

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Terra Bella Union Elementary School District

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LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

Terra Bella Elementary Union School district, a “Safe Place to Learn and Grow.”

Terra Bella Union Elementary School District is located in southeastern rural Tulare County in Terra Bella with a population of approximately 3,300. The district is composed of two schools, Terra Bella Elementary, K-5, and Carl Smith Middle School, 6-8. District enrollment is 924. The student population is primarily Hispanic students (95.02%) with a high number of English Language Learners (678) and 129 Redesignated Fluent English Proficient (R-FEP) totaling 87% of the student population. Economically disadvantaged student population totals 883 (95%). The FRPM-ENGLISH LANGUAGE LEARNERS-FOSTER YOUTH unduplicated count equal 901 students or 97% of the total school population.

In the 2014-2015 school year, Terra Bella Union Elementary School District continued to work toward implementing Common Core State Standards and increase student access to technology. The staffs at Terra Bella Elementary and Carl F. Smith Middle Schools are committed to providing a safe learning environment, which focuses on the California Common Core State Standards. Our staff is compiled of a pool of experienced teachers who are highly qualified and either BCLAD or CLAD certified. Approximately half of the staff throughout the district is composed of former students.

Terra Bella Union Elementary School District uses current state approved adoptions in all subject areas (See the School’s Academic Report Cards (SARCs) for listing of materials). Improvement of instruction is measured by regular assessment of all students through curriculum embedded mastery tests, the California English Language Development Test (CELDT), realigned benchmarks and the California Assessment of Student Performance and Progress (CAASPPP). All staff will continue to receive training on the Core Curriculum State Standards (CCSS) and its implementation, as well as engagement strategies.

The Williams Act finding was exemplary for the elementary and exemplary for the middle school (See SARCs).

The Terra Bella Union Elementary School District provides a safe learning environment to promote an attitude of lifelong learning and prepare our students to be leaders and productive citizens of the 21st Century. We raise levels of expectations in order to build resiliency and readiness in the students that will allow them to excel at the next academic level. The focus of the teaching is to raise the oral language and comprehension levels of all students through 21st Century Skills, which includes technology literacy, creative/critical thinking, collaboration and communication. Technology continues to be a priority in as improvements are made throughout the district to increase capacity and stability.

The District staff is involved in regular informational parent meetings that occur about every six weeks at the Carl Smith Middle School cafeteria. The meeting’s target topics are generated from parent input and also serve as an informational forum for the district. Some of the topics covered include health insurance coverage, immigration, gang awareness, health concerns, dental hygiene, Common Core State Standards, LCAP, English Language Learner needs and Master Plan. The District also partners with Family Health Network Clinic to provide local healthcare in addition to maintaining a full time nurse to serve the needs of both school sites.

LCAP Introduction

The District had a suspension rate of 1.89 and an expulsion rate of 0 in 2014-2015. In 2013-14 the Carl Smith Middle School averaged 2.4 suspensions and .2 expulsions. The Terra Bella Elementary School had 1 suspension. The District has an aggressive alternative education program to work with students who commit offenses resulting in suspension or expulsion. The chronic absenteeism rate and middle school dropout rate are both less than 1%. English Language scores and Math scores are below the state average. As expected Math scores are higher than the English Language Arts. English language development continues to be a high priority.

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?

LCAP Introduction

Involvement Process	Impact on LCAP															
<p>Terra Bella Union Elementary School District actively involved the stakeholders in the development of the TBUESD Local Control Accountability Plan (LCAP). The plan included reaching out to parents, teachers, other staff, and the community in various general public meetings.</p> <p>Other venues for involvement included but were not limited to:</p> <p>The “Annual District Wide Needs Assessment Meeting” with the School Board takes input from the certificated, classified and administrative staffs.</p> <p>Other sources of shared information are:</p> <ol style="list-style-type: none"> 1. Board Meetings <ul style="list-style-type: none"> • Classified reports • Certificated reports • Site principal reports • Public Forum for community and parents 2. Tulare County Office of Education (TCOE) LCAP workshops 3. Administration Trainings 4. School Website 5. Parent Involvement Meetings 6. English Language Advisory Committees (ELAC) 7. District English Language Advisory Committee (DELAC) 8. School Site Council <p>Information was made available to stakeholders via the school website, SARC, individual report cards; Standardized Testing and Reporting (STAR)Science reports, Single Plan for Student Achievement (SPSA) at each site, English Language Learner (ELL) Master Plan, Annual School Board Goals and Objectives.</p> <p>All stakeholders, including parents, staff, bargaining units, pupils and community, were invited to the public hearing on the Revised 2016-17 LCAP on September 7, 2016.</p>	<p>The District obtains input from the diverse stakeholder groups from the different meetings that are held throughout the school year.</p> <p>The information is then gathered and disaggregated and is used to make the following decisions in setting goals for Student Achievement, Student Engagement through Technology, and Implementation of the Common Core State Standards for the Local Control Accountability Plan (LCAP). The information is obtained in the following meetings:</p> <table border="0" data-bbox="1108 508 1955 659"> <tr> <td>ELAC/DLAC</td> <td>School Site Council</td> <td>Student Council</td> </tr> <tr> <td>9/8/2015</td> <td>9/9/2015</td> <td>Weekly</td> </tr> <tr> <td>11/10/2015</td> <td>11/5/2015</td> <td>Monthly</td> </tr> <tr> <td>3/8/2016</td> <td>3/9/2016</td> <td></td> </tr> <tr> <td>5/10/2016</td> <td>5/11/2016</td> <td></td> </tr> </table> <ul style="list-style-type: none"> • An annual district wide needs assessment meeting held May 25, 2016 between the different staff stakeholders and the governing board. These meetings provide information to the governing board members which is disseminated and utilized to develop the goals and objectives for the upcoming school year. <p>Stakeholder Input:</p> <p>Continue to set the annual Goals & Objectives and address the need to provide Common Core State Standards (CCSS) Training for the certificated staff in Language Arts, Mathematics and other content areas.</p> <p>Increase technology usage by continuing to upgrade existing technology and increase internet bandwidth.</p> <ul style="list-style-type: none"> • The governing board holds monthly meetings throughout the school year and always addresses the stakeholders that are present with information that’s relevant to Local Control Accountability Plan (LCAP) <p>Stakeholder Input: The governing board updates the stakeholders that are present on any current LCAP business.</p> <ul style="list-style-type: none"> • A member of the certificated and classified employee unions attends every monthly governing board meeting to receive general information, LCAP updates and provide updates to the board. 	ELAC/DLAC	School Site Council	Student Council	9/8/2015	9/9/2015	Weekly	11/10/2015	11/5/2015	Monthly	3/8/2016	3/9/2016		5/10/2016	5/11/2016	
ELAC/DLAC	School Site Council	Student Council														
9/8/2015	9/9/2015	Weekly														
11/10/2015	11/5/2015	Monthly														
3/8/2016	3/9/2016															
5/10/2016	5/11/2016															

	<p>Stakeholder Input: The two certificated and classified union members inform their respective groups of LCAP information provided at the monthly board meeting.</p> <ul style="list-style-type: none">• The school principals provide general and LCAP updates to the governing board at every monthly board meeting. <p>Stakeholder Input: The district principals disaggregate LCAP information to their stakeholders from information provided at the monthly board meeting.</p> <ul style="list-style-type: none">• At every monthly board meeting the different stakeholders are able to address the board on any needs, updates or complaints or address any LCAP issues during the public forums. <p>Stakeholder Input: District Administrators take any information that is LCAP oriented and disaggregate the information to the stakeholders.</p> <ul style="list-style-type: none">• The LCAP team was sent to various trainings to be updated and become knowledgeable on the LCAP. <p>Stakeholder Input: The LCAP team was able to use the trainings to address the needs of the stakeholders and input the final results into the LCAP.</p> <ul style="list-style-type: none">• Administrators continually assist LCAP update trainings. <p>Stakeholder Input: The Administrators used the knowledge learned at these trainings to help guide the LCAP team to complete the LCAP.</p> <p>Stakeholder Input: The District website is used to post current LCAP information and make it accessible to all stakeholders.</p> <ul style="list-style-type: none">• The District conducts 4-5 English Language Advisory Committee (ELAC)-District English Language Advisory Committee (DELAC) parent meetings throughout the school year. These meetings are to update all stakeholders on the LCAP and other relevant information that's pertinent to parents of language learners. <p>Stakeholder Input: Members of the DELAC have expressed that they want more computer time for their children, tutoring accessibility for the remedial learner and more after school programming to help at risk students.</p> <ul style="list-style-type: none">• The District conducts Parent meetings every 6-7 weeks to update all stakeholders on the LCAP and other needed information.
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	<p>Stakeholder Input: Many meetings were held throughout the school year and parents felt there was still a need for an increase in technology for their students, increased accessibility to technology, and afterschool services for intensive needs and /or high risk students.</p> <ul style="list-style-type: none"> • The District conducts 4-5 School Site Council meetings throughout the school year. These meetings are to update all stakeholders on the LCAP and other relevant information that's pertinent to all students and their parents. <p>Stakeholder Input: Stakeholders want increased technology, additional tutoring for students failing Math and ELA, after school programs to help high risk kids and gang awareness.</p>
<p>Annual Update:</p> <p>Terra Bella Union Elementary School District administrators used established venues as ongoing forums to gather LCAP information.</p>	<p>Annual Update:</p> <p>The information gathered reflects the importance of established goals from LCAP year 2015-2016 and prior. These long term goals will continue to have an ongoing impact on LCAP as resources are garnered, programs and plans are implemented, and goals are reflected upon. The following are expected actions to be completed in 2016-2017:</p> <p>Goal 1:</p> <ul style="list-style-type: none"> • Tutoring personnel and capacity will be increased for 2016-2017 • Restore ELD teaching positions to 2 FTE • Restore Administrative position • Teacher Stipends • Increase support for student engagement activities <p>Goal 2:</p> <ul style="list-style-type: none"> • Increase internet bandwidth capacity in the 2016-2017 year • Add services to existing software • Correlate computer programs to high school expectations • Upgrade existing computers <p>Goal 3:</p> <ul style="list-style-type: none"> • Continue CCSS training through the summer and into 2016-2017 • Purchase additional CCSS materials

LCAP Section 2 - Current Year Goals

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, school site-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.

LCAP Section 2 - Current Year Goals

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

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

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

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

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

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

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

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

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

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

LCAP Section 2 - Current Year Goals

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

Guiding Questions:

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

FUNDING SOURCE LEGEND FOR EXPENDITURES

LCFF Base	Local Control Funding Formula Unrestricted Base
LCFF S/C	Local Control Funding Formula Supplemental/Concentration Grant Funding
Title I	Categorical Funds EIA
Title III	Funds for English Language Learners
Ed Pro Funds	Funds to hire Highly Qualified Teachers
Building Fund	Measure K Funds (bond measure)
07200	Resource Code for LCFF S/C in district budget

LCAP Section 2 - Current Year Goals

GOAL:	1. Improve student achievement by providing a high quality learning environment.	Related State and/or Local Priorities: 1_x 2_x 3_x 4_x 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____																													
Identified Need :	<p>Need: SBAC improvement Districtwide</p> <table border="1"> <thead> <tr> <th>ELA</th> <th>Percent</th> <th>Math</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Standard Exceeded Level 4</td> <td>1</td> <td>Standard Exceeded Level 4</td> <td>1</td> </tr> <tr> <td>Standard Met Level 3</td> <td>13</td> <td>Standard Met Level 3</td> <td>8</td> </tr> <tr> <td>Standard Nearly Met Level 2</td> <td>23</td> <td>Standard Nearly Met Level 2</td> <td>29</td> </tr> <tr> <td>Standard Not Met Level 1</td> <td>64</td> <td>Standard Not Met Level 1</td> <td>62</td> </tr> </tbody> </table> <p>Need: English Language Learner (ELL) students scored below state targets for the following Annual Measurable Achievement Objectives, (AMAO)- state identified ranks:</p> <table border="1"> <tbody> <tr> <td>Target AMAO 1 – 60.5%</td> <td>AMAO 1-37.1%,</td> <td>Metric: Master Schedule, Student test scores</td> </tr> <tr> <td>Target AMAO 2 – 24.2%</td> <td>AMAOS 2 (less than 5 years) - 12.2%</td> <td></td> </tr> <tr> <td>Target AMAO 3 – 50.9</td> <td>AMAOS 2 (more than 5 years) - 20.5%</td> <td></td> </tr> </tbody> </table> <p>Need: 100% of teachers to be Highly Qualified Metric: Staffing Records, Professional Development Records</p> <p>Need: Additional support for special needs students Metric: Students Test Scores will Increase by 1%</p> <p>Need: Additional Support for at –risk students Metric: Staffing Records, Increased student grades</p> <p>Need: Supplement home to school transportation Metric: Daily Attendance, Students Test Scores will improve</p> <p>Need: Student engagement activities Metric: Daily Attendance, Students Test Scores will improve</p> <p>Need: School Nurse/Family Liaison Metric: Daily Attendance, Students Test Scores will improve</p> <p>Need: Hire additional teachers for the 2016-2017 school year Metric: Staffing Records, Professional Development Records</p> <p>Need: Band Program – instructor and materials Metric: Staffing Records, Purchase/Repair Records</p> <p>Need: ELD teacher(s) Metric: Reclassification data, CELDT Scores</p> <p>Need: Maintain Facilities Inspection Tool (FIT) Good/Excellent Rating Metric: FIT Inspection Report</p> <p>Need: Conduct parent input meetings every 4-6 weeks. Metric: Meeting sign-in sheets</p> <p>Need: Chronic Attendance Rate: – 4.3%</p> <p>Need: Middle School Dropout Rate – 0%</p> <p>Need: Pupil Suspension Rate – 4.1%</p> <p>Need: Pupil Expulsion Rate - 0</p>	ELA	Percent	Math	Percent	Standard Exceeded Level 4	1	Standard Exceeded Level 4	1	Standard Met Level 3	13	Standard Met Level 3	8	Standard Nearly Met Level 2	23	Standard Nearly Met Level 2	29	Standard Not Met Level 1	64	Standard Not Met Level 1	62	Target AMAO 1 – 60.5%	AMAO 1-37.1%,	Metric: Master Schedule, Student test scores	Target AMAO 2 – 24.2%	AMAOS 2 (less than 5 years) - 12.2%		Target AMAO 3 – 50.9	AMAOS 2 (more than 5 years) - 20.5%		
ELA	Percent	Math	Percent																												
Standard Exceeded Level 4	1	Standard Exceeded Level 4	1																												
Standard Met Level 3	13	Standard Met Level 3	8																												
Standard Nearly Met Level 2	23	Standard Nearly Met Level 2	29																												
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Target AMAO 2 – 24.2%	AMAOS 2 (less than 5 years) - 12.2%																														
Target AMAO 3 – 50.9	AMAOS 2 (more than 5 years) - 20.5%																														
Goal Applies to:	Schools: District wide; Terra Bella Elementary School, Carl Smith Middle School Applicable Pupil Subgroups All																														

LCAP Year 1: 2016-17

LCAP Section 2 - Current Year Goals

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 1% increase in ELA and Math on SBAC • Percentage of Proficient Low income students will increase by 1% in ELA and Math. • ELL reclassification will increase by 1%. • Daily Attendance will be 95% or higher. • Reduce chronic absenteeism rate • Special need students will complete 85% of IEP goals. • Maintain a wide variety of extracurricular activities to promote a positive school climate, such as band and athletics. • Maintain Good to Excellent FIT rating • Maintain/Conduct ongoing parent input meetings every four to six weeks, which include parents of unduplicated and exceptional needs pupils. • Maintain 0% middle school dropout rate • Maintain 4.1% or lower Pupil Suspension Rate and 0% Pupil Expulsion Rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 The District will maintain two full time English Language Development Teachers to target those students with intensive ELL needs.</p>	District wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$225,179 Salaries and benefits. Goal 11367 Func.10000 Obj.11000</p>
<p>#2 The District may need to hire up to five teachers the 2016-2017 school year to increase academic achievement by maintaining a highly qualified staff.</p>	District wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EPA \$320,306 Salaries and benefits. LCFF Base \$74,149 Func.11100 Obj.11000</p>
<p>#3 Grant funds will be used to ensure the district is competitive in attracting, preparing, and retaining highly-qualified teaching staff. A local teacher shortage, driven by retirements and a lack of new teachers, has created a very competitive local teacher job market.</p>	District wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$40,000 Goal 11100 Func.10000 Obj.58000-4</p>

LCAP Section 2 - Current Year Goals

<p>#4 The District will maintain two full time Resource Specialists to increase academic achievement with the special needs population.</p>	<p>District wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u></p>	<p>Special Ed. Funds \$458,863 Salary and benefits. LCFF S/C \$206,554 Goal 11000 Func.10000 Obj.20000-30000</p>
<p>#5 The District will continue to contract with Tulare County Office of Education (TCOE) to provide service. Currently we contract for a speech services specialist to increase academic achievement of special needs students.</p>	<p>District wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u></p>	<p>LCFF/Base \$25,000 Goal 11000 Func.10000 Obj.58000-5</p>
<p>#6 The district will increase instructional support services for at-risk students.</p>	<p>Terra Bella Elementary</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs Students</u></p>	<p>Title I LCFF S/C Salaries and benefits. \$140,000 Goal 11100 Func.10000 Obj.20000-30000</p>
<p>#7 As a rural school, providing home to school transportation for students is vital to student achievement. There is a need to supplement the District transportation fund. Funding to cover maintenance expenses for 6 buses and bus drivers.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF S/C \$276,795 Goal 00000 Func.00000 Obj.89800</p>
<p>#8 The District will continue to employ a full time, bilingual nurse and part time family liaison worker that interact with families and the onsite health clinic.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF S/C \$153,316 Salary and benefits. Goal 00000 Func.31400 Obj.20000-30000</p>

LCAP Section 2 - Current Year Goals

<p>#9 The District will continue to employ band teacher and half time band assistant.</p> <p>Music promotes student achievement as it teaches math, metrics, stimulates brain creativity, and teaches social interaction which adds to a better school climate.</p>	<p>Carl Smith Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$101,545 Salaries and benefits. Goal 11331 Func.10000 Obj.20000-30000</p>
<p>#10 The District will continue to support student achievement by providing materials for the band program (musical instruments and repairs).</p>	<p>Carl Smith Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$39,500 Funds to repair, maintain, and replace band equipment. Goal 11331 Func.10000 Obj.44000, 56000, 58000</p>
<p>#11 The District employs a California English Language Development Test Coordinator and summer interns to support English language development and student achievement.</p>	<p>District wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$115,002 Coordinator and intern salaries and benefits. Goal 11100 Func.31600 Obj.20000-30000</p>
<p>#12 The District will provide funds for student incentives to increase student academic achievement. May include: attendance awards, honor roll awards, honor roll field trips, sports awards, etc.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$28,000 Goal 11100 Func.10000 Obj.58000-9</p>
<p>#13 The District will provide funds for student engagement activities, such as, but not limited to clubs, student leadership, academic and athletic activities and other extracurricular activities,</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$20,000 Goal 11100 Func.10000 Obj.58000-9</p>

LCAP Section 2 - Current Year Goals

<p>#14 The District will provide funds to improve data management. Funds will be used to evaluate student achievement scores for decision making and provide the necessary data materials and personnel.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$3,000 Goal 11100 Func.10000 Obj.43000-9</p>
<p>#15 Restore administrator position to facilitate access to CCSS.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$141,471 Salaries and Benefits Goal 11100 Func.27000 Obj.3*****-9</p>

<p>Goal # 1 LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 1% increase in ELA and Math on SBAC • The ELLs will demonstrate 1% improvement in each of the AMOS 1, 2, 3 as stated above. • Redesignated Fluent English Speaking CELDT scores will improve 1% or more. • Low Income students will demonstrate 1% increase in benchmark proficiency in ELA, Math, and Science. • Students with disabilities will demonstrate 1% increase in the number of IEP Goals met. • Reduce chronic absenteeism rate • Maintain a wide variety of extracurricular activities to promote a positive school climate, such as band and athletics. • Maintain Good to Excellent FIT rating • Maintain/Conduct ongoing parent input meetings every four to six weeks, which include parents of unduplicated and exceptional needs pupils. • Maintain 0% middle school dropout rate • Maintain 2.4% or lower Pupil Suspension Rate and 0% Pupil Expulsion Rate 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>#1 The District will maintain two full time English Language Development Teachers to target those students with intensive ELL needs.</p>	<p>District wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$231,934 Salaries and benefits Goal 11367 Func.10000 Obj.11000</p>

LCAP Section 2 - Current Year Goals

<p>#2 The District may need to hire up to five teachers the 2017-2018 school year to increase academic achievement by maintaining a highly qualified staff.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EPA \$329,915 Salaries and benefits. LCFF Base \$76, 373 Func.11100 Obj.11000</p>
<p>#3 Grant funds will be used to ensure the district is competitive in attracting, preparing, and retaining highly-qualified teaching staff. A local teacher shortage, driven by retirements and a lack of new teachers, has created a very competitive local teacher job market.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$41,200 Goal 11100 Func.10000 Obj.58000-4</p>
<p>#4 The District will maintain two full time Resource Specialists to increase academic achievement with the special needs population.</p>	<p>District wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u></p>	<p>Special Ed. Funds LCFF S/C \$472,628 Salary and benefits LCFF S/C \$212,750 Goal 11000 Func.10000 Obj.20000-30000</p>
<p>#5 The District will contract with TCOE to provide services. Currently we contract for a speech services specialist to increase academic achievement of special needs students.</p>	<p>District wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u></p>	<p>LCFF/Base \$25,750 Goal 11000 Func.10000 Obj.58000-5</p>
<p>#6 The district will increase instructional support services for at-risk students.</p>	<p>Terra Bella Elementary</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u></p>	<p>Title I LCFF S/C Salaries and benefits. \$144,200 Goal 11100 Func.10000 Obj.20000-30000</p>

LCAP Section 2 - Current Year Goals

<p>#7 As a rural school, providing home to school transportation for students is vital to student achievement. There is a need to supplement the District transportation fund. Funding to cover maintenance expenses for 6 buses and bus drivers.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$285,098 Goal 00000 Func.00000 Obj.89800</p>
<p>#8 The District will continue to employ a full time, bilingual nurse and part time family liaison worker that interact with families and the onsite health clinic.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$157,915 Salary and benefits. Goal 00000 Func.31400 Obj.20000-30000</p>
<p>#9 The District will continue to employ band teacher and half time band assistant. Music promotes student achievement as it teaches math, metrics, stimulates brain creativity, and teaches social interaction which adds to a better school climate.</p>	<p>Carl Smith Middle School</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$104,591 Salaries and benefits. Goal 11331 Func.10000 Obj.20000-30000</p>
<p>#10 The District will continue to support student achievement by providing materials for the band program (musical instruments and repairs).</p>	<p>Carl Smith Middle School</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$40,685 Funds to repair, maintain, and replace band equipment. Goal 11331 Func.10000 Obj.44000, 56000, 58000</p>
<p>#11 The District employs a California English Language Development Test Coordinator and summer interns to support English language development and student achievement.</p>	<p>District wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$118,452 Coordinator and intern salaries and benefits. Goal 11100 Func.31600 Obj.20000-30000</p>

LCAP Section 2 - Current Year Goals

<p>#12 The District will provide funds for student incentives to increase student academic achievement. May include: attendance awards, honor roll awards, honor roll field trips, sports awards, etc.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$28,840 Goal 11100 Func.10000 Obj.58000-9</p>
<p>#13 The District will provide funds for student engagement activities, such as, but not limited to clubs, student leadership, academic and athletic activities and other extracurricular activities.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$20,600 Goal 11100 Func.10000 Obj.58000-9</p>
<p>#14 The District will provide funds to improve data management. Funds will be used to evaluate student achievement scores for decision making and provide the necessary data materials and personnel.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$3,090 Goal 11100 Func.10000 Obj.43000-9</p>
<p>#15 Restore administrator position to facilitate access to CCSS</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$145,715 Salaries and Benefits Goal 11100 Func.27000 Obj.30000's-9</p>

Goal #1		LCAP Year 3: 2018-19	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 1% increase in ELA and Math on SBAC • The ELLs will demonstrate 1% improvement in each of the AMOS 1, 2, 3 as stated above. • Redesignated Fluent English Speaking CELDT scores will improve 1% or more. • Low Income students will demonstrate 1% increase in benchmark proficiency in ELA, Math, and Science. • Students with disabilities will demonstrate 1% increase in the number of IEP Goals met. • Reduce chronic absenteeism rate • Maintain a wide variety of extracurricular activities to promote a positive school climate, such as band and athletics. • Maintain Good to Excellent FIT rating • Maintain/Conduct ongoing parent input meetings every four to six weeks, which include parents of unduplicated and exceptional needs pupils. • Maintain 0% middle school dropout rate • Maintain 2.4% or lower Pupil Suspension Rate and 0% Pupil Expulsion Rate 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 The District will maintain two full time English Language Development Teachers to target those students with intensive ELL needs.</p>	<p>District wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$231,934 Salaries and benefits Goal 11367 Func.10000 Obj.11000</p>
<p>#2 The District may need to hire up to five teachers the 2017-2018 school year to increase academic achievement by maintaining a highly qualified staff.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EPA \$329,915 Salaries and benefits. LCFF Base \$76, 373 Func.11100 Obj.11000</p>
<p>#3 Grant funds will be used to ensure the district is competitive in attracting, preparing, and retaining highly-qualified teaching staff. A local teacher shortage, driven by retirements and a lack of new teachers, has created a very competitive local teacher job market.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$41,200 Goal 11100 Func.10000 Obj.58000-4</p>

LCAP Section 2 - Current Year Goals

<p>#4 The District will maintain two full time Resource Specialists to increase academic achievement with the special needs population.</p>	<p>District wide</p>	<p><u>__</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>x</u>Other Subgroups:(Specify)<u>Students with Special Needs</u></p>	<p>Special Ed. Funds LCFF S/C \$472,628 Salary and benefits LCFF S/C \$212,750 Goal 11000 Func.10000 Obj.20000-30000</p>
<p>#5 The District will contract with TCOE to provide services. Currently we contract for a speech services specialist to increase academic achievement of special needs students.</p>	<p>District wide</p>	<p><u>__</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>x</u>Other Subgroups:(Specify) <u>Students with Special Needs</u></p>	<p>LCFF/Base \$25,750 Goal 11000 Func.10000 Obj.58000-5</p>
<p>#6 The district will maintain instructional support services for at-risk students.</p>	<p>Terra Bella Elementary</p>	<p><u>x</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups:(Specify) <u>Students with Special Needs</u></p>	<p>Title I LCFF S/C Salaries and benefits. \$144,200 Goal 11100 Func.10000 Obj.20000-30000</p>
<p>#7 As a rural school, providing home to school transportation for students is vital to student achievement. There is a need to supplement the District transportation fund. Funding to cover maintenance expenses for 6 buses and bus drivers.</p>	<p>District wide</p>	<p><u>x</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$285,098 Goal 00000 Func.00000 Obj.89800</p>
<p>#8 The District will continue to employ a full time, bilingual nurse and part time family liaison worker that interact with families and the onsite health clinic.</p>	<p>District wide</p>	<p><u>x</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$157,915 Salary and benefits. Goal 00000 Func.31400 Obj.20000-30000</p>

LCAP Section 2 - Current Year Goals

<p>#9 The District will continue to employ band teacher and half time band assistant.</p> <p>Music promotes student achievement as it teaches math, metrics, stimulates brain creativity, and teaches social interaction which adds to a better school climate.</p>	<p>Carl Smith Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$104,591 Salaries and benefits. Goal 11331 Func.10000 Obj.20000-30000</p>
<p>#10 The District will continue to support student achievement by providing materials for the band program (musical instruments and repairs).</p>	<p>Carl Smith Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$40,685 Funds to repair, maintain, and replace band equipment. Goal 11331 Func.10000 Obj.44000, 56000, 58000</p>
<p>#11 The District employs a California English Language Development Test Coordinator and summer interns to support English language development and student achievement.</p>	<p>District wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$118,452 Coordinator and intern salaries and benefits. Goal 11100 Func.31600 Obj.20000-30000</p>
<p>#12 The District will provide funds for student incentives to increase student academic achievement. May include: attendance awards, honor roll awards, honor roll field trips, sports awards, etc.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$28,840 Goal 11100 Func.10000 Obj.58000-9</p>
<p>#13 The District will provide funds for student engagement activities, such as, but not limited to clubs, student leadership, academic and athletic activities and other extracurricular activities.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$20,600 Goal 11100 Func.10000 Obj.58000-9</p>

LCAP Section 2 - Current Year Goals

<p>#14 The District will provide funds to improve data management. Funds will be used to evaluate student achievement scores for decision making and provide the necessary data materials and personnel.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/>_x_ ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$3,090 Goal 11100 Func.10000 Obj.43000-9</p>
<p>#15 Restore administrator position to facilitate access to CCSS.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/>_x_ ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$145,715 Salaries and Benefits Goal 11100 Func.27000 Obj.30000's-9</p>

LCAP Section 2 - Current Year Goals

GOAL:	#2 Terra Bella Union School District will continue to support student access to 21st Century Learning through improved technology.	Related State and/or Local Priorities: 1__x_ 2__x_ 3__x_ 4__x_ 5__ 6__x_ 7__x_ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Need: English Language Learner (ELL) students scored below state targets for the following Annual Measurable Achievement Objectives, (AMAO)- state identified ranks: Target AMAO 1 – 60.5% AMAO 1-37.1%, Metric: Master Schedule, Student test scores Target AMAO 2 – 24.2% AMAOS 2 (less than 5 years) - 12.2% Target AMAO 3 – 50.9 AMAOS 2 (more than 5 years) - 20.5% Need: High Quality Technology Staff Metric: Staffing Records, Professional Development Records Need: Improve Student Access to Technology Metric: Purchase Records, Lab Schedules Need: Improve digital media literacy Metric: Student logins, online assessments Need: Increased Bandwidth Metric: Purchase Records, Increased testing capacity Need: Improve capacity online standardized assessments Metric: Increased Testing capacity, scheduling time table Need: Improve Data processing Metric: Staffing Records, Student Benchmark Need: Scheduled computer time
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Goal Applies to:	Schools: ALL- Terra Bella Elementary and Carl Smith Middle School Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Each grade level will use their scheduled computer time at least 80% of the time to access quality software that is engaging and based on the CCSS as measured by student usage data, including unduplicated and special needs pupils. Technology integration in a broad course of study will occur in all grade levels.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 The district will continue to employ two Information Technology (IT) clerks full time to maintain school servers, labs, school websites, assist with teacher professional development, and assist students to become 21st century digital learners.	District wide	__x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF S/C \$147,915 Salaries and benefits Goal 113691 Func.24200 Obj.20000-30000

LCAP Section 2 - Current Year Goals

<p>#2 The district will fund the maintenance of 8 labs and all necessary supplies, software, licensing, hardware equipment, and maintenance as needed. Computer programs, such as, Read Naturally, will target English Learners and at-risk students.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$40,000 Goal 113691 Func.24200 Obj. 44000</p>
<p>#3 The district will contract for California Longitudinal Pupil Achievement Data System (CALPADS), data support to track and maintain longitudinal data, which is necessary for many student reports.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$69,782 Salary and benefits Goal 113691 Func.24200 Obj. 20000-30000</p>
<p>#4 The district will continue to upgrade and improve its technology equipment in order to improve student access to the Common Core State Standards.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$30,000 Goal 113691 Func.24200 Obj. 43000</p>

LCAP Section 2 - Current Year Goals

Goal # 2		LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	Each grade level will use their scheduled computer time at least 85% of the time to access quality software that is engaging and based on the CCSS as measured by student usage data, including unduplicated and special needs pupils. Technology integration in a broad course of study will occur in all grade levels.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 The district will continue to employ two Information Technology (IT) clerks full time to maintain school servers, labs, school websites, assist with teacher professional development, and assist students to become 21st century digital learners.	District wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$147,915 Salaries and benefits for 2 technology employees. Goal 113691 Func.24200 Obj.20000-30000
#2 The district will fund the maintenance of 8 labs and all necessary supplies, software, licensing, hardware equipment, and maintenance as needed.	District wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$75,000 Goal 113691 Func.24200 Obj. 44000
#3 The district will contract for California Longitudinal Pupil Achievement Data System (CALPADS), data support to track and maintain longitudinal data, which is necessary for many student reports.	District wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$69,782 Salary for CALPADS support as needed. Goal 113691 Func.24200 Obj. 20000-30000
#4 The district will continue to upgrade and improve its technology equipment in order to improve student access to the Common Core State Standards.	District wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$20,000 Equipment for computer labs or equipment to improve access to internet. Goal 113691 Func.24200 Obj. 43000

LCAP Section 2 - Current Year Goals

Goal # 2		LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	Each grade level will use their scheduled computer time at least 90% of the time to access quality software that is engaging and based on the CCSS as measured by student usage data, including unduplicated and special needs pupils. Technology integration in a broad course of study will occur in all grade levels.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 The district will continue to employ two IT clerks full time to maintain school servers, labs, school websites, assist with teacher professional development, and assist students to become 21st century digital learners.	District wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$147,915 Salaries and benefits for 2 technology employees.
#2 The district will fund the maintenance of 8 labs and all necessary supplies, software, licensing, hardware equipment, and maintenance as needed.	District wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$75,000 Goal 113691 Func.24200 Obj. 44000
#3 The district will contract for California Longitudinal Pupil Achievement Data System (CALPADS), data support to track and maintain longitudinal data, which is necessary for many student reports.	District wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$69,782 Salary for CALPADS support as needed. Goal 113691 Func.24200 Obj. 20000-30000
#4 The district will continue to upgrade and improve its technology equipment in order to improve student access to the Common Core State Standards.	District wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$20,000 Equipment for computer labs or equipment to improve access to internet.

LCAP Section 2 - Current Year Goals

<p>GOAL:</p>	<p>#3 The Terra Bella School District staff will continue to receive Common Core State Standards professional development to improve student achievement.</p>	<p>Related State and/or Local Priorities: 1_x 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Professional development training on Common Core State Standards is needed in all grades for all staff. Teachers will meet once or twice a month to set pacing calendars as well as, research and develop curriculum units based on the Common Core State Standards, including ELD Standards.</p> <p>Metrics: Sign in sheets to trainings, grade level planning meetings, planning meeting minutes, pacing calendars</p> <p>English Language Learner (ELL) students scored below state targets for the following Annual Measurable Achievement Objectives, AMOS- state identified ranks:</p> <p>AMO 1 - 37.1% AMOS 2 (less than 5 years) - 12.2% AMOS 2 (more than 5 years) - 20.5%</p> <p>Terra Bella Elementary: Benchmark scores indicate 10% increase in Math between pre and post tests. Benchmark scores indicate 11% increase in ELA between pre and post tests.</p> <p>Carl Smith Middle School: Benchmark scores indicate 4% decrease in Math between pre and post tests. Benchmark scores indicate 1% decrease in ELA between pre and post tests.</p> <p>100% of students will have access to CCSS aligned materials.</p>	
<p>Goal Applies to:</p>	<p>Schools: ; All: Terra Bella Elementary School and Carl Smith Middle School Applicable Pupil Subgroups: ; All</p>	
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The ELLs will demonstrate 1% improvement in each of the AMOS 1, 2, 3 as stated above. • Redesignated Fluent English Speaking CELDT scores will improve 1% or more. • Low Income students will demonstrate 1% increase in benchmark proficiency in ELA and Science. • Students with disabilities will demonstrate 1% increase in the number of IEP Goals met. 	

LCAP Section 2 - Current Year Goals

- 100% of staff will be trained as demonstrated by sign in sheets and meeting minutes.
- 100% of students will have access to CCSS aligned materials.
- Teachers will meet once or twice a month to set pacing calendars as well as, research and develop curriculum units based on the Common Core State Standards, including ELD Standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 The district will provide professional development opportunities in the area of Common Core State Standards.</p>	District wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Title 1 10% Professional development monies LCFF S/C \$20,000 Funding for teacher training.</p>
<p>#2 The district will contract with TCOE-Educational Resource Services (ERS) to provide digital portals to software programs and other instructional services that support the Common Core State Standards as a resource for teachers.</p>	District wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF S/C \$10,000 Funding for contract with Educational Resource Services.</p>
<p>#3 The district will purchase instructional materials aligned with Common Core State Standards as needed.</p>	District wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF S/C \$45,000 Funds to purchase additional supplies to support Common Core State Standards.</p>
<p>#4 The district will provide materials and/or supplies to engage parents in learning about Common Core State Standards to better understand student curriculum.</p>	District wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF S/C \$2,000 Funds to provide supplies for parent meetings.</p>

Goal # 3		LCAP Year 2: 2017-18	
<p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • The ELLs will demonstrate 1% improvement in each of the AMOS 1, 2, 3 as stated above. • Redesignated Fluent English Speaking CELDT scores will improve 1% or more. • Low Income students will demonstrate 1% increase in benchmark proficiency in ELA and Science. • Students with disabilities will demonstrate 1% increase in the number of IEP Goals met. • 100% of staff will be trained as demonstrated in sign in sheets and meeting minutes. • 100% of students will have access to CCSS aligned materials. • Teachers will meet once or twice a month to set pacing calendars as well as, research and develop curriculum units based on the Common Core State Standards, including ELD Standards. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 The district will provide professional development opportunities in the area of Common Core State Standards..	District wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title 1 10% Professional development monies LCFF S/C \$25,000 Funding for teacher training.
#2 The district will contract with TCOE-Educational Resource Services (ERS) to provide digital portals to software programs and other instructional services that support the Common Core State Standards as a resource for teachers.	District wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$10,000 Funding for contract with Educational Resource Services.
#3 The district will purchase necessary instructional materials aligned with Common Core State Standards.	District wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$50,000 Funds to purchase additional supplies to support Common Core State Standards.

LCAP Section 2 - Current Year Goals

<p>#4 The district will provide materials and/or supplies to engage parents in learning about Common Core State Standards to better understand student curriculum.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/>_x_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$3,000 Funds to provide supplies for parent informational meetings.</p>
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Goal #3			
LCAP Year 3: 2018-19			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The ELLs will demonstrate 1% improvement in each of the AMOS 1, 2, 3 as stated above. • Redesignated Fluent English Speaking CELDT scores will improve 1% or more. • Low Income students will demonstrate 1% increase in benchmark proficiency in ELA and Science. • Students with disabilities will demonstrate 1% increase in the number of IEP Goals met. • 100% of staff will be trained as demonstrated in sign in sheets and meeting minutes. • 100% of students will have access to CCSS aligned materials. • Teachers will meet once or twice a month to set pacing calendars as well as, research and develop curriculum units based on the Common Core State Standards, including ELD Standards. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 The district will provide professional development opportunities in the area of Common Core State Standards..</p>	<p>District wide</p>	<p><u><input checked="" type="checkbox"/> ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Title 1 10% Professional development monies LCFF S/C \$30,000 Funding for teacher training.</p>
<p>#2 The district will contract with TCOE-Educational Resource Services to provide digital portals to software programs and other instructional services.</p>	<p>District wide</p>	<p><u><input checked="" type="checkbox"/> ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$10,000 Funding for contract with Educational Resource Services.</p>
<p>#3 The district will purchase instructional materials aligned with Common Core State Standards.</p>	<p>District wide</p>	<p><u><input checked="" type="checkbox"/> ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$50,000 Funds to purchase additional supplies to support Common Core State Standards.</p>

LCAP Section 2 - Current Year Goals

<p>#4 The district will provide materials and/or supplies to engage parents in learning about Common Core State Standards to better understand their child's curriculum.</p>	<p>District wide</p>	<p><u> x </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$3,000 Funds to provide supplies for parent informational meetings.</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	#1 The implementation of Common Core State Standards will improve student achievement.		Related State and/or Local Priorities: 1_ 2x 3_ 4x 5x 6_ 7x 8x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Districtwide: Terra Bella Elementary and Carl Smith Middle School		
	Applicable Pupil Subgroups:	All-Low income, English Learners, Redesignated fluent English proficient and Students with disabilities.		
Expected Annual Measurable Outcomes:	<p>ELLs will demonstrate a 5% increase in re-designation district wide. Low income students will demonstrate a 5 % increase in math and ELA proficiency. ELL Students scored below state targets % for the following Annual Measurable Achievement Objectives (AMOS-state identified ranks):</p> <ul style="list-style-type: none"> • AMO 1. 41.4%, 10.8% • AMOS 2 (less than 5 years), 18.1% • AMOS 2(more than 5 years), 25.5 ELA and 37.2% Math • AMOS 3 Targets. • Bench mark scores indicate 32% proficient in ELA and 39% proficient in Math. • STAR Science scores 8th =30% 5th= 24%proficient, including special needs students. • There is possible need to hire additional teachers for the 2015-2016 school year due to retirement and growth. 		Actual Annual Measurable Outcomes:	<p>ELL re-designation increase across the district was up 46% (26 students) from 2014-2015.</p> <p>Did not meet expected 5% goal in math and ELA proficiency.</p> <p>ELL Students scored below state targets % for the following state identified ranks (AMO):</p> <ul style="list-style-type: none"> • AMO 1 - 37.1% • AMOS 2 (less than 5 years) - 12.2% • AMOS 2 (more than 5 years) - 20.5% • AMOS 3 Targets. 25.5 ELA and 37.2% Math • Bench mark scores: 32% proficient in ELA; 39% proficient in Math as seen in local benchmarks. • STAR Science scores 8th =30%, 5th= 24% proficient; including Special Needs Students.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>1. Maintain two full time English Language Development Teachers to target those students with intensive ELL needs.</p>	<p>LCFF S/C \$155,000 Salaries and benefits for 2 full time teachers.</p>	<p>Due to unforeseen maternity leaves only 1 FTE full time ELD teacher was deployed in the 2015-2016 school year. Funds were not used for 0.5 FTE teacher.</p>	<p>\$95,000</p>
<p>Scope of service: District wide</p>		<p>Scope of service: District Wide</p>	
<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> <u>x</u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) Students with disabilities<u> </u></p>		<p><u> </u> ALL OR: <u> </u> <u>x</u> Low Income pupils <u> </u> <u>x</u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify Students with disabilities<u> </u></p>	
<p>2. Hire up to three teachers the 2015-2016 school year to increase academic achievement by maintaining a highly qualified staff.</p>	<p>LCFF/ Base/EPA \$260,000 Salaries and benefits for up to 3 teachers</p>	<p>Student enrollment in certain grades allowed for a reduction in 2015-2016.</p>	<p>\$0</p>
<p>Scope of service: District wide</p>		<p>Scope of service: District wide</p>	
<p><u> </u> <u>x</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) Student with Disabilities</p>		<p><u> </u> <u>x</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) Student with Disabilities</p>	
<p>3. Attract and retain a highly-qualified teaching staff. Maintain competitive in the local teacher market.</p>	<p>LCFF, EPA, Title I, Title II, Title III, and Gen. Funds \$145,000</p>	<p>Funds will be used to train and support teachers new to the district.</p>	<p>\$3,200</p>

Scope of service: District wide K-8		Scope of service: District wide K-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_Student with Disabilities		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_Student with Disabilities	
4. Maintain two full time Resource Specialists.	LCFF S/C \$190,000 Salary and benefits for 2 Resource Specialists.	Resource Specialists were maintained in 2014-2015.	\$191,101
Scope of service: District wide for staff		Scope of service: District wide staff	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	
5. Contract for a speech services with Tulare County Office of Education.	LCFF/Base \$25,000 Contract with Tulare County Office of Education for Speech Services.	The District did contract with TCOE for speech services. Additionally hearing impaired services were also needed in 2015-2016.	\$30,500
Scope of service: District wide students with disabilities		Scope of service: District wide students with disabilities	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	
<p>6. Increase instructional support services for at-risk students.</p>	<p>Title I LCFF S/C \$300,000 Salaries and benefits for teacher aides</p>	<p>The district increased instructional aide and tutoring staff by a total of 4, as well as increased hours to existing staff. The needs occurred throughout the year resulting in lowered expenses.</p>	<p>\$84,000</p>
<p>Scope of service: District wide K-8</p>		<p>Scope of service: District wide K-8</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Student with Disabilities</u></p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Student with Disabilities</u></p>	
<p>7. Provide transportation to rural students.</p>	<p>LCFF S/C \$180,000 Funding to cover maintenance expenses for 6 buses and bus drivers.</p>	<p>Transportation was increased as needed.</p>	<p>\$276,795</p>
<p>Scope of service: District wide</p>		<p>Scope of service: District wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Students with disabilities</u>		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Students with disabilities</u>	
8. Employ a full time nurse and assistants.	LCFF S/C \$140,000 Salary and benefits for nurse and family liaison worker.	A full time nurse and assistants were employed.	\$143,000
Scope of service: District wide		Scope of service: District wide	
__x__ ALL		__x__ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Student with Disabilities</u>		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Student with Disabilities</u>	
9. Employ a half time band instructor and half time assistant.	LCFF S/C \$70,000 Half time band teacher and half time band assistant salaries and benefits.	A half time band instructor and half time assistant were employed.	\$68,194
Scope of service: Grades 6-8		Scope of service: Grades 6-8	
__x__ ALL		__x__ ALL	

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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_Student with Disabilities		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_Student with Disabilities	
10. Musical Instrument equipment, supplies and repairs.	LCFF S/C \$12,000 Funds to repair and maintain band equipment and \$18,000 Funds to purchase band equipment.	Instruments were maintained, inventory and condition of instruments will be evaluated to determine needs for the following year.	\$16,000
Scope of service: Grades 6-8		Scope of service: Grades 6-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	
11. Employ a CELDT Coordinator and assistants.	LCFF S/C \$90,000 Coordinator and intern salaries and benefits.	CELDT Coordinator and assistants were employed.	\$90,000
Scope of service: District wide		Scope of service: District wide	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	
12. Provide incentives to increase academic achievement.	LCFF S/C \$18,000 Funds to purchase achievement incentives and funds for Honor Roll trip incentive	Funds were used for field trips and academic incentives throughout the year.	\$18,000
Scope of service: District wide K-8		Scope of service: District wide K-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_Student with Disabilities_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_ Students with disabilities	
13. Improve data management.	LCFF S/C \$3,000 Funds for supplies to manage test scores.	Data management assistants were employed part time in 2014-2015.	\$3,000
Scope of service: District wide		Scope of service: District wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	

proficient __Other Subgroups:(Specify) <u>Students with Disabilities</u>		proficient __Other Subgroups:(Specify) <u>Students with Disabilities</u>	
14. Employ an administrator.	LCFF S/C \$110,000	The District is restructuring positions throughout the district. As needs are identified and evaluated an additional administrator will be acquired.	\$0
Scope of service: District wide students with disabilities		Scope of service: District wide students with disabilities	
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Students with Disabilities</u>		<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Students with Disabilities</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>A 5% re-designation rate and 1% increase in math and ELA proficiency rate will continue to be our goal as we await CAASPP results.</p> <p>In the 2016-2017 school year the following actions will take place:</p> <ol style="list-style-type: none"> 1. FTE ELD teachers will be increased from 1 to 2. 2. Teachers will be hired as needs arise to maintain smaller class sizes. 3. Funds will be used to attract, train, and maintain highly-qualified teachers. 4. Resource Specialists will be maintained. 5. Speech Services with TCOE will be increased. 6. Services for at-risk students will be adjusted to meet needs. 7. Transportation needs will be met with LCFF funds. 8. Full time nurse will be maintained. 9. Band instructor will be maintained, possible full time position increased from half time. 10. Continued support for band instruments and materials. 11. CELDT Coordinator. 12. Support for student Achievement. 13. Support for Student engagement. 14. Data management services. 15. Employ an additional administrator to restore a downsized position. 		

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GOAL from prior year LCAP:	Terra Bella Union School District will continue to support student access to 21st Century Learning through improved technology.		1__x_ 2x 3__x_ 4__x_ 5__x_ 6__x_ 7__x_ 8__x_ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Terra Bella Elementary and Carl Smith Middle School Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Each grade level will use their scheduled computer time at least 80% of the time as measured by student usage data.	Actual Annual Measurable Outcomes:	Each grade level used their scheduled computer time 80% or more of the assigned computer time as measured by student usage data.	
1. The district will continue to employ two Information Technology (IT) clerks full time to maintain school servers, labs, school websites, assist with teacher professional development, and assist students to become 21st century digital learners.	LCFF S/C \$140,000 Salaries and benefits for 2 technology employees.	Technology clerks were employed in 2014-2015	\$140,000	
Scope of service:	District wide K-8		Scope of service:	District wide K-8
__x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Special Education		__x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Special Education		
2. The district will fund the maintenance of 8 labs and all necessary supplies, software, licensing, hardware equipment, and maintenance as needed.	LCFF S/C \$75,000	The District invested in upgrading wireless network performance, servers, display devices in labs and overall stability.	\$78,000	
Scope of service:	District wide K-8		Scope of service:	District wide K-8
__x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English		__x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English		

proficient __Other Subgroups:(Specify) <u>Special Education</u>			proficient __Other Subgroups:(Specify) <u>Special Education</u>	
3. The district will contract for California Longitudinal Pupil Achievement Data System (CALPADS), data support to track and maintain longitudinal data, which is necessary for many student reports.		LCFF S/C \$40,000 Salary for CALPADS support as needed.	The District contracted for CALPADS support.	\$40,000
Scope of service:	District wide		Scope of service:	District wide
_x_ALL			_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Special Education</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Special Education</u>	
4. The district will continue to upgrade and improve its technology equipment in order to improve student access to the Common Core State Standards.		LCFF S/C \$30,000 Computer lab equipment for computer labs or equipment to improve access to internet.	As high speed internet is available the District will increase technology capacity.	\$30,000
Scope of service:	District wide		Scope of service:	District wide
x_ALL			x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Special Education</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Special Education</u>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The District will continue making investment in technology a priority. As high speed internet becomes a reality in the area, the district will invest in upgrading technology to increase access. Staff dedicated to CALPADS may be added to assist existing personnel.

LCAP Annual APPENDIX

Original GOAL from prior year LCAP:	#3 The Terra Bella School District staff will receive Common Core State Standards professional development to improve student achievement.		Related State and/or Local Priorities: 1 x 2 x 3__ 4 x 5__ 6__ 7 x 8 x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	ALL: Terra Bella Elementary and Carl Smith Middle School		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All		
<ul style="list-style-type: none"> The ELLs will demonstrate 1% improvement in each of the AMOS 1, 2, 3 as stated above. Redesignated Fluent English Speaking CELDT scores will improve 1% or more. Low Income students will demonstrate 1% increase in benchmark proficiency in ELA and Science. Students with disabilities will demonstrate 1% increase in the number of IEP Goals met. 100% of staff will be trained as demonstrated by sign in sheets and meeting minutes. 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ELLs did not demonstrate 1% improvement in each of the AMOS 1, 2, 3 as stated above. Re-designated Fluent English Speaking CELDT scores will improved as demonstrated by number of re-designated students. Low Income students will demonstrated 1% increase in benchmark proficiency or greater in ELA (1.2%) and Science (4.1%) as demonstrated by local benchmarks. Students with disabilities will demonstrate 1% increase in the number of IEP Goals met. 83% of staff will be trained as demonstrated by sign in sheets and meeting minutes. 	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. The District will provide professional development opportunities in the area of Common Core State Standards.	Title I 10% Professional Development LCFF S/C \$20,000 Funding for teacher training	CCSS training has been conducted throughout the year, additional training will continue through the summer of 2016.	\$23,000	
Scope of service:	District wide	Scope of service:	District wide	
_x_ALL		_x_ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_ Special Education			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_ Special Education		
2. The district will contract with Tulare County Office of Education-Educational Resource Services (ERS) to provide digital portals to software programs and other instructional services that support the Common Core State Standards.		LCFF S/C \$10,000 Funding for contract with Educational Resource Services.	Due to limited bandwidth, full advantage of ERS materials has not been achieved. As speeds increase more components will be implemented.		\$8,100
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_ Special Education			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_ Special Education		
3. The district will purchase instructional materials aligned with Common Core State Standards as needed.		LCFF S/C funds to purchase additional support supplies - \$45,000	Materials were reviewed throughout the year and district staff attended a publisher's fair. No new adoptions occurred in 2015-2016. Expenses were made to replenish and replace existing adoptions.		\$4,000
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_ Students with Disabilities_			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_ Students with Disabilities_		

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4. The District will provide materials and/or supplies to engage parents in learning about Common Core State Standards to better understand student curriculum.		LCFF S/C funds to provide supplies for parent meetings - \$2,000	The District provided child care and other services to allow parents to attend meetings throughout 2015-2016.	\$2,000
Scope of service:	District wide		Scope of service:	District wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_ Special Education			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_ Special Education	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Teacher training and Common Core State Standards implementation will continue through the 2016-2017 School year. The District will schedule continual development for all teachers pursuing the highest quality training available. New CCSS textbook adoptions will be carefully evaluated by administration and teacher committees. The District plans to again contract with TCOE ERS for digital services to supplement CCSS materials. Parent engagement will continue to be a priority and funding will remain the same.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>1,915,663</u>
<p>In 2016-2017 school year, Terra Bella Union Elementary School District will spend LCFF Supplemental and Concentration funds district wide to improve services due to the high amount of unduplicated count student populations of 97.6%.</p> <p>The following services are principally directly at unduplicated pupils and will be provided to all students district wide:</p> <ul style="list-style-type: none"> • Provide more training in the area of Common Core State Standards, and student engagement. • highly qualified staff • 2 resource specialists • 12 paraprofessionals in grades K-1 • 1 part time speech specialist • 2 Technology Clerks • 1 full time nurse and in conjunction with an onsite health clinic • 1 band teacher and 1 part time band assistant • transportation program • Special Education program • district wide incentive program • intramural sports • clubs and activities 	

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- engagement activities
- Band program

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.

27.08	%
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Using the calculation tool provided by the state, the Terra Bella Union Elementary School District has calculated that it will receive \$1,915,663 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 27.08%. Terra Bella Union Elementary School District, in addition to the district wide services provided to all students listed above in Section 3A, will also provide the following services for low income, foster youth, and English Learners:

- 2 FTE ELD teachers
- part time family liaison worker
- CELDT Coordinator, and assistants
- Increased tutoring staff
- Additional Student Engagement Activities
- Additional computer based learning software
- Additional Student Incentives

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).

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(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).

8-22-14 [California Department of Education]