

**Introduction:**

Pixley Union School District is located in Pixley, California (population 2,987), Tulare County, in the southern San Joaquin Valley of California's Central Valley, one of the world's richest agricultural areas. Pixley's vast agriculture industry of farms, orchards and dairies utilizes the latest production technologies and provides most of the local employment for residents. The District's current enrollment is 1,123 with students enrolled in two schools. Pixley Elementary School has 757 students. Pixley Middle School serves 366 students. Since the Middle School is fairly new it is in good repair. The Elementary site is up for modernization as soon as funds become available. Currently our teachers are being trained in Common Core Standards in ELA and Math through Tulare County Office of Education. Teachers are implementing strategies and content in their classrooms, with monitoring through administrative walk thru's and discussions at weekly PLC's. The district adopted a writing program and all teachers were trained for 2015-2016. A new ELA/ELD adoption will occur during the 2016-2017 school year. Pixley Union School District welcomes parents as partners in the learning process. Parent education and training classes are offered through Tulare Union School District's adult program which is located on our premises. Our growing Family Community Resource Center offers ample resources for: parent education, mental health referrals, food pantry, clothing/home items, legal resources, translation assistance, and preschool resources. We appreciate the support of our community stakeholders and realize we need to work together because, as our students succeed, the community flourishes as well. Pixley Union School District has a large number of English learners at 65%. We are currently in year 4+ of Program Improvement, and have met the AYP for 2015-2016. Attendance at our district is high, currently over 96%. We have a low suspension/expulsion rate.

**LEA:** Pixley Union Elementary

**Contact:** Heather Elick, Superintendent, helick@pixley.k12.ca.us, (559)757-5207

**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

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

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

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled)*

*for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

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

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

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

### **State Priorities**

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

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

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

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

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

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

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

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

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

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

#### **C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP

Pixley Union School District elicited input from all stakeholders in order to develop the Pixley Local Control Accountability Plan (LCAP). The involvement of the stakeholders included but was not limited to:

- School Site Council
- ELAC/DELAC
- Board Meetings
- Classified meetings
- Home Surveys
- Staff Surveys
- Student Surveys
- Certificated and Classified Bargaining Units
- Tulare County Office of Education Training
- School Website
- Tele-parent Communications
- Parent Meetings
- Parent/Community Forums

Participation from specific subgroups were targeted in order to ensure they have a voice in the LCAP. Migrant parents were engaged in conversation at parent meetings and were asked to take a survey. The district Family Community Liaison meets individually with low income, Hispanic families to identify their specific needs.

Stakeholders were included in the process to allow for the development of the LCAP. Both quantitative and qualitative information was used to set the priorities for the LCAP goals.

LCAP SSC: October 2015

LCAP Parent Survey Cafeteria Grand Opening: November 2015

LCAP Parent Survey Academic Awards Night: December 2015

LCAP Advisory: January 2016

LCAP Parent Discussion Donuts and Coffee: January 2016

LCAP PIQE Survey: February 2016

LCAP SSC input: February 2016

LCAP Advisory: March 2016

Full involvement and representation was an opportunity for PUSD stakeholders to blend the values of the community with the State priorities.

The data consisted of quantitative data such as; Graduation rates, teacher misassignment data, facility inspection data, English learner reclassification rate, course enrollment, local benchmark assessments, CELDT data, Attendance rates, and suspension/expulsion rates.

Survey results highlighted agreement with goals and identified an adjustment to current needs as noted below:

Goal 1 (Student Achievement & Engagement)

2016-2017-Year 1

\*As there is an increase in the amount of technology in the classrooms, there is an increased need to allocate funds for a technology teacher, repairs, bandwidth, firewalls, etc.

\*Teachers indicated a need to bridge the after school program with the school day to enhance extended learning, thus an increase in funds to support tutors.

2017-2018-Year 2

\*Add a Director of Technology to ensure the efficiency and effectiveness of the overall instructional technology program.

\*As the music program develops, the band will be ready for marching competition, thus needing band uniforms.

\*With the goal of increased literacy rates, the district would like to provide a GATE teacher in order for students to have the opportunity for advanced learning.

2018-2019-Year 3

\*By 2018, the district is anticipating the remodernization of the elementary school. This will be a great opportunity to add a preschool program.

LCAP Classified Survey Labor Management Committee: April 2016

LCAP Staff Survey Results: April 2016

LCAP Student Survey Results: April 2016

LCAP Parent Survey Open House: May 2016

LCAP Parent Survey Reclassification Celebration: May 2016

LCAP Review by DELAC: May 2016

LCAP Review by SSC: May 2016

LCAP Advisory Committee: May 2016

LCAP Public Hearing -1: June 2016

LCAP Adoption: June 2016

\*In an effort to solidify a high quality multi-tiered system of supports, two Response to Intervention teachers will be hired.

Goal 2 (Implementation of Common Core State Standards)

2016-2017-Year 1

\*Teachers felt that students were missing out on hands on activities that support the newly adopted ELA/ELD curriculum that has science embedded into its lessons. Thus, enhancing the current garden and creating a "Life Lab" will provide students with authentic common core instruction.

2017-2018-Year 2

\*NGSS adopted curriculum will be necessary in year 2. This will also support the goals of the "Life Lab" and project based learning.

\*Year 2 will also be the year the district will adopt a new Social Studies curriculum.

2018-2019-Year 3

\*In an effort to provide students with a holistic educational program, the district will adopt a Fine Arts curriculum.

Goal 3 (Increase parent involvement)

2016-2017-Year 1

\*As the Family Resource Center expands, it has become necessary to add clerical support to the Family Community Liaison.

2017-2018-Year 2

\*nothing additional at this time

2018-2019-Year 3

\*nothing additional at this time

Goal 4 (Improve facilities, overall school climate, improve basic

services)

#### 2016-2017-Year 1

\*As the mental health issues increased due to the 99% low socio-economic status of our families, a district psychologist will be added to ensure all students needs are being met.

\*The county library is scheduled to move off of the elementary campus, thus there is a need to provide a new library for students.

\*Behavioral intervention is needed at the middle school which will add support to the current administration, thus a behavioral intervention teacher is needed.

\*Safety has been a concern at the middle school by teachers and administration, thus more cameras and lighting is necessary.

\*The district is finishing up a new gymnasium project (anticipated Oct. 2016), thus there is a need to equip the gym with the appropriate materials needed for PE classes.

\*Speech IEP's have increased the caseload, thus needing a fulltime Speech Pathologist.

#### 2017-2018-Year 2

\*Families want a new track and field to secure a full range of athletic sport opportunities for their children.

\*A purchase of a new bus will be needed during this year because one bus will be out of compliance January 2018.

\*The district is forecasting the need to expand the Family Resource Center based on current usage.

#### 2018-2019-Year 3

\*During year 3, the elementary will be remodernized thus there will be a need to redesign the playground and increase the storage space for maintenance and operations.

**Annual Update:**

We began the year by examining data of the progress to determine how we should address the goals for 2015-2016. It was very important to us that we solicited input from all stakeholders, during this process we conducted informational meetings with parents, students, staff and community members. Each informational session gave an opportunity for stakeholders to give feedback, ask questions and contribute ideas.

We provided surveys during informational meetings to all stakeholders. The data collected from these surveys reflected current goals with additional information to suggest new activities, tasks or improvement on the prior years' actions/services. The consensus was to maintain the four district goals from the 2014-2015 school year, while encompassing the eight state priorities. It was important that the metrics over the next three years show a gradual improvement. For example, if in year one the goal is to have 20 parents to participate in PIQE, we would like to increase to 30 parents the following year and so forth. The 2016-19 draft LCAP was presented to various advisory councils, administrators, principals, students and Bargaining Units for comment and input during May and the beginning of June.

The final LCAP will be available for public inspection in the district office, as well as the district website. A public hearing will be held on June 14, 2016, with the final LCAP Board approval being held on June 28, 2016.

**Annual Update:**

The surveys conducted at the various stakeholder meetings and/or gatherings during the 2015-2016 school year was focused on the four LCAP goals and if the district worked towards achieving the goals. The survey also gave an opportunity for stakeholders to add any additional thoughts or ideas for improvement towards the goals. Based on the results of the survey, the following was determined:

Students:

- 1. Students would like more shade and benches on the playground.
- 2. Students would like a recycling program i.e. recycling bins.
- 3. Students would like more variety of food to eat and or special food days in the cafeteria.

Parents:

- 1. Parents would like to have daycare provided while they have learning opportunities.
- 2. Parents would like more opportunities to be in the classroom. It would make them more comfortable in asking questions or becoming more involved.

Teachers/Admin:

- 1. Teachers would like continued professional development opportunities in order to perfect the new common core standards and instructional shifts.
- 2. Teachers would like to see the after school program more aligned and supportive of the instructional day.
- 3. Teachers love the new technology and the continued support of learning how to integrate it into their instruction.
- 4. Teachers and admin would like to see a more secure campus, especially after going through active shooter training.

During each board meeting the LCAP was placed on the agenda

under the Superintendent's report. Discussions between the Superintendent and the board would take place and the following was decided upon:

1. The need for a school bus became more apparent due to mechanical issues. Originally the purchase of a school bus was in year 3, thus moving it to the current year was approved.

2. Information was provided to the board that the county library would not be leaving until the Fall of 2016. It was then decided to move a portion of the money allocated for the library from year 1 into the deferred maintenance account due to the possibility of needing repairs at the aging elementary school.

3. After the district went through an active shooter training, teachers and administrators felt that the middle school campus needed a secured safety entrance. Another discussion at a board meeting took place and a portion of the money for the library that was going to go unused was allocated for the safety entrance due to it being an immediate need.

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

### Instructions:

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067,

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?

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

<b>GOAL:</b>	1. Increase student achievement and engagement for all students and subgroups.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: None
<b>Identified Need:</b>	<p>According to 2015 CAASPP data results, 86% of students are not meeting standard in ELA and 87% are not meeting standard in math. Forty six percent of K-5 students including ELL's are reading below grade level.</p> <p>According to 2015 CELDT data, 70% of our students are intermediate or below on the CELDT.</p> <p>Metric: Illuminate, ROLA, SRI, Walk Thru data</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	All, Pixley Elementary and Pixley Middle School	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. All students will have access to innovative instructional technology. Teachers will embed technology into 60% of their daily instruction.</li> <li>2. Proficiency rates in students taking the CELDT and CAASPP will increase by 10%.</li> <li>3. Reclassification of English Language Learners will increase by 10%.</li> <li>4. ROLA scores will show an increase of students reading on grade level by 10%.</li> <li>5. Middle School students will have access to 21st century computer technology instruction.</li> <li>6. 100% of teachers are appropriately assigned.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Ongoing instructional coaching, professional development, and purchase of technology upgrades through OnPoint Innovations to support a 21st century classroom.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional/ Consulting Services  LCFF S/C  \$200,000</p>
<p>Provide an ELD coordinator to assist the needs of English Language Learners.</p>	<p>District wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries  LCFF S/C  \$114,976</p>

<p>In an effort to provide students with the latest innovative technology, the district will provide technology and the infrastructure necessary to ensure equal access to all students including students with special needs.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies  LCFF S/C \$142,766</p>
<p>Provide two additional part time instructional aides to support the classroom teacher in EL strategies.</p>	<p>Middle School Grades: 6th, 7th, 8th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries  LCFF S/C \$42,887</p>
<p>Provide a Literacy Coach to support teachers in literacy intervention strategies.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries  LCFF S/C \$105,814</p>
<p>Support and meet the target needs of our students below grade level in reading through the ASES program.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries  LCFF S/C \$50,000</p>

Provide an ELD instructional aide to the ELD Coordinator to assist all new students that do not speak any English in order to improve their English language proficiency.	District wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Personnel Salaries  LCFF S/C  \$21,444
In maintaining the policy of our district of providing appropriately assigned and credentialed teachers in their perspective subject area, we will be adding a technology teacher to provide students with 21st Century skills in preparation for college and career.	Middle School Grades: 6th, 7th, 8th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries  LCFF S/C  \$118,407
The district will maintain two literacy aides to assist in the intervention reading program that is aligned with the literacy goals of the district.	Districe wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Salaries  LCFF S/C  \$44,196
The district will maintain 3 ELD teachers in order to support English Language Learners in obtaining reclassification.	Middle School Grades: 6th, 7th, 8th	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries  LCFF S/C  \$259,906
<b>LCAP Year 2</b>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. All students will have access to innovative instructional technology in the classroom and computer based testing to better prepare our students for 21st century learning and for the SBAC.</li> <li>2. Proficiency rates in students taking the CELDT and CAASPP will increase by 10%.</li> <li>3. Reclassification of English Language Learners will increase by 10%.</li> <li>4. ROLA scores will show an increase in the amount of students reading on grade level by 10%.</li> <li>5. Middle School music students will have the opportunity to compete in marching band.</li> <li>6. All qualified students have the opportunity to participate in a GATE program.</li> <li>7. 100% of teachers are appropriately assigned.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Hire a Director of Technology to provide oversight to staff with technology in the classroom and computer based testing to better prepare our students for 21st century learning and for the SBAC.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries &amp; Benefits  LCFF S/C  \$138,080.00</p>
<p>Provide an ELD coordinator to assist the needs of English Language Learners.</p>	<p>District wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries  LCFF S/C  \$ 118,745</p>

Provide two additional part time instructional aides to support the classroom teacher in EL strategies.	Middle School Grades: 6th, 7th, 8th	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Personnel Salaries  LCFF S/C  \$44,708
Provide an ELD instructional aide to the ELD Coordinator to assist all new students that do not speak any English in order to improve their English language proficiency.	District wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Personnel Salaries  LCFF S/C  \$22,354
Provide a Literacy Coach to support teachers in literacy intervention strategies.	District wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Personnel Salaries  LCFF S/C  \$109,222
Support and meet the target needs of our students below grade level in reading through the ASES program.	District wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Personnel Salaries  LCFF S/C  \$50,000

<p>In an effort to provide students with the latest innovative technology, the district will provide technology and the infrastructure necessary to ensure equal access to all students including students with special needs.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies LCFF S/C \$200,000</p>
<p>The music program will be expanding to ensure students have access to marching band experience to further their opportunities in high school. The district will be purchasing marching band uniforms.</p>	<p>Middle School Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies LCFF S/C \$100,000</p>
<p>Supplement Special Education by providing a GATE program, including a GATE teacher, field trips, and supplies.</p>	<p>District wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Other (SPED-Gate)</p>	<p>Certificated Personnel Books and Supplies LCFF S/C \$99,941</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. All students will have access to innovative instructional technology in the classroom and computer based testing to better prepare our students for 21st century learning and for the SBAC.</li> <li>2. Proficiency rates in students taking the CELDT and CAASPP will increase by 10%.</li> <li>3. Reclassification of English Language Learners will increase by 10%.</li> <li>4. ROLA scores will show an increase in the amount of students reading on grade level by 10%.</li> <li>5. Middle School students will have access to fine arts curriculum.</li> <li>6. All qualified students have the opportunity to participate in a GATE program.</li> <li>7. Preschool students will enter kindergarden with 60% English proficiency.</li> <li>8. 100% of teachers are appropriately assigned.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Maintain a Director of Technology to provide oversight to staff with technology in the classroom and computer based testing to better prepare our students for 21st century learning and for the SBAC.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries &amp; Benefits  LCFF S/C  \$138,080.00</p>
<p>Provide an ELD coordinator to assist the needs of English Language Learners.</p>	<p>District wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries  LCFF S/C  \$122,307</p>

Provide an ELD instructional aide to the ELD Coordinator to assist all new students that do not speak any English in order to improve their English language proficiency.	District wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Personnel Salaries  LCFF S/C  \$23,025
Provide two additional part time instructional aides to support the classroom teacher in EL strategies.	Middle School Grades: 6th, 7th, 8th	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Personnel Salaries  LCFF S/C  \$46,049
Provide a Literacy Coach to support teachers in literacy intervention strategies.	District wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Personnel Salaries  LCFF S/C  \$112,499
Support and meet the target needs of our students below grade level in reading through the ASES program.	District wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Personnel Salaries  LCFF S/C  \$50,000

<p>In an effort to provide students with the latest innovative technology, the district will provide technology and the infrastructure necessary to ensure equal access to all students including students with special needs.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies LCFF S/C \$200,000</p>
<p>Purchase any additional musical instruments and or supplies to support the music program in order for all students to have the opportunity to participate, including students with special needs.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies LCFF S/C \$100,000</p>
<p>Supplement Special Education by providing a GATE program, including a GATE teacher, field trips, and supplies.</p>	<p>District wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (SPED-Gate)</p>	<p>Certificated Personnel Books and Supplies LCFF S/C \$105,600</p>
<p>Provide a preschool program for children ages 3-5, including students with special needs.</p>	<p>Elementary Grades: Preschool</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Books and Supplies LCFF S/C \$300,000</p>

<p>Hire two Response to Intervention teachers, one for K-5 and one for 6-8, to support the academic needs of our neediest students.</p>	<p>District wide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Certificated Personnel LCFF S/C \$197,278</p>
---	--------------------------------------	---	--

<b>GOAL:</b>	2. Implement state standards in ELA/ELD, mathematics, and science.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 X 8 Local: N/A
<b>Identified Need:</b>	<p>Full implementation of the state standards in ELA/ELD and math is expected and required by the state of California. Teachers need to be familiarized with the new Next Generation Science Standards (NGSS). Therefore, there is a need for on-going professional development in common core and 21st century skills so teachers can master common core teaching strategies in core content.</p> <p>Metric: lesson plans, walk thru data, coaching schedule, state and local assessment results</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	All-Pixley Elementary and Pixley Middle School	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. All teachers will be fully trained in CCSS math. New teachers will receive initial training.</li> <li>2. All students will participate in project based learning via the Life Lab in order to become more familiar with the NGSS.</li> <li>3. All students will receive the required physical education minutes.</li> <li>4. All students will have access to board adopted standards aligned materials.</li> <li>5. The district will implement the ELD standards and programs/services to enable ELL's access to all standards.</li> </ol>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
			<b>Budgeted Expenditures</b>

Implementation of effective staff development to increase teacher knowledge of common core implementation. Services provided by publisher consultants. (Priority 1B, 2A)	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional/ Consulting Services  LCFF S/C  \$15,000
Expand the garden into a "life lab" to support a common core project based learning environment for all students, including students with special needs.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books and Supplies  LCFF S/C  \$187,486
In order to support project based learning in the "Life Lab", the district will provide supplemental materials and supplies.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books and Supplies  LCFF S/C  \$15,000
All students will be provided with academic and physical activities to ensure the development of mind and body through maintaining the appropriate physical education minutes mandated by the state standards. This will include unduplicated pupils and students with exceptional needs.	Elementary Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries  LCFF S/C  \$73,746
<b>LCAP Year 2</b>			

Expected Annual Measurable Outcomes:	<p>1. All student proficiency in Common Core Science will increase by 10%.</p> <p>2. All students will have access to Social Studies curriculum, supplies, and materials in order to support project based learning.</p> <p>3. All students will have access to board adopted standards aligned materials.</p> <p>4. The district will implement the ELD standards and programs/services to enable ELL's access to all standards.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will provide all students with the state standards aligned NGSS materials and supplies.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Books and Supplies LCFF S/C \$15,000
Maintain the "life lab" to support a common core project based learning environment for all students, including students with special needs.	District wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Books and Supplies LCFF S/C \$25,000

<p>The district curriculum council will review and select a state standards aligned Social Studies curriculum.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies LCFF S/C \$135,000</p>
<p>The district curriculum council will review and select a science curriculum that supports the NGSS for implementation during the 2017-2018 school year.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies LCFF S/C \$150,000</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. All student proficiency in Common Core Science will increase by 10%.</li> <li>2. All students will be exposed to either art, music, or drama.</li> <li>3. All students will have access to common core curriculum, supplies, and materials in order to support project based learning.</li> <li>4. All students will have access to board adopted standards aligned materials.</li> <li>5. The district will implement the ELD standards and programs/services to enable ELL's access to all standards.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Maintain the "life lab" to support a common core project based learning environment for all students, including students with special needs.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies LCFF S/C \$25,000</p>
<p>The district curriculum council will review and select a Fine Arts curriculum that supports the CCSS for implementation during the 2018-2019 school year.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies LCFF S/C \$150,000</p>
<p>Students will have access to CCSS aligned materials and supplies.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies LCFF S/C \$100,000</p>

<b>GOAL:</b>	3. Increase services, resources, and educational opportunities for parents.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
<b>Identified Need:</b>	<p>Current statistics show that 99% of our families live in poverty and are in need of support services that include access to food, clothing, mental health, medical, legal, and learning opportunities.</p> <p>Metric: Sign in sheets at parent events, number of services offered to parents, parent surveys</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	All-Pixley Elementary and Pixley Middle School	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p>1. Increase parent attendance at various educational events by an additional 10%.</p> <p>2. Increase services provided to families of unduplicated pupils and students with exceptional needs through the Family Resource Center by 10%.</p> <p>3. Target goal of 20 families participating in PIQE.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide the opportunity to participate in PIQE, classes for parents, and family nights to all parents in the district. (Priority 3B, 3C)	Districtwide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Professional/ Consulting Services  LCFF S/C  \$15,000

<p>Provide recognition nights, awards and rewards for parents and students. (Priority 3B, 3C)</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies LCFF S/C \$20,000</p>
<p>Provide a bilingual intake secretary at the Family Resource Center in order to ensure families are receiving appropriate services.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries LCFF S/C \$10,610</p>
<p>The district will provide a Family Resource Center that is managed by a Family Community Liaison to assist with families in need of outside resources and/or educational support.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries LCFF S/C \$53,180</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Increase parent attendance at various educational events by an additional 10%.</li> <li>2. Increase services provided to families of unduplicated pupils and students with exceptional needs through the Family Resource Center by 10%.</li> <li>3. Target goal of 30 families participating in PIQE.</li> </ol>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide the opportunity to participate in PIQE, classes for parents, and family nights to all parents in the district. (Priority 3B, 3C)	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional/ Consulting Services  LCFF S/C  \$30,000
Provide recognition nights, awards and rewards for parents and students. (Priority 3B, 3C)	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books and Supplies  LCFF S/C  \$30,000
The district will provide a Family Resource Center that is managed by a Family Community Liaison to assist with families in need of outside resources and/or educational support.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Personnel Salaries  LCFF S/C  \$55,405

<p>Provide an intake secretary at the Family Resource Center in order to ensure families are receiving appropriate services.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries  LCFF S/C \$11,061</p>
--	--------------------------------------	--	---

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. Increase parent attendance at various educational events by an additional 10%. 2. Increase services provided to families of unduplicated pupils and students with exceptional needs through the Family Resource Center by 10%. 3. Target goal of 40 families participating in PIQE.</p>
--	---

<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>Provide the opportunity to participate in PIQE, classes for parents, and family nights to all parents in the district.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional/ Consulting Services  LCFF S/C \$30,000</p>

Provide recognition nights, awards and rewards for parents and students.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books and Supplies LCFF S/C \$30,000
The district will provide a Family Resource Center that is managed by a Family Community Liaison to assist with families in need of outside resources and/or educational support.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Personnel Salaries LCFF S/C \$57,067
Provide an intake secretary at the Family Resource Center in order to ensure families are receiving appropriate services.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Personnel Salaries LCFF S/C \$11,392

<b>GOAL:</b>	4. To provide facilities in excellent repair, overall positive school climate, and a safe learning environment.		Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	<p>Ninety-nine percent of our families are living in poverty and endure emotional hardships. There is a need for our students to feel safe and to be supported through various mental health services. The elementary school is nearing 60 years old and our joint venture with the county library (located on the elementary site) is ceasing, therefore, there is a need to replenish the library books that will be removed by the county and create a 21st century environment for research purposes.</p> <p>Metric: Insignia reports, Healthy Kids Survey, Social Services Reports, attendance, chronic absences, dropout rates, suspensions, and expulsion rates report</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	All-Pixley Elementary and Pixley Middle School	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Climate surveys will indicate an improvement in a positive school climate and safety.</li> <li>2. 100% of health needs will be met.</li> <li>3. All students will have access to a media/research library.</li> <li>4. Maintain or improve the following rates: increase attendance rate (average 96% to 97%, chronic absenteeism 4% to 3%), suspensions &lt;5, expulsions &lt;5, and dropout rate of 0%.</li> <li>5. TK-2nd grade students will utilize age appropriate 21st century classroom furniture to access CCSS aligned curriculum.</li> <li>6. School facilities are maintained and in good repair.</li> </ol>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
	<b>Budgeted Expenditures</b>		

Provide one elementary school counselor and one middle school counselor to support parents, unduplicated pupils, and students with exceptional needs. (Priority 3C, 5A, 5B, 5C, 6A, 6B)	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries & Benefits  LCFF S/C  \$188,743
Hire a fulltime psychologist to meet the growing emotional needs of our at risk students. (Priority 3C, 5A, 5B, 5C, 6A, 6B)	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Personnel Salaries  LCFF S/C  \$105,170
Provide medical support for our growing student health needs by employing an LVN.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional/Consulting Services and Operating Expenditures  LCFF S/C  \$83,790
Provide a school library by purchasing new library books (including bilingual books for families), furnishings, shelving, and technology to create a 21st century research/media library.	Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books and Supplies  LCFF S/C  \$25,000

Provide a Behavioral Intervention Teacher to meet the increasing mental/behavioral needs of our at risk students.	Middle School Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries and Operating Expenditures  LCFF S/C \$104,713
Purchase classroom furnishings that are conducive to a common core environment, as it promotes the 21st century classroom.	Elementary Grades: TK, K, 1st, 2nd	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Equipment  LCFF S/C \$50,000
In an effort to maintain safe learning environment, the district will increase the amount of security cameras at the middle school and increase outdoor lighting at the elementary school.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Equipment  LCFF S/C \$50,000
In an effort to provide a safe environment in the elementary cafeteria, new tables need to be purchased.	Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplies Capital Outlay  LCFF S/C \$40,000

Installation of core switches, content filters, and firewalls will keep the students safe while on the internet.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional/Consulting Services and Operating Expenditures  LCFF S/C \$75,000
The district will purchase bleachers, storage space, audio/visual equipment, and sports equipment in order for students to utilize the newly built gymnasium/band room at the middle school.	Middle School Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Equipment  LCFF S/C \$150,000
As the language needs of our students increase, the district will employ a fulltime speech pathologist to meet their IEP goals.	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Certificated Salaries,  LCFF S/C \$96,719
Provide an additional skilled maintenance worker to ensure that both sites are being maintained and repaired in a timely manner.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Salaries  LCFF S/C \$63,981

**LCAP Year 2**

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Climate surveys will indicate an improvement in a positive school climate and safety.</li> <li>2. 100% of health needs will be met.</li> <li>3. All elementary students will have access to a media/research library.</li> <li>4. Maintain or improve the following rates: increase attendance rate (average 96% to 97%, chronic absenteeism 3% to 2%) suspensions &lt;5, expulsions &lt;5, and dropout rate of 0%.</li> <li>5. All middle school students will meet the required PE minutes through the use of an improved track, fields, and equipment in the gymnasium.</li> <li>6. All students living outside of walking distance to the schools will have the opportunity to utilize the bus system.</li> <li>7. School facilities are maintained and in good repair.</li> </ol>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide one elementary school counselor and one middle school counselor to support parents, unduplicated pupils, and students with exceptional needs. (Priority 3C, 5A, 5B, 5C, 6A, 6B)	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries & Benefits  LCFF S/C  \$194,815
Maintain a fulltime psychologist to meet the growing emotional needs of our at risk students. (Priority 3C, 5A, 5B, 5C, 6A, 6B)	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Personnel Salaries  LCFF S/C  \$108,558

Provide medical support for our growing student health needs.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional/Consulting Services and Operating Expenditures  LCFF S/C \$87,979
Provide a school library by purchasing new library books, furnishings, shelving, and technology to create a 21st century research/media library.	Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books and Supplies  LCFF S/C \$180,051
Provide a Behavioral Intervention Teacher to meet the increasing mental/behavioral needs of our at risk students.	Middle School Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries and Operating Expenditures  LCFF S/C \$108,086
Improve the track and fields at the elementary school in order to provide an adequate physical education learning environment to meet the PE standards.	Elementary School Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Land Improvements  LCFF S/C \$258,064

The elementary school is nearing 60 years old, therefore, a transfer to deferred maintenance is necessary in case of future repairs.	Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Transfer out LCFF S/C \$300,000
Installation of core switches, content filters, and firewalls will keep the students safe while on the internet.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional/Consulting Services and Operating Expenditures LCFF S/C \$85,000
Purchas a new bus prior to December 2017 due to an older bus not meeting safety standards by the state.	District wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Capital Outlay LCFF S/C \$150,000
The district will add an additional bus route to accomodate the demands on the transportation schedule by adding a bus driver.	District Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Personnel LCFF S/C \$24,700

Expand the Family Resource Center building to meet the growing mental health demands of our families in poverty.	District Wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Capital Outlay LCFF S/C \$325,000
--	------------------------------	--	---

**LCAP Year 3**

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Climate surveys will indicate an improvement in a positive school climate and safety.</li> <li>2. 100% of health needs will be met.</li> <li>3. All students living outside of walking distance to the schools will have the opportunity to utilize the bus system.</li> <li>4. Maintain or improve the following rates: increase attendance rate (average 96% to 97%, chronic absenteeism 2% to 1%) suspensions &lt;5, expulsions &lt;5, and dropout rate of 0%.</li> <li>5. The appearance of the school sites and facilities will appear cleaner and more organized.</li> <li>6. School facilities are maintained and in good repair.</li> </ol>
---	---

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide one elementary school counselor and one middle school counselor to support parents, unduplicated pupils, and students with exceptional needs. (Priority 3C, 5A, 5B, 5C, 6A, 6B)	Districtwide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries & Benefits LCFF S/C \$200,659

<p>Maintain a fulltime psychologist to meet the growing emotional needs of our at risk students. (Priority 3C, 5A, 5B, 5C, 6A, 6B)</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries  LCFF S/C  \$111,815</p>
<p>Provide medical support for our growing student health needs.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional/Consulting Services and Operating Expenditures  LCFF S/C  \$92,378</p>
<p>Provide a Behavioral Intervention Teacher to meet the increasing mental/behavioral needs of our at risk students.</p>	<p>Middle School Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Operating Expenditures  LCFF S/C  \$111,329</p>
<p>Improve the kindergarten playground at the elementary school in order to provide an adequate physical education learning environment to meet the PE standards.</p>	<p>Elementary School Grades: TK, K</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies  LCFF S/C  \$258,064</p>

<p>The elementary school is nearing 60 years old, therefore, a transfer to deferred maintenance is necessary in case of future repairs.</p>	<p>Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Transfer out LCFF S/C \$217,921</p>
<p>Installation of core switches, content filters, and firewalls will keep the students safe while on the internet.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional/Consulting Services and Operating Expenditures LCFF S/C \$85,000</p>
<p>Expand Healthy Start facility to provide more outreach services to students and families.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Capital Outlay LCFF S/C \$150,000</p>
<p>The district will add an additional bus route to accommodate the demands on the transportation schedule by adding a bus driver.</p>	<p>District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel LCFF S/C \$25,441</p>

<p>The district will purchase additional storage space for the Maintenance and Operations department.</p>	<p>District wide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Capital Outlay LCFF S/C \$100,000</p>
---	--------------------------------------	---	--

## Annual Update

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

### Guiding Questions:

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

<b>Original Goal from prior year LCAP:</b>	Increase student achievement and engagement for all students and subgroups.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All, Pixley Elementary and Pixley Middle School	
	Grades:	All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>For all students and all sub groups:</p> <ol style="list-style-type: none"> <li>All students will have access to innovative technology. Teachers will embed technology into 50% of their daily instruction. (Action/Services #1)</li> <li>All staff will be trained on ELD CCSS standards and frameworks to align all lessons. (Action/Services #3)</li> <li>All middle school students will have access to newly created STEM lessons. (Action/Services #4)</li> <li>Proficiency rates in students taking the CELDT will increase by 10%. (Action/Services #5, #6, #7)</li> <li>Reclassification of English Language Learners will increase by 10%. (Action/Services #6, #7, #8)</li> <li>Decrease the amount of students on ASES waiting list by 50%. (Action/Services #9)</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>All teachers use the adopted online math curriculum GoMath daily. Lexia, online reading intervention, is used daily by 540 students. 1,267 Digicore downloads at the elementary and 140 at the middle school since August 1, 2015.</li> <li>45 teachers were trained. Math and PE teachers were excused.</li> <li>STEM was offered to one class per grade level.</li> <li>2014-2015 42% proficiency, 2015-2016 33% proficiency. Digressed by 9%.</li> <li>2014-2015: 62 students reclassified, 2015-2016: 198 students reclassified</li> <li>2014-2015 125 on wait list, 2015-2016 21 on wait list</li> </ol>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Ongoing instructional coaching, professional development, and purchase of technology upgrades through OnPoint Innovations to support a 21st century classroom.	Professional/ Consulting Services  LCFF S/C  \$242,768	OnPoint Innovations provided monthly instructional coaching in all grade levels and also provided professional development within the weekly PLC's. Software upgrades were also purchased.	Professional/Co nsulting Services and Operating Expenditures  LCFF S/C  \$389,227

<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Hire an ELD coordinator to assist the needs of English Language Learners. (Priority 2B)		Certificated Salaries & Benefits  LCFF S/C  \$108,998	An ELD Coordinator was hired.		Certificated Personnel Salaries  LCFF S/C  \$112,895
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Implementation of staff training on ELD CCSS standards and frameworks. (Priority 2B)		Professional/ Consulting Services  LCFF S/C  \$10,000	All teachers, except for PE and Math teachers, were provided with ELD training.	\$0  Paid for out of Title II
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:  Districtwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
In maintaining with the policy of our district of providing appropriately assigned and credentialed teachers in their perspective subject area we will be adding a science teacher to provide students with the NGSS. (Priority 1A)		Certificated Salaries & Benefits  LCFF S/C  \$91,236	A science teacher was hired.	Certificated Personnel Salaries  LCFF S/C  \$93,977
<b>Scope of service:</b>	Middle School  Grades: 6th, 7th, 8th		Scope of service:  Middle School  Grades: 6th, 7th, 8th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide three additional part time instructional aides to support the classroom teacher in EL support. (Priority 2B, 4D).		Classified Salaries & Benefits  LCFF S/C  \$56,887	One of the three part time instructional aides moved into another position within the district and her position was not filled.	Classified Personnel Salaries  LCFF S/C  \$39,460
<b>Scope of service:</b>	Middle School  Grades: 6th, 7th, 8th		Scope of service:	Middle School  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide two additional part time instructional aides to support the classroom teacher in early reading intervention including all ELL's who are progressing towards reclassification. (Priority 2B, 4E).		Classified Salaries & Benefits  LCFF S/C  \$41,654	Two part time instructional aides were hired to assist classroom teachers in the reading intervention.	Classified Personnel Salaries  LCFF S/C  \$40,652

<b>Scope of service:</b>	Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		<b>Scope of service:</b>	Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide K-5, and ELL's a Reading Intervention teacher/coach to support classroom teachers and students at the elementary site.		Certificated Salaries & Benefits  LCFF S/C  \$98,742	A Literacy Coach was provided.	Certificated Personnel Salaries  LCFF S/C  \$101,632	
<b>Scope of service:</b>	Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		<b>Scope of service:</b>	Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide three ELD teachers at the middle school to ensure ELL's are receiving appropriate ELD instruction.		Certificated Salaries & Benefits  LCFF S/C \$240,477	Three ELD teachers were provided at the middle school.	Certificated Personnel Salaries  LCFF S/C \$248,376
<b>Scope of service:</b>	Middle School  Grades: 6th, 7th, 8th		<b>Scope of service:</b>	Middle School  Grades: 6th, 7th, 8th
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Increase the amount of tutors in the after school program in order to support and meet the target needs of our students below grade level in reading. (Priority 7B)		Classified Salaries & Benefits  LCFF S/C \$50,000	Two additional tutors were hired in the after school program.	Classified Personnel Salaries  LCFF S/C \$50,000
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	Districtwide  Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Purchase standards based manipulatives and other instructional supplies to support services to individuals with exceptional needs. (Priority 7B)		Books and Supplies  LCFF S/C  \$10,000	Manipulatives and supplies were purchased to support the science classes.	Books and Supplies  LCFF S/C  \$10,000
<b>Scope of service:</b>	Middle School  Grades: 6th, 7th, 8th		Scope of service:	Middle School  Grades: 6th, 7th, 8th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Increase/improve technology in the classrooms so that English Language Learners have access to 21st century skills.		Books and Supplies  LCFF S/C  \$100,000	The district purchased 175 Chromebooks.	Books and Supplies  LCFF S/C  \$85,991

<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p><b>What changes in actions, services, and expenditures</b></p>	<p>After reviewing the Actual Annual Measurable Outcomes in relation to the actions and services planned for 2015/2016, it has been determined that all actions were effective in contributing to the progress towards the goal except for the following actions which will be changed or eliminated.</p> <p>Year 1-2016-2017 (Reflection of prior year):</p> <p>A technology teacher has been hired for the 2016-2017 school year to ensure all middle school students have access to STEM curriculum.</p> <p>To assist in English proficiency rates in our ELL's, the district has approved the adoption of a new ELA/ELD curriculum for 2016-2017. Teachers will be trained this summer and throughout next school year. Also, the site and district administration will be meeting this summer to create a strategic plan to use the EL instructional aides more effectively.</p> <p>Year 2- 2017-2018:</p> <p>The district would like to hire a Director of Technology to not only meet the growing technology demands but to also lead teachers with intruactional technology support.</p> <p>Within this same year, the music program will be ready to expand into marching competitions thus needing financial support with uniforms and equipment.</p> <p>The goal of increasing literacy rates in previous years will afford students the opportunity for a GATE program. Therefore, the district is looking into implementing the GATE program.</p> <p>Year 3- 2018-2019:</p> <p>Looking into year 3, the district has plans of remodernizing the elementary school. Parents and teachers are wanting a more comprehensive preschool program, therefore, the goal would be to create the preschool in year 3.</p> <p>During this year, the district would like to expand intervention support by adding Response to Intervention teachers. This will create a safety net to ensure all students, from low performing to high performing, are receiving appropriate support.</p>
---	--

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Implement state standards in ELA/ELD and mathematics.</p>	<p>Related State and/or Local Priorities:                  _1 X 2 _3 _4 _5 _6 X 7 X 8 Local:</p>
---	--	--

Goal Applies to:	Schools:	All-Pixley Elementary and Pixley Middle School	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>For all students and all sub groups:</p> <ol style="list-style-type: none"> <li>1. All teachers will be fully trained in CCSS ELA/ELD and math. New teachers will receive intitial training. (Actions/Services #1)</li> <li>2. All elementary student proficiency in common core math curriculum will increase by 10%. (Action/Services #3, #4)</li> </ol>		<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> <li>1. TCOE trained all grade levels in ELA/ELD and math CCSS throughout the 2015-2016 school year. Two days per grade level for math and 1 day per grade level for ELA/ELD, in addition to ELD training.</li> <li>2. Per district math benchmarks, the following indicate the growth of each grade level from the previous year: <ul style="list-style-type: none"> <li>1st grade +2%,</li> <li>2nd grade -16%,</li> <li>3rd grade +2%,</li> <li>4th grade -8%,</li> <li>5th grade +1%</li> </ul> </li> </ol>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Implementation of effective staff development to increase teacher knowledge of common core implementation. Services provided by Tulare County Office of Education Consultants. (Priority 1B, 2A)		Professional/ Consulting Services LCFF S/C \$50,000	Tulare County Office of Education provided staff development to all grade levels and all teachers in math and ELA/ELD. Two days for math per grade level and 1 day for ELA per grade level.		The district decided to spend Title II money on this action, thus leaving \$50,000. There became an overwhelming need to purchase a bus, which is an action in LCAP year 2. Therefore, the Director of Transportation was able to find a used bus for \$48,686.
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
The district will provide all students with the state standards aligned ELA and math materials and manipulative supplies. (Priority 1B, 2A)		Books and Supplies LCFF S/C \$120,000	The curriculum council selected an ELA/ELD curriculum to adopt for 2016-2017. Math materials and manipulatives were not purchased.	Books and Supplies LCFF S/C \$198,154
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service: Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<b>What changes in actions, services, and expenditures</b>	<p>After reviewing the Actual Annual Measurable Outcomes in relation to the actions and services planned for 2015/2016, it has been determined that all actions were effective in contributing to the progress towards the goal except for the following actions which will be changed or eliminated.</p> <p>Year 1- 2016-2017 (Reflection of prior year):</p> <p>This was the first year of implementing a new math adoption and additional support from the publisher is needed. Therefore, professional development will be provided in the 2016-2017 school year for all teachers.</p> <p>It is anticipated to have a TCOE math consultant work with each grade level as well.</p> <p>Expansion of the district garden into a "Life Lab" will allow teachers to instruct hands on experiences for all students using the newly adopted ELA/ELD curriculum.</p> <p>Year 2- 2017-2018:</p> <p>In anticipation of the NGSS, the district will review and adopt a science curriculum along with reviewing and adopting a social studies curriculum. This will solidify all the core content areas that are in need of an updated adoption.</p> <p>Year 3- 2018-2019:</p> <p>In an effort to provide a comprehensive program, the district would like to adopt a fine arts curriculum to ensure students have access to a quality music, drama, and art program.</p>
--	---

<b>Original Goal from prior year LCAP:</b>	Increase parent involvement to support student achievement.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All-Pixley Elementary and Pixley Middle School		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	For all students and all sub groups: 1. Increase parent attendance at learning opportunities by 25%. (Action/Services #1, #2, #3) 2. Target goal of 15 families participating in PIQE. (Action/Services #2) 3. Improve parent communication on student achievement by purchasing Aeries.net. (Action/Services #4)		Actual Annual Measurable Outcomes:	1. 2014-2015: 5 parental activities, 2015-2016: 11 parental activities. (i.e. Happy Kitchen, Gang awareness, Human Trafficking, Zumba, etc) 2. 60 parents graduated from PIQE 3. 27 parents signed up in the parent portal on Aeries.net.
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
Provide the opportunity to participate in PIQE, classes for parents, and family nights to all parents in the district. (Priority 3B, 3C)	Professional/ Consulting Services LCFF S/C \$30,000	PIQE was provided for elementary and middle school parents.	Professional/Co nsulting Services and Operating Expenditures LCFF S/C \$12,000	

<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide recognition nights, awards and rewards for parents and students. (Priority 3B, 3C)		Books and Supplies LCFF S/C \$15,000	A Reclassification Recognition Celebration night was held for all students who met the reclassification requirements and their families attended. Awards were given. Also, student rewards were given out throughout the year at various awards assemblies in which all families were invited to attend.	Books and Supplies LCFF S/C \$15,000	
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Upgrade Aeries program to Aeries.net in order to provide a parent portal to communicate ongoing student progress to parents. (Priority 3A, 3B, 3C)		Professional/ Consulting Services  LCFF S/C \$10,000	Aeries.net was purchased.		Professional/Co nsulting Services and Operating Expenditures  LCFF S/C \$7,540
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Districtwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	<p>After reviewing the Actual Annual Measurable Outcomes in relation to the actions and services planned for 2015/2016, it has been determined that all actions were effective in contributing to the progress towards the goal except for the following actions which will be changed or eliminated.</p> <p>Reflection of prior year:</p> <p>All goals were met within this action. It is evident thru survey results from the parents and the additional participation of parents, that the Family Resource Center is greatly needed. Thus the ongoing expansion of the program is essential to the community.</p> <p>Year 1-3:</p> <p>Throughout the 3 year plan, the goal is to increase the amount of money being allocated to the the Family Resource Center. Parents feel that access to the center is vital to their physical and emotional needs that is supporting their whole family. But it also provides a gateway to educational programs offered on site along with creating relationships with their child's teacher.</p>				

<b>Original Goal from prior year LCAP:</b>	To provide facilities in excellent repair, overall school climate, and a safe learning environment.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All-Pixley Elementary and Pixley Middle School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>For all students and all sub groups:</p> <ol style="list-style-type: none"> <li>1. Response time to maintenance and custodial needs will improve by 10%. (Action/Services #1)</li> <li>2. Climate surveys will indicate an improvement in a positive school climate, along with a decrease of bullying reports to the office by 10%. (Action/Services #2, #3, #4, #5, #7, #10, #11, #12)</li> <li>3. 100% of student health needs will be met. (Action/Services #4)</li> <li>4. 100% of student IEP Speech goals will be met. (Action/Services #5)</li> <li>5. 100% of new comers will be monitored and met with daily, by the ELD Coordinator or ELD Aide, thus improving their English proficiency by 20%. (Action/Services #6)</li> <li>6. The Case Manager/Health Aide will increase the amount of family services by 10%. (Action/Services #7)</li> <li>7. 100% of all students have access to a full functioning media/research library. (Action/Services #8, #9)</li> <li>8. 100% of all IRC referrals will be met and student behavior will improve, resulting in fewer discipline</li> </ol>		<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> <li>1. This is the first year we have collected data on response time. Therefore, this should be the baseline year. The total average response time in days is 3.63.</li> <li>2. Climate surveys have not been conducted yet.</li> <li>3. 3,500 visits to the elementary nurse for 2015-2016. 1,294 visits to the middle school nurse. All were dealt with appropriately.</li> <li>4. 100% of student IEP Speech goals will be met. (Action/Services #5) All Speech IEP meetings have been conducted up to date.</li> <li>5. The only newcomers that were met with this year were in 4th and 5th grade. Of those students, the 4th graders grew 16% in English proficiency and the 5th graders grew 12% in English proficiency.</li> <li>6. In 2014-2015, data started to be collected at the end of the year with 74 families. 2015-2016 we have had 1,385 in person contacts with families and 494 phone contacts with families.</li> <li>7. This was not achieved this year due to the county library not moving out till the fall 2016.</li> <li>8. This did not occur this year due to not having a qualified applicant.</li> </ol>

	<p>referrals. (Action/Services #10)</p> <p>9. All K-5 students will meet the state required PE minutes. (Action/Services #11)</p> <p>10. Referrals to school nurse and bullying reports to office will decrease by 10% due to access to an interactive playground structure. (Action/Services #12)</p> <p>11. Maintain or improve the following rates: increase attendance 1%, suspensions &lt;5, expulsions &lt;5 students, and dropout rate 0%.</p>		<p>9. Per state requirement, all teachers provided the appropriate PE minutes as evidence by the board approved Jan 26, 2016. To assist, the elementary PE teacher provided the required minutes via teachers preps.</p> <p>10. Bullying reports increased this year by 8 at the MS and by 11 at the elementary.</p> <p>11. Maintain or improve the following rates: increased attendance by 3%, suspensions were reduced by 46, expulsions we reduced by 2, and dropout rate is 0%.</p>
--	---	--	--

**LCAP Year: 2015-16**

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	
Provide additional skilled maintenance workers to ensure that both sites are being maintained and repaired in a timely manner. (Priority 1C)		Classified Salaries & Benefits  LCFF S/C  \$59,412	A skilled maintenance worker was hired.	
			Classified Salaries  LCFF S/C  \$61,292	
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	District wide  Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide one elementary school counselor and one middle school counselor to support parents, unduplicated pupils, and students with exceptional needs. (Priority 3C, 5A, 5B, 5C, 6A, 6B)		Certificated Salaries & Benefits  LCFF S/C  \$175,149	One elementary counselor and one middle school counselor was provided.	Certificated Salaries  LCFF S/C  \$181,181
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	District wide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Provide psychological services to meet the growing emotional needs of our at risk students through Tulare County Office of Education. (Priority 3C, 5A, 5B, 5C, 6A)		Professional/ Consulting Services  LCFF S/C \$50,000	The district contracted psychological services with Tulare County Office of Education.		Professional/Consulting Services and Operating Expenditures  LCFF S/C \$50,000
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	District wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide medical support for our growing student health needs. (Priority 5A, 5B, 5C, 6A, 6B)		Professional/ Consulting Services  LCFF S/C \$74,449	The district provided an LVN.		Professional/Consulting Services and Operating Expenditures  LCFF S/C \$79,799
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	District wide  Grades: All	

<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Provide support to our Speech Pathologist by providing one aide. (Priority 3C)		Classified Salaries & Benefits  LCFF S/C  \$18,963	A speech pathologist aide was provided.	Classified Personnel Salaries  LCFF S/C  \$20,625
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	District wide  Grades: All
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Students with Speech and Language IEP's)			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

<p>Provide an ELD aide to assist all new comers to improve their English language proficiency based on the new state standards for ELD and growth towards reclassification. (Priority 4D, 4E)</p>		<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,963</p>	<p>An ELD aide was provided.</p>		<p>Classified Personnel Salaries  LCFF S/C \$19,730</p>
<p><b>Scope of service:</b></p>	<p>Districtwide  Grades: All</p>		<p>Scope of service:</p>	<p>District wide  Grades: All</p>	
<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Provide a Case Manager/Health Aide to assist with parent and student needs for referrals to outside agencies that will aid in school or home related problems. (Priority 3B, 3C, 5A, 5B, 5C, 6A, 6B)</p>		<p>Classified Salaries &amp; Benefits  LCFF S/C \$49,592</p>	<p>A case manager/health aide was provided.</p>		<p>Classified Personnel Salaries  LCFF S/C \$51,067</p>
<p><b>Scope of service:</b></p>	<p>Districtwide  Grades: All</p>		<p>Scope of service:</p>	<p>District wide  Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide a school library by purchasing new library books, furnishings, shelving, and technology to create a 21st century research/media library. (Priority 1B)		Books and Supplies  LCFF S/C  \$195,000	The district was unable to complete this action due to the county library not moving out until the Fall of 2016. Therefore, \$150,000 was transferred to deferred maintenance for possible future HVAC installation at the elementary site, \$5,000 was allocated for library books at the middle school and \$40,000 for a new safety entrance at the middle school per parent concerns discovered through the LCAP survey.	Books and Supplies  LCFF S/C  \$195,000
<b>Scope of service:</b>	Elementary  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	Middle School  Grades: 6th, 7th, 8th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Purchase classroom furnishings that are conducive to a common core environment, as it promotes the 21st century classroom.		Books and Supplies LCFF S/C \$100,000	Classroom furnishings were purchased for grades 6-8 and technology desks for all teachers district wide.	Books and Supplies LCFF S/C \$129,232
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service: District wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide an Intervention Resource Class (IRC) to meet the increasing mental health/behavioral needs to our students with exceptional needs. (Priority 3C, 7C, 8A)		Professional/ Consulting Services LCFF S/C \$116,563	The IRC class was not provided due to lack of a qualified candidate. The superintendent conducted a technology walk thru and surveyed the middle school teachers and students. During this time, it was concluded that the teachers and students would benefit from a "one-to-one" chromebook system. Therefore, this money was spent on 210 additional chromebooks for the middle school.	Professional/Co nsulting Services and Operating Expenditures LCFF S/C \$103,983
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service: Middle School Grades: 6th, 7th	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>All students will be provided with academic and physical activities to ensure the development of mind and body. This will include unduplicated pupils and students with exceptional needs. (Priority 7A, 7B, 7C)</p>		<p>Certificated Salaries &amp; Benefits</p> <p>LCFF S/C</p> <p>\$95,027</p>	<p>A PE teacher was provided.</p>	<p>Certificated Personnel Salaries</p> <p>LCFF S/C</p> <p>\$97,774</p>
<p><b>Scope of service:</b></p>	<p>Elementary</p> <p>Grades: 4th, 5th</p>		<p>Scope of service:</p> <p>Elementary</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Provide a safe playground area and athletic field to develop the students physical, socio-emotional development. (Priority 1C, 7C)</p>		<p>Books and Supplies</p> <p>LCFF S/C</p> <p>\$200,000</p>	<p>Playground equipment was purchased for the upper elementary playground.</p>	<p>Books and Supplies</p> <p>LCFF S/C</p> <p>\$39,853</p>

<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Elementary Grades: 3rd, 4th, 5th	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			
<b>What changes in actions, services, and expenditures</b>	<p>After reviewing the Actual Annual Measurable Outcomes in relation to the actions and services planned for 2015/2016, it has been determined that all actions were effective in contributing to the progress towards the goal except for the following actions which will be changed or eliminated.</p> <p>Reflection of prior year:</p> <p>Due to not having a qualified candidate for the IRC class, funds were diverted to providing one-to-one technology at the middle school per teacher request via "Staff Chats" with the superintendent.</p> <p>Year 1-2016-2017:</p> <p>The district will hire a behavioral intervention teacher that will accomodate any In House suspension or class suspension students. During the time of their suspension, the multiple subject credentialed teacher will provide core curriculum instruction.</p> <p>A full time psychologist will be hired to help monitor bullying, provide small group counseling on the topic, and manage statistics.</p> <p>Safety has become an issue at the middle school, therefore, additional cameras, lighting, and computer firewalls will be added.</p> <p>In anticipation of the new gymnasium being built, equipment will need to be purchased so that students have full access to its usage.</p> <p>Speech IEP's have increased thus needing a fulltime Speech Pathologist.</p> <p>Year 2- 2017-2018:</p> <p>The district would like to honor the community's request of upgrading the track and fields for community use and</p>				

for their children.

A bus will be going out of commission due to specific requirements, thus needing a new bus by January of 2018.

Year 3- 2018-2019:

By supporting the expansion of the Family Resource Center due to the community's needs, an addition to the current building will be necessary.

The modernization of the elementary school should be completed during this year, therefore, we will need funds to redesign the kindergarten playground and create an additional storage facility for maintenance and operations.

### **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:**

2928534

The details of the expenditures that are principally directed at unduplicated pupils are itemized in section 2 of this plan and include an English Language Development Coordinator, Family Community Liaison, professional development, technology upgrades and supplemental materials. Since our unduplicated student population count is 96.99 percent, and we are a two school district, all of the services and actions described are being performed on a districtwide basis. All actions and expenditures of Supplemental and Concentration funds were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. Given that almost 100% of our student population is in the unduplicated category the most efficient delivery of service is districtwide implementation.

- 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.

37.32	%
-------	---

Using the calculation tool provided by the state, Pixley School district has calculated that it will receive \$2,928,534 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition to the services provided districtwide, as described above, we will also provide the following services to our unduplicated students:

- An ELD coordinator to ensure effective conditions of learning exist for our EL's
- Differentiated Instructional Aide support for English learner students
- Certificated ELD teachers to ensure progress of EL's in regard to reclassification and advancement to proficiency
- Professional learning provided to all teachers in regard to curricular programs and universal access components to ensure access of a broad course of study to unduplicated pupils
- Culturally sensitive parent education designed to serve the parents of unduplicated students
- Bilingual office staff at the FRC to ensure families of unduplicated pupils are receiving appropriate intake/services
- Bilingual library materials to support English learner students and their families
- Additional health, psychological, and speech services to meet the compounded needs of unduplicated pupils in a high poverty community

Pixley Union School District has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2016-2017 Supplemental and Concentration Grant funding for qualifying purposes in relation to those listed above.

## **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).