

Introduction:

LEA: Liberty Elementary School District **Contact (Name, Title, Email, Phone Number):** Keri Montoya, Superintendent/Principal, kmontoya@liberty.k12.ca.us, (559) 686-1675
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Our Liberty staff continues to work effectively toward a community of excellence. The Superintendent/Principal developed materials for presentations to stakeholders that contained a description and explanation of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) process. The timely process we used to involve and develop our stakeholders in the development of the LCAP includes meetings throughout the months of October through May that consisted of administration training, meetings held with certificated teacher, the Liberty CTA/NEA, support staff,</p>	<p>As a result of including the stakeholders in the development of the LCAP, we have decided to focus on the high priorities of increasing student achievement and engagement, increase parental involvement and participation, implementing California Common Core State Standards, and ensuring access to core subjects. Based on this information, Liberty Elementary’s goals for school improvement will focus on these areas of need. We have taken the guidance of stakeholders as a determination to address the needs of our students.</p>

classified instructional aides, parents involved in the English Language Advisory Committee, School Site Council, Liberty Parent Teacher Club, and the District Board Members. Administration also met with students, other staff members, and board members.

In these meetings, the administration explained the new funding process of the Local Control Funding Formula (LCFF) as well as how the Local Control Accountability Plan (LCAP) is directly tied to the LCFF. The administration expressed the importance of having stakeholders involved in the process of developing, reviewing, and implementing the LCAP. A survey was given to the above mentioned groups in April of 2016 to start the engagement process of the LCAP. In order for the above groups to resourcefully participate in the survey, student, school, and district data was presented over a 3 year period in regards to attendance rates, academic performance index as determined by district assessments, discipline rates, and results of the California English Language Development Test (CELDT). In these meetings the following information was also shared to inform the LCAP goal setting with the stakeholders:

- School Accountability Report Card (SARC)
- Single Plan for Student Achievement (SPSA)
- Local Benchmarks
- CELDT Scores
- California Assessment of Student Performance and Progress 2015-2016 results

The LCAP survey addressed the state priorities required in the LCAP. The stakeholders addressed the high priorities that Liberty Elementary needs to focus and improve upon. If there are public comments made in regards to the current Local Control Accountability Plan, the Superintendent will address those comments in writing.

Upon further review we did not change our goals. Administration met and will continue to meet with the following stakeholders to ensure continued engagement in the LCAP process and address how students needs were met or will be met:

- English Language Advisory Committee (ELAC)

- Foster Youth (through Tulare County Office of Education appointed Social Worker)
- Migrant Parents
- Title I Parents

The administration predicts that the involvement of stakeholders in this process will have a positive effect on student outcomes.

Annual Update:

The district continues to increase efforts to reach out to stakeholders, especially parents. With the first two years of the Local Control Accountability Plan (LCAP) completed, the administration was able to share more complete data with stakeholders which allowed a greater opportunity for stakeholders to be involved with the input process. Metrics and their targets were clearly identified and shared with each stakeholder group. Meetings were held on the following dates:

- Liberty Teachers Association: 10/7/15, 10/21/15, 11/4/15, 11/16/15, 12/2/15, 12/14/15, 1/20/16, 2/3/16, 2/17/16, 3/2/16, 3/30/16, 4/6/16, 5/4/16
- Liberty Aide Meetings: 10/20/15, 1/25/16, 2/29/16, 3/30/16, 4/26/16
- School Site Council/English Language Advisory Committee: 11/2/15, 1/11/16, 3/7/16, 5/2/16
- Liberty Parent Teacher Club: 11/2/15, 2/1/16

Annual Update:

Input from stakeholders focused on ways to increase student engagement and student achievement, ideas for better implementation of the Common Core State Standards and access to core subjects, and ways to increase parental involvement. The new efforts of the district to meet the goals above are reflected in the new initiatives listed in the plan and include hiring a Vice Principal, purchase of English Language Arts/English Language Development Curriculum, purchase of an Intervention Reading Program, purchase of supplemental Science curriculum, purchase of a Data and Assessment program, increasing Tulare County Office of Education Nursing and Psychological services, increasing technology devices and on-site computer technician time, purchase of a College and Career Readiness program for Middle School students, and purchase of a school marquee. The district's continued efforts include the Intervention Resource Class, designated English Learner time, professional development for teachers, part-time Music teacher, attendance rewards, student information system, school app, and a social worker on campus.

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?

GOAL 1:	<p>1. As a result of input from stakeholders and data analysis we have determined to address the following goal: improve student achievement of all students and subgroups in English Language Arts, Mathematics, and Science (Next Generation Science Standards) to meet the needs of rigorous 21st Century learning skills.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
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Identified Need :	<p>1. Previous year's California Assessment on Student Performance and Progress (CAASPP) for ELA and Math indicate low performance by all students and subgroups. In 2015-16, 74% of our 3rd-8th grade students scored at "Standard Not Met" or "Standard Nearly Met" for the English Language Arts portion of the CAASPP. 78% of our 3rd-8th grade students scored at "Standard Not Met" or "Standard Nearly Met" for the Mathematics portion of the CAASPP. There are no Needs or Metrics for A-G, CTE, AP Exams, EAP, High School dropout, or graduation, because we are a K-8 single school district.</p> <p>2. Hiring process.</p> <p>3. Increase our reclassification percentage of English Learners by 2% based off the current reclassification percentage of 0% by incorporating new ELA/ELD curriculum.</p> <p>4. Currently 80% of our teachers have had professional development on best instructional strategies and Common Core State Standards through Tulare County Office of Education. 20% have had professional development on English Language Development Standards. 0% have had professional development on the Next Generation Science Standards (NGSS).</p>
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: All Pupils including English Learners, Low Income, Foster Youth, Homeless, and Special Education students.
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>For all students and all subgroups:</p> <ol style="list-style-type: none"> 1. Student results of California Assessment of Student Performance and Progress (CAASPP)-SBAC results will show improvement by decreasing 1% in ELA and Math on students who perform at Standard Not Met and Standard Nearly Met based on previous year's ELA and Math percentage of students "Not Met" and "Nearly Met" in both subject areas, 74% and 78% respectively. 2. Hiring process results of hiring 1 Vice Principal, Intervention Resource Class through Tulare County Office of Education, and 1 aide to continue to meet the needs of our students and support our staff. 3. Annual Measurable Achievement Objective for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 2% from our current percentage of 0%. 4. 90% of teachers will receive Professional Development on Next Generation Science Standards, Common Core State Standards, and best instructional practices. 5. 100% of students in grades Tk-8 will receive weekly required instruction with new English Language Arts/English Language Development curriculum as measured by positive progress on ELA/ELD benchmark assessments. 6. Purchase an Intervention Reading Program 7. Purchase Supplemental Science Curriculum for grades Kinder-5th grade. 8. 100% of teachers will be appropriately assigned as per the county personnel report. 9. 100% of students will have access to standards aligned instructional materials. 10. Currently 91% of K-2nd grade students have met their ROLA benchmark score. The district would like to increase this percentage by 2%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. To increase academic achievement a highly qualified staff must be hired, retained, and appropriately assigned.	School 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 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$12,000
2. Hire 1 classified Instructional Aide to help support student instruction with low income and English Learner students.	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1 Classified Aide 2000-2999: Classified Personnel Salaries LCFF S/C \$22,500
3. Purchase ROLA materials, Reading Mastery, and utilize the Intervention Reading Program to increase reading proficiency for all students including low income, English Learner students, and Foster Youth.	School 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)	Reading Plus Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$11,850 Lit Conn ROLA Kit 4000-4999: Books And Supplies LCFF S/C \$4,440
4. Staffing for the Intervention Resource Class through the Tulare County Office of Education to support increased academic achievement for low income, English Learners, foster youth, and special education students.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Intervention Resource Class 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$84,080

<p>5. Purchase new ELA/ELD Curriculum and training in which all students will have access to.</p>	<p>School 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>English Language Arts/English Language Development Curriculum 4000-4999: Books And Supplies LCFF S/C \$16,000</p>
<p>6. Purchase Supplemental Science Curriculum for grades K-5th grade to support student achievement in Next Generation Science Standards (NGSS).</p>	<p>Students in K-5th grades</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>NGSS supplemental Science Curriculum 4000-4999: Books And Supplies LCFF S/C \$16,000 Lego Robotics 4000-4999: Books And Supplies LCFF S/C \$15,000</p>
<p>7. Hire a Vice Principal to support certificated teachers with instructional strategies, EL support, and parent engagement.</p>	<p>School 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>Vice Principal 1000-1999: Certificated Personnel Salaries LCFF S/C \$110,516</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>For all students and all subgroups: 1. Student results of California Assessment of Student Performance and Progress (CAASPP)-SBAC results will show improvement by reducing the percentage by 1% based on previous year's ELA and Math percentage of students "Not Met" and "Nearly Met" in both subject areas. 2. Continue to employ 1 Vice Principal, Intervention Resource Class through Tulare County Office of Education, and 1 aide to continue to meet the needs of our students and support our staff. 3. Annual Measurable Achievement Objective for English Learners set by the state will be met. Reclassification of English Language Learners will increase by .50%. 4. 92% of teachers will receive Professional Development on Next Generation Science Standards, Common Core State Standards, and best instructional practices. 5. Beginning Teacher Support and Assessment (BTSA) Induction Program through Tulare County Office of Education</p>
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- 6. 100% of students in grades Tk-8 will receive weekly required instruction with new English Language Arts/English Language Development curriculum as measured by positive progress on ELA/ELD benchmark assessments.
- 7. Renew purchase of an Intervention Reading Program
- 8. Re-order Supplemental Science Curriculum for grades Kinder-5th grade.
- 9. 100% of teachers will be appropriately assigned as per the county personnel report.
- 10. 100% of students will have access to standards aligned instructional materials.
- 11. Based off the previous year's proficient ROLA scores of K-2nd grade students, the district would like to increase this percentage by 1%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. To increase academic achievement a highly qualified staff must be hired, retained, and appropriately assigned.	School 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 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$10,000
2. Add 1 additional classified Instructional Aide to help support student instruction with low income and English Learner students for a total of 2 Instructional Aides.	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1 Classified Instructional Aide 2000-2999: Classified Personnel Salaries LCFF S/C \$52,500
3. Purchase ROLA materials, Reading Mastery, and continue to utilize the Intervention Reading Program to increase reading proficiency for all students including low income, English Learner students, and Foster Youth.	School 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)	Reading Plus Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$6,000 Lit Conn ROLA kits 4000-4999: Books And Supplies LCFF S/C \$2,220
4. Staffing for the Intervention Resource Class through the Tulare County Office of Education to support increased academic achievement for low income,	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Intervention Resource Class 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$90,000

<p>English Learners, foster youth, and special education students.</p>		<p><input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	
<p>5. Beginning Teacher Support and Assessment (BTSA) Induction Program and Support Providers for new teachers in order to maintain highly qualified staff.</p>	<p>School 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>Certificated Teachers enrolled in BTSA 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$8,000 BTSA Support Providers 1000-1999: Certificated Personnel Salaries LCFF S/C \$8,000</p>
<p>6. Adopt and purchase ELA/ELD curriculum and training in which all students will have access to.</p>	<p>School 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>ELA/ELD curriculum 4000-4999: Books And Supplies LCFF S/C \$100,000</p>
<p>7. Re-order Supplemental Science Curriculum for grades K-5th grade to continue supporting NGSS.</p>	<p>Students K-5</p>	<p><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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>NGSS supplemental Science Curriculum 4000-4999: Books And Supplies LCFF S/C \$20,000 Lego Robotics 4000-4999: Books And Supplies LCFF S/C \$16,000</p>
<p>8. Continue to employ a Vice Principal to support certificated teachers with instructional strategies, EL support, and parent engagement.</p>	<p>School 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</p>	<p>Vice Principal 1000-1999: Certificated Personnel Salaries LCFF S/C \$114,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	For all students and all subgroups: 1. Student results of California Assessment of Student Performance and Progress (CAASPP)-SBAC results will show improvement by reducing the percentage by 2% based on previous year's ELA and Math percentage of students "Not Met" and "Nearly Met" in both subject areas. 2. Continue to employ 1 Vice Principal, Intervention Resource Class through Tulare County Office of Education, and 1 aide to continue to meet the needs of our students and support our staff. 3. Annual Measurable Achievement Objective for English Learners set by the state will be met. Reclassification of English Language Learners will increase by .50%. 4. 95% of teachers will receive Professional Development on Next Generation Science Standards, Common Core State Standards, and best instructional practices. 5. Beginning Teacher Support and Assessment (BTSA) Induction Program through Tulare County Office of Education 6. 100% of students in grades Tk-8 will receive weekly required instruction with new English Language Arts/English Language Development curriculum as measured by positive progress on ELA/ELD benchmark assessments. 7. Renew purchase of an Intervention Reading Program 8. Re-order Supplemental Science Curriculum for grades Kinder-5th grade. 9. 100% of teachers will be appropriately assigned as per the county personnel report. 10. 100% of students will have access to standards aligned instructional materials. 11. Based off the previous year's proficient ROLA scores of K-2nd grade students, the district would like to increase this percentage by 1%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. To increase academic achievement a highly qualified staff must be hired, retained, and appropriately assigned.	School 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 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$10,000
2. Continue to employ 2 classified Instructional Aides to help support student instruction with low income and English Learner students.	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	2 Classified Aides 2000-2999: Classified Personnel Salaries LCFF S/C \$54,075

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Purchase ROLA materials, Reading Mastery, and continue to utilize the Intervention Reading Program to increase reading proficiency for all students including low income, English Learner students, and Foster Youth.	School 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)	Reading Plus Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$6,000 Lit Conn ROLA Kit 4000-4999: Books And Supplies LCFF S/C \$2,220
4. Staffing for the Intervention Resource Class through the Tulare County Office of Education to support increased academic achievement for low income, English Learners, foster youth, and special education students.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Intervention Resource Class 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$95,000
5. Beginning Teacher Support and Assessment (BTSA) Induction Program and Support Providers for new teachers in order to maintain a highly qualified staff.	School 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)	Certificated Teachers enrolled in BTSA 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$8,000 BTSA Support Providers 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$8,000
6. Re-order ELA/ELD Curriculum and training in which all students will have access to.	School 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	English Language Arts/English Language Development Curriculum 4000-4999: Books And Supplies LCFF S/C \$70,000

		_ Other Subgroups: (Specify)	
7. Re-order Supplemental Science Curriculum for grades K-5th grades in order to continue to support NGSS.	Students in grades K-5	_ 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	NGSS supplemental Science Curriculum 4000-4999: Books And Supplies LCFF S/C \$25,000 <hr/> Lego Robotics 4000-4999: Books And Supplies LCFF S/C \$18,000
8. Continue to employ a Vice Principal to support certificated teachers with instructional strategies, EL support, and parent engagement.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Vice Principal 1000-1999: Certificated Personnel Salaries LCFF S/C \$118,000

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

GOAL 2:	2. As a result of input from stakeholders and data analysis we have determined to address the following goal: Every student, including English Learners, Foster Youth, Low Income, and Special Education will receive rigorous, research based instruction aligned to Common Core State Standards and the Next Generation Science Standards delivered by highly qualified personnel.	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
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Identified Need :	1. Supplemental Materials and Programs to help with the Common Core transition and Next Generation Science Standards (NGSS) 2. Professional Development on Implementation of Common Core State Standards (specifically English Language Arts/English Language Development) and Next Generation Science Standards.
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: All Pupils including English Learners, Low Income, Foster Youth, Homeless, and Special Education students.
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	For all students and sub groups: 1. 90% of the classrooms will receive supplemental materials and programs aligned to the Common Core State Standards and the Next Generation Science Standards. 2. 90% of the teaching staff will receive professional development in Common Core State Standards (specifically English Language Arts/English Language Development) and Next Generation Science Standards to be implemented in classrooms.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement Common Core State Standards and Next Generation Science Standards and offer a rigorous broad course of study by purchasing curriculum, supplemental materials, and supplies.	School 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)	Supplemental Materials and Supplies (Lego Robotics, NGSS curriculum, Reading Program, etc.) Allocated in Goal 1
2. In order to implement Common Core State Standards and the Next Generation Science Standards to meet the needs of targeted students, staff needs professional learning opportunities to develop new instructional strategies.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Professional Development Allocated in Goal 1

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	For all students and sub groups: 1. 92% of the classrooms will receive supplemental materials and programs aligned to the Common Core State Standards and the Next Generation Science Standards. 2. 92% of the teaching staff will receive professional development in Common Core State Standards (specifically English Language Arts/English Language Development) and Next Generation Science Standards to be implemented in classrooms.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement Common Core State Standards and Next Generation Science Standards offer a rigorous broad course of study by purchasing curriculum, supplemental materials, and supplies.	School 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)	Supplemental Materials and Supplies (Lego Robotics, NGSS curriculum, Reading Program, etc.) Allocated in Goal 1
2. In order to implement Common Core State Standards and the Next Generation Science Standards to meet the needs of targeted students, staff needs professional learning opportunities to develop new instructional strategies.	School 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 Allocated in Goal 1

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	For all students and sub groups: 1. 95% of the classrooms will receive supplemental materials and programs aligned to the Common Core State Standards and the Next Generation Science Standards. 2. 95% of the teaching staff will receive professional development in Common Core State Standards (specifically English Language Arts/English Language Development) and Next Generation Science Standards to be implemented in classrooms.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement Common Core State Standards and Next Generation Science Standards and offer a rigorous broad course of study by purchasing curriculum, supplemental materials, and supplies.	School 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)	Supplemental Materials and Supplies (Lego Robotics, NGSS curriculum, Reading Program, etc.) Allocated in Goal 1
2. In order to implement Common Core State Standards and the Next Generation Science Standards to meet the needs of targeted students, staff needs professional learning opportunities to develop new instructional strategies.	School 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 Allocated in Goal 1

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

GOAL 3:	<p>3. As a result of input from stakeholders and data analysis we have determined to address the following goal: The district will reduce truancy rates, increase student attendance based off the previous year's P2 attendance percentage for students in grades Kindergarten through 8th grade, increase student engagement, and provide a safe and healthy environment which will allow students to engage, learn, and reach their full potential.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<ol style="list-style-type: none"> 1. Student Information System and Data Assessment Program 2. Reduce truancy rates from current chronic absenteeism rate of 2%. 3. Continue Music Program 4. Positive attendance intervention program to increase attendance rates from current P2 attendance rate of 97%. 5. Increase technology for teacher and student use 6. College and Career Readiness Program for upper grades 7. Increase Nursing and Psychologist time on campus 8. Reduce Suspension rates from current suspension rate of 0.6% and maintain a 0% expulsion rate.
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: All Pupils including English Learners, Low Income, Foster Youth, Homeless, and Special Education students.
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>For all students and sub groups:</p> <ol style="list-style-type: none"> 1. Increase attendance rates by .5% from our current P2 attendance rate of 97%, reduce chronic absenteeism by .5% from the current 2% rate, and maintain 0% middle school drop out rate. 2. Retain Music Teacher 3. Rewards for attendance on a monthly and trimester bases for all students including EL, Foster Youth, Low Income, and Special Education. 4. Student Information System and Data and Assessment Program-PowerSchool, Illuminate and school App-Parent Link 5. Decrease ratio of students to computers in the classroom to increase student engagement. 6. Hire a part-time computer technician to ensure technology is running efficiently for student and teacher usage. 7. Increase Nursing and Psychologist time on campus. 8. Intervention Resource Class will support students with behavioral issues to reduce suspension rates by .1% from our current suspension percentage of .6%. 9. College and Career Readiness program for 6th-8th grades 10. District will maintain a 100% rating on the FIT survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Rewards for attendance on a monthly/trimester basis for all students.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Engagement Activities 4000-4999: Books And Supplies LCFF S/C \$3,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Provide opportunities for student and parental engagement through the school app, data and assessment program, and the student information system.	School 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)	Parent Link School App 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$2,500 Power School Student Information System 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$9,897 Illuminate Data and Assessment Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$10,875
3. To increase student engagement a part-time music teacher must be retained to continue our music program. Music supplies need to continue to be purchased to support the music program.	School 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)	Music Teacher 1000-1999: Certificated Personnel Salaries LCFF S/C \$27,000 Music Supplies 4000-4999: Books And Supplies LCFF S/C \$3,000
4. To increase student engagement with technology, a part-time computer technician must be hired and retained. Also purchase of chrome book laptops, I-pads, Activ Panels, and document cameras must be purchased to reduce the student to device ratio.	School 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)	Computer Technician 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$25,760 Chrome Book Laptops 4000-4999: Books And Supplies LCFF S/C \$68,026 Activ Panels 4000-4999: Books And Supplies LCFF S/C \$9,000 Document Cameras 4000-4999: Books And Supplies LCFF S/C \$1,125
5. Contract with Tulare County Office of Education to house an Intervention Resource Class to reduce suspension rates by .1%.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Intervention Resource Class (Allocated in Goal 1)

6. Increase the number of days for Nursing Services to 15 days in order to provide a safe environment for our students.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Tulare County Office of Education Special Services-Nursing 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$12,300
7. Increase the number of days for Psychologist Services to 2 days more a month in order to better meet the needs of our low income, English Learners, foster youth, and special education students.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Tulare County Office of Education Special Services-Psychologist 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$14,860
8. Increase student engagement for upper grades by implementing Naviance, a college and career readiness program.	Students in 6-8th grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Naviance College and Career Readiness program 4000-4999: Books And Supplies LCFF S/C \$7,800
9. HVAC Inspection will be done to meet one of the requirements on the FIT survey.	School 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)	HVAC Inspection 5000-5999: Services And Other Operating Expenditures LCFF S/C \$2,916

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>For all students and sub groups:</p> <ol style="list-style-type: none"> 1. Increase attendance rates by .5% based off previous year's P2 attendance rate, reduce chronic absenteeism by .5% from previous year's chronic absenteeism rate, and maintain 0% middle school drop out rate. 2. Retain Music Teacher 3. Rewards for attendance on a monthly and trimester bases for all students including EL, Foster Youth, Low Income, and Special Education. 4. Student Information System and Data and Assessment Program-PowerSchool, Illuminate and school App-Parent Link 5. Decrease ratio of students to computers in the classroom to increase student engagement. 6. Hire a part-time computer technician to ensure technology is running efficiently for student and teacher usage. 7. Increase Nursing and Psychologist time on campus. 8. Intervention Resource Class will support students with behavioral issues to reduce suspension rates by .1% based off previous year's suspension rate. 9. Purchase College and Career Readiness program for 6th-8th grades 10. District will maintain a 100% rating on the FIT survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Rewards for attendance on a monthly/trimester basis for all students.	School 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)	Engagement Activities 4000-4999: Books And Supplies LCFF S/C \$3,500
2. Provide opportunities for student and parental engagement through the school app, data and assessment program, and the student information system.	School 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)	Parent Link School App 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$3,000 Power School Student Information System 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$10,000 Illuminate Data and Assessment Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$6,500
3. To increase student engagement a part-time music teacher must be retained to continue the music program. Music supplies need to continue to be purchased to support the music program.	School 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	Part-time Music Teacher 1000-1999: Certificated Personnel Salaries LCFF S/C \$27,900 Music Supplies 4000-4999: Books And Supplies LCFF S/C \$2,500

		_ Other Subgroups: (Specify)	
4. To increase student engagement with technology, a part-time computer technician must be hired and retained. Also purchase of chrome book laptops, Activ Panels, and document cameras must be purchased to reduce the student to device ratio.	School Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Computer Technician 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$30,000 Chrome book laptops 4000-4999: Books And Supplies LCFF S/C \$40,000 Activ Panels 4000-4999: Books And Supplies LCFF S/C \$6,000 Document Cameras 4000-4999: Books And Supplies LCFF S/C \$750
5. Contract with Tulare County Office of Education to house an Intervention Resource Class to reduce suspension rates.	School Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	Intervention Resource Class (Allocated in Goal 1)
6. Continue with the increased days for Nursing Services of 15 days in order to continue to provide a safe environment.	School Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) Special Education	Tulare County Office of Education Special Services-Nursing 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$13,100
7. Continue with the increased days for Psychological Services of 2 days more a month in order to continue to serve our low income, English Learners, foster youth, and special education students.	School Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	Tulare County Office of Education Special Services-Psychologist 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$15,800

<p>8. Increase student engagement for upper grades by implementing Naviance, a college and career readiness program.</p>	<p>Students in 6th-8th grades.</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>Naviance College and Career Readiness program 4000-4999: Books And Supplies LCFF S/C \$3,000</p>
<p>9. HVAC Inspection will be done to meet one of the requirements on the FIT survey.</p>	<p>School 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>HVAC Inspection 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$2,700</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>For all students and sub groups: 1. Increase attendance rates by .5% based off previous year's P2 attendance rate, reduce chronic absenteeism by .5% from previous year's chronic absenteeism rate, and maintain 0% middle school drop out rate. 2. Retain Music Teacher 3. Rewards for attendance on a monthly and trimester bases for all students including EL, Foster Youth, Low Income, and Special Education. 4. Student Information System and Data and Assessment Program-PowerSchool, Illuminate and school App-Parent Link 5. Decrease ratio of students to computers in the classroom to increase student engagement. 6. Hire a part-time computer technician to ensure technology is running efficiently for student and teacher usage. 7. Increase Nursing and Psychologist time on campus. 8. Intervention Resource Class will support students with behavioral issues to reduce suspension rates by .1% based off previous year's suspension rates. 9. College and Career Readiness program for 6th-8th grades 10. District will maintain a 100% rating on the FIT survey.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Rewards for attendance on a monthly/trimester basis for all students.</p>	<p>School 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</p>	<p>Engagement Activities 4000-4999: Books And Supplies LCFF S/C \$4,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Provide opportunities for student and parental engagement through the school app, data and assessment program, and the student information system.	School 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)	Parent Link App 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$3,500 Power School Student Information System 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$10,000 Illuminate Data and Assessment Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$6,700
3. To increase student engagement a music teacher must be retained to continue our music program. Music supplies need to be purchased to support the music program.	School 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)	Part-time Music Teacher 1000-1999: Certificated Personnel Salaries LCFF S/C \$28,800 Music Supplies 4000-4999: Books And Supplies LCFF S/C \$2,000
4. To increase student engagement with technology, a part-time computer technician must be hired and retained. Also purchase of chrome book laptops, Active panels, and document cameras must be purchased to reduce the student to device ratio.	School 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)	Computer Technician 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$35,000 Chrome book laptops 4000-4999: Books And Supplies LCFF S/C \$42,300 Activ Panels 4000-4999: Books And Supplies LCFF S/C \$6,000 Document Cameras 4000-4999: Books And Supplies LCFF S/C \$750
5. Contract with Tulare County Office of Education to house an Intervention Resource Class to reduce suspension rates.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Intervention Resource Class (Allocated in Goal 1)

6. Continue with the increased days for Nursing Services of 15 days in order to continue to provide a safe environment for our students.	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Tulare County Office of Education Special Services-Nursing 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$13,800
7. Continue with the increased days for Psychological Services of 2 days more a month in order to continue to meet the needs of our low income, English Learners, foster youth, and special education students.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Tulare County Office of Education Special Services-Psychologist 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$16,700
8. Increase student engagement for upper grades by implementing Naviance, a college and career readiness program.	Students in 6th-8th grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Naviance College and Career Readiness Program 4000-4999: Books And Supplies LCFF S/C \$3,000
9. HVAC Inspection will be done to meet one of the requirements on the FIT survey.	School 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)	HVAC Inspection 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$2,781

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 and data analysis we have determined to address the following goal: increase parental involvement in the education of their students.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Identified Need :	1. Lack of parental involvement data shows a need of developing a better monitoring system to gauge parent participation. 2. Personal contact with parents by administration and/or support staff. 3. Positive behavioral interventions and parental involvement. 4. Sign in sheet for parents on academic and attendance issues and involvement in school activities.			
Goal Applies to:	Schools:	ALL Applicable Pupil Subgroups: All Pupils including English Learners, Low Income, Foster Youth, Homeless, and Special Education students.		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	For all students and sub groups: 1. Increase parent participation on parent survey based on previous year's returned survey results of 22%. 2. Track and increase usage of Parent Link school app, Illuminate Data and Assessment Program, and School Information System-Power School. 3. Hire additional administrative staff to make home visits, phone calls, provide professional development to parents on academic and attendance issues. 4. Increase parent communication with a school marquee. 5. District will maintain 100% attendance on parent meetings of students on an Individualized Educational Plan (IEP).			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. To increase parental involvement an additional administrative support person will make home visits, phone calls, and provide professional development to parents on academic and attendance issues.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Social Worker 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$ 14,900	
2. Provide opportunities for student and parent input and communication through surveys, school app, data and assessment program, a marquee, and the student information system.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	Parent Link School App Allocated in Goal 3 Power School Student Information System Allocated in Goal 3 Illuminate Data and Assessment Program Allocated in Goal 3	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	School Marquee 5900: Communications LCFF S/C \$17,000
3. Transportation will be provided, if needed, to parents in order to attend their child's Individualized Educational Plan (IEP) meeting.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Staff Mileage Reimbursement 5000-5999: Services And Other Operating Expenditures LCFF S/C \$300
4. To increase parental involvement, the Vice Principal will also help increase parental involvement through extended learning activities such as Family Movie Night, Reading Night, Science Day, and Math Night.	School 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)	Vice Principal (Allocated in Goal 1)

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	For all students and sub groups: 1. Increase parent participation on parent survey based on previous year's survey results. 2. Track and increase usage of Parent Link school app, Illuminate Data and Assessment Program, and School Information System-Power School. 3. Hire additional administrative staff to make home visits, phone calls, provide professional development to parents on academic and attendance issues. 4. Continue parent communication by maintaining the use of a school marquee. 5. District will maintain 100% attendance on parent meetings of students on an Individualized Educational Plan (IEP).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. To increase parental involvement an administrative support person will continue to be employed to make home visits, phone calls, and provide professional development to parents on academic and attendance issues.	School 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	Social Worker 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$15,500

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
2. Provide opportunities for student and parent input and communication through surveys, school app, data and assessment program, a marquee, and the student information system.	School 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)	Parent Link School App (Allocated in Goal 3) Power School Student Information System (Allocated in Goal 3) Illuminate Data and Assessment Program (Allocated in Goal 3)
3. Transportation will be provided, if needed, to parents in order to attend their child's Individualized Educational Plan (IEP) meeting.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Staff Mileage Reimbursement 5000-5999: Services And Other Operating Expenditures LCFF S/C \$350
4. Continue to employ the Vice Principal to continue to help increase parental involvement through extended learning activities such as Family Movie Night, Reading Night, Science Day, and Math Night.	School 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)	Vice Principal (Allocated in Goal 1)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	For all students and sub groups: 1. Increase parent participation on parent survey based on previous year's survey results. 2. Track and increase usage of Parent Link school app, Illuminate Data and Assessment Program, and School Information System-Power School. 3. Hire additional administrative staff to make home visits, phone calls, provide professional development to parents on academic and attendance issues. 4. Increase parent communication by maintaining the use of a school marquee. 5. District will maintain 100% attendance on parent meetings of students on an Individualized Educational Plan (IEP).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. To increase parental involvement an administrative support person will continue to be employed to make home visits, phone calls, and provide professional development to parents on academic and attendance issues.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Social Worker 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$16,400
2. Provide opportunities for student and parent input and communication through surveys, school app, data and assessment program, a marquee, and the student information system.	School 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)	Parent Link School App (Allocated in Goal 3) Power School Student Information System (Allocated in Goal 3) Illuminate Data and Assessment Program (Allocated in Goal 3)
3. Transportation will be provided, if needed, to parents in order to attend their child's Individualized Educational Plan (IEP) meeting.	School 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Staff Mileage Reimbursement 5000-5999: Services And Other Operating Expenditures LCFF S/C \$400
4. Continue to employ the Vice Principal to continue to help increase parental involvement through extended learning activities such as Family Movie Night, Reading Night, Science Day, and Math Night.	School 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)	Vice Principal (Allocated in Goal 1)

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

GOAL 5:	5. As a result of input from stakeholders and data analysis we have determined to address the following goal: It is necessary to improve the rate at which our English Learners are acquiring the English Language as we transition to the more rigorous English Language Development standards.	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	1. Increase the percent of English Learner Students who make progress towards English Proficiency by 3% from our current percentage of 69%. 2. Currently 80% of our teachers have had professional development on best instructional strategies and Common Core State Standards through Tulare County Office of Education. 20% have had professional development on English Language Development Standards.
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: Low Income, Foster Youth, English Learners, Redesignated Fluent English Proficient
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. Increase the percent of English Learner Students who make progress towards English Proficiency by 3% from our current percentage of 69%. Currently, the District has 57 EL students. 2. 90% of teachers will receive professional development on English Language Development Standards and instructional strategies.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Teachers will receive professional development with a Tulare County Office of Education Consultant on English Language Development Standards with correlation to the Common Core State Standards, the new English Language Proficiency Assessment for California (ELPAC), and instructional strategies to better support our EL students.	School 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 <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development Allocated in Goal 1 ELA/ELD Curriculum and training Allocated in Goal 1
2. Implementation of an Intervention Resource Class and an intervention program will give English Learners the small group instruction needed to improve language acquisition.	School 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 <input type="checkbox"/> Other Subgroups: (Specify)	Intervention Resource Class Allocated in Goal 1 Intervention Reading Program Allocated in Goal 1

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1. Increase the percent of English Learner Students who make progress towards English Proficiency by 2% from our previous year's percentage. 2. 92% of teachers will receive professional development on English Language Development Standards and instructional strategies.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Teachers will receive professional development with a Tulare County Office of Education Consultant on English Language Development Standards with correlation to the Common Core State Standards, the new English Language Proficiency Assessment for California (ELPAC), and instructional strategies to better support our EL students.	School 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)	Professional Development (Allocated in Goal 1) ELA/ELD Curriculum and training (Allocated in Goal 1)
2. Implementation of an Intervention Resource Class and supplemental materials will give English Learners the small group instruction needed to improve language acquisition.	School 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)	Intervention Resource Class (Allocated in Goal 1) Intervention Reading Program (Allocated in Goal 1)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Increase the percent of English Learner Students who make progress towards English Proficiency by 2% from our previous year's percentage. 2. 95% of teachers will receive professional development on English Language Development Standards and instructional strategies.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Teachers will receive professional development with a Tulare County Office of Education Consultant on English Language Development Standards with correlation to the Common Core State Standards, the new English Language Proficiency Assessment for California (ELPAC), and instructional strategies to better support our EL students.	School 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)	Professional Development (Allocated in Goal 1) ELA/ELD Curriculum and training (Allocated in Goal 1)

<p>2. Implementation of an Intervention Resource Class and an intervention program will give English Learners the small group instruction needed to improve language acquisition.</p>	<p>School Wide</p>	<p><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 <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Resource Class (Allocated in Goal 1) Intervention Reading Program (Allocated in Goal 1)</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	1. As a result of input from stakeholders and data analysis we have determined to address the following goal: improve student achievement of all students and subgroups in English Language Arts and Mathematics to meet the needs of rigorous 21st Century learning skills.	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	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	All Pupils including English Learners, Low Income, Foster Youth, Homeless, and Special Education students.	
Expected Annual Measurable Outcomes:	For all students and all subgroups: 1. Student results of California Assessment of Student Performance and Progress (CAASPP)-SBAC results will show improvement based on previous year's baseline. 2. Hiring process results of hiring 1 certificated teacher, Learning Director, Intervention Resource Class through Tulare County Office of Education to continue to reduce class sizes in Tk-3rd grades. 3. Schedule that reflects English Learner support. Annual Measurable Achievement Objective for English Learners set by the state will be met. Reclassification of English Language Learners will increase by .50%. 4. 90% of teachers will receive Professional Development on EL support, Common Core State Standards, and best instructional practices. 5. Beginning Teacher Support and Assessment (BTSA) Induction Program through Tulare County Office of Education	Actual Annual Measurable Outcomes:	1. The state has not released or decided how API will be calculated based from student scores on the CAASPP. However, we received individual student scores with an overall grade level percentage in each achievement standard (Standard Not Met, Standard Nearly Met, Standard Met, Standard Exceeded) and added the percentage of Standard Not Met and Standard Nearly Met and will use this percentage as our baseline. In grades 3rd-8th grade, 74% of students scored below proficient in English Language Arts and 78% below proficient in Mathematics. These percentages are what we will use as a baseline to continue to improve student achievement. 2. One certificated teacher was hired and an Intervention Resource Class was utilized on-site. 3. Designated EL time was scheduled for teachers to support our EL students. We did not meet the reclassification goal because CAASPP results were not available and is a component in the redesignation criteria. 4. 92% of our teachers received professional development in Common Core State Standards and best instructional strategies. Teachers did not receive specific EL support. 5. Teachers who qualified for BTSA received the training needed.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>1. To increase academic achievement a highly qualified staff must be hired and retained in order to have a positive impact on student achievement.</p>	<p>Professional Development Costs 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$20,000</p>	<p>1. Professional Development for staff was implemented throughout the year.</p>	<p>Professional Development Costs 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$18,235</p>												
<table border="1"> <tr> <td data-bbox="100 280 243 362">Scope of Service</td> <td data-bbox="243 280 569 362">School Wide</td> </tr> <tr> <td colspan="2" data-bbox="100 362 569 427"> <p>X All</p> </td> </tr> <tr> <td colspan="2" data-bbox="100 427 569 703"> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	School Wide	<p>X All</p>		<p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 280 1182 451">Scope of Service</td> <td data-bbox="1182 280 1514 451">School Wide including English Learner, Low Income, Special Education, and Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="1031 451 1514 516"> <p>X All</p> </td> </tr> <tr> <td colspan="2" data-bbox="1031 516 1514 703"> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	School Wide including English Learner, Low Income, Special Education, and Foster Youth	<p>X All</p>		<p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		
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<p>2. Add 1 certificated teacher to continue to reduce class sizes in grades Tk-3rd. Add 3 classified Instructional Aides to help support student instruction. Hire a Learning Director to support certificated teachers with instructional strategies, EL support, and scheduling.</p>	<p>1 Certificated Position 1000-1999: Certificated Personnel Salaries Base \$55,000</p> <p>Learning Director 1000-1999: Certificated Personnel Salaries LCFF S/C \$65,000</p> <p>3 Classified Instructional Aides 2000-2999: Classified Personnel Salaries LCFF S/C \$40,195</p> <p>Certificated Teacher Stipend 1000-1999: Certificated Personnel Salaries LCFF S/C \$3,089</p>	<p>2. Two certificated teachers were hired to reduce class sizes in grades Tk-3rd in stead of one due to the large increase of incoming students in grades Tk-3. Three classified aides were hired to support student instruction. A Learning Director was not hired because the District could not find a qualified applicant.</p>	<p>2 Certificated Positions 1000-1999: Certificated Personnel Salaries LCFF S/C \$96,108</p> <p>3 classified instructional aides 2000-2999: Classified Personnel Salaries LCFF S/C \$30,558</p>												
<table border="1"> <tr> <td data-bbox="100 1109 243 1190">Scope of Service</td> <td data-bbox="243 1109 569 1190">School Wide</td> </tr> <tr> <td colspan="2" data-bbox="100 1190 569 1255"> <p>X All</p> </td> </tr> <tr> <td colspan="2" data-bbox="100 1255 569 1466"> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	School Wide	<p>X All</p>		<p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 1109 1182 1190">Scope of Service</td> <td data-bbox="1182 1109 1514 1190">School Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 1190 1514 1255"> <p>X All</p> </td> </tr> <tr> <td colspan="2" data-bbox="1031 1255 1514 1466"> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	School Wide	<p>X All</p>		<p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		
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<p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>															

<p>3. Supplemental curriculum and staffing for after school intervention reading program for all students and sub groups.</p>	<p>Certificated Staff Stipend 1000-1999: Certificated Personnel Salaries LCFF S/C \$3,000 Supplemental Curriculum (Lexia, Rola, Accelerated Reader, Reading Mastery, etc.) 4000-4999: Books And Supplies LCFF S/C \$30,000</p>	<p>3. An after school tutoring program was developed and implemented to support students in English Language Arts and Mathematics.</p>	<p>Certificated Staff Stipend 1000-1999: Certificated Personnel Salaries LCFF S/C \$3,350 Supplemental Curriculum (Lexia, Rola, Accelerated Reader, Reading Mastery, etc.) 4000-4999: Books And Supplies LCFF S/C \$18,979</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. New facilities and staffing for the Intervention Resource Class through the Tulare County Office of Education.</p>	<p>Intervention Resource Class 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$69,840 Facility Rental for Classroom use by the Intervention Resource 5000-5999: Services And Other Operating Expenditures LCFF S/C \$6,000</p>	<p>4. Staffing for the Intervention Resource Class through the Tulare County Office of Education was housed and utilized on campus.</p>	<p>Intervention Resource Class 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$69,840</p>
<p>Scope of Service School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>		<p>Scope of Service School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	

<p>5. Beginning Teacher Support and Assessment (BTSA) Induction Program and Support Providers.</p>	<p>Certificated Teachers enrolled in BTSA 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$8,000</p> <p>BTSA Support Providers 1000-1999: Certificated Personnel Salaries LCFF S/C \$8,000</p>	<p>5. Three teachers were enrolled in the Beginning Teacher Support and Assessment (BTSA) Induction Program and a support provider was hired to mentor them.</p>	<p>Certificated Teachers enrolled in BTSA 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$6,500</p> <p>BTSA Support Provider 1000-1999: Certificated Personnel Salaries LCFF S/C \$7,500</p>												
<table border="1"> <tr> <td data-bbox="100 394 243 472">Scope of Service</td> <td data-bbox="243 394 569 472">School Wide</td> </tr> <tr> <td colspan="2" data-bbox="100 472 569 537"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="100 537 569 781"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School Wide	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 394 1182 472">Scope of Service</td> <td data-bbox="1182 394 1514 472">School Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 472 1514 537"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1031 537 1514 781"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School Wide	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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<p>6. Provide professional development to staff to better support English Learners.</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$5,000</p>	<p>Teachers were not specifically trained in strategies for English Learners.</p>													
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue to review individual student CAASPP scores with an overall grade level percentage in each achievement standard (Standard Not Met, Standard Nearly Met, Standard Met, Standard Exceeded) specifically, Standard Not Met and Standard Nearly Met, and will use this percentage as our baseline for improvement next year. The district has reviewed Intervention Resource Classroom data and has observed positive progress with our students who are in the class and will continue to utilize this program. Designated EL time was scheduled for teachers to support our EL students,</p>														

	<p>however, new English Language Proficiency Assessments for California training was not available for teachers as the state is still utilizing the California English Language Development Test (CELDT) to assess English language proficiency. The district recognizes that EL support for teachers is important and will provide this training to teachers next school year. Reclassification of EL students will be reviewed and students will be reclassified based on meeting the required criteria now that state assessment results are available. The district will continue to provide BTSA support to our new teachers and provide additional on-site support with administration. The district flew the position of Learning Director, but did not find any qualified applicants at the time. The district will hire a Vice Principal next year to support new teachers and increase parental involvement. Overall, positive progress was observed with student behavior and academics because of the actions and goals the District has taken and set for students.</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.

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Original GOAL 2 from prior year LCAP:	2. As a result of input from stakeholders and data analysis we have determined to address the following goal: Every student, including English Learners, Foster Youth, Low Income, and Special Education will receive rigorous, research based instruction aligned to Common Core State Standards delivered by highly qualified personnel.	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
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Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	All Pupils including English Learners, Low Income, Foster Youth, Homeless, and Special Education students.

Expected Annual Measurable Outcomes:	For all students and sub groups: 1. 90% of the classrooms will receive supplemental materials and programs aligned to the Common Core State Standards. 2. 90% of the teaching staff will receive professional development in Common Core State Standards (specifically English Language Arts/English Language Development) to be implemented in classrooms.	Actual Annual Measurable Outcomes:	1. 100% of the classrooms received supplemental materials and programs aligned to the Common Core State Standards. 2. 92% of the teaching staff received professional development in Common Core State Standards (specifically English Language Arts/English Language Development) to be implemented in classrooms.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services																													
	Budgeted Expenditures		Estimated Actual Annual Expenditures																												
1. Implement Common Core State Standards and offer a rigorous broad course of study by purchasing supplemental materials and supplies.	Supplemental Materials and Supplies (Reading Mastery, Lexia, Rola, Acclerated Reader, etc.) Allocated in Goal 1	1. Supplemental materials and supplies were purchased and implemented to offer a rigorous broad course of study.	Supplemental Materials and Supplies (Reading Mastery, Lexia, Rola, Acclerated Reader, etc.) Allocated in Goal 1																												
<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide																									
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<p>2. In order to implement Common Core State Standards to meet the needs of targeted students, staff needs professional learning opportunities to develop new instructional strategies.</p>		<p>Professional Development Allocated in Goal 1</p>	<p>2. 92% of teachers were trained in Common Core State Standards in ELA and Math. Teachers also attended other trainings to better support implementation of the Common Core State Standards including Project Based Learning. The district also contracted out with a county consultant to help and support the district with implementation.</p>	<p>Professional Development Allocated in Goal 1</p>
<p>Scope of Service</p>	<p>School Wide</p>		<p>Scope of Service</p>	<p>School 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>As a result of reviewing past progress, the district will continue with professional development for staff and incorporate training on the Next Generation Science Standards. The district will also continue professional development on supplemental programs for students. The district observed an increase in student academic success on the CAASPP due to the quality professional development the teachers participated in.</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.

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Original GOAL 3 from prior year LCAP:	3. As a result of input from stakeholders and data analysis we have determined to address the following goal: The district will reduce truancy rates, increase student attendance based off the previous year's P2 attendance percentage for students in grades Kindergarten through 8th grade, increase student engagement, and provide a safe environment which will allow students to engage, learn, and reach their full potential.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	All Pupils including English Learners, Low Income, Foster Youth, Homeless, and Special Education students.	
Expected Annual Measurable Outcomes:	For all students and sub groups: 1. Increase attendance rates by .5% based on P2 results from previous year of 95.63%. 2. Hire Music Teacher 3. Rewards for attendance on a monthly and trimester basis for all students including EL, Foster Youth, Low Income, and Special Education. 4. Student Information System-PowerSchool and school App for smartphones-Parent Link 5. Decrease ratio of students to computers and provide Promethean smart boards in the classroom to increase student engagement. 6. Hire a part-time computer technician to ensure technology is running efficiently for student and teacher usage.	Actual Annual Measurable Outcomes:	1. The district met and exceeded the goal of increasing attendance rates by .5% based on P2 results. The district's P2 percentage was 96.42%for 2015-2016 school year. 2. The district hired a part-time music teacher that serves students in grades Tk-8th grade. 3. Rewards for attendance on a monthly and trimester basis for all students including EL, Foster Youth, Low Income, and Special Education were also given as well as a trimester attendance incentive which improved and helped the district meet our P2 attendance rate goal. 4. A Student Information System-PowerSchool and school App for smartphones-Parent Link were purchased and renewed. 5. Promethean Smart Boards or Activ Panels were purchased for all classrooms. 6. A part-time computer technician was hired to assure efficiency of technology use in the classroom.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Rewards for attendance on a monthly/trimester basis for all students.	Engagement Activities 4000-4999: Books And Supplies LCFF S/C \$4,400	1. Students received monthly and trimester attendance incentives based on district incentive guidelines to help improve P2 attendance percentage. The incentives included pizza, ice cream, waterslide trip, and pencils. The pizza and ice cream were purchased by	Engagement Activities 4000-4999: Books And Supplies LCFF S/C \$2,525

		our parent group, LPTC, so we did not expend as much as we anticipated.					
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2. Provide opportunities for student and parental engagement through the school app and the student information system.	Parent Link School App 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$8,235 Power School Student Information System 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$12,150	2. Power School, the student information system, and Parentlink, the school app were purchased and utilized.	Parent Link School App 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$1,882 Power School Student Information System 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$12,426				
<table border="1"> <tr> <td>Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide	
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3. To increase student engagement a music teacher must be hired and retained to establish a music program. Music supplies need to be purchased to support the music program.	Music Teacher 1000-1999: Certificated Personnel Salaries Base \$55,000 Music Supplies 4000-4999: Books And Supplies LCFF S/C \$10,000	3. A part-time Music Teacher was hired as well as music supplies purchased to support the program.	Part-time Music Teacher 1000-1999: Certificated Personnel Salaries LCFF S/C \$27,114 Music Supplies 4000-4999: Books And Supplies LCFF S/C \$10,000				

Scope of Service	School Wide		Scope of Service	School 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)		4. To increase student engagement with technology, a part-time computer technician must be hired and retained. Also purchase of computers and smart boards must be purchased to reduce the student to device ratio. Computer Technician 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$30,000 Smart Boards and computers 4000-4999: Books And Supplies LCFF S/C \$50,000	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		4. A part-time computer technician was hired and computers and smart boards were purchased for all classrooms. Smart boards were purchased and installed in classrooms to increase student engagement. The cost was more than anticipated due to adding active panels in the portable classrooms rather than smart boards. Computer Technician 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$30,000 Smart Boards and Computers 4000-4999: Books And Supplies LCFF S/C \$57,176
Scope of Service	School Wide		Scope of Service	School 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)		What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? The district hired a part-time music teacher that serves students in grades Tk-8th grade and will continue to employ the part-time Music teacher. At this time, a full-time Music teacher is not necessary. Rewards for attendance on a monthly and trimester basis for all students including EL, Foster Youth, Low Income, and Special Education were also given as well as a trimester attendance incentive. The district will continue the attendance incentive program because it was successful in helping us meet and exceed our P2 goal. Our current P2 percentage is 96.42%. A Student Information System-PowerSchool and school App for smartphones-Parent Link were purchased and renewed and has increased parental involvement in student achievement. Promethean Smart Boards or Activ Panels were purchased for all classrooms and a part-time computer technician was hired to assure efficiency of technology use in the classrooms. A positive change in student engagement has been recognized because of the actions the District has taken.	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

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.

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Original GOAL 4 from prior year LCAP:	4. As a result of input from stakeholders and data analysis we have determined to address the following goal: increase parental involvement in the education of their students.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	All Pupils including English Learners, Low Income, Foster Youth, Homeless, and Special Education students.	
Expected Annual Measurable Outcomes:	For all students and sub groups: 1. Increase parent participation on parent survey based on previous year's survey results. 2. Track and increase usage of Parent Link school app and School Information System-Power School. 3. Hire additional administrative staff to make home visits, phone calls, provide professional development to parents on academic and attendance issues.	Actual Annual Measurable Outcomes:	1. Surveys were sent out later in the school year this year than the previous year in order to get more parent feedback. This did not prove to be effective as the district received 12% less surveys returned than the previous year. 2. The district reviewed positive usage of Parent Link school app, but was not able to track parent logins into the School Information System-Power School. 3. A social worker was re-hired to make home visits, phone calls, provide professional development to parents on academic and attendance issues which helped increase our P2 percentage to meet our goal.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
1. To increase parental involvement an additional administrative support person and Learning Director will make home visits, phone calls, and provide professional development to parents on academic and attendance issues. The Learning Director will also help increase parental involvement through extended learning activities such as Family Movie Night, Reading Night, and Math Night.	Budgeted Expenditures	1. A social worker was re-hired.	Estimated Actual Annual Expenditures
	Social Worker 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$18,000 Learning Director Allocated in Goal 1		Social Worker 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$14,051

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<p>2. Provide opportunities for student and parent input through surveys, school app, and the student information system.</p>	<p>Parent Link School App Allocated in Goal 3</p> <p>School Information System-Power School Allocated in Goal 3</p>	<p>2. Power School, Parentlink, and surveys were available to parents.</p>	<p>Parent Link School App Allocated in Goal 3</p> <p>Power School Student Information System Allocated in Goal 3</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide	
Scope of Service	School Wide						
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<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Surveys were sent out later in the school year this year than the previous year in hopes of getting better parent participation on the surveys. The district received 12% less parent participation on the surveys this year and will review a better time and process to encourage more parents to submit their input to the school. The district reviewed usage of Parent Link school app, but was not able to track parent logins into the School Information System-Power School. The district will continue to communicate and encourage parent usage on both of these systems. A social worker was re-hired to make home visits, phone calls, provide professional development to parents on academic and attendance issues. The district noticed a decline in tardies and absences once contact was made by the Social Worker. The district flew the position of Learning Director, but did not find any qualified applicants at that time. The district will hire a Vice Principal next school year to increase parent involvement. Overall, the district observed increased parent involvement; however, the district will make changes next year to continue to increase parent involvement.</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.

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Original GOAL 5 from prior year LCAP:	5. As a result of input from stakeholders and data analysis we have determined to address the following goal: It is necessary to improve the rate at which our English Learners are acquiring the English Language as we transition to the more rigorous English Language Development standards.		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:	ALL		
	Applicable Pupil Subgroups:	Low Income		
Expected Annual Measurable Outcomes:	1. Reclassification of English Learners will increase by .50% based of the previous year's reclassification percentage. 2. 90% of teachers will receive professional development on English Language Development Standards and instructional strategies.		Actual Annual Measurable Outcomes:	1. Reclassification of English Learners did not increase by .50% based off the previous year's reclassification percentage of 1.7% because the criteria of state assessment scores were not available until August 2016 and the district did not feel confident in reclassifying students without this important component. 2. The teachers did not receive specific professional development on English Language Development Standards and instructional strategies this school year because the English Language Proficiency Assessment of California (ELPAC) has not been implemented.
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. Teachers will receive professional development with a Tulare County Office of Education Consultant on English Language Development Standards with correlation to the Common Core State Standards, the new English Language Proficiency Assessment for California (ELPAC), and instructional strategies to better support our EL students.		Professional Development Allocated in Goal 1	1. Professional Development specific to EL students and the ELPAC was not implemented.	
			Professional Development for ELPAC and EL strategies 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$0	
Scope of Service	School Wide		Scope of Service	School Wide

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Implementation of an Intervention Resource Class and supplemental materials will give English Learners the small group instruction needed to improve language acquisition.</p>	<p>Intervention Resource Class Allocated in Goal 1</p> <p>Facility Rental for Classroom use by the Intervention Resource Class Allocated in Goal 1</p> <p>Supplemental Materials (Lexia, Rola, Accelerated Reader, Reading Mastery, etc.) Allocated in Goal 1</p>	<p>2. The Intervention Resource Class and materials were housed and utilized for our EL Students as well as other subgroups.</p>	<p>Intervention Resource Class Allocated in Goal 1</p> <p>Supplemental Materials (Lexia, Rola, Accelerated Reader, Reading Mastery, etc.) Allocated in Goal 1</p>
<p>Scope of Service School Wide</p>		<p>Scope of Service School Wide</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Reclassification of English Learners did not increase by .50% based of the previous year's reclassification percentage of 1.7% because the criteria of state assessment scores were not available until August 2016 and the district did not feel confident in reclassifying students without this important component. The teachers did not receive specific professional development on English Language Development Standards and instructional strategies this school year because the English Language Proficiency Assessment of California (ELPAC) has not been implemented, but the district will provide this training to teachers next school year. The Intervention Resource Class has been instrumental in providing small group intervention and will continue to be housed and utilized on campus for English Learner students as well as other students. Overall, the district did not observe a positive change in this area and will improve on this goal next year.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$522,645
<p>Our vision is to prepare our students to assume responsibility to plan, design, and build the future by providing a learning environment which is centered on students, directed by teachers, and supported by home and community. Liberty is a single K-8 school district that serves 497 students. It is a student-oriented school in which all staff and students are focused upon learning and teaching. The school culture is positive and welcoming for students, staff, and parents. Liberty is a safe school where learning processes are not interrupted by outside influences or by out-of-the-ordinary discipline issues. Liberty has a fair discipline policy, which is clearly understood and supported by staff, students, and parents. Student engagement is a critical component for student success. Liberty's desire is to involve students as active participants in their education. We will achieve this through our LCAP goals and actions which include a Vice Principal, part-time Music Teacher, Intervention Resource Class, new English Language Arts/English Language Development curriculum, increased nursing and psychology services, college and career readiness program for 6th-8th grades, a school marquee, professional development, a reading intervention program, technology equipment, Computer Technician, additional classified staff, music supplies, Beginning Teacher Support and Assessment Program, Social Worker, engagement activities, school app, a data and assessment program, Next Generation Science Curriculum and Robotics, and a student information system to better serve our targeted student population. Since our unduplicated student population count is 62.49% and we are a one school district all of these actions and services are being performed on a school wide and district wide basis. Funds are best expended on a school wide basis. All actions and expenditures of Supplemental and Concentration funds are principally directed with the needs of our unduplicated population in mind and based on careful analysis of data and input from our stakeholders.</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.

13.84	%
<p>Using the calculation tool provided by the state, Liberty Elementary has calculated that it will receive \$522,645 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 13.84%. This plan has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2016-17 Supplemental and Concentration Grant funding for qualifying purposes. Direct services to our unduplicated pupils include rehiring a social worker, hiring an additional instructional aide, staffing and housing an Intervention Resource Class (IRC), and increased psychologist time and nursing services.</p>	

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).