education cost \$500 LCFF S/C	Character Counts was introduced in the Fall of 2015 and continued through the school tear grades K-8 <sup>th</sup>	
Scope of service:	District wide		Scope of service:	District wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income 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 type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
#2	Rewards for attendance on a monthly bases for all grades	Attendance reward coat \$200 LCFF base	Rewards given for attendance each month		\$100
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
#3	Increase parental involvement in academic and attendance issues through meetings and professional presentations for parents	Materials of Parent involvement cost \$200 LCFF Base			Materials of Parent involvement cost \$150 LCFF Base
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?		Even though the District did not meet pupil attendance goal we will continue implementing the same actions and services for the next year. Adding pre-SARB meetings for parents with counseling services offered.			

Original GOAL from prior year LCAP:	# 4 Improve/increase enrichment opportunities for students through field trips that are aligned to Common Core standards		Related State and/or Local Priorities: 1__x__ 2__x__ 3__x__ 4__x__ 5__ 6__ 7__x__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Hot Springs LEA	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Students will participate in 3 field trips to engage and enrich understanding of Common Core standards 2. 6 <sup>th</sup> grade will participate in SCICON week camp 3. Students will complete a grade level task/reflection to measure their understanding of the field trip topic		Actual Annual Measurable Outcomes:	Field trips and SCICON attended- grade level reflection papers completed by classes for each trip
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
			Budgeted Expenditures	
#1 Students and staff will attend field trips to enrich Common Core standards			Field trip cost \$500 LCFF S/C	Trips: County Symphony Inpac Nature trail fall and spring at VerStaig Ranch Clean-up of Leavis Flat
Scope of service:	District wide		Scope of service:	District wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR:			OR:	

<input type="checkbox"/> Low Income 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 type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
#2 6th grade students will attend TCOE SCICON camp to enrich science Common Core standards	SCICON camp cost \$160 LCFF S/C	We had one 6 <sup>th</sup> grader and he attended SCICON this May	\$160
Scope of service: District wide		Scope of service: District wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	District will continue in county field trips that a offered through TCOE and other county interests. An out of county trip will be planned- this year there will be four 4 <sup>th</sup> graders, a mission trip is first choice. None of the students (school wide) have been to a mission.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>32,931</u>
<p>Currently the demographics of the district indicate 80% of the district’s students are qualified for free and reduced meals. Also 0% of the district’s students are English Learners. Given the large group of low income students, all district goals are designed to close the achievement gap and meet the needs of these targeted students. By implementing goals and programs to close the achievement gap of these students, our remaining 20% of students automatically receive similar key programs. At the heart of the district’s goals is a personalized learning approach to teaching our entire students district wide. Each student in the district has an individual personalized learning plan based on their individual strengths and needs. By providing these services district wide, we are able to reach and serve the population that generates the funds. Our school operates under school wide Title I programs.</p>	

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

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

13.64	%
-------	---

The district's Minimum Proportionally Percentage for low income pupils is 13.64%. Increased services include intervention classes, and instructional aids. County social workers for K-8 th grade, prevention and intervention administration to monitor needs these targeted services increase and or improve services for the unduplicated pupils.

Hot Springs School District has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2016-2017 supplemental and Concentration Grant funding for qualifying purposes.

### 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).

01-13-15 [California Department of Education]