

Introduction:

LEA: Arvin Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Dr. Michelle McLean, District Superintendent, mmclean@arvin-do.com, (661)854-6500 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
District Advisory Council Meetings - This committee is composed of 18 members representing the district and school sites including administrative and classified staff and parents. Each agenda is posted and a Blackboard message sent out by phone to announce the Parent Involvement meeting and key topics. Meetings are held approximately 6 times per year. September 23, 2015 Input through Tree Map activity (1st day of school thoughts, How can school help during year, What is expectation on the last day of school?)	Increase progress reporting and communication between school and parents. Increase parent workshops on reading and math. Continue focus on professional development Focus on setting expectations for respectful relationships including increasing security Provide extension and intervention supports for students in core subjects and English Language Development working toward proficiency. Continue construction projects to upgrade Sierra Vista and other schools as

<p>October 28, 2015 Parent Involvement brainstorming March 16, 2016 Input through stickers and comments related to poster visuals of action steps. May 11, 2016 LCAP brief on annual update information - request for further input</p>	<p>needed Following the May 11, 2016 meeting, the district received no written correspondence. No response required.</p>
<p>English Learner Advisory Council Meetings - The committee is composed of English learner representatives from each school site meeting approximately 5 times a year. January 20, 2015 Input through stickers and comments related to poster visuals of action steps. May 17, 2016 LCAP brief on annual update information - request for further input</p>	<p>Continue focus on student safety especially in drop off /pick up with support from School Resource Officers Ensure parents understand route to redesignation Following the May 17, 2016 meeting, the district received no written correspondence. No response required.</p>
<p>Arvin/Lamont/Weedpatch Collaborative - a community group of 20-30 representatives organized through our Family Resource Center. February 4, 2016 Input through stickers and comments related to poster visuals of action steps.</p>	<p>Continue wrap around services especially in the areas of counseling and foster services. Continue intervention services and expanded student opportunities beyond the school day</p>
<p>Strategic Planning with District Administrative Team - team consists of site and district administrators January 16, 2015 Program planning May 23, 2016 June 6 and 7, 2016</p>	<p>Agreement on consolidating goals from 6 to 3 Professional Development contracted for District and Site Administrators in Professional Learning Communities (Learning by Doing) and Goal Alignment (Innovate Ed)</p>
<p>District staff LCAP input through stickers and written comments/discussion related to poster visuals of action steps. February 16, 2016 Sierra Vista Instructional staff February 17, 2016 Instructional Assistants District-wide February 22, 2016 Bear Mountain Instructional staff February 23, 2016 El Camino Real Instructional staff March 14, 2016 Haven Drive Instructional staff 2nd week of March, 2016 District office and classified personnel</p>	<p>Modify the number and intent of assessments to ensure instructional time is conserved. Ensure purchase of ELA Common Core materials. Expand resources and training for Dual Immersion. Continue extra-curricular opportunities Continue professional development Focus on attendance and parent notifications with Student Success Facilitators update facilities and technology Increase services to advanced students in addition to those needing intervention Increase aide time and yard supervision Have Accelerated Reader at all schools to promote reading</p>

Student Elective Surveys sent home to incoming 7th and 8th grade students
Sent home mid-March for April collating and review.

Student Focus groups held by District Administration
May 2 - May 11, 2016

Parent Surveys
Sent home in December and reported to school sites, committees, and school board in January

Bargaining Unit meeting - ATA representatives
May 17, 2016 ATA leadership

Bargaining Unit meeting - CSEA representatives
May 25, 2016 CSEA leadership

Community Input meeting - 14 participants including representatives from Building Healthy Communities, Dolores Huerta Foundation, Parenting Partner classes and the Community Library were in attendance. Action steps for the upcoming school year were reviewed in detail with opportunities to question, get clarification or provide input.
June 8, 2016

Continue to financially support band equipment needs
Expand the art/technology program through expansion of programs and equipment
Continue training in AVID to support the AVID tutorial

Expand focus on PBIS and respectful relationships among adults and students
Continue focus on facilities improvements at SV, HD, and BME

Continue focus on Respectful relationships, communication regarding student progress and needs of students, parent involvement and student safety through PBIS.

Assurance of continuing action steps regarding unit personnel
Addition of Dean at Haven Drive
Consider impact of substitutes on meetings and professional development

Expansion of continuing action steps regarding unit personnel including library clerk at Haven Drive, instructional aides to support intervention, Student Success Facilitator hours and fine arts (music and art)
Increase of classified personnel - review future possibility of adding a warehouse assistant
Continue intervention to families and students
Increase actions take by Arvin Police Department

Revised goals were shared along with metric indicators. Action steps in the draft plan were reviewed. A request was made for the LCAP to be available in Spanish. Draft copies will be available at the public hearing and a translated copy will be posted to the district web-site upon board approval. Drafts with English and Spanish displayed through projector form were used at our community stakeholder meeting.

GATE program design and implementation including increased opportunities for student involvement will be expanded.
A review of student progress notifications will be conducted to ensure critical papers are received by parents - a determination to hold meetings, mail, or send home with students will be made by program staff relative to each

Coffee with the Principal meetings have been held at all campuses by Principals throughout the year. Various topics have been on the agendas as well as opportunities to provide input for the campuses during these Open Parent Meetings.

Administrative Council updates
 March 4, 2016 Action step communication and updates for specific goals

Surveys were requested from staff members in regard to data collection for next steps as related to Dual Immersion and the Academic Program Survey in March and April.

June 14, 2016 A draft of the LCAP was brought to a school board meeting for questions, comment, and a public hearing.
 June 21, 2016 The district presented the LCAP for board approval at a regularly scheduled meeting of the school board.

Annual Update:

Informational Reports to the School Board on LCAP goals and action steps
 September 15, 2015 Art and Physical Fitness Reports
 October 20, 2015 FIT Report
 December 8, 2015 Attendance Report and software agreement for A2A
 January 19, 2016 LCAP action step update, Academic Progress Accountability Report including Parent Survey results
 March 15, 2016 Textbook adoption including LCAP Dual Immersion materials and information on LCAP training items

communication.
 Gate use for student entry and dismissal at Bear Mountain will be analyzed and changes made to accommodate entry and exit. In addition, a review of crosswalk changes at Sierra Vista will be conducted and information to support use by parents/students will be created.
 Joint use of facilities will continue to be reviewed to support health and activity of students around the schools. The walking school bus project will be expanded to include more schools in a format to be determined.

Increase parent involvement opportunities
 Add ESL classes
 Ensure parents are informed early about progress of their students
 Upgrade/replace facilities
 Expand safety measures - lighting, cameras, locks

Actions needing to be taken by sites to ensure goals are being addressed
 Site goal setting

Continue to work on aligning materials, instruction, and intervention to Common Core Standards.
 Increase support of Dual Immersion through training, instructional aides, materials, and program design.

Revised goals were shared along with metric indicators. Action steps in the draft plan were reviewed.
 The LCAP plan was approved with a unanimous vote of board members present.

Annual Update:

Discussions regarding data and subgroup performance with need for targeted intervention
 Personnel posting and hiring as stated in plan

May 17, 2016 Annual update summary brief

District Advisory Council Meeting - parent meeting announced
 September 23, 2015 initial CAASPP data and Physical Fitness results shared
 October 28, 2015 LCAP update on new positions and professional development
 November 18, 2015 LCAP update on intervention programs
 January 27, 2016 LCAP update on intersession and migrant programs/services
 May 11, 2016 Annual update summary brief

May 25 CSEA representative meeting

ATA representative meeting
 May 17, 2016

English Learner Advisory Council - parent meeting announced
 January 20, 2016 mid-year report
 May 11, 2016 end of year report

Community input meeting - 14 participants including representatives from Building Healthy Communities, Dolores Huerta Foundation, Parenting Partner classes and the Community Library were in attendance. A review of changes made due to positive data results or indicators for change was presented.
 June 8, 2016

Requests to ensure Summer School is expanded
 Role of Arvin Police Department expanded
 Validated need for intervention during the school day and after hours
 Expanded communication to provide regular information in brief form (newsletters highlighting programs/FaceBook), webpage, and Blackboard connect.
 Focus on updating schools (Sierra Vista especially) and ensuring safety for students (high focus on cameras and locks)

Review of positions in current plan
 Professional development

Review of positions in current plan
 Professional development

Continue services for parents including classes for ESL
 Student safety - parking lot issues

Metric outcomes were summarized and changes, services, and expenditures changes were summarized as a result of reviewing past progress.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	All students attain increasingly higher levels of achievement on State Standards through grade level standards-based instruction and targeted support.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<ol style="list-style-type: none"> 1. CAASPP levels indicate a large number of our students are performing below grade level standard. Preliminary data reported shows some areas of growth, yet no systematically significant change in student performance at any site. In several grade levels at various sites, there has been a significant regression. District LA Overall 22.8% Student group performance: English Learners 19.0% Socio-economic disadvantaged 22.6% SWD: 5.9% District Math 14.5% Student group performance: English Learners 12.6% Socio-economic disadvantaged 14.3% SWD: 6.4% 2. MAPP achievement of growth targets: Only 49% of students met their MAP goals for Reading, 49.5% in Language Usage, and 48% in Math. Growth mirrors preliminary growth or regression in annually state reported scores. 3. Initial end of year testing has resulted in approximately 33% of students requiring additional assessment to determine final placement or rule out intensive intervention. This large number significantly impacts school structures and methods of meeting student needs during the day and extending support beyond the regular school day to fill academic gaps. 4. Projected English Language Learner progress has not met state targets. AMAO#1 56.7/Target 62% AMAO#2a 20.3/Target 25.5% AMAO#2b 46%/Target 52.8% In addition, 16.7% of English Learners were enrolled in ELA Intensive Intervention. This measure continues to reflect the needs for our English Learners to receive support so they are able to participate in grade level content work. 5. Learning by Doing survey results reflect a need to discriminate the difference between instruction and learning for all based on common understandings and commitments. A need for teamwork based on identified targets and agreed upon criteria of rigor is indicated through survey results of less than 31% of staff responding their campus is in the sustaining phase in any area surveyed with significant numbers in the initiating and implementing stages. 6. Staff surveys and interviews indicate a need for professional development for strategy implementation, use of materials, professional collaboration, and use of assessment data to drive instruction in order to support student groups including GATE, English Learners, and students requiring intervention to meet state standards. Accessing text, writing, math operations and problem solving, higher level thinking, and 21st century skills were identified by the district assessment committee. 7. Physical Fitness Exam: Student outcomes indicate a need to be physically active to build aerobic capacity and strength at a younger age as 5th graders perform less well than 7th graders. % in Healthy Fitness Zone 5th grade 2014 -15 scores:Aerobic: 56%, Body Comp: 47.4%, Abdominal: 63.1%, Trunk Extension: 86%, Upper Body: 53.9%, Flexibility: 61.1% % in Healthy Fitness Zone 7th grade 2014 scores:Aerobic: 64.2%, Body Comp: 47.7%, Abdominal: 94.5%, Trunk Extension: 97.2%, Upper Body: 85.1%, Flexibility: 61.1% 2015-2016 scores are pending. 8. Parents, students and staff surveys indicate a desire for more parent communication in regard to being informed of their child's progress and to ensure fine arts and continued PE opportunities for the elementary sites and as middle school electives. 9. 5 Provisional Interns and 3 Interns were hired for the 2015-2016 school year as fully credentialed teachers with high quality references did not apply for open positions. Professional development to continue support toward full certification for these new staff members and ability to attract highly qualified staff are concerns. 10. Benchmarks aligned to Common Core standards and an RTI system based on data and research based intervention are not yet systematic per Academic Program Surveys and observations. There is a need for alignment. Materials and assessments fully aligned to 	
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	<p>standards are in place for math and RCD unit assessments are being used for Language Arts pending purchase of Language Arts/ELD and Language Arts Intervention Programs adopted Spring 2016 for implementation Fall 2016. Surveys and discussions continually mentioned a need for common materials in the area of Language Arts and ELD. Walkthroughs this year reflected a wide variance in rigor although implementation of materials is substantially in place.</p>				
Goal Applies to:	<table border="1"><tr><td data-bbox="317 350 436 391">Schools:</td><td data-bbox="436 350 2003 391">Districtwide</td></tr><tr><td data-bbox="317 391 638 464">Applicable Pupil Subgroups:</td><td data-bbox="638 391 2003 464">All K-8 students</td></tr></table>	Schools:	Districtwide	Applicable Pupil Subgroups:	All K-8 students
Schools:	Districtwide				
Applicable Pupil Subgroups:	All K-8 students				

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Priority 1: Basic

Meet Williams Act requirements of:

1. Zero teacher misassignments with fully credentialed staff totaling 85% and highly qualified staff totaling 89%.
2. Instructional Materials: 100% compliance on Williams textbook review
3. FIT review: Good or Exemplary at all schools.

Priority 2: Implementation of State Standards

Substantial implementation of Common Core English Language Arts with the purchase of the CC LA/ELD program Benchmark with walkthrough and lesson plan evidence to meet APS criteria.

Substantial implementation of Common Core Math with walkthrough and lesson plan evidence to meet APS criteria.

Substantial implementation of PE and Health standards as measured by walkthrough and lesson plan evidence through dedicated PE instruction.

100% of students will receive Social Studies and Science standards instruction through use of core texts and integrated with related materials as measured by district observation.

100% of English Learners will receive daily instruction aligned to the CA ELD standards in designated ELD with the addition of integrated ELD in all content areas to promote core academic content knowledge and English proficiency.

Minimum of Level 2 on Butte County Rubric for State Standards implementation and EL Program rubric

Priority 4: Pupil Achievement

1. Statewide Assessments: CAASPP Language Arts and Math decrease of 5% district-wide for standard not met for all grade levels.

Target LA: 3rd/56% 4th/56% 5th/50% 6th/57% 7th/41% 8th/35%

Target Math: 3rd/55% 4th/45% 5th/56% 6th/51% 7th/54% 8th/55%

2. Academic Performance Index: NA

3. A-G requirements: N/A - K-8 district

4. English Learner Progress on CELDT: Meet state targets of AMAO #1: 62%. AMAO #2a: 25.5% for students less than 5 years. AMAO #2b: 52.8% for students more than 5 years.

5. EL reclassification: 10%

6. AP Passage: N/A - K-8 district

7. EAP Participation : N/A - K-8 district

Priority 7:

100% of students, including unduplicated pupils will have access to all required areas of broad coursework as stated in Ed Code 51210.

100% of unduplicated students will have access to and receive general educational programs and services including Dual Immersion and AVID.

100% of pupils with exceptional needs will have access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's.

100% of English Learners will receive targeted English Language Development instruction and support.

Priority 8: Other Pupil Outcomes

Physical Fitness

The percentage of students scoring in any healthy fitness zone not yet at 90% will increase by 5%.

25% of 3rd graders reading on grade level according to I Ready.

A decrease of 5% in the percentage of students that qualify for intensive intervention is the expectation for each upcoming school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. District level personnel to ensure support for Common Core implementation, professional development, coaching for instructional staff, and functionality/access to district technology and data systems leading to 21st century skills. Director of Curriculum and Instruction Director of Student Services ELD Coordinator Curriculum Specialist Technology Certificated (2) Technology Classified - increase to 2 Dean at Haven Drive</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 470,548.76 3000-3999: Employee Benefits Supplemental and Concentration 143,781.28 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100,000 3000-3999: Employee Benefits Supplemental and Concentration 60,000 1000-1999: Certificated Personnel Salaries Title I 79,816.56 3000-3999: Employee Benefits Title I 24,822.56 1000-1999: Certificated Personnel Salaries Title III 50,117 3000-3999: Employee Benefits Title III 16,599.71 1000-1999: Certificated Personnel Salaries Special Education 23,945.76 3000-3999: Employee Benefits Special Education 8988.14</p>
<p>2. District level personnel and monitoring/support to facilitate Williams staffing compliance, ensure intern staff progress toward full certification, support quality work habits through organization of the evaluation and certification process, and ensure support staff are in place to meet student needs. Director of Human Resources BTSA/Intern programs as necessary</p>	<p>District</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>salaries plus BTSA /intern stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 140,842.00 3000-3999: Employee Benefits Supplemental and Concentration 45,575 5800: Professional/Consulting Services And Operating Expenditures Supplemental 50,000</p>
<p>3. Intervention Materials/Extension of Technology Software Resources Thinking Maps Learning Community Typing Pal Accelerated Reader</p>	<p>District</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>4000-4999: Books And Supplies Supplemental and Concentration 78,000</p>

<p>4. Site level personnel to provide coaching for staff and support targeted instruction for students Vice Principals Academic Coaches - 1 each site</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 492,386.42 3000-3999: Employee Benefits Supplemental and Concentration 166,540.43 1000-1999: Certificated Personnel Salaries Title I 106,567 3000-3999: Employee Benefits Title I 40,779 1000-1999: Certificated Personnel Salaries Lottery 106,567.68 3000-3999: Employee Benefits Lottery 40,779</p>
<p>5. Implement Thoughtful Classroom Observation Tool to provide targeted feedback to certificated staff for 9 instructional elements within the Stages tool with professional resource reference materials.</p>	<p>District</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>thoughtful classroom and stages contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000 4000-4999: Books And Supplies Supplemental and Concentration 22,925.51</p>
<p>6. Professional development providing strategies and structures for instructional staff, certificated and classified, to meet needs of students in identified areas of need including: writing - Write from the Beginning mathematical practices English Language Development engagement strategies instructional materials implementation close reading standards implementation use of assessments, data systems and intervention programs Professional Learning Communities expansion of AVID and Thinking Maps scaffolding strategies based on research by Hattie/Marzano Good Teaching Conferences district weekend and after school workshops</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 300,000 3000-3999: Employee Benefits Supplemental and Concentration 33,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000 registration and travel /contracts for AVID and math 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 175,000 subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 16,000</p>

<p>7. Professional development for site administrators/leadership teams focused on Professional Learning Communities, strategic planning and taking action, and program implementation/InnovateEd</p>	<p>District</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>5000-5999: Services And Other Operating Expenditures Title I 36,000 subs 1000-1999: Certificated Personnel Salaries Title I 12,000 3000-3999: Employee Benefits Title I 1000</p>
<p>8. Formative assessment - I Ready to diagnose and report student needs and provide Response to Intervention services through web-based instructional support.</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 94,790</p>
<p>9. Library personnel & expansion Leveled reading materials for site libraries Certificated librarian at Haven Drive Library clerks - elementary sites with the addition of a clerk for Haven Drive and summer extra help for new materials preparedness</p>	<p>District</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>Library books - English and Spanish 4000-4999: Books And Supplies Supplemental and Concentration 100,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 71,838 3000-3999: Employee Benefits Supplemental and Concentration 28620.73 2000-2999: Classified Personnel Salaries Supplemental and Concentration 140,000 3000-3999: Employee Benefits Supplemental and Concentration 90,000</p>
<p>10. Intervention personnel 1 teacher at each site with one additional teacher serving sites most in need Instructional aides - 2 per site - elementary Special Day Preschool classes - 2 certificated staff members</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 474,707.00 3000-3999: Employee Benefits Supplemental and Concentration 148,767.17 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100,000 3000-3999: Employee Benefits Supplemental and Concentration 25,000</p>

<p>11. Summer school salaries, benefits, materials, and activities Intersession salaries, benefits, materials, and activities Arvin Advantage - After School program coordinator salary and benefits</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 120,000 3000-3999: Employee Benefits Supplemental and Concentration 18,000 4000-4999: Books And Supplies Supplemental and Concentration 15.000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,000 transportation 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 20,000 1000-1999: Certificated Personnel Salaries Title I 33,360 3000-3999: Employee Benefits Title I 10,506 1000-1999: Certificated Personnel Salaries ASES 33,360 3000-3999: Employee Benefits ASES 10,506</p>
<p>12. Special Projects Clerk - translate IEP's, coordinate materials for parent communication and workshops, support intersession and Summer School preparations.</p>	<p>District</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>2000-2999: Classified Personnel Salaries Supplemental and Concentration 14,353.09 3000-3999: Employee Benefits Supplemental and Concentration 1929.74</p>
<p>13. Fund and expand Dual Immersion program: materials Spanish textbooks \$75,000 professional development Dual signage in addition to required</p>	<p>District elementary</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students enrolled in Dual classes</u></p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 85,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000 summer work day 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000 3000-3999: Employee Benefits Supplemental and Concentration 500</p>
<p>14. Expand implementation of 1 to 1 technology access in elementary grades and middle school classrooms for project based learning, classroom assessments, and intervention. Sustain and refresh outdated and damaged district tech equipment.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>computers, printers, projectors, and locking rolling carts/wallmounts 4000-4999: Books And Supplies Supplemental and Concentration 552,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
15. Continue expanded course offerings and dedicated staff Elementary art, music, and PE Interactive Science AVID elective at Middle School materials for additional classes and electives	District	<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)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 330,000 3000-3999: Employee Benefits Supplemental and Concentration 136,000 math, science, and art materials 4000-4999: Books And Supplies Supplemental and Concentration 105,533
16. Expand educational extension activities, educational assemblies, and field trips - 1 per grade per school entry fees bus costs materials	District	<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)	4000-4999: Books And Supplies Supplemental and Concentration 5000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 30,000 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 30,000
17. Support personnel for English Learner services CELDT scoring ELL clerks - 2 for district	District	<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)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 51,427.64 3000-3999: Employee Benefits Supplemental and Concentration 6,914.32 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 7000
18. Allocate funds to all 4 school sites based on unduplicated pupil counts to meet the needs of targeted students. Supplemental Technology and ink/drums Student Incentives Supplemental Student Materials Supplemental Common Core Aligned Materials Incentive Field Trips	District	<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)	4000-4999: Books And Supplies Supplemental and Concentration 80,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 75,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100,000 3000-3999: Employee Benefits Supplemental and

<p>Categorical clerk Site Techies Americorp/Minicorp</p>		<p>(Specify)</p>	<p>Concentration 15,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 38,000</p>
<p>19. District Student Incentives</p>	<p>District</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>4000-4999: Books And Supplies Supplemental and Concentration 10,000</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Priority 1: Basic
 Meet Williams Act requirements of:
 1. Zero teacher misassignments with fully credentialed staff totaling 88% and highly qualified staff totaling 90%.
 2. Instructional Materials: 100% compliance on Williams textbook review
 3. FIT review: Good or Exemplary at all schools.

Priority 2: Implementation of State Standards
 Substantial implementation of Common Core English Language Arts with the purchase of the CC LA/ELD program Benchmark with walkthrough and lesson plan evidence to meet APS criteria.
 Substantial implementation of Common Core Math with walkthrough and lesson plan evidence to meet APS criteria.
 Substantial implementation of PE and Health standards as measured by walkthrough and lesson plan evidence through dedicated PE instruction.
 100% of students will receive Social Studies and Science standards instruction through use of core texts and integrated with related materials as measured by district observation.
 100% of English Learners will receive daily instruction aligned to the CA ELD standards in designated ELD with the addition of integrated ELD in all content areas to promote core academic content knowledge and English proficiency.
 50% of the elements measured on the Butte County Measure for State Standards and EL program implementation will show evidence of being at a level 3.

Priority 4: Pupil Achievement
 1. Statewide Assessments: CAASPP decrease of 5% district-wide for standard not met at all grades based on most recent Dataquest information posted.
 2. Academic Performance Index: NA
 3. A-G requirements: N/A - K-8 district
 4. English Learner Progress on CELDT: AMAO #1: 62%. AMAO #2a: 25.5%% for students less than 5 years. AMAO #2b: 52.8% for students more than 5 years. (or new test posted expectations)
 5. EL reclassification: 10%
 6. AP Passage: N/A - K-8 district
 7: EAP Participation : N/A - K-8 district

Priority 7:
 100% of students, including unduplicated pupils will have access to all required areas of broad coursework as stated in Ed Code 51210.
 100% of unduplicated students will have access to and receive general educational programs and services including Dual Immersion and AVID.
 100% of pupils with exceptional needs will have access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's.
 100% of English Learners will receive targeted English Language Development instruction and support.

Priority 8: Other Pupil Outcomes
 Physical Fitness
 The percentage of students scoring in any healthy fitness zone not yet at 90% will increase by 5%.
 35% of 3rd graders reading on grade level according to I Ready.

A decrease of 5% in the percentage of students that qualify for intensive intervention is the expectation for each upcoming school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. District level personnel to ensure support for Common Core implementation, professional development, coaching for instructional staff, and functionality/access to district technology and data systems leading to 21st century skills. Director of Curriculum and Instruction Director of Student Services ELD Coordinator Curriculum Specialist Technology Certificated (2) Technology Classified (2) Dean at Haven Drive</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 477,271 3000-3999: Employee Benefits Supplemental and Concentration 154,031 1000-1999: Certificated Personnel Salaries Title I 81,013 3000-3999: Employee Benefits Title I 26,063 2000-2999: Classified Personnel Salaries Supplemental and Concentration 101,500 3000-3999: Employee Benefits Supplemental and Concentration 33,209 1000-1999: Certificated Personnel Salaries Title III 50,868.76 3000-3999: Employee Benefits Title III 17,927.75 1000-1999: Certificated Personnel Salaries Special Education 24,304.95 3000-3999: Employee Benefits Special Education 9707.19</p>
<p>2 District level personnel and monitoring/support to facilitate Williams staffing compliance, ensure intern staff progress toward full certification, support quality work habits through organization of the evaluation and certification process, and ensure support staff are in place to meet student needs. Director of Human Resources BTSAs/Intern programs as necessary</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 60,000 salary and stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 142,654.63 3000-3999: Employee Benefits Supplemental and Concentration 45,501</p>
<p>3. Intervention Materials Thinking Maps Learning Community Typing Pal Accelerated Reader</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 78,000</p>

<p>4. Site level personnel to provide coaching for staff and support targeted instruction for students Vice Principals Academic Coaches - 1 each site</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 493,000 3000-3999: Employee Benefits Supplemental and Concentration 174,867 1000-1999: Certificated Personnel Salaries Title I 108,104 3000-3999: Employee Benefits Title I 42,817 1000-1999: Certificated Personnel Salaries Lottery 108,104 3000-3999: Employee Benefits Lottery 42817</p>
<p>5. Implement Thoughtful Classroom Observation Tool to provide targeted feedback to certificated staff for 9 instructional elements within the tool with professional resource reference materials.</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000 subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1400 3000-3999: Employee Benefits Supplemental and Concentration 200</p>
<p>6. Professional development providing strategies and structures for instructional staff, certificated and classified, to meet needs of students in identified areas of need including: writing - Write from the Beginning mathematical practices English Language Development engagement strategies instructional materials implementation close reading standards implementation use of assessments, data systems and intervention programs Professional Learning Communities expansion of AVID and Thinking Maps scaffolding strategies based on research by Hattie/Marzano district afterschool and weekend trainings</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 300,000 3000-3999: Employee Benefits Supplemental and Concentration 33,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000 subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 16,000 registration and travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 200,000</p>
<p>7. Professional development for district and site administrators focused on Professional Learning Communities, strategic planning and taking action, and</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>1000-1999: Certificated Personnel Salaries Title I 15,000 3000-3999: Employee Benefits Title I 1500</p>

<p>program implementation.</p>		<p><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>5800: Professional/Consulting Services And Operating Expenditures Title I 40,000</p>
<p>8. Formative assessment - I Ready</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 100,000</p>
<p>9. Library personnel & expansion Leveled reading materials for site libraries Certificated librarian at Haven Drive Library clerks - elementary sites</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 72,915 3000-3999: Employee Benefits Supplemental and Concentration 30,050 2000-2999: Classified Personnel Salaries Supplemental and Concentration 142,100 3000-3999: Employee Benefits Supplemental and Concentration 94,500 library books English and Spanish 4000-4999: Books And Supplies Supplemental and Concentration 200,000</p>
<p>10. Intervention personnel 1 teacher at each site with one additional teacher serving sites most in need Instructional aides - 3 per site - elementary Special Day Preschool classes - 2 certificated staff members</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 481,827 3000-3999: Employee Benefits Supplemental and Concentration 193,068 2000-2999: Classified Personnel Salaries Supplemental and Concentration 115,000 3000-3999: Employee Benefits Supplemental and Concentration 26,250</p>
<p>11. Summer school salaries, benefits, materials, and activities Intersession salaries, benefits, materials, and activities</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 25,000 5700-5799: Transfers Of Direct Costs Supplemental and</p>

<p>Arvin Advantage - After School program coordinator salary and benefits</p>		<p><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>Concentration 20,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 165,000 3000-3999: Employee Benefits Supplemental and Concentration 45,000 1000-1999: Certificated Personnel Salaries Title I 33,860.40 3000-3999: Employee Benefits Title I 11,346.67 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,000 3000-3999: Employee Benefits Supplemental and Concentration 3000 1000-1999: Certificated Personnel Salaries ASES 33,360.40 3000-3999: Employee Benefits ASES 11,346.67</p>
<p>12. Special Projects Clerk - translate IEP's, coordinate materials for parent communication and workshops, support intersession and Summer School preparations.</p>	<p>District</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>2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,593 3000-3999: Employee Benefits Supplemental and Concentration 2025</p>
<p>13. Fund and expand Dual Immersion program: materials Spanish textbooks professional development</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000 4000-4999: Books And Supplies Supplemental and Concentration 374,700</p>
<p>14. Expand implementation of 1 to 1 technology access in elementary grades and middle school classrooms for project based learning, classroom assessments, and intervention. Sustain and refresh outdated and damaged district tech equipment.</p>	<p>District</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</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 597,460.23</p>

		_ Other Subgroups: (Specify)	
15. Continue expanded course offerings Elementary art, music, and PE Interactive Science AVID elective at Middle School materials for classes and electives	District	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 334,950 3000-3999: Employee Benefits Supplemental and Concentration 142,000 4000-4999: Books And Supplies Supplemental and Concentration 100,000
16. Expand educational extension activities, educational assemblies, and field trips - 1 per grade entry fees bus costs materials	District	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 5000 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 40,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 40,000
17. Support personnel for English Learner services ELL clerks - 2 for district	District	<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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 51,941.92 3000-3999: Employee Benefits Supplemental and Concentration 7,467.48
18. Allocate funds to all 4 school sites based on unduplicated pupil counts to meet the needs of targeted students. Supplemental Technology and ink/drums Student Incentives Supplemental Student Materials Incentive Field Trips Americorp/Minicorp support	District	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 200,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 100,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000 Americorp/minicorp support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 38,000

<p>19. Special Education coach</p>	<p>District</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 80,000 3000-3999: Employee Benefits Supplemental and Concentration 35,000</p>
<p>20. District student incentives</p>	<p>District</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>4000-4999: Books And Supplies Supplemental and Concentration 10,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Priority 1: Basic

Meet Williams Act requirements of:

1. Zero teacher misassignments with fully credentialed staff totaling 90% and highly qualified staff totaling 91%.
2. Instructional Materials: 100% compliance on Williams textbook review
3. FIT review: Good or Exemplary at all schools.

Priority 2: Implementation of State Standards

Substantial implementation of PE and Health standards as measured by walkthrough and lesson plan evidence through dedicated PE instruction.

100% of students will receive Social Studies and Science standards instruction through use of core texts and integrated with related materials as measured by district observation.

100% of English Learners will receive daily instruction aligned to the CA ELD standards in designated ELD with the addition of integrated ELD in all content areas to promote core academic content knowledge and English proficiency.

All elements on the Butte County rubric for State Standards and EL program implementation will be a level 3 or higher.

Priority 4: Pupil Achievement

1. Statewide Assessments: CAASPP decrease of 5% district-wide for standard not met for each grade level based on Dataquest reporting for most recent year posted.
2. Academic Performance Index: NA
3. A-G requirements: N/A - K-8 district
4. English Learner Progress on CELDT: Meet posted state targets of AMAO #1: 62%. AMAO #2a: 25.5% for students less than 5 years. AMAO #2b: 52.8% for students more than 5 years. (or new test posted expectations.)
5. EL reclassification: 10%
- 6: AP Passage: N/A - K-8 district
- 7: EAP Participation : N/A - K-8 district

Priority 7:

100% of students, including unduplicated pupils will have access to all required areas of broad coursework as stated in Ed Code 51210.

100% of unduplicated students will have access to and receive general educational programs and services including Dual Immersion and AVID.

100% of pupils with exceptional needs will have access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's.

100% of English Learners will receive targeted English Language Development instruction and support.

Priority 8: Other Pupil Outcomes

Physical Fitness

The percentage of students scoring in any healthy fitness zone not yet at 90% will increase by 5%.

50% of 3rd graders reading on grade level according to I Ready.

A decrease of 5% in the percentage of students that qualify for intensive intervention is the expectation for each upcoming school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. District level personnel to ensure support for Common Core implementation, professional development, coaching for instructional staff, and functionality/access to district technology and data systems leading to 21st century skills. Director of Curriculum and Instruction Director of Student Services ELD Coordinator Curriculum Specialist Technology Certificated (2) Technology Classified (2) Dean at Haven Drive Educator Effectiveness TOSA (consider carry over when funds depleted)</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 562,000 3000-3999: Employee Benefits Supplemental and Concentration 200,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 103,022 3000-3999: Employee Benefits Supplemental and Concentration 34,869 1000-1999: Certificated Personnel Salaries Title III 51,631.79 3000-3999: Employee Benefits Title III 19,361.97 1000-1999: Certificated Personnel Salaries Special Education 24,669.52 3000-3999: Employee Benefits Special Education 10,483.77 1000-1999: Certificated Personnel Salaries Title I 83,000 3000-3999: Employee Benefits Title I 30,000</p>
<p>2. District level personnel and monitoring/support to facilitate Williams staffing compliance, ensure intern staff progress toward full certification, support quality work habits through organization of the evaluation and certification process, and ensure support staff are in place to meet student needs. Director of Human Resources BTSA/Intern programs as necessary</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 144,494.02 3000-3999: Employee Benefits Supplemental and Concentration 57,661 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 60,000</p>
<p>3. Intervention Materials Thinking Maps Learning Community Typing Pal Accelerated Reader</p>	<p>District</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>4000-4999: Books And Supplies Supplemental and Concentration 100,000</p>
<p>4. Site level personnel to provide coaching for staff and support targeted instruction for students</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 620,600</p>

<p>Vice Principals Academic Coaches - 1 each site</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>3000-3999: Employee Benefits Supplemental and Concentration 350,000 1000-1999: Certificated Personnel Salaries Title I 109,800 3000-3999: Employee Benefits Title I 47,565 1000-1999: Certificated Personnel Salaries Lottery 109,800 3000-3999: Employee Benefits Lottery 47,565</p>
<p>5. Implement Thoughtful Classroom Observation Tool to provide targeted feedback to certificated staff for 9 instructional elements within the tool with professional resource reference materials.</p>	<p>District</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>thoughtful classroom and stages 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000 subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1400 3000-3999: Employee Benefits Supplemental and Concentration 200</p>
<p>6. Professional development providing strategies and structures for instructional staff, certificated and classified, to meet needs of students in identified areas of need including: writing - Write from the Beginning mathematical practices English Language Development engagement strategies instructional materials implementation close reading standards implementation use of assessments, data systems and intervention programs Professional Learning Communities expansion of AVID and Thinking Maps scaffolding strategies based on research by Hattie/Marzano district after school and weekend trainings AVID National in California</p>	<p>District</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>overtime for training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 350,000 overtime for training 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000 subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,000 registration and travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 275,000 3000-3999: Employee Benefits Supplemental and Concentration 50,000</p>
<p>7. Professional development for district and site administrators focused on Professional Learning Communities, strategic planning and taking action, and program implementation.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I 15,000 1000-1999: Certificated Personnel Salaries Title I 1500</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
8. Formative assessment - I Ready	District	<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 100,000
9. Library personnel & expansion Leveled reading materials for site libraries Certificated librarian at Haven Drive Library clerks - elementary sites	District	<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)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 74,009.30 3000-3999: Employee Benefits Supplemental and Concentration 33,383.22 2000-2999: Classified Personnel Salaries Supplemental and Concentration 150,000 3000-3999: Employee Benefits Supplemental and Concentration 100,000 4000-4999: Books And Supplies Supplemental and Concentration 100,000
10. Intervention personnel 1 teacher at each site with one additional teacher serving sites most in need Instructional aides - 3 per site - elementary Special Day Preschool classes - 2 certificated staff members	District	<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)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 489,055.00 3000-3999: Employee Benefits Supplemental and Concentration 208,514.48 2000-2999: Classified Personnel Salaries Supplemental and Concentration 150,000 3000-3999: Employee Benefits Supplemental and Concentration 22,500
11. Summer school salaries, benefits, materials, and activities Intersession salaries, benefits, materials, and activities Arvin Advantage - After School program coordinator salary and benefits	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 180,000 3000-3999: Employee Benefits Supplemental and Concentration 50,000 1000-1999: Certificated Personnel Salaries Title I 35,,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000-3999: Employee Benefits Title I 12,500 2000-2999: Classified Personnel Salaries Supplemental and Concentration 32,785 3000-3999: Employee Benefits Supplemental and Concentration 3500 transportation 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 20,000 1000-1999: Certificated Personnel Salaries ASES 35,000 3000-3999: Employee Benefits ASES 12,500 4000-4999: Books And Supplies Supplemental and Concentration 25,000
12. Special Projects Clerk - translate IEP's, coordinate materials for parent communication and workshops, support intersession and Summer School preparations.	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 16,500 3000-3999: Employee Benefits Supplemental and Concentration 3000
13. Fund and expand Dual Immersion program: materials Spanish textbooks professional development	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000 4000-4999: Books And Supplies Supplemental and Concentration 250,000
14. Expand implementation of 1 to 1 technology access in elementary grades and middle school math and science classrooms for project based learning. Sustain and refresh outdated and damaged district tech equipment.	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 416,500

<p>15. Continue expanded course offerings Elementary art, music, and PE Interactive Science AVID elective at Middle School Summer Band Camp Materials for Class and elective</p>	<p>District</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 343,400 3000-3999: Employee Benefits Supplemental and Concentration 150,000 4000-4999: Books And Supplies Supplemental and Concentration 75,000</p>
<p>16. Expand educational extension activities, educational assemblies, and field trips - 1 per grade entry fees bus costs materials</p>	<p>District</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>5700-5799: Transfers Of Direct Costs Supplemental and Concentration 45,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 30,000 4000-4999: Books And Supplies Supplemental and Concentration 5000</p>
<p>17. Support personnel for English Learner services ELL clerks - 2 for district</p>	<p>District</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>2000-2999: Classified Personnel Salaries Supplemental and Concentration 45,881.36 3000-3999: Employee Benefits Supplemental and Concentration 8064.88</p>
<p>18. Allocate funds to all 4 school sites based on unduplicated pupil counts to meet the needs of targeted students. Supplemental Technology/Ink/Drums Student Incentives Supplemental student materials Incentive Field Trips Americorp/Minicorp Support</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>4000-4999: Books And Supplies Supplemental and Concentration 200,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 56,000 3000-3999: Employee Benefits Supplemental and Concentration 25,000</p>
<p>19. Special Education coach</p>	<p>District</p>	<p><input type="checkbox"/> All</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</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>Special Education</u></p>	<p>and Concentration 85,000 3000-3999: Employee Benefits Supplemental and Concentration 40,000</p>
<p>20. District student incentives</p>	<p>District</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>4000-4999: Books And Supplies Supplemental and Concentration 15,000</p>

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

GOAL 2:	Provide a safe, nurturing environment within high quality facilities for students, staff, parents, and the community.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<p>Priority 1: Basic School facilities continue to meet Williams standards however several require major modernization. 50% of the Arvin Union School District sites require major modernization and 100% require some type of facility and or safety updates as measured by the Facility Needs Analysis. Public support of modernization of facilities was clear through a facilities bond passage rate of 79.46%. Sierra Vista continues to serve some of our most socio-economically disadvantaged students as well as other LCAP student groups and does not have facilities comparable to the other elementary sites. The declining state of old portable classrooms necessitates their removal and replacement at Sierra Vista and Bear Mountain. As part of modernization, modular classrooms need to be brought in to replace necessary classroom space. Input through all stakeholder meetings clearly states a desire to renovate schools with a particular focus on Sierra Vista. This is especially true in regard to classroom, library, cafeteria, stage, and bathroom facilities. During student focus groups, questions regarding facilities elicited responses from Sierra Vista, Bear Mountain, and Haven Drive below 50% satisfactory. The family resource center facilities/parent meeting areas are also in need of repair, modernization, or replacement in order to provide appropriate meeting space and access to improve services to parents.</p> <p>Priority 3: Parent Involvement: Parent surveys conducted early in the year indicated a 3% decrease in response to the question "I attend activities at the school site during the year." District and site administrators set goals for increasing opportunities for parent involvement and have held parent nights, Coffee with the Principal, and family events. Attendance at governance councils continues to be a focus to ensure the voice of parents are part of formal decision making. Following the Family Engagement Framework, goals are in place to continue and expand these activities.</p> <p>Priority 6: School Climate Pupil suspension rate: For the reported 2014-2015 school year, elementary sites were below a suspension rate of 2.2 (less than 15 students suspended) however the middle school had a rate of 11.4 (87 students suspended). Current data indicates a decrease in suspensions for the district total. The number of students being suspended compared to the number of days indicate that a small number of students account for majority of actual days of suspension. A need to provide services to support these students and their families is clear. This data in conjunction with student comments during focus groups also indicates a need for clearly defined rules and consistent implementation of consequences or interventions to prevent issues from occurring.</p> <p>Local measures: *Project 180 2nd Quarter Report indicates 40.5% of referrals were for disruptive behavior and 12.2% for fighting. *Student surveys generally reflect a need for consistency and attention to detail. Questions regarding rules and norms had satisfactory responses ranging from 24% at Haven Drive to 69% at ECR. Questions regarding safety had satisfactory responses ranging from 50% at ECR to 69% at Haven Drive. Student pride in their schools and related attendance and engagement are reliant on improving these situations through continued conversations into the details as to why students feel this way and implementing procedures to increase satisfactory responses. In a separate survey, After School Program students consistently had scores above 75% indicating a high relationship and feeling of safety within the program. These students are highly involved in the school. *Parent Surveys and stakeholder input at every parent meeting indicated safety to be a primary focus. The action step for cameras and alarms was highly rated by parents.</p>
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Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic Meet Williams Act requirements of: 1. Zero teacher misassignments with fully credentialed staff totaling 85% and highly qualified staff totaling 89%. 2. Instructional Materials: 100% compliance on Williams textbook review 3. FIT review: Good or Exemplary at all schools. The board will approve a scope of work aligned for each school year based on the needs of specific campuses as recommended by an architect's presentations of plans. 100% of the scope of work scheduled and approved for this year shall be completed. Student surveys will indicate an 5% increase in satisfactory ratings related to facilities at all sites currently below a 50% rating.</p> <p>Priority 3: Parent Involvement: Parent Surveys will show 91% of parents state attendance at school activities as "yes" or "sometimes" Sites will offer a minimum of 2 parent activities per trimester in addition to at least 1 Parenting Partners class and document attendance for further comparison. Parent attendance at Parent Conferences will be at least 96% at each site Parent input as an agenda item will be on 100% of district and site agendas for DAC, DELAC, SSC, ELAC, Program PAC's and Coffee with Principal with feedback provided to district office. Hold bi-annual meetings for parents of pupils with exceptional needs including Special Education and GATE and document attendance for further comparison. Conduct annual survey of parents with goal of increase of return of surveys over 55%.</p> <p>Priority 6: School Climate Pupil suspension rate: District rate will be below rate of 3% Expulsion rate will be below rate of 0.3%.</p> <p>Local measures: Questions regarding rules and norms will improve satisfactory responses by a minimum of 5% at each site below 50% current rate. Questions regarding safety will improve satisfactory responses by a minimum of 2% at each site. School connectedness rates will be a minimum of 90% at elementary sites and improve to 50% at middle school.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Engage families and parents through translation and community outreach/training ie. Parent Partners/Parent Universities/Partners in Print/CABE Parent Facilitator at FRC	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	parent materials and parent recognition awards 4000-4999: Books And Supplies Supplemental and Concentration 15,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 65,000

<p>Community Liaison at DO Clerk at FRC</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration 11,737.77 CABE for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1200 2000-2999: Classified Personnel Salaries Other 47,600.92 3000-3999: Employee Benefits Other 25,443.37</p>
<p>2. Implementation of Family Engagement Framework goals with a focus especially on Principles 1.04, 1.05, 5.01, and 5.03 including District and site webpages/newsletters/flyers and Blackboard Connect</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000</p>
<p>3. Professional development focused on positive school culture PBIS and SWIS Culturally responsive teaching Respectful relationships</p>	<p>District</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>overtime and subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6000 3000-3999: Employee Benefits Supplemental and Concentration 660 PBIS and SWIS contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000 conference registration and travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 23,500</p>
<p>4. Boys and Girls Club contract for After School Sports, Summer sports camp, and After School Sports stipends</p>	<p>District</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>contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 28,794.00 after school sports stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,000 3000-3999: Employee Benefits Supplemental and Concentration 2500 bus trips for games 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 10,000</p>
<p>5. Personnel for student supervision Campus Supervisor Noon Duty staff Gate Duty staff</p>	<p>Campus Supervisor - Haven Drive</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 115,726 3000-3999: Employee Benefits Supplemental and</p>

	Noon and Gate Duty District	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Concentration 30,000
6. Maintenance Personnel to ensure immediate repairs Director of Maintenance HVAC technician	District	<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)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 106,087.36 3000-3999: Employee Benefits Supplemental and Concentration 59,596.63
7. Safety and security updates to ensure increased student safety and monitoring Surveillance system with cameras Duress alarms Electronic keylocks	District	<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000
8. Equitable school facilities - upgrades and replacement projects as determined by parent, staff, and student input Old portables removed and modular classrooms cost and installation at SV and BME Paint BME outside Replace mirrors at HD bathrooms Replace door panels in bathrooms at SV and BME	Sierra Vista Bear Mountain Haven Drive	<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500,000
9. Work with Arvin Police Department to provide safety and assistance 2 Resource Officers 1 GRIP Officer	District	<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	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 80,000

		English proficient _ Other Subgroups: (Specify)	
10. District liaison attends local advisory group meetings for foster youth and supports Foster students with necessary items to begin school.	District	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 5000
11. Babysitting to accommodate parent meetings	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 900 3000-3999: Employee Benefits Supplemental and Concentration 100

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Priority 1: Basic
 Meet Williams Act requirements of:
 1. Zero teacher misassignments with fully credentialed staff totaling 88% and highly qualified staff totaling 90%.
 2. Instructional Materials: 100% compliance on Williams textbook review
 3. FIT review: Good or Exemplary at all schools.
 The board will approve a scope of work aligned for each school year based on the needs of specific campuses as recommended by an architect's presentations of plans. 100% of the scope of work scheduled and approved for this year shall be completed.
 Student surveys will indicate an 5% increase in satisfactory ratings related to facilities at all sites currently below a 50% rating.

Priority 3: Parent Involvement:
 Parent Surveys will show 91% of parents state attendance at school activities as "yes" or "sometimes"
 Sites will offer a minimum of 3 parent activities per trimester in addition to at least 1 Parenting Partners class and document attendance for further comparison.
 Parent attendance at Parent Conferences will be at least 96% at each site
 Parent input as an agenda item will be on 100% of district and site agendas for DAC, DELAC, SSC, ELAC, Program PAC's and Coffee with Principal with feedback provided to district office.
 Hold bi-annual meetings for parents of pupils with exceptional needs including Special Education and GATE and document attendance for further comparison.
 Conduct annual survey of parents with goal of increase of return of surveys over 60%.

Priority 6: School Climate
 Pupil suspension rate: District rate will remain below 3%
 Expulsion rate will remain below .3%

Local measures:
 Questions regarding rules and norms will improve satisfactory responses by a minimum of 5% at each site below 75% current rate.
 Questions regarding safety will improve satisfactory responses by a minimum of 2% at each site.
 School connectedness rates will be a minimum of 90% at elementary sites and 65% at middle school.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Engage families and parents through translation and community outreach/training ie. Parent Partners Parent Facilitator at FRC Community Liaison at DO Clerk at FRC	District	<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)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 65,975 3000-3999: Employee Benefits Supplemental and Concentration 12,324 materials and parent awards 4000-4999: Books And Supplies Supplemental and Concentration 15,000 CABE for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1200

			2000-2999: Classified Personnel Salaries Other 48,076.93 3000-3999: Employee Benefits Other 27,478.84
2. Implementation of Family Engagement Framework goals with a focus especially on Principles 1.04, 1.05, 5.01, and 5.03 including District and site webpages/newsletters/flyers and Blackboard Connect	District	<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000
3. Professional development focused on positive school culture PBIS and SWIS Culturally responsive teaching Respectful relationships	District	<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)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 6000 3000-3999: Employee Benefits Supplemental and Concentration 660 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 23,500
4. Boys and Girls Club contract for After School Sports, Summer sports camp, and After School Sports stipends	District	<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)	contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 30,000 coach stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35,000 3000-3999: Employee Benefits Supplemental and Concentration 3500 bus trips 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 15,000
5. Personnel for student supervision Campus Supervisor Noon Duty staff Gate Duty staff	Campus Supervisor - Haven Drive Noon and Gate Duty District	<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)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 132,000 3000-3999: Employee Benefits Supplemental and Concentration 40,000

<p>6. Maintenance Personnel to ensure immediate repairs Director of Maintenance HVAC technician</p>	District	<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>2000-2999: Classified Personnel Salaries Supplemental and Concentration 107,148.23 3000-3999: Employee Benefits Supplemental and Concentration 64,364.36</p>
<p>7. Safety and security updates to ensure increased student safety Exterior lighting Surveillance system with cameras Duress alarms</p>	District	<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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000</p>
<p>8. Equitable schools facilities - upgrades and replacement projects Modular classrooms cost and installation Library facilities at Sierra Vista Items noted in interviews and surveys</p>	Sierra Vista Haven Drive Bear Mountain	<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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 600,000</p>
<p>9. Work with Arvin Police Department to provide safety and assistance 2 Resource Officers 1 GRIP Officer</p>	District	<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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 105,000</p>
<p>10. District liaison attends local advisory group meetings for foster youth and supports Foster students with necessary items to begin school.</p>	District	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000</p>

		<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
11. Babysitting to accommodate parent meetings	District	<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)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 900 <hr/> 3000-3999: Employee Benefits Supplemental and Concentration 100

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Priority 1: Basic
 Meet Williams Act requirements of:
 1. Zero teacher misassignments with fully credentialed staff totaling 90% and highly qualified staff totaling 91%.
 2. Instructional Materials: 100% compliance on Williams textbook review
 3. FIT review: Good or Exemplary at all schools.
 The board will approve a scope of work aligned for each school year based on the needs of specific campuses as recommended by an architect's presentations of plans. 100% of the scope of work scheduled and approved for this year shall be completed.
 Student surveys will indicate an 5% increase in satisfactory ratings related to facilities at all sites currently below a 50% rating.

Priority 3: Parent Involvement:
 Parent Surveys will show 91% of parents state attendance at school activities as "yes" or "sometimes"
 Sites will offer a minimum of 3 parent activities per trimester in addition to at least 1 Parenting Partners class and document attendance for further comparison.
 Parent Conference attendance will be at least 96% at each site
 Parent input as an agenda item will be on 100% of district and site agendas for DAC, DELAC, SSC, ELAC, Program PAC's and Coffee with Principal with feedback provided to district office.
 Hold bi-annual meetings for parents of pupils with exceptional needs including Special Education and GATE and document attendance for further comparison.
 Conduct annual survey of parents with goal of increase of return of surveys over 60%.

Priority 6: School Climate
 Pupil suspension rate: District rate will remain below 3%
 Expulsion rate will remain below .3%

Local measures:
 Questions regarding rules and norms will improve satisfactory responses by a minimum of 5% at each site below 75% current rate.
 Questions regarding safety will improve satisfactory responses by a minimum of 2% at each site.
 School connectedness rates will be a minimum of 90% at elementary sites and 75% at middle school.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Engage families and parents through translation and community outreach/training ie. Parent Partners/Parent Universities Parent Facilitator at FRC Community Liaison at DO Clerk at FRC	District	<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)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 75,000 3000-3999: Employee Benefits Supplemental and Concentration 15,000 materials and parent awards 4000-4999: Books And Supplies Supplemental and Concentration 15,000 CABE for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1500

			2000-2999: Classified Personnel Salaries Other 48,557.70 3000-3999: Employee Benefits Other 29,677.15
2. Implementation of Family Engagement Framework goals with a focus especially on Principles 1.04, 1.05, 5.01, and 5.03 including District and site webpages/newsletters/flyers and Blackboard Connect	District	<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 55,000
3. Professional development focused on positive school culture including National Conference PBIS and SWIS Culturally responsive teaching Respectful relationships	District	<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)	overtime and subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8000 3000-3999: Employee Benefits Supplemental and Concentration 800 PBIS and SWIS contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 30,000 conference registrations and travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 40,000
4. Boys and Girls Club contract for After School Sports, Summer sports camp, and After School Sports stipends	District	<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)	contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000 coach salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,000 3000-3999: Employee Benefits Supplemental and Concentration 2500 bus trips 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 15,000
5. Personnel for student supervision Campus Supervisor Noon Duty staff Gate Duty staff	Campus Supervisor - Haven Drive Noon and Gate Duty District	<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)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 135,000 3000-3999: Employee Benefits Supplemental and Concentration 45,000

<p>6. Maintenance Personnel to ensure immediate repairs Director of Maintenance HVAC technician</p>	<p>District</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>2000-2999: Classified Personnel Salaries Supplemental and Concentration 108,219.71 3000-3999: Employee Benefits Supplemental and Concentration 69,513.03</p>
<p>7. Safety and security updates to ensure increased student safety Exterior lighting Surveillance system with cameras Duress alarms</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000</p>
<p>8. Equitable School Facilities upgrades and replacement projects Expansion of internal training center facility capacity as site rooms are less available due to increased student numbers Modular classrooms cost and installation if not complete District Parent/Professional Development Training Center</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 410,568 4000-4999: Books And Supplies Supplemental and Concentration 50,000</p>
<p>9. Work with Arvin Police Department to provide safety and assistance 2 Resource Officers 1 GRIP Officer</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 105,000</p>
<p>10. District liaison attends local advisory group meetings</p>	<p>District</p>	<p><input type="checkbox"/> All</p>	<p>4000-4999: Books And Supplies Supplemental and</p>

<p>for foster youth and supports Foster students with necessary items to begin school.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Concentration 5000</p>
<p>11. Babysitting to accommodate parent meetings</p>	<p>District</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>2000-2999: Classified Personnel Salaries Supplemental and Concentration 900 3000-3999: Employee Benefits Supplemental and Concentration 100</p>

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

<p>GOAL 3:</p>	<p>Increase student attendance rates and engagement in school.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Each day a student is absent they are missing critical instruction and making up missed instruction affects all the other students in the classroom. There is a pattern across the district of multiple days missed especially around the winter break during which students have been previously dropped which total additional days missed.</p> <p>Data as of March 17, 2016 14.4% Truancy (3 or more full days of unexcused absences) 16% Excessive Excused Absences (7 or more days of excused absences) .5% A2A Chronic Truancy (missed 10% or more of the school year due to unexcused absences) 4.4% Chronic Absent (missed 10% of more of the school year due to all absences) 16.5% Manageable Absence Rate (6.6-13.2 days missed)</p> <p>As of April 7, 2016; 426 parents received the first truancy notification, 176 parents received the second, and 45 parents received the third notification. 246 Letter 1's were sent for Excessive Excused absences and 99 Letter 2's. 700 Letter 1's for tardies were sent and 283 Letter 2's. 166 conferences were held to address attendance issues.</p> <p>The district's highest truancy rate is in 7th grade at 26%, followed by TK at 20%, and 8th grade at 19%. All other grades range from 10 to 15%. Excessive Excused absence rates are highest at the TK level with 28% followed by Kindergarten at 26%. All other grades range from 11 to 17%. Chronic absences are also highest at TK with a rate of 11% followed by Kindergarten at 8%. All other grades range from 2% to 5%.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All TK-8 students</p>

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>School Attendance Rate: Maintain an overall rate of attendance at 96.6% or better as of March 17, 2017 Chronic Absenteeism Rate: Sustain or decrease the March chronic absenteeism rate of 4.4% in March of 2017 with no site over 4.5% Middle School Dropout Rate: Remain at or below .3% High School Dropout Rate: N/A Elementary District High School Graduation Rate: N/A Elementary District</p> <p>Decrease the district truancy rate from a district average of 14.4% to a district average of less than 13% and no more than 13% at any school.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Promote positive attendance</p> <p>School Site Clerks</p> <p>Contracted services for communication and site-follow up using reporting system for tracking absences. Utilize A2A data reports to determine improvement areas and areas in need of focus</p> <p>A2A base contract with professional development for use with tardy letters</p> <p>Pre-K/3 Early Attendance Initiative</p> <p>College & Career Readiness</p> <p>Positive Attendance Initiative through A2A</p> <p>Excellence Contract</p> <p>Attendance Incentives at sites - school awards</p>	District	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 42,300</p> <p>\$2000 per site 4000-4999: Books And Supplies Supplemental and Concentration 8000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 68911</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 9040</p> <p>2000-2999: Classified Personnel Salaries Base 68911</p> <p>3000-3999: Employee Benefits Base 9040</p>
<p>2. Personnel to promote parent and student engagement through communication and workshops</p> <p>Student Success Facilitators - Increase to 8 hours or fund 2 facilitators</p>	District	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 100,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 20,000</p> <p>Laptops for Student Success Facilitators, supplies (\$2000 each site) 4000-4999: Books And Supplies Supplemental and Concentration 15,000</p>
<p>3. Personnel to support physical and mental health to support attendance</p>	District	<p><input checked="" type="checkbox"/> All</p>	<p>5800: Professional/Consulting Services And Operating</p>

<p>Mental Health Workers - Clinica Sierra Vista District Nurses -increase to 2 LCAP funded Registered Nurses Nurses Aide</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Expenditures Supplemental and Concentration 70,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 200,000 3000-3999: Employee Benefits Supplemental and Concentration 65,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31,412.75 3000-3999: Employee Benefits Supplemental and Concentration 4,223.40</p>
<p>4. Contract with KCSOS for social work services as part of Project 180 mental health services including training and related costs MSW Field Supervisor School Social Worker 4 Masters of Social Work students 4 interns . KCSOS Project 180 KCSOS administrative services (secretary and KCSOS prevention specialist)</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 169,120</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>School Attendance Rate: Maintain an overall rate of attendance at 96.6% or better as of March 17, 2018. Chronic Absenteeism Rate: Decrease the March chronic absenteeism rate from 4.4% to 4.2% in March of 2018 with no site over 4.4% Middle School Dropout Rate: Remain at or below .3% High School Dropout Rate: N/A Elementary District High School Graduation Rate: N/A Elementary District Sustain or decrease the district truancy rate from the previous year by .25%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Promote positive attendance through contracted services for communication and site-follow up using reporting system for tracking absences . School Site Clerks Utilize A2A data reports to determine improvement areas and areas in need of focus A2A base contract with professional development for</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 42,300 \$2000 each site 4000-4999: Books And Supplies Supplemental and Concentration \$8000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 69,944 3000-3999: Employee Benefits Supplemental and</p>

<p>use with tardy letters Pre-K/3 Early Attendance Initiative College & Career Readiness Positive Attendance Initiative through A2A Excellence Contract Attendance Incentives at sites - school awards</p>			<p>Concentration 9492 2000-2999: Classified Personnel Salaries Base 69,944 3000-3999: Employee Benefits Base 9492</p>
<p>2. Personnel to promote parent and student engagement through communication and workshops Student Success Facilitators</p>	<p>District</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>2000-2999: Classified Personnel Salaries Supplemental and Concentration 110,000 3000-3999: Employee Benefits Supplemental and Concentration 22,000 Supplies -2000 each site 4000-4999: Books And Supplies Supplemental and Concentration 8,000</p>
<p>3. Personnel to support physical and mental health to support attendance Mental Health Workers - Clinica Sierra Vista District Nurses (1) LVN Nurses Aide</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 70,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 195,886 3000-3999: Employee Benefits Supplemental and Concentration 68,454 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31726.88 3000-3999: Employee Benefits Supplemental and Concentration 4561.27</p>
<p>4. Contract with KCSOS for social work services as part of Project 180 mental health services including training and related costs MSW Field Supervisor School Social Worker 4 Masters of Social Work students 4 interns . KCSOS Project 180 KCSOS administrative services (secretary and KCSOS prevention specialist)</p>	<p>District</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 175,000</p>
<p>5. Consider Alternate Learning Academy</p>	<p>District grades 6-8</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 80,000 3000-3999: Employee Benefits Supplemental and</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Concentration 30,000 4000-4999: Books And Supplies Supplemental and Concentration 10,000
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	School Attendance Rate: Maintain an overall rate of attendance at 96.6% or better as of March 17, 2019. Chronic Absenteeism Rate: Sustain or decrease the chronic absenteeism rate from 2018. Middle School Dropout Rate: Remain at or below .3% High School Dropout Rate: N/A Elementary District High School Graduation Rate: N/A Elementary District Decrease the district truancy rate from the previous year by .25%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Promote positive attendance through contracted services for communication and site-follow up using reporting system for tracking absences. School Site Clerks Utilize A2A data reports to determine improvement areas and areas in need of focus A2A base contract with professional development for use with tardy letters Pre-K/3 Early Attendance Initiative College & Career Readiness Positive Attendance Initiative through A2A Excellence Contract Attendance Incentives at sites - school awards	District	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 45,000 \$2000 each site 4000-4999: Books And Supplies Supplemental and Concentration 8,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 72,000 3000-3999: Employee Benefits Supplemental and Concentration 10,500 2000-2999: Classified Personnel Salaries Base 72,500 3000-3999: Employee Benefits Base 10,500
2. Personnel to promote parent and student engagement through communication and workshops Student Success Facilitators	District	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	2000-2999: Classified Personnel Salaries Supplemental and Concentration 120,000 3000-3999: Employee Benefits Supplemental and Concentration 25,000

		English proficient _ Other Subgroups: (Specify)	
<p>3. Personnel to support physical and mental health to support attendance Mental Health Workers - Clinica Sierra Vista District Nurses (2) Nurses Aide</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 90,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 200,000 3000-3999: Employee Benefits Supplemental and Concentration 70,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000 3000-3999: Employee Benefits Supplemental and Concentration 5100</p>
<p>4. Contract with KCSOS for social work services as part of Project 180 mental health services including training and related costs MSW Field Supervisor School Social Worker 4 Masters of Social Work students 4 interns . KCSOS Project 180 KCSOS administrative services (secretary and KCSOS prevention specialist)</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 175,000</p>
<p>5. Alternative Learning Academy</p>	<p>Sixth through Eighth grade</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 80,000 3000-3999: Employee Benefits Supplemental and Concentration 30,000 4000-4999: Books And Supplies Supplemental and Concentration 10,000</p>

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Students attain increasingly higher levels of achievement on California State Standards through rigorous standards-based instruction, promotion of academic success, and targeted support.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to: Schools: Districtwide Applicable Pupil Subgroups: All K-8 students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic Continue to meet Williams Act requirements with zero teacher misassignments, passing the textbook review, and a FIT review of Good or better at all schools. Ensure the HQT rate of 100%</p> <p>Priority 2: Implementation of State Standards A 15% increase in results from Academic Program Surveys, a locally defined measure. 60% to 75% implementation of Common Core English Language Arts 63% to 78% implementation of Common Core Math 53% to 65% implementation of Common Core for English Learners 100% implementation of Social Studies and Science.</p> <p>Priority 4: Pupil Achievement A. Pending results from CAASPP, MAP, and unit assessments aligned to 2014-2015 administration- we are expecting a 10% increase in the number of students moving up 1 band relative to each test. Current STAR proficiencies are listed below. STAR ELA proficiency: 39.7% STAR Math proficiency: 48.9% STAR Science proficiency: 38.1% STAR History/Social Studies proficiency: 24.2% B. There is not expected to be an API for the 2015-2016 school year. Current API information is listed below.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 1: Basic FIT review: HD, ECR, BME/ Exemplary SV/Good Williams Textbook Review: Passed 4 staff misassignments were corrected prior to final findings by Kern County Superintendent of Schools HQT - NA</p> <p>Priority 2: Implementation of State Standards Academic Program Survey Results ELA implementation 75% (Substantially) Math implementation 75% (Substantially) English Learner implementation 75% (Substantially) 100% of EL's were served with designated and integrated ELD. Social Studies and Science implementation 100% (Fully) ELA and Math Materials are available and in use in 100% of classrooms as documented by APS results. ELD materials have been purchased for 2016-2017 to support transition to the new ELD standards. Alignment with state standards rigor in ELA, ELD and Math is a continuing focus for full implementation as evidenced by walkthroughs, student work samples, and outcome measures. Materials to support ELD are available yet transition to new standards is not fully in place. A revised measure for measuring implementation will be used next year.</p> <p>Priority 4: Pupil Achievement A. Initial year (2014-2015) CAASPP proficiency levels: Proficient or Advanced ELA: LEA 22.8% Hispanic 22.6% White 19.6% SED 22.6% EL 19% SWD 5.9%</p>

API districtwide: 734
 Hispanic: 733 White: 703 English Learners: 715
 Socio-economically disadvantaged: 734
 Students with Disabilities: 614
 C. A-G requirements: N/A - K-8 district
 D. AMAO #1 will increase to 62%.
 AMAO #2a will increase to 25.5% for students less than 5 years.
 AMAO #2b will increase to 52.8% for students more than 5 years.
 E. EL reclassification rate of 13.3 will increase by 2%.
 F: AP Passage: N/A - K-8 district
 G: EAP Participation : N/A - K-8 district

Priority 7:

100% of students, including unduplicated pupils will have access to all required areas of broad coursework as stated in Ed Code 51210.
 100% of unduplicated students will have access to and receive general educational programs and services including Dual Immersion and AVID.
 100% of pupils with exceptional needs will have access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's.
 100% of English Learners will be enrolled in English Language Development.

Priority 8: Other Pupil Outcomes

Physical Fitness

The percentage of students scoring in any healthy fitness zone not yet at 90% will increase by 5% each year beginning in 2015-2016 with the use of 2014 scores as the baseline.
 % in Healthy Fitness Zone 5th grade 2014 scores:
 Aerobic: 56%, Body Comp: 47.4%, Abdominal: 63.1%, Trunk Extension: 86%, Upper Body: 53.9%, Flexibility: 61.1%
 % in Healthy Fitness Zone 7th grade 2014 scores:
 Aerobic: 64.2%, Body Comp: 47.7%, Abdominal: 94.5%, Trunk Extension: 97.2%, Upper Body: 85.1%, Flexibility: 61.1%

A decrease of 1% in the percentage of students that qualify for intensive intervention is the expectation for each upcoming school year.

2014-2015 percentages are:

10.3% of 4-8 graders qualified for intensive intervention in LA
 6.1% of 4-8 graders qualified for intensive intervention in Math

Math: LEA 14.5% Hispanic 14.4% White 10.9 SED 14.3%
 EL 12.6% SWD 6.4%
 Science: 41.45% Hispanic 41% White SED 41.63% EL 14.6% SWD 10.91%
 MAP test % of students meeting growth target: LA 49% Math 48%
 Unit assessments do not indicate a 10% increase as a pattern of movement toward proficiency in either language arts or math.

B. NA There is not a newly reportable API for the 2015-2016 school year.

Current API information is listed below.

API districtwide: 734
 Hispanic: 733 White: 703 English Learners: 715
 Socio-economically disadvantaged: 734
 Students with Disabilities: 61
 C. A-G requirements: N/A - K-8 district
 D. AMAO data will not be released until later this year.
 Preliminary AMAO data projections for 2015-2016 testing year indicate the district will not meet AMAO goals. Projected outcomes AMAO#1 56.7/62% AMAO#2a 20.3%/25/5% AMAO#2b 46%/52.8%
 E. EL reclassification rate of 11.6%
 F: AP Passage: N/A - K-8 district
 G: EAP Participation : N/A - K-8 district

Priority 7:

100% of students, including unduplicated pupils, had access to all required areas of broad coursework as stated in Ed Code 51210.
 100% of unduplicated students had access to and received general educational programs with access to additional services including the Dual Immersion program and embedded AVID strategies schoolwide.
 100% of pupils with exceptional needs had access to and received special education programs and services in the least restrictive environment as detailed in their IEP's.
 100% of English Learners were enrolled in English Language Development services with designated and integrated ELD.

Priority 8: Other Pupil Outcomes

Physical Fitness:

% in Healthy Fitness Zone 5th grade 2014 -15 scores:
 Aerobic: 56%, Body Comp: 47.4%, Abdominal: 63.1%, Trunk

		<p>Extension: 86%, Upper Body: 53.9%, Flexibility: 61.1% % in Healthy Fitness Zone 7th grade 2014 scores: Aerobic: 64.2%, Body Comp: 47.7%, Abdominal: 94.5%, Trunk Extension: 97.2%, Upper Body: 85.1%, Flexibility: 61.1% 2015-2016 scores are pending.</p> <p>Additional measures: Students were qualified last year based on STAR results and previously used curriculum measures. New criteria were expanded to qualify students for further testing using new district intervention programs including I-Ready and Read 180. Based on initial end of year testing: 26.47% of 4-8 graders have been identified for additional testing to determine qualification for intensive intervention in LA. Due to the purchase of a new Intensive Intervention program actual qualification will be determined next year once pre-tests are available. 75.58% of 4-8 graders have been identified for testing for intensive intervention in Math. Actual qualification will be determined next year once pre-tests are available.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to fund the 60% position of Student Services Director to the district as approved in the 2014-2015 LCAP. (LCFF, Title 1, Special Ed.) Student Services Director works 3 days per week. Supplemental funds are targeted to supporting PBIS implementation at all sites, working with sites to create RTI/lab intervention structures, organizing work of social workers and interns, and supporting students at risk of suspension/expulsion from all student groups.	1000-1999: Certificated Personnel Salaries Supplemental 23,620 3000-3999: Employee Benefits Supplemental 7,784 1000-1999: Certificated Personnel Salaries Title I 15,747 3000-3999: Employee Benefits Title I 5,190 Special Ed. 1000-1999: Certificated Personnel Salaries Other 39,366 Special Ed. 3000-3999: Employee Benefits Other 12,974	Student Services Director position continued focused on PBIS districtwide, Special Education services, and wraparound service support.	1000-1999: Certificated Personnel Salaries Supplemental 47,486.02 3000-3999: Employee Benefits Supplemental 16,513.38 1000-1999: Certificated Personnel Salaries Title I 7,914.34 3000-3999: Employee Benefits Title I 2,752.24 1000-1999: Certificated Personnel Salaries Special Education 23,743.01 3000-3999: Employee Benefits Special Education 8256.67
Scope of Service District		Scope of Service District	

<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2. Focus on targeted instruction through administration and use of formative assessments. Implement and provide professional development through continued TOSA for use of state and district benchmark data through School City, selected Interim Assessments through TOMS, and continued use of online MAP (Measures of Academic Proficiency) tool as a diagnostic for Language Arts, Math, and Language at all campuses.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 60,000 1000-1999: Certificated Personnel Salaries Supplemental 94,317.44 3000-3999: Employee Benefits Supplemental 27,784</p>	<p>Online Measures of Academic Proficiency assessment implemented at all sites providing diagnostic data for grouping and growth scores. TOSA position continued focused on providing professional development for data systems and assessments and maintaining systems.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 42,906 1000-1999: Certificated Personnel Salaries Supplemental 94,317.45 3000-3999: Employee Benefits Supplemental 29,545.11</p>
<p>Scope of Service District</p> <hr/> <p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>3. Purchase Spanish textbooks as needed for ongoing implementation of Dual Immersion to include 4th and 5th grade dual classrooms at the elementary sites. Cost is in addition to prior purchase of full implementation of 2014 adopted Math Expressions at the elementary sites and Math Big</p>	<p>4000-4999: Books And Supplies Concentration 25,000</p>	<p>Spanish math, social studies, and science materials purchased to continue expansion to additional grade levels. Full implementation of math programs at all sites.</p>	<p>4000-4999: Books And Supplies Concentration 30,281.87</p>

<p>Ideas at Haven Drive for English program.</p>											
<table border="1"> <tr> <td data-bbox="100 196 243 272">Scope of Service</td> <td data-bbox="243 196 569 272">District</td> </tr> <tr> <td colspan="2" data-bbox="100 272 569 643"> <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> </td> </tr> </table>	Scope of Service	District	<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>			<table border="1"> <tr> <td data-bbox="1031 196 1182 362">Scope of Service</td> <td data-bbox="1182 196 1514 362">District- math implementation Spanish Materials All Elementaries</td> </tr> <tr> <td colspan="2" data-bbox="1031 362 1514 643"> <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> </td> </tr> </table>	Scope of Service	District- math implementation Spanish Materials All Elementaries	<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>		
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Scope of Service	District- math implementation Spanish Materials All Elementaries										
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<p>4. Purchase ELA/ELD Common Core Standards Aligned Materials including supplementary intervention and support pieces and ELA/ELD framework and standards as well as Spanish Language Arts for Dual, and hire part time classified staff members for preparation and material distribution. Core text will be purchased with one-time monies.</p>	<p>4000-4999: Books And Supplies Other 1,200,000 4000-4999: Books And Supplies Supplemental and Concentration 456,440 2000-2999: Classified Personnel Salaries Supplemental 10,000 3000-3999: Employee Benefits Supplemental 4500</p>	<p>ELA/ELD and math frameworks purchased for professional development at all sites. ELD standards books purchased. LA/ELD/Intervention Common Core adoption</p>	<p>ELD/ELA frameworks 4000-4999: Books And Supplies Supplemental and Concentration 8822 ELD standards CDE press 4000-4999: Books And Supplies Supplemental and Concentration 7613 Intervention materials 4000-4999: Books And Supplies Supplemental and Concentration 2093.12 Spanish LA materials implementation K-5 at SV, BME, and HD 4000-4999: Books And Supplies Supplemental 214,840 summer preparations - library helpers 2000-2999: Classified Personnel Salaries Supplemental 4000 3000-3999: Employee Benefits Supplemental 400 LA / ELD adoption and intervention adoption 4000-4999: Books And Supplies Base 1,166,836</p>								
<table border="1"> <tr> <td data-bbox="100 1352 243 1429">Scope of Service</td> <td data-bbox="243 1352 569 1429">District</td> </tr> <tr> <td colspan="2" data-bbox="100 1429 569 1487"> <p><input checked="" type="checkbox"/> All</p> </td> </tr> </table>	Scope of Service	District	<p><input checked="" type="checkbox"/> All</p>			<table border="1"> <tr> <td data-bbox="1031 1352 1182 1429">Scope of Service</td> <td data-bbox="1182 1352 1514 1429">District</td> </tr> <tr> <td colspan="2" data-bbox="1031 1429 1514 1487"> <p><input checked="" type="checkbox"/> All</p> </td> </tr> </table>	Scope of Service	District	<p><input checked="" type="checkbox"/> All</p>		
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<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>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>5. Pilot Language Arts Materials (English Language Arts, Spanish Language Arts, English Language Development) in 4th grade classrooms across the district. Budgeted cost is for additional Spanish materials above and beyond regular pilot to ensure Dual Immersion Classrooms have Spanish textbooks to align with English pilot. \$5000 per Dual 4th grade classroom. District textbook committee will review and select ELA /ELD/Spanish curriculum aligned to CCSS.</p>	<p>4000-4999: Books And Supplies Supplemental 15,000</p>	<p>4th grade Wonders English and Spanish language arts and ELD piloted at no cost 4th grade teachers trained to use Wonders materials District staff attended ELA toolkit adoption workshop</p>	<p>pilot training for 4th grade teachers 1000-1999: Certificated Personnel Salaries Supplemental 2000 3000-3999: Employee Benefits Supplemental 400 Training for toolkit 5800: Professional/Consulting Services And Operating Expenditures Supplemental 150 Textbook adoption committee review 1000-1999: Certificated Personnel Salaries Supplemental 2000</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Continue to fund and expand the district's dual language program - materials and professional development for Dual teachers Expressions Math - see math goal for</p>	<p>4000-4999: Books And Supplies Supplemental 70,000</p>	<p>14 Dual teachers attended Summer Training Materials purchased</p>	<p>Dual Collaboration meetings 1000-1999: Certificated Personnel Salaries Supplemental 2100 3000-3999: Employee Benefits</p>

<p>cost Pearson Ciencias Historia - Ciencias</p>			<p>Supplemental 200 Intervention, Partners in Print, HSS materials 4000-4999: Books And Supplies Supplemental 31,038.27</p>
<p>Scope of Service 5th grade BME/ ECR and 4th grade SV</p> <hr/> <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>Scope of Service Materials for BME and ECR 5th and SV 4th/ 1st grade intervention</p> <hr/> <p>Professional Development - elementary K-6</p> <hr/> <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>7. Director of Curriculum, Instruction, and Assessment will continue to support Common Core implementation, textbook adoption, ensure an assessment system is in place with a pacing calendar and assessment grid to guide instructional delivery They will promote access to group data on a cyclical basis, provide a district curriculum assessment guide (CAG) to all classroom teachers and site administrators/coaches and ensure paper/pencil benchmarks required by the district are provided to classroom teachers through FedEx copies. Supervise revisions and/or additions to Rigorous Curriculum Design units or assessments before adoption of ELA/ELD program.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 74,978. 3000-3999: Employee Benefits Supplemental 18,838 1000-1999: Certificated Personnel Salaries Title I 49,985 3000-3999: Employee Benefits Title I 12,000 4000-4999: Books And Supplies Supplemental 25,090</p>	<p>Director of Curriculum, Instruction, and Assessment position continued Curriculum/Assessment Guides and assessments printed by FedEx</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 74,978.42 3000-3999: Employee Benefits Supplemental 20,273.90 1000-1999: Certificated Personnel Salaries Title I 49,985.62 3000-3999: Employee Benefits Title I 13,515.95 Curriculum and Assessment Guides / Assessments 4000-4999: Books And Supplies Supplemental 17,000</p>
<p>Scope of Service District</p>		<p>Scope of Service District</p>	

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8. Ensure a systematic intervention process with the continuation of the position of intervention teacher at the elementary site. Intervention teachers will use researched based intervention programs and track student progress through exiting of the program.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 249,872</p> <p>3000-3999: Employee Benefits Supplemental 79,453</p>	<p>Intervention teacher positions continued</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 240,174</p> <p>3000-3999: Employee Benefits Supplemental 82,783</p>
<p>Scope of Service BME, SV, ECR</p>		<p>Scope of Service BME, SV, ECR</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9. Professional development through workshops and coaching will be provided to staff in the use of building positive environments, cultural responsiveness, using formative and summative data, the construction of instructional groups, intervention formats, use of strategies to meet identified needs, providing feedback, and scaffolding strategies for students based on effect sizes as researched by Marzano and Hattie. Personnel</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 117,414</p> <p>3000-3999: Employee Benefits Supplemental 45,987</p> <p>1000-1999: Certificated Personnel Salaries Title I 213,566</p> <p>1000-1999: Certificated Personnel Salaries Lottery 213,566</p> <p>3000-3999: Employee Benefits Title I 35,803</p>	<p>4 Academic coaches positions continued</p> <p>Teacher on Special Assignment position continued</p> <p>Math onsite PD with consultant and substitutes</p> <p>Professional development with substitutes including science, ELD, after school training</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 108,412.40</p> <p>3000-3999: Employee Benefits Supplemental 35,300.77</p> <p>1000-1999: Certificated Personnel Salaries Title I 148,400.84</p> <p>1000-1999: Certificated Personnel Salaries Lottery 252,960.96</p> <p>3000-3999: Employee Benefits Title I 51,672.77</p>

<p>included in action step include 4 Academic Coaches and 1 Teacher on Special Assignment and consultants.</p>	<p>3000-3999: Employee Benefits Lottery 35,803 1000-1999: Certificated Personnel Salaries Title III 43,841 1000-1999: Certificated Personnel Salaries Title III 13,250 5800: Professional/Consulting Services And Operating Expenditures Supplemental 50,000</p>		<p>3000-3999: Employee Benefits Lottery 37,354.03 1000-1999: Certificated Personnel Salaries Title III 43,840.77 3000-3999: Employee Benefits Title III 14318.71 professional consulting and travel reimbursement for math trainer and Innovate Ed and additional professional development 5000-5999: Services And Other Operating Expenditures Supplemental 17,545</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>10. Continue position of a credentialed librarian at Haven Drive and library clerks at elementary schools. Credentialed librarian to support elementary clerks while focused on Haven Drive Library and students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 70,085 3000-3999: Employee Benefits Supplemental 24,927 2000-2999: Classified Personnel Salaries Supplemental 96,980 3000-3999: Employee Benefits Supplemental 69,381</p>	<p>Certificated librarian position continues at Haven Drive Library clerk positions continue at elementary schools</p>	<p>librarian 1000-1999: Certificated Personnel Salaries Supplemental 70,085 3000-3999: Employee Benefits Supplemental 26,230.50 library clerks 2000-2999: Classified Personnel Salaries Supplemental 101,980.32 3000-3999: Employee Benefits Supplemental 41,219.48</p>
<p>Scope of Service Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service Haven Drive certificated Elementary sites - classified</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p><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>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>11. Increase opportunities for extra-learning time with targeted intervention focus intents at Saturday School, Summer School, and Intersession with field trips Summer School 20 days x 10 teachers x 6 hours x \$35 = 42,000 Summer School Administrator stipend: \$5500 Saturday School 20 days x 5 teachers x 5 hours x \$35 = \$17,500 Intersession 9 days x 4 teachers x 6 hours x \$35 = \$7560 Summer School 20 days x 7 x 6 hours x \$17.50 = \$14,700 Saturday School 20 days x 4 aides x 5 hours x \$17.50 = \$2160 Intersession 9 days x 4 aides x 6 hours x \$17.50 = \$3780 Clerk/Custodian/20,000</p>	<p>1000-1999: Certificated Personnel Salaries Concentration 72,560 2000-2999: Classified Personnel Salaries Concentration 40,640 3000-3999: Employee Benefits Concentration 55,000 4000-4999: Books And Supplies Concentration 10,000 5000-5999: Services And Other Operating Expenditures Concentration 5000</p>	<p>Cost differences are due to payroll timing. Costs include Summer School held for the 2014-2015 year - funding for 2015-2016 will be incurred in LCAP plan for 2016-2017 as charged in June and July on late payroll runs. Intersession Winter 2015 held Saturday school not held - attendance and staffing concerns</p>	<p>1000-1999: Certificated Personnel Salaries Concentration 38,533 3000-3999: Employee Benefits Concentration 3640 2000-2999: Classified Personnel Salaries Concentration 8330 3000-3999: Employee Benefits Concentration 830 4000-4999: Books And Supplies Concentration 5000</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>12. Increase opportunities for extra-learning time with targeted</p>	<p>1000-1999: Certificated Personnel Salaries Concentration 196,000</p>	<p>After School Coordinator position continued</p>	<p>salary 1000-1999: Certificated Personnel Salaries Concentration</p>

<p>intervention focus intents during Extended Day classes and Arvin Advantage. \$35 per hour x 1400 hours x 4 sites 1285 hours per site for targeted intervention for at-risk students. Continue position of After School Coordinator. (concentration, Title I, Afterschool)</p>	<p>3000-3999: Employee Benefits Concentration 23,520 1000-1999: Certificated Personnel Salaries Concentration 43,298 3000-3999: Employee Benefits Concentration 15,373 1000-1999: Certificated Personnel Salaries Title I 32,473.80 3000-3999: Employee Benefits Title I 8827.97 1000-1999: Certificated Personnel Salaries Other 32,473.80 3000-3999: Employee Benefits Other 8827.97</p>	<p>After school intervention groups were held however certificated staffing to run groups after school was limited</p>	<p>27,733 3000-3999: Employee Benefits Concentration 2550 1000-1999: Certificated Personnel Salaries Concentration 44,480.00 3000-3999: Employee Benefits Concentration 14,008.23 1000-1999: Certificated Personnel Salaries Title I 34,368.30 3000-3999: Employee Benefits Title I 12,254.00 1000-1999: Certificated Personnel Salaries ASES 33,360.00 3000-3999: Employee Benefits ASES 10,506.18</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>13. Continue and expand professional development opportunities through weekend or intersession workshops on topics targeted to support all students including all concentration and supplemental target groups.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000 1000-1999: Certificated Personnel Salaries Supplemental 45,000 2000-2999: Classified Personnel Salaries Supplemental 5,000 3000-3999: Employee Benefits Supplemental 20,000</p>	<p>CTA Good Teaching Conference Workshops Trainings Increased training costs are reflected in a later actions PBIS and training as these were a major focus this year</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 740 1000-1999: Certificated Personnel Salaries Supplemental 25,507 2000-2999: Classified Personnel Salaries Supplemental 105 3000-3999: Employee Benefits Supplemental 2500 cta good teaching conference 5000-5999: Services And Other Operating Expenditures Supplemental and</p>

				Concentration 1449
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14. Continue to expand AVID focused on Implementation of Common Core State Standards through writing, inquiry, collaboration, organization, and critical reading strategies. Goal setting for organizational skills based on AVID rubrics following districtwide training for instructional staff in effective teaching practices in content areas and to facilitate student success skills and training for site leaders in AVID Leadership including training in structures, processes, protocols, and systems that have significant impact on the school's ability to close the achievement gap. AVID District Director Training Session 3 and 4 Travel expenses only AVID Summer Institute and contract for 2015-2016 AVID Summer Institute 2016-2017 Hotel - pay ahead by check Provide AVID elective classes, materials, and tutors for targeted students at Haven Drive including parent involvement activities. Additional professional development.	5800: Professional/Consulting Services And Operating Expenditures Supplemental 61,500 5000-5999: Services And Other Operating Expenditures Supplemental 15,000 1000-1999: Certificated Personnel Salaries Supplemental 12,000 3000-3999: Employee Benefits Supplemental 3,000	AVID Summer Institute 2015, National Conference, and AVID trainings 2016 attended by District Director, Administrators, and Instructional staff 4 AVID electives offered at Haven Drive	registration and contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental 61,787 travel 5000-5999: Services And Other Operating Expenditures Supplemental 22,000 1000-1999: Certificated Personnel Salaries Supplemental 19,800 3000-3999: Employee Benefits Supplemental 1500	

Scope of Service District		Scope of Service District	
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<p>15. A second Technology Coordinator will support District technology programs in the classroom and site labs through tech service and professional development in the area of 21st Century Skills related to technology. Continue the 1 FTE position of Technology Coordinator currently in place with 22% of salary funded through supplemental funds.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 104,669</p> <p>3000-3999: Employee Benefits Supplemental 32,671.04</p>	<p>2 Technology Coordinator positions continued - proportion of funding for tech coordinators changed indicating increased cost in this area as well as summer overtime.</p> <p>1 at 100%</p> <p>1 at 72% supplemental / 28% lottery</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 154,869.05</p> <p>3000-3999: Employee Benefits Supplemental 49,811.29</p> <p>1000-1999: Certificated Personnel Salaries Lottery 25,781.84</p> <p>3000-3999: Employee Benefits Lottery 8,186.66</p> <p>Techie overtime 1000-1999: Certificated Personnel Salaries Supplemental 10,622</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 1000</p>
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<p>16. Implement Thoughtful Classroom Observation Tool and continue positions of Vice Principals to provide feedback targeted to selected</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 7400</p>	<p>Thoughtful Classroom Observation tool purchased</p> <p>Web based trainings completed</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000</p>

<p>components including organization, positive relationships, culture of learning and thinking, engagement and enjoyment, preparing for learning, presenting new learning, deepening and reinforcing learning, reflecting and celebrating learning, and applying learning. 1600 x 4 for license Web-based coaching if needed 1000 VP salary and benefits (50% supplemental/50% Title 1)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 185,283 3000-3999: Employee Benefits Supplemental 60,473.52 1000-1999: Certificated Personnel Salaries Title I 185,283 1000-1999: Certificated Personnel Salaries Title I 60,473.68</p>	<p>4 Vice Principal positions continued</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 185,283 3000-3999: Employee Benefits Supplemental 58,737.41 1000-1999: Certificated Personnel Salaries Title I 185,283 3000-3999: Employee Benefits Title I 58,737.41</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>17. Continue to provide a PE teacher, added in 2014 as part of approved 2014-2015 LCAP, for each of the 3 elementary sites. PE teachers meet with all students with the additional support of classroom teachers to lead large groups focused on physical activity with the goal of improving healthy ranges within the annual physical fitness testing. This is a position that did not exist before LCAP.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 172,779 3000-3999: Employee Benefits Supplemental 70,365</p>	<p>Elementary PE positions continued</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 172,779 3000-3999: Employee Benefits Supplemental 73,565.44</p>
<p>Scope of Service SV, BME, ECR</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils</p>		<p>Scope of Service SV, BME, ECR</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils</p>	

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<p>18. Ensure Highly Qualified Staffing and consistency with training with addition of Human Resources Director. This position was approved in the 2014-2015 3 year LCAP to begin in 2015-2016. The director position will monitor and schedule required trainings for certificated and credentialed staff, monitor credentials, and help support quality teaching through organization of the evaluation process. Continue to fund BTSA and Intern programs as necessary.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 119,342</p> <p>3000-3999: Employee Benefits Supplemental 30,735</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000</p>	<p>Human Resources Director position filled</p> <p>BTSA stipend</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 120,842</p> <p>3000-3999: Employee Benefits Supplemental 33,226.06</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 35,000</p> <p>ACSA professional development 5000-5999: Services And Other Operating Expenditures Supplemental 1000</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District	
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<p>19. Regularly scheduled grade level and department Professional Learning Community meetings are a commitment at all sites with cyclical review of data and action steps to be provided to site administrators after each meeting in the form of agendas and minutes. Time is provided through Time Bank on Monday afternoons. Special Education and Dual Immersion meet as a group during time bank for 1 meeting per</p>	<p>No additional cost to district</p>	<p>Time Bank scheduled and held following master calendar</p> <p>PLC administrator online course to support PLC meeting structures at each site.</p>	<p>PLC online course 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3802.24</p>				

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<p>20. Allocate discretionary funds to all 4 school sites to support school site plan goals. Site action plans will target needs of students as identified through qualitative and quantitative data including surveys and scores. (ie. technology, AVID tools, intervention materials, field trips, intervention and extension needs)</p>	<p>4000-4999: Books And Supplies Supplemental 305,283</p>	<p>Funds allocated to sites based on unduplicated pupil percentages to meet the needs of students as identified by sites in SPSA's.</p>	<p>4000-4999: Books And Supplies Supplemental 252,286</p>																																				
<table border="1"> <tr> <td data-bbox="100 833 243 909">Scope of Service</td> <td data-bbox="243 833 569 909">District</td> </tr> <tr> <td colspan="2" data-bbox="100 909 569 941">-----</td> </tr> <tr> <td colspan="2" data-bbox="100 941 569 974"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="100 974 569 1006">OR:</td> </tr> <tr> <td colspan="2" data-bbox="100 1006 569 1039">_ Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="100 1039 569 1071">_ English Learners</td> </tr> <tr> <td colspan="2" data-bbox="100 1071 569 1104">_ Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="100 1104 569 1136">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="100 1136 569 1222">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	District	-----		<input checked="" type="checkbox"/> All		OR:		_ Low Income pupils		_ English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 833 1182 909">Scope of Service</td> <td data-bbox="1182 833 1514 909">District</td> </tr> <tr> <td colspan="2" data-bbox="1031 909 1514 941">-----</td> </tr> <tr> <td colspan="2" data-bbox="1031 941 1514 974"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 974 1514 1006">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1031 1006 1514 1039">_ Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="1031 1039 1514 1071">_ English Learners</td> </tr> <tr> <td colspan="2" data-bbox="1031 1071 1514 1104">_ Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="1031 1104 1514 1136">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="1031 1136 1514 1222">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	District	-----		<input checked="" type="checkbox"/> All		OR:		_ Low Income pupils		_ English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)		
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Evaluation of effectiveness of actions for this goal indicate a focus on providing materials and training on standards has moved implementation of state standards into the substantially implemented range as reported by staff and observed in classroom walkthroughs. Evaluation of effectiveness on pupil achievement to date indicate overall actions implemented have not yet impacted EL proficiency as AMAO goals were not met. In addition, the district has base-line CAASPP scores and additional local data indicating a majority of students have not met our 10% growth target on assessments based on academic standards in Language Arts and math. The district has determined continuation of certificated and classified personnel action steps with an increased focus on supporting sites directly and an increased focus on meeting intervention needs during regular school hours when students are guaranteed to be present. A lack of focus on a continuous cycle of</p>																																						

improvement with short term SMART goals revisited each week has been a key contributor to lack of progress. All personnel and materials within this goal will be based on SMART goals as part of Innovate Ed systems for school improvement district and site action plans and PLC implementation with fidelity. This focus on implementation will be a significant change to support services and expenditures.

Achievement toward standards attainment and meeting goals in all academic and language areas continues to be a priority based on student need as noted through these annual measureable outcomes. A decreased number of formal assessments, with increased attention to the patterns each provides, will provide more time for follow-up instruction and classroom-based immediate intervention. A focus on actionable formative assessment with standards based outcomes addressed through PLC work will be expected throughout the district. Site and district structures to ensure Professional development an follow-up coaching, regular feedback from administrators and coaches, and structured collaboration on standards rigor is necessary for all staff, but especially new staff. Long term substitutes must be supported as long-term teacher absences also affect classroom learning results.

District leaders will participate in systems alignment training to support coordination of effort and implementation of goals. Professional learning communities will be the basis for 2016-2017 data driven instruction. All teachers will have Common Core Standards based materials in ELA, Math and ELD. Formative assessments will be directly aligned with Common Core Standards with an added focus on informing parents of their students' progress in a timely manner. District wide intervention programs will be systematized during the school day with extra support from Winter and Summer sessions. Saturday and after school intervention will be focused at the site level. All contracted positions will be continued with the addition of an Academic Dean at Haven Drive Middle School.

Professional development during the student day has been difficult due to a lack of substitutes so as many trainings/meetings as possible will be after student contact hours. This training will include intensive professional development for our large number of new teachers. Given input from classified groups, training will be expanded to ensure all classified staff receive training for their respective support roles.

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

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

Original GOAL 2 from prior year LCAP:	Increase academic achievement of English learners through support provided to accelerate English Language Development.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Districtwide Applicable Pupil Subgroups: English learner and Redesignated fluent English proficient K-8 students	
Expected Annual Measurable Outcomes:	<p>Priority 2: Implementation of State Standards A 15% increase in results from Academic Program Surveys, a locally defined measure, to ensure growth of 60% to 75% implementation of Common Core English Language Arts, 63% to 78% implementation of Common Core Math, and 53% to 65% implementation of Common Core for English Learners. 100% implementation of Science and Social Studies.</p> <p>Priority 4: Pupil Achievement A. Pending results from CAASPP, MAP, and unit assessments aligned to 2014-2015 administration to set a baseline, we are expecting a 10% increase in the number of students moving up 1 band relative to each test. Current STAR proficiencies are STAR ELA proficiency: 39.7%, STAR Math proficiency: 48.9%, STAR Science proficiency: 38.1%, and STAR History/Social Studies proficiency: 24.2%. B. There is not expected to be an API for the 2015-2016 school year. Current API information: API districtwide: 734, Hispanic: 733, White: 703, English Learners: 715, Socio-economically disadvantaged: 734, and Students with Disabilities: 614. C. A-G requirements: N/A - K-8 district D. AMAO #1 will increase to 62%. AMAO #2a will increase to 25.5% for students less than 5 years. AMAO #2b will increase to 52.8% for students less than 5 years. E. EL reclassification rate of 13.3 will increase by 2%.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 2: Implementation of State Standards Academic Program Survey Results ELA implementation 75% (Substantially) Math implementation 75% (Substantially) English Learner implementation 75% (Substantially) 100% of EL's were served with designated and integrated ELD. Social Studies and Science implementation 100% (Fully) ELA and Math Materials are available and in use in 100% of classrooms as documented by APS results. ELD materials have been purchased for 2016-2017 to support transition to the new ELD standards. Alignment with state standards rigor in ELA, ELD and Math is a continuing focus for full implementation as evidenced by walkthroughs, student work samples, and outcome measures. Materials to support ELD are available yet transition to new standards is not fully in place. A revised measure for measuring implementation will be used next year.</p> <p>Priority 4: Pupil Achievement A. Initial year (2014-2015) CAASPP proficiency levels: Proficient or Advanced ELA: LEA 22.8% Hispanic 22.6% White 19.6% SED 22.6% EL 19% SWD 5.9% Math: LEA 14.5% Hipanic 14.4% White 10.9 SED 14.3% EL 12.6% SWD 6.4% Science: 41.45% Hispanic 41% White SED 41.63% EL 14.6% SWD 10.91% MAP test % of students meeting growth target Math: 48% LA 49% ELA and Math local unit data does not show a significant trend in a positive direction to meet our goal of 10% increase in</p>

<p>F: AP Passage: N/A - K-8 district G: EAP Participation : N/A - K-8 district</p>	<p>proficiency between grade levels at any grade level.</p> <p>B. NA There is not a newly reportable API for the 2015-2016 school year. Current API information is listed below. API districtwide: 734 Hispanic: 733 White: 703 English Learners: 715 Socio-economically disadvantaged: 734 Students with Disabilities: 61 C. A-G requirements: N/A - K-8 district D. AMAO data will not be released until later this year. Preliminary AMAO data projections indicate the district will not meet AMAO goals. Projected outcomes AMAO#1 56.7/62% AMAO#2a 20.3%/25/5% AMAO#2b 46%/52.8% E. EL reclassification rate of 11.6%. F: AP Passage: N/A - K-8 district G: EAP Participation : N/A - K-8 district</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Continue the position of certificated staff on assignment in the form of a curriculum specialist, begun in 2014-2015, to provide professional development and support for teachers to help provide quality first instruction and targeted intervention.</p>	<p>See goal 1-Professional Development</p>	<p>Curriculum Specialist position budgeted in goal 1</p>	<p>see goal 1 action</p>
<p>Scope of Service: District</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Continue the position of ELD Coordinator</p>	<p>1000-1999: Certificated Personnel Salaries Title III 50,117</p>	<p>ELD coordinator position supported ELD programs</p>	<p>1000-1999: Certificated Personnel Salaries Title III 50,117</p>

	<p>3000-3999: Employee Benefits Title III 14,241</p> <p>1000-1999: Certificated Personnel Salaries Title I 50,117</p> <p>3000-3999: Employee Benefits Title I 14,241</p>		<p>3000-3999: Employee Benefits Title III 15,177.20</p> <p>1000-1999: Certificated Personnel Salaries Title I 50,117</p> <p>3000-3999: Employee Benefits Title I 15,177.21</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2405</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 728</p>
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<p>3. Provide a total of 5 instructional aides to provide individual or small group support to EL students identified to be at-risk.</p> <p>2 aides at Haven Drive</p> <p>1 aide at each elementary school</p>	<p>2000-2999: Classified Personnel Salaries Title III 41,501</p> <p>3000-3999: Employee Benefits Title III 8408</p>	<p>5 instructional aides provided language and instructional support</p>	<p>2000-2999: Classified Personnel Salaries Title III 41,306.87</p> <p>3000-3999: Employee Benefits Title III 5,307.29</p>
<p>Scope of Service District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>4. Implement "Write from the Beginning", an extension of Thinking Maps, including professional development and materials aligned to Common Core State Standards to focus on the needs of English Learners as related to processing thoughts and writing. These will be a supplement to district adopted programs and able to be integrated throughout the school day. \$1500 x 4 people x 2 days for presenters/staff development plus travel =12,000 x 3 trainings = 36,000 Cost of binders (1 per teacher/admin) = \$35,308.92 x 2 Setting the Stage, Response to Text, Narrative, Expository, Argumentative Subscription to Thinking Maps Learning Community (TMLC) for 1 year - professional development tutorial videos and access to Thinking Map samples \$70 x 170 with tax=13,000 Friday and Saturday Training x 2 = 25,000 + 80,000 Salary and benefits</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Concentration 36,000 4000-4999: Books And Supplies Concentration 70,616 5800: Professional/Consulting Services And Operating Expenditures Concentration 13,000 1000-1999: Certificated Personnel Salaries Concentration 95,000 2000-2999: Classified Personnel Salaries Concentration 10,000</p>	<p>Write from the Beginning Trainings held and materials purchased - trainings were held on Saturdays and costs were lower as the initial total budgeted was for 100% of certificated and classified instructional staff</p>	<p>writing trainings and TMLC subscription 5800: Professional/Consulting Services And Operating Expenditures Concentration 33,971 Genre handbooks 4000-4999: Books And Supplies Concentration 67,768 1000-1999: Certificated Personnel Salaries Concentration 30,000 3000-3999: Employee Benefits Concentration 3300 Trainer of Trainer workshops 5800: Professional/Consulting Services And Operating Expenditures Concentration 6181</p>
<p>Scope of Service District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Leveled ELD instructional grouping based on district guidelines and</p>	<p>No cost to district</p>	<p>Leveled ELD instructional groups in place at all sites</p>	<p>No cost to district</p>

<p>restructured a minimum of mid-year.</p> <p>Implement revised district guidelines for designated classroom instruction during targeted 45 minutes of ELD time at the elementary sites. 15 minutes of this time to be talk time focused on forms and functions.</p> <p>Continue with classroom structure of designated ELD instruction for a minimum of 30 minutes during LA or Social Studies for Middle School model with revisions to the Intensive Intervention integrated schedule.</p>							
<table border="1"> <tr> <td style="background-color: #cccccc;">Scope of Service</td> <td>District</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District		<table border="1"> <tr> <td style="background-color: #cccccc;">Scope of Service</td> <td>District</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District	
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<p>6. Instructional aides at all campuses will attend a minimum of monthly training sessions conducted by the ELD coordinator or the Teacher on Special Assignment to support English Learners.</p> <p>District instructional aides will attend Write from the Beginning Training during Fall training as part of instructional aide staff development. Cost includes pay for additional time beyond work contract.</p> <p>Title 1 Professional Development Write from the Beginning Training</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 4000</p> <p>3000-3999: Employee Benefits Supplemental 2000</p>	<p>Instructional aide trainings conducted monthly- Morning and afternoon sessions were provided to accommodate instructional aide training during work hours</p> <p>Instructional aides were invited and in varied numbers attended Write from the Beginning trainings</p>	<p>no additional cost to district</p> <p>2000-2999: Classified Personnel Salaries Supplemental 8000</p> <p>3000-3999: Employee Benefits Supplemental 200</p>				

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<p>7. A district-wide professional development calendar will be constructed with a focus on English Learners.</p>	<p>No additional cost to district</p>	<p>Professional development was provided by district staff directly to sites as requested or identified during walkthroughs</p>	<p>No cost to district</p>								
<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2"> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	District	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2"> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	District	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		
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<p>8. Fund Accelerated Reader or Achieve 3000 for all sites and purchase books to support a Pleasure Reading Campaign to support English Language Development for all students. SV - Accelerated Reader - 2 year contract already paid in 2014-2015 HD - Accelerated Reader annual renewal 5000 ECR/BME/SV/HD Achieve 3000 2 year contract 55,000 for 2 sites \$25,000 per site for leveled readers</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 65,000 4000-4999: Books And Supplies Supplemental 100,000</p>	<p>Accelerated Reader funded for HD Achieve 3000 funded for BME and ECR Library books purchased for each library RFEP incentives - dictionaries</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 66,194 4000-4999: Books And Supplies Supplemental 92,254.06</p>								

<p>Scope of Service SV, BME, ECR, HD</p>		<p>Scope of Service SV, BME, ECR, HD</p>	
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<p>9. Continue the positions of instructional aides to support English Language Development in Reading, Writing, Listening, and Speaking for all students. Add 2 positions - 1 to Haven Drive and 1 to Sierra Vista.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 100,000 3000-3999: Employee Benefits Supplemental 25,000</p>	<p>Positions of instructional aides continued - 2 positions are funded by district funds at each site. Additional positions are funded through site LCAP or Title funds. Additional aide hired for Sierra Vista</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 92,063 3000-3999: Employee Benefits Supplemental 42,318</p>
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<p>10. Continue the position of two ELL clerks.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 51,385 3000-3999: Employee Benefits Supplemental 35,308</p>	<p>ELL clerk positions continued</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 68,718.04 3000-3999: Employee Benefits Supplemental 8,829.13</p>
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12. Continue contract for CELDT scoring	5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000	CELDT scoring contract continued	5000-5999: Services And Other Operating Expenditures Supplemental 7,000												
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Evaluation of effectiveness of actions for this goal indicate a focus on providing materials and training on standards has moved implementation of state standards, specifically ELD standards, into the substantially implemented range as reported by staff and observed in classroom walkthroughs. Evaluation of effectiveness on pupil achievement to date indicate overall actions implemented have not yet impacted EL proficiency as AMAO goals were not met. In addition, the district has baseline CAASPP scores and additional local data indicating English Learners continue to lag behind the district average in overall performance. The district has determined continuation of certificated and classified personnel action steps with an increased focus on supporting sites directly and an increased focus on meeting intervention needs during regular school hours when students are guaranteed to be present. A lack of focus on a continuous cycle of improvement with short term SMART goals revisited each week has been a key contributor to lack of progress. All personnel and materials within this goal will be based on SMART goals as part of Innovate Ed systems for school improvement district and site action plans and PLC implementation with fidelity. This focus on implementation will be a significant change to support services and expenditures.</p> <p>Professional development, regular feedback from administrators and coaches, and structured collaboration on standards rigor is necessary for all staff, but especially new staff. Achievement toward standards attainment and meeting goals in all academic and language areas continues to be a priority based on student need as noted through these annual measureable outcomes.</p> <p>Contracted positions will be continued. District language assessments will be aligned to newly adopted standards-based curriculum. Write from the Beginning will continue to be a focus with the addition of Expository Text and site based trainings.</p>														

	<p>Designated English Language Development will be aligned to functions and genre studies at all campuses and at Haven Drive will be a component of the Language Arts Double Block for all English Learners in addition to the Integrated ELD. ELD templates will be provided for all units including form, function, and focus standards. These items are to be used to guide instruction for integrated and designated ELD regardless of materials chosen for instruction.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 3 from prior year LCAP:	The District will ensure all of its facilities including school sites, the Family Resource Center, and district office are in good repair, provide functional use, and are inviting for students, parents and staff.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Major Modernization - Sierra Vista and Haven Drive Facility / Safety updates - Bear Mountain and El Camino Real Family Resource Center - serving families from all schools.		
Expected Annual Measurable Outcomes:	Priority 1: Basic Continue to meet Williams Act requirements with a FIT review of Good or better at all schools. The board will approve a scope of work aligned for each school year based on the needs of specific campuses as recommended by an architect's presentations of plans. 100% of the scope of work approved shall be completed.	Actual Annual Measurable Outcomes:	Priority 1: Basic FIT review: HD, ECR, BME/ Exemplary SV/Good Scope of work completed or process begun in 2015-2016 includes new classroom buildings for Sierra Vista, a new office for Haven Drive, demolition of the old Migrant Center to accommodate parking at Haven Drive, replacement of cafeteria sound system at BME, and architect planning for a donated district office building and solar panels for parking and shade areas at all schools. New carpet, new lighting, and classroom painting inside will be completed at Sierra Vista for the beginning of the 2016-2017 school year.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
1. Continue employment of Director of Maintenance and Operations added in 2014-2015. This position was initially included in the LCAP plan as a Construction Manager and was modified to Director of Maintenance and Operations. This position was necessitated by a need for focus on the supervision of site work and construction, materials purchasing,	Budgeted Expenditures	Director of Maintenance and Operations position continued	Estimated Actual Annual Expenditures	
	2000-2999: Classified Personnel Salaries Supplemental 58,278 3000-3999: Employee Benefits Supplemental 28,385		2000-2999: Classified Personnel Salaries Supplemental 54,527.92 3000-3999: Employee Benefits Supplemental 28,490.74	

<p>and preparation of contracts relating to facilities modernization, Williams review items and facilities upkeep for student safety.</p>							
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<p>2. HVAC technician to begin following job description created in 2014-2015. This position is being implemented as a Year 2 step from initial 3 year LCAP plan approved in 2014. Students and staff in classrooms must be able to focus on studies with the least interruption possible. Relying on HVAC services from Bakersfield many times necessitated multiple days when classes were displaced due to hot or cold conditions in their rooms. A dedicated person will allow immediate attention to prevent displacement and allow focus on teaching and learning.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 46,419</p> <p>3000-3999: Employee Benefits Supplemental 25,982</p>	<p>HVAC technician position filled</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 44,566.08</p> <p>3000-3999: Employee Benefits Supplemental 26,399.23</p>				
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<p>3. Purchase and install duress alarms at all school sites for 200 computers with radio capability until complete. Cost of installation and service agreement.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 20,000</p>	<p>Security system to be part of new office wiring to upgrade site safety- wiring is current cost expended</p>	<p>intercom, bell, and duress system 5000-5999: Services And Other Operating Expenditures Supplemental 20,000</p>
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<p>4. Install magnetic key door entry for campus gates and office doors. Magnetic door entries at campuses ensure activation and deactivation for staff being employed or leaving the employment of the district as they cannot be copied. This also ensures the capacity to immediately swipe a card on a lanyard for entry or exit in critical situations. Cost of installation and supplies to install.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p>	<p>Action step initiated summer 2016 - will not be completed by June 30</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 0</p>
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<p>5. Continue purchase of quality surveillance program at all sites to ensure monitoring capabilities for student safety and facility care. This action step was approved within the 2014-2015 3 year LCAP. Incidents can be reviewed that may relate to costs incurred for repairs due to vandalism, behaviors possibly related to suspension and expulsion, and to monitor areas of material loss that affect students directly as every loss affects services to be provided to them. Cost of installation and components.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p>	<p>Researched cameras with plan to implement in 2016-2017 following initial construction.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 0</p>
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<p>6. Receive bids and install new flooring for rooms at Sierra Vista if buildings are not replaced with modular construction as part of modernization. Installation and cost of materials. This action step is a carry over from the previously approved 2014-2015 3 year LCAP. Carpets are fraying and discolored due to age, traffic, and continuous use.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p>	<p>Carpet in all permanent classrooms as well as remaining buildings that will be kept for campus reconfiguration</p> <p>Flooring tile work in bathrooms contained within classrooms at Sierra Vista in lowest grades - bathroom work a desire of stakeholders at Sierra Vista in interviews</p>	<p>50,000 for carpet replacement remainder of cost tile floor work 5000-5999: Services And Other Operating Expenditures Supplemental 134,955.12</p>
<p>Scope of Service Sierra Vista</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service Sierra Vista</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>7. Remove old portables and install new modular classrooms where needed due to modernization, enrollment and extra programs at sites with highest need. Cost of removal of classrooms, purchase, and installation,</p>	<p>6000-6999: Capital Outlay Supplemental 250,000</p>	<p>Expenses include completed architect work and ground work to prepare for modular classrooms which are pending DSA approval for installation at Sierra Vista as soon as approved. Cost of the first 12 rooms within the modular buildings will be paid out of bond money -approximately 2,920,000.</p>	<p>6000-6999: Capital Outlay Supplemental 324,957.50</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District focus beginning with Sierra Vista</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District focus beginning with Sierra Vista		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Sierra Vista</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	Sierra Vista	
Scope of Service	District focus beginning with Sierra Vista						
Scope of Service	Sierra Vista						
<p>8. Research possible funding sources for prioritized modernization projects. Estimated cost for all projects 80-112 million dollars. Develop video/letter to distribute to possible sources and hold meetings seeking funding sources for modernization.</p>	<p>No cost at this time</p>	<p>Replaced sound system at Bear Mountain to facilitate site assemblies and parent meetings in the cafeteria.</p>	<p>sound system installation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7846.67</p> <p>sound system 4000-4999: Books And Supplies Supplemental and Concentration 6355.44</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Sierra Vista Bear Mountain</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	Scope of Service	Sierra Vista Bear Mountain		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Bear Mountain</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 	Scope of Service	Bear Mountain	
Scope of Service	Sierra Vista Bear Mountain						
Scope of Service	Bear Mountain						

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9. Complete resurfacing and striping of gym floor. Gym floor requires refinishing as all students at Haven Drive use the facility for physical activities and surface damage must be repaired.</p>	<p>6000-6999: Capital Outlay Supplemental 50,000</p>	<p>Haven Drive gym floor resurfaced</p>	<p>6000-6999: Capital Outlay Supplemental 33,280</p>
<p>Scope of Service: Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>10. Continue painting inside as needed at Sierra Vista and Haven Drive.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000</p>	<p>Sierra Vista classrooms</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000</p>
<p>Scope of Service: Sierra Vista and Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Sierra Vista</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>11. Purchase modular or temporary structure for El Camino Real Parent Center to house parent liaison due to lack of classroom or office space.</p>	<p>6000-6999: Capital Outlay Supplemental 70,000</p>	<p>Purchase of modular structure has begun and is pending DSA approval - costs will be incurred in 2016-2017. Costs incurred are for architect plans.</p>	<p>6000-6999: Capital Outlay Supplemental 21,992.50</p>

<p>Scope of Service El Camioo Real</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service El Camino Real</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>12. Purchase science lab tables and stools for Haven Drive classrooms.</p>	<p>4000-4999: Books And Supplies Supplemental 20,000</p>	<p>Science lab tables and stools purchased and installed</p>	<p>4000-4999: Books And Supplies Supplemental 20,128.92</p>
<p>Scope of Service Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Evaluation of the effectiveness of action steps within this goal determines additional staff positions have ensured immediate repairs of HVAC and support to achieve Williams goals. 80% of projects have been initiated while approximately 30% are completed to date. Summer projects while students are not in school have been initiated.</p> <p>Modernization and updating of classrooms particularly at Sierra Vista and Bear Mountain will be the focus of 2015-2016 Summer Projects. The impact of this work is yet to be seen as most of this is summer work; however pride and excitement in positive change for facilities is noted through student interviews and parent and staff input surveys with green stickers in areas of building replacement and in general comments Campus security improvements will continue as school site renovations permit. Due to construction, wiring and placement of security systems will be delayed until 2017-2018 and later years as buildings are completed or moved.</p> <p>Increased attendance at ECR has impacted the need for immediate trailer use for our intensive intervention pull-out. District boundary change discussions will begin this year.</p>		

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

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

Original GOAL 4 from prior year LCAP:	The Arvin Union School District will provide a safe and nurturing environment with expanded opportunities and support services promoting improved attendance and active and positive engagement in school.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Districtwide ----- Applicable Pupil Subgroups: All K-8 students	
Expected Annual Measurable Outcomes:	<p>Priority 5:</p> <p>A. Attendance rate remains at or above 96.2%. B. Chronic absenteeism rates decrease from 6.3% in March 2015 to all sites below 5.7% chronic absenteeism in March 2016. C. Middle school drop-out rate to remain at or below .3%. D. High school drop-out rate - N/A - Elementary district E. High school graduation rate - N/A - Elementary district</p> <p>Increase the percentage of students with "Excellent" or "Satisfactory" attendance using the A2A tracker March report as the measure. Decrease the percentage of students with "Manageable" and "Chronic" attendance using the A2A tracker March report as the measure. (Chronic less than 5.7% at each site)(Manageable less than 15% at each site) Decrease the district truancy rate from a district average of 12.4% to a district average of less than 12% and no more than 12% at any school.</p> <p>Priority 6 2% decrease in number of suspensions at all sites. Overall district percentage to be below 4.2%. Expulsion rate to remain at or below .3%. School climate surveys (completed annually by staff, students and parents) where current scores are below 90% yes to indicate 5% more satisfaction than previous year in each area measured.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 5:</p> <p>A. The attendance rate as of March 17 was 96.58. End of year rate 96.55. B. The district chronic absenteeism rate for the 2015-16 March report was 4.4% which was a decrease from March 2014-2015. All sites met the goal of being below 5.7% C. Middle school drop out rate- Estimated 2015-2016 .3% D. High school drop-out rate - N/A - Elementary district E. High school graduation rate - N/A - Elementary district</p> <p>A2A absence summary: Excellent rate of 32.3% was an increase over the 2014-2015 rate of 31.5% Satisfactory rate of 46.8% has increased for two years from a 2014-2015 rate of 41% Manageable rate of 16.5% has decreased from the 2014-2015 rate of 19.6%. However, this is due to students in the chronic range moving up into the manageable range. Chronic rate of 4.4% has decreased for two years from 6.2% rate in 2013.2014. All sites met the goal of being under 5.7% with the highest being 4.8% to a low of 3.6% The district truancy rate rose from a district average of 12.4% in 2014-15 to a district average 14.4% in 2015-2016 which was a decrease from the 14.7% in 2013-2014.</p> <p>Priority 6 Suspension rate: Estimated 2015-2016 2.76% Expulsion rate: 0.19% School climate surveys provided information below with the goal</p>

			<p>of being 90% or higher. Parent Question: This school is a good place for my child to learn. BME 90.29% ECR 93.11% SV 86.81% (-2.9) HD 89.22% (+11) Parent Question: I feel my child is safe at school. BME 82.62 (-3) ECR 84% (-.87%) SV (+3.78) HD 69.61 (-4.96) Student Question: I am happy to be at this school. BME 93.9% ECR 94.5% SV 91% HD 35.5% Staff interviews were a reflection of student responses indicate a positive school climate at the elementary sites while there is need for improvement at Haven Drive.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. The District will continue opportunity for zero period band and add a zero period for junior high in PE, AVID, or science. Stipends	1000-1999: Certificated Personnel Salaries Supplemental 10,000 3000-3999: Employee Benefits Supplemental 1500	Zero period band scheduled and held throughout the year. Zero period intervention scheduled - middle school staff did not apply to fill all proposed positions at full implementation	1000-1999: Certificated Personnel Salaries Supplemental 7230 3000-3999: Employee Benefits Supplemental 600
Scope of Service: Haven Drive <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Haven Drive <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)	
2. Provide staff development for District personnel in ways to be culturally responsive. Purchase of book for administrative book study and initial implementation of action steps at sites as directed by principals.	5800: Professional/Consulting Services And Operating Expenditures Supplemental 3500 4000-4999: Books And Supplies Supplemental 1500	Jeff Gray books for all staff were purchased to begin our focus on Culturally Responsive environments in 2016-2107 and will be passed out the first day staff return.	4000-4999: Books And Supplies Supplemental 4800.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental 8250

<p>Contract fees, district provided training series, presenter, materials</p>		<p>Classified staff attended welcoming environment training - Families in Schools</p> <p>Costs in this action step were higher as action steps or facilitate respectful relationships throughout the district have been accelerated.</p>	
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Train all staff in PBIS and provide materials for initial implementation. Training for site leads at the 3 elementary sites and continue to expand Haven Drive implementation, materials, subs salary and benefits 18 people x 7 days x \$150.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 12,500</p> <p>4000-4999: Books And Supplies Supplemental 5000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 18,900</p>	<p>PBIS training of leadership groups - additional costs included reimbursement for groups sent to the National Conference which only occurs every 3 years in California.</p> <p>PBIS certificated overtime salaries and benefits /subs were funded through site LCAP funds.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,565</p> <p>training materials 4000-4999: Books And Supplies Supplemental 225.32</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>3000-3999: Employee Benefits Supplemental 0</p> <p>Travel Reimbursement - National Conference 5000-5999: Services And Other Operating Expenditures Supplemental 6263.68</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Hire an additional intervention teacher to provide targeted instruction and implement RTI lab.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 60,000 3000-3999: Employee Benefits Supplemental 30,000</p>	<p>Additional intervention teacher position filled</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 81,007.00 3000-3999: Employee Benefits Supplemental 27,724.46</p>
<p>Scope of Service Sierra Vista</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Sierra Vista</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Contract for a Mental Health worker. Clinica Sierra Vista</p> <p>Contract for School Social worker, 3 Masters of Social work students, and 3 interns under the supervision of the social workers. KCSOS Project 180</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 75,000 5000-5999: Services And Other Operating Expenditures Supplemental 119,000</p>	<p>Mental Health worker from Clinica Sierra Vista in place</p> <p>1 Masters of Social Worker and 4 interns hired through KCSOS Project 180</p> <p>Costs are less than estimated as charged for services rendered.</p>	<p>Clinica Sierra Vista 5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p> <p>Project 180 5000-5999: Services And Other Operating Expenditures Supplemental 113,546</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>6. Expand extension activities, educational assemblies, and field trips for all students in addition to the funds set aside for GATE students. Provide GATE coordinator to organize and support 1 extension activity per trimester and 1 field trip per year for GATE students . Costs to include subs/overtime/field trip/entry fee.</p>	<p>4000-4999: Books And Supplies Supplemental 500 1000-1999: Certificated Personnel Salaries Supplemental 3000 3000-3999: Employee Benefits Supplemental 1000 5000-5999: Services And Other Operating Expenditures Supplemental 22,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 22,000</p>	<p>Extension activities and were field trips provided for all sites including trips specifically for Special Day classes and GATE students. Bus costs far exceeded our estimates and will be budgeted for in the 2016-2017 plan. The GATE coordinator is a salaried staff member and she completed activities as part of her regular duties which did not require overtime. There are no salaries or benefits encumbered.</p>	<p>bus and driver costs 5700-5799: Transfers Of Direct Costs Supplemental 50,000 entry fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,782 GATE activity manipulatives 4000-4999: Books And Supplies Supplemental and Concentration 100 1000-1999: Certificated Personnel Salaries Supplemental 90</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Develop schedule for traveling art teacher, hired to begin a new elementary art program in 2015-2016. Continue position of Haven Drive Art Teacher.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 195,585 3000-3999: Employee Benefits Supplemental 22,539 4000-4999: Books And Supplies Supplemental 5000 1000-1999: Certificated Personnel Salaries Base 20,966 3000-3999: Employee Benefits Base 9137</p>	<p>Elementary art teacher position filled. Haven Drive art teacher position will be funded by the general fund.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 71,585 3000-3999: Employee Benefits Supplemental 26,435.63 4000-4999: Books And Supplies Supplemental 4997.03</p>
<p>Scope of Service Elementaries Haven Drive</p>		<p>Scope of Service Elementaries</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>8. Hire a second District nurse for grades K-8. Continue position of LVN and nurse's aide.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 119,345 3000-3999: Employee Benefits Supplemental 44,548 2000-2999: Classified Personnel Salaries Title I 11,764 3000-3999: Employee Benefits Title I 2383</p>	<p>1 additional district nurse and 1 LVN and nurses aide. Increase in salary is due to salary schedule range for experience.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 135,772 3000-3999: Employee Benefits Supplemental 35,013 2000-2999: Classified Personnel Salaries Title I 11,764 3000-3999: Employee Benefits Title I 1511 computers for nurses 4000-4999: Books And Supplies Supplemental 2474.28</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>9. Expand to two sections of an Interactive Science Elective. Material replacement</p>	<p>4000-4999: Books And Supplies Supplemental 4820</p>	<p>1 section Interactive Science Elective in place in 8th grade and materials purchased to expand curriculum.</p>	<p>4000-4999: Books And Supplies Supplemental 5087.29</p>
<p>Scope of Service Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:</p>		<p>Scope of Service Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>10. Continue the Special Day Pre-school classes by providing 2 certificated staff members, materials and supplies. (Special Ed.)</p>	<p>1000-1999: Certificated Personnel Salaries Other 145,885</p> <p>3000-3999: Employee Benefits Other 50,529</p> <p>4000-4999: Books And Supplies Base 500</p>	<p>SDC Pre school staff continue Extra materials purchased to ensure equity with state preschool services and materials</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 145,885</p> <p>3000-3999: Employee Benefits Supplemental 53,242.74</p> <p>wagon to transport special ed students in emergency and cubbies 4000-4999: Books And Supplies Supplemental and Concentration 3130</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u> 	Scope of Service	District		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u> 	Scope of Service	District	
Scope of Service	District						
Scope of Service	District						
<p>11. Implement of a full day elementary and after-hours elementary band and music program. Continue the position of Haven Drive band position.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 152,130</p> <p>3000-3999: Employee Benefits Supplemental 51,264</p> <p>4000-4999: Books And Supplies Supplemental 15,000</p>	<p>Elementary band position and band instruments and repairs</p> <p>Haven Drive band position continues but salary and benefits funding will be charged to the general fund.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 90,000</p> <p>3000-3999: Employee Benefits Supplemental 35,000</p> <p>4000-4999: Books And Supplies Supplemental 13,581.74</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2623.20</p>				

<p>Scope of Service Sierra Vista, Bear Mountain, El Camino Real Haven Drive</p>		<p>Scope of Service SV, BME, ECR, HD</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>12. Continue after school sports at all sites and implement a 1 week summer sports camp program. Possibly include cheerleading. Stipends and benefits</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 30,000 3000-3999: Employee Benefits Supplemental 6000</p>	<p>After school sports in place at all sites</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 17,400 3000-3999: Employee Benefits Supplemental 1100 2000-2999: Classified Personnel Salaries Supplemental 2000 3000-3999: Employee Benefits Supplemental 200 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6000</p>
<p>Scope of Service District</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>Scope of Service District</p>	
<p>13. Provide activity leaders per school in the after school program to continue after school sports activities for after</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000</p>	<p>After school sports contracted with Boys and Girls Club Basketball was not held but soccer was</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 9000</p>

<p>school program. Contract with Boys and Girls Club</p>		<p>held</p>	
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>14. Increase student participation in after school, Saturday School, Summer School, and Intersession programs. Provide extension classes using project based learning activities.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 35,000 3000-3999: Employee Benefits Supplemental 8000</p>	<p>Class offerings expanded for Summer will begin in Summer 2016 and charged to the 2016-2017 school year budget as payroll is processed after July 1. Intersession costs are recorded in Goal 1 Action. Saturday School was not held due to attendance and staffing concerns.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 0 3000-3999: Employee Benefits Supplemental 0</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>15. Hire and fund an additional Resource Officer for a total of 2 funded by the district and 1 funded by Grip Grant. Contract with Arvin Police Department</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 130,000</p>	<p>Resource officer as available - Arvin police department was short staffed causing us to be unable to have additional contracted officer service.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 40,000</p>
<p>Scope of Service District</p> <hr/>		<p>Scope of Service District</p> <hr/>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>16. Begin implementation of a pilot 1 to 1 access to technology tools in the Social Studies department for project based learning and development of 21st century skills. Expand to Language Arts 7th and 8th including intervention. Sustain and refresh outdated and damaged district tech equipment.</p>	<p>4000-4999: Books And Supplies Supplemental 65,000</p>	<p>Technology purchased and implemented for ELA Intervention at Haven Drive. Damaged technology repaired as able</p>	<p>Haven Drive rolling labs and charging carts 4000-4999: Books And Supplies Supplemental 55,202.26</p>
<p>Scope of Service Haven Drive</p>		<p>Scope of Service Haven Drive</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>17. Ensure district liaison attends local advisory group meetings for foster youth.</p>	<p>No additional cost to district.</p>	<p>Liaison attends local advisory group</p>	<p>No additional cost to district</p>
<p>Scope of Service District</p>		<p>Scope of Service </p>	
<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth</p>		<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>18. Purchase trailer for band competitions.</p>	<p>6000-6999: Capital Outlay Supplemental 20,000</p>	<p>Big Tex Trailer world trailer purchased to carry equipment to band competitions to expand opportunities for students to perform using all necessary equipment.</p>	<p>trailer 6000-6999: Capital Outlay Supplemental 9627</p>
<p>Scope of Service: Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Haven Drive</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>19. Continue positions of Specially Funded Clerks at school sites.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 62,462 3000-3999: Employee Benefits Supplemental 12,654</p>	<p>Specially Funded Clerks funded at 3 sites to support parent centers and support site needs at the direction of the Principal</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 62,462.98 3000-3999: Employee Benefits Supplemental 24002.74</p>
<p>Scope of Service: Haven Drive Bear Mountain Sierra Vista</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Haven Drive Bear Mountain Sierra Vista</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>20. Continue position of Campus Security at Haven Drive and noon duty</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 112,186</p>	<p>Campus Security at Haven Drive continues</p>	<p>campus security 2000-2999: Classified Personnel Salaries</p>

<p>positions at all sites.</p>	<p>3000-3999: Employee Benefits Supplemental 45,000</p>	<p>Noon Duty and gate positions at all sites - actual costs include additional personnel and coverage times</p>	<p>Supplemental 39,356.47 campus security 3000-3999: Employee Benefits Supplemental 20,060.94 2000-2999: Classified Personnel Salaries Supplemental 94,856 3000-3999: Employee Benefits Supplemental 7588</p>
<p>Scope of Service: Haven Drive District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Haven Drive District -</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Evaluation of the effectiveness of this action step indicate steps to support positive behaviors and restorative justice are making an initial difference as suspensions have decreased from 4.2% to 2.76 estimated for 2015-2016. Expulsions were for mandatory expulsion cases and are below the goal rate. Student participation art, and PE at the elementary sites is 100% and will be continued. Band was not fully implemented this year and will be modified to an upper grade focus with visits to the lower elementary grades to build a band. Actions supporting our overall attendance goal indicate a positive impact as the overall ADA has increased.</p> <p>District wrap around service referrals for December through March Project 180 indicated 44 referrals with 57 referrals to other community resources. Referrals were 68% related to disruption followed by low achievement and fighting. Although decreasing at the district level, suspension numbers reflect similar patterns. This indicates a high level of need for continued mental health and educational support services.</p> <p>The Arvin Police Department was not able to provide 3 officers as planned. Sites received services from one highly trained Resource Officer, however given staffing issues within the department visibility at sites and services to all sites was limited. This is out of our control yet we will plan to have officers if available. We will continue our Campus Security position at Haven Drive as well as noon and gate duty positions with the addition of training in consistent implementation of rules, monitoring, and respectful relationships.</p> <p>Training in PBIS and the use of SWIS to provide data to further target meeting climate goals will be held with the continued goal of 90% positive responses to climate surveys as this goal has not been met at all sites. Implementation and follow-through, or lack of, have affected the effectiveness of the PBIS program at each site. Each site will set individual action</p>		

	<p>steps for meeting the 90% goal.</p> <p>Special Day preschool will continue to serve Arvin students in their home district preventing them from traveling hours on a bus back and forth to Bakersfield. The Summer camp will be expanded beyond sports to include band. Additional science, band, art, and sports materials will be purchased to enrich the curricular services.</p> <p>Several of the action steps within this goal will be moved to Goal 1 of the 2016-2017 year plan as they address academic interventions better measured by academic metrics.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

<p>Original GOAL 5 from prior year LCAP:</p>	<p>Provide a wide-variety of opportunities for parents to engage with the district and for school sites to promote meaningful family involvement in their students' education and district decision making.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: Districtwide Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>All parent involvement activities and attendance numbers will be maintained in a data base to create a baseline parent involvement rate for the district, sites, programs, and activities. These will include parents of unduplicated students and parents of students with disabilities. Parent knowledge of Common Core standards, as measured by Staff Surveys in 2016, will show an improvement in the range of satisfactory and above by 5% at each site. Parent involvement programs, as measured by Staff Surveys in 2016, will show an improvement in the range of satisfactory and above by 5% at each site.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Parent Involvement Activities: Specific parent involvement goals following parent surveys at the beginning of the year and feedback in parent forums have been set. Activities held this year included a new parenting class, opening communication through Coffee with the Principal, 2 parent conference opportunities, Open House, Parent workshops, and family events. Specific targets are now set for minimum numbers of parent involvement activities based on involvement and input this year. *Parenting Classes: Parenting Partners and Parent Project complete 1 complete round with goal of 8 or more parents to graduate at each site *Communication: Coffee with the Principal Goal: 15 attendance x 5 meetings *Parent Conferences - goal to meet will be 95% students represented *Open House: goal 65% of students represented *AVID parent workshops - goal - minimum of 3 per year *Parent workshops - goal - minimum of 3 per year *Special Ed. / GATE / - minimum of 2 PAC's per year *Migrant PAC - minimum of 5 per year *School Site Council and ELAC - minimum 5 per year *District Advisory Council and DELAC - minimum 5 per year *Attendance Conferences - close all conferences monthly *Site Family Events - 2 per year *District newsletter 4 times per year Staff interviews indicated a continued need to focus on parent knowledge of Common Core standards.</p>

	<p>Parent surveys question responses: *I am informed on a regular basis about my child's academic learning progress. District: 82.03% over 78.08% last year. *I feel my child is learning the appropriate skills from the subjects taught. District 80.73% slightly less than 80.96% last year. *I am provided with information on how to help my child. District 76.64% over 74.54 last year. *I am notified when my child shows progress in meeting their goals. District 79.88% over 78.15% last year.</p> <p>Staff responses to LCAP parent involvement programs and personnel included 100% positive comments with red stickers being placed to express the need for more opportunities and increased parent attendance.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue positions based in Family Resource Center. Co-funded Collaborative and Supplemental parent facilitator to provide training opportunities for parents to include conferences, parent forums, and trainings - Parent involvement clerk position continued.	2000-2999: Classified Personnel Salaries Other 31,359 2000-2999: Classified Personnel Salaries Supplemental 17,296 3000-3999: Employee Benefits Other 32,359 3000-3999: Employee Benefits Supplemental 13,450 4000-4999: Books And Supplies Supplemental 5000	Family Resource Center facilitator and clerk positions continued. Parent Involvement materials	2000-2999: Classified Personnel Salaries Other 45,294.26 2000-2999: Classified Personnel Salaries Supplemental 17,418.94 3000-3999: Employee Benefits Other 23,712.61 3000-3999: Employee Benefits Supplemental 4226.17 Parents on a Mission materials 4000-4999: Books And Supplies Supplemental 3795.29
Scope of Service: District		Scope of Service: District	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>2. Hire 4 campus liaisons to run an on-site parent center, initiate parent contacts, aid with scheduling and holding attendance conferences, provide site based training and expand parent involvement opportunities including but not limited to language, nutrition, and parenting classes. Ensure A2A attendance contacts are made. Implement Parenting Partners. 4 sites x 4 hours x 180 days x \$20 = \$57,600 + benefits</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 57,600 3000-3999: Employee Benefits Supplemental 22,500 4000-4999: Books And Supplies Supplemental 10,000</p>	<p>Hired an Student Success Facilitator for each site. Difference in estimated cost and cost due to Student Success Facilitators beginning after the first trimester instead of the beginning of the year. An action step to provide an additional SSF to Haven Drive was accelerated to mid-year of this funding cycle to support needs at that site. Parenting Partners training held for implementation.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 44,856 3000-3999: Employee Benefits Supplemental 5892 Parent Partners 4000-4999: Books And Supplies Title I 25,200</p>				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td style="width: 85%;">District</td> </tr> </table> <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>	Scope of Service	District		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td style="width: 85%;">District</td> </tr> </table> <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>	Scope of Service	District	
Scope of Service	District						
Scope of Service	District						
<p>3. Special Projects Clerk - translate IEP's, facilitate input of NSLP paperwork, coordinate materials for parent workshops provided by the district, support Intersession and Summer School preparations. 4 hours x 180 days x \$20 = 14,400 plus benefits</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 14,400 1000-1999: Certificated Personnel Salaries Supplemental 3500</p>	<p>Specially Funded Clerk position filled to support IEP translation, intersession, and cafeteria lunch forms Overtime for special projects</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 9500 1000-1999: Certificated Personnel Salaries Supplemental 1225 overtime for special projects throughout year 2000-2999: Classified Personnel Salaries Supplemental 2000 3000-3999: Employee Benefits Supplemental 1250</p>				

<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2"> <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) </td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2"> <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) </td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	District										
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<p>4. Provide professional development to Principals using the Family Engagement Framework Handbook. Select 3 key areas for focus at each site to set goals in school site plans.</p>	<p>4000-4999: Books And Supplies Supplemental 200</p>	<p>Professional development on Family Engagement Framework held and being used for site plan Books downloaded and bound</p>	<p>4000-4999: Books And Supplies Supplemental 48</p>								
<table border="1"> <tr> <td>Scope of Service</td> <td>Site specific</td> </tr> <tr> <td colspan="2"> <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) </td> </tr> </table>	Scope of Service	Site specific	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2"> <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) </td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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Scope of Service	District										
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<p>5. Continue position of District Community Liaison.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 28,928 3000-3999: Employee Benefits Supplemental 27,784</p>	<p>District Community Liaison position continued with the additional charge of the Blackboard Connect system as suggested by parents to facilitate communications from the district.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 28,928.86 3000-3999: Employee Benefits Supplemental 6073.73 desktop computer for Community Liaison to complete duties 4000-4999: Books And Supplies Supplemental 1019.95 Blackboard Connect phone contact system 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6994.56</p>								

Scope of Service	District		Scope of Service	District	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Evaluation of the effectiveness of this action step indicates an increase in parent participation opportunities as well as attendance within these activities. Based on the impact of the action steps, these actions will be continued for 2016-2017 and expanded.</p> <p>The first component of the parent involvement goal for the 2015-2016 school year was to set a baseline for parent involvement to enhance the ability to set goals for number of events held, the variety of events held, and to increase participation numbers. These goals have been set given data provided by the sites. The graduation of our first 4 classes of Parenting Partners and attendance ranging from 10-25 at each Coffee with the Principal were positive first steps to new opportunities. Action steps will be developed as part of individual site and program plans.</p> <p>Two new question will be added to the district survey. "I am provided information regarding state standards." "I know what level of work my child must complete to meet grade level standards." A goal of 75% satisfactory responses on surveys will be our goal for the upcoming year. To ensure we support self-reported parent familiarity of the expectations of Common Core standards multiple steps will be taken including: Parent friendly standards will be provided at Open House along with initial I-Ready data reports. Student agendas will contain the standards being worked on each day for parent review weekly. Examples of rigorous grade level work will be included in the district newsletters. Opportunities to use computers to access CAASPP practice tests will be available in every parent center.</p> <p>Time for personnel, professional development, and communication/advertising will need to be expanded to accomplish the goals of setting the stage for quality parent engagement. In addition, advertising the supports available from our Family Resource Center will be a focus to ensure parents can access supplemental resources to support their families.</p>				

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

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

<p>Original GOAL 6 from prior year LCAP:</p>	<p>Reduce truancy along with manageable and chronic absences through systematic implementation of processes and procedures for identifying at-risk students and ensuring timely communication with parents to facilitate student engagement and learning.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: Districtwide Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 5: A. Attendance rate remains at or above 96.2%. B. Chronic absenteeism rates decrease from 6.3% in March 2015 to all sites below 5.7% chronic absenteeism in March 2016. C. Middle school drop-out rate to remain at or below .3%. D. High school drop-out rate - N/A - Elementary district E. High school graduation rate - N/A - Elementary district</p> <p>Increase the percentage of students with "Excellent" or "Satisfactory" attendance using the A2A tracker March report as the measure. Decrease the percentage of students with "Manageable" and "Chronic" attendance using the A2A tracker March report as the measure. (Chronic less than 5.7% at each site)(Manageable less than 15% at each site) Decrease the district truancy rate from a district average of 12.4% to a district average of less than 12% and no more than 12% at any school.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 5: A. Attendance rate March 17, 2016 96.58% Met target. Year end attendance rate 96.55. B. 4.4% Chronic Absent rate in March 2016 (missed 10% of more of the school year due to all absences) was a decrease from 6.3% in 2015. Met target. All sites have met their target chronic rate goals and were below 5.7% with the highest being Bear Mountain at 4.8% and the lowest being El Camino at 3.6% as of March 17, 2016. Chronic students have moved up into the manageable range which has increased this number at all sites. Our selection of this measure is not an appropriate reflection of focus. 79.13% of students were included in the Excellent or Satisfactory range as of March 17, 2016.</p> <p>The district truancy rate of 14.4% (3 or more full days of unexcused absences) has increased over our goal of 12%. El Camino (10.3% and Sierra Vista (7.7%) met the target of less than 12% truant while Haven Drive (22.4%) and Bear Mountain (18.9%)exceeded the goal as of March 17, 2016.</p> <p>C. Middle School Drop out rate: estimated 2015-2016 0.3% D. High school drop-out rate - N/A - Elementary district E. High school graduation rate - N/A - Elementary district</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
1. Implement SARB (Student Attendance Review Board) in conjunction with the Truancy Reduction and Attendance Consortia of Kern using TRACK+, a multi-tiered truancy prevention program that aligns Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI) models.	5800: Professional/Consulting Services And Operating Expenditures Supplemental 9,000	A District SARB was implemented following changes in the KCSOS SARB (TRACK+)consortium and is being led by local Family Resource Center Personnel in conjunction with agencies and the Arvin Police Department.	no cost to district				
<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District		<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District	
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2. Provide training to district personnel and all sites on use of A2A, letter acknowledgement, report running, and recording conferences held. Utilize A2A Data reports to compare base year to current year and base to mid-year reports to determine improvements and areas in need of improvement.	No additional cost to district	Training on use of A2A was conducted at beginning of year by A2A personnel for district and site administration. Bi-monthly reviews of data and reports including training on use of A2A have been led by the Assistant Superintendent and including site administrators and/or Student Success Facilitators.	No additional cost to district				
<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District		<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District	
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<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>3. District to complete yearly contract with a 3 year term for A2A attendance tracker to identify students as truant including PreK-3 Grade Initiative and Transition Years. Sites to ensure advising letters are sent to parents and that conferences are held by the 3rd unexcused absence. Site conferences to be held with each family prior to student meeting criteria for habitual truant.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 28,375</p>	<p>This cost is increased because the yearly base contract cost with Prek-3 initiative and the additional cost of a Tipping Point initiative are charged for 2015-2016 and 2016-2017 services are include as billed. Site conferences are held by Site Administration or Student Success Facilitators</p>	<p>A2A Year 1 of 3 year contract May1, 2016 and extended through June 30, 2017 5800: Professional/Consulting Services And Operating Expenditures Supplemental 56,100</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>4. Promote positive attendance to all families, regardless of attendance status, about the district's priority of attendance through school awards, regular site and district communications and during meetings.</p>	<p>4000-4999: Books And Supplies Supplemental 20,000</p>	<p>School sites purchased rewards or organized field trips to recognized attendance. The A2A Excellence initiative was added to promote positive attendance through recognition mailings for the last trimester of the year.</p>	<p>Excellence incentive A2A 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000 Site awards 4000-4999: Books And Supplies Supplemental 5586 HD reward field trips 5000-5999: Services And Other Operating Expenditures Supplemental 1354</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>5. Consider development of an Alternative Learning Academy for sixth through eighth grade students. Research methodology and curriculum for Alternative Learning Academy.</p>	<p>No cost at this time.</p>	<p>The immediate implementation of an Alternative Learning Academy has been put on hold however district representatives continue to research local successful programs and focus on restorative practices including PBIS schoolwide at all campuses.</p>	<p>No cost at this time</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Sixth through Eighth Graders</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	Sixth through Eighth Graders		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Sixth through Eighth Graders</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	Sixth through Eighth Graders	
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Scope of Service							
Scope of Service							
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Results indicate the combination of the A2A contract and the position of Student Success Facilitators has been influential in improving in regard to chronic absences and students most at risk, yet the overall truancy rate rose by 2% this year. Truly focusing on families to meet needs and build trust takes time. In order to effectively contact and conference with parents of all students in the manageable range of truancy and affect the overall truancy rate the Student Success Facilitator time on duty will need to be expanded and a continued focus be placed on administrator attention to truancy and a schoolwide focus</p>						

	<p>on rewarding positive attendance. The district's contract with A2A will be continued in its current expanded form with the continued support of Student Success Facilitators and site administrators. Data will be reviewed monthly with mid-year reports being a focus for program monitoring.</p> <p>The Alternative Learning Academy development has been suspended as the district continues implementation of positive climate and schoolwide implementation of discipline plans. The district will continue PBIS at all sites and add a Dean of Student Success at Haven Drive to promote positive school climate as measured through student, staff, and parent surveys. Surveys and feedback indicate direct links to student feelings of belonging and a focus on communication about attendance as they relate to truancy and chronic absences. To support feelings of belonging, seventh grade at Haven Drive will be largely self contained to support building student relationships with significant adults on campus.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$7,469,804</u>
<p>The district is expending it's LCFF supplemental and concentration grant funds as described in the Arvin Union School District's goals and action steps to focus on professional development, student interventions, improving attendance, funding district support or teacher positions, providing extra hours and extra-curricular services to students, improving safety and facilities, and expanding parent programs.</p> <p>As 97% of the Arvin Union School District's pupils are identified as either low income, English Learner, or Foster Youth; and as these pupils are enrolled proportionately throughout the district, the district has determined that the most effective use of it's LCFF supplemental and concentration grant funds would be to enhance educational services to these students in all of the four district's schools in a district-wide manner.</p> <p>The amount of supplemental and concentration grant funds and the MPP shown in 3A and 3B are using the May revision DOF gap percentage. These funds are all accounted for in this 3 year plan.</p>	

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

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

33.7	%
5	
<p>Additional LCFF funding will enable Arvin Union School District to provide professional development and other services for new and veteran staff such as increased training opportunities to ensure quality first instruction for unduplicated pupil groups. Particularly, supports and staff to promote English Learners acquisition of language and content</p>	

have been expanded. A focus on strategic goal setting supported by access to technology for students and staff, a biliteracy focus, and materials to support students for high-quality first instruction and intervention based on formative assessment results will be in place to increase student achievement. Systems alignment training to guide staff decision making for the achievement of state targets will be expanded. An increase in classified staff will provide supplemental support in addition to core instructional time for intervention students. A focus on PBIS and increased opportunities for parent/school collaboration are planned to increase both student and parent engagement and involvement at the school sites. Facilities improvements will ensure equitable learning environments for students at older schools in declining repair.

Supplemental and concentration funds were principally directed to unduplicated pupils above the base program based on identified need and stakeholder input.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Funding Sources	9,268,639.22	8,152,283.08	8,256,513.70	9,439,649.56	9,791,651.90	27,487,815.16
ASES	0.00	43,866.18	43,866.00	44,707.07	47,500.00	136,073.07
Base	30,603.00	1,166,836.00	77,951.00	79,436.00	83,000.00	240,387.00
Concentration	711,007.00	316,606.10	0.00	0.00	0.00	0.00
Lottery	249,369.00	324,283.49	147,346.68	150,921.00	157,365.00	455,632.68
Other	1,553,773.77	69,006.87	73,044.29	75,555.77	78,234.85	226,834.91
Special Education	0.00	31,999.68	32,933.90	34,012.14	35,153.29	102,099.33
Supplemental	5,398,234.00	5,312,995.57	50,000.00	0.00	0.00	50,000.00
Supplemental and Concentration	456,440.00	47,967.67	7,419,804.00	8,626,517.00	8,985,040.00	25,031,361.00
Title I	697,854.45	668,653.68	344,851.12	359,704.07	334,365.00	1,038,920.19
Title III	171,358.00	170,067.84	66,716.71	68,796.51	70,993.76	206,506.98

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	9,268,639.22	8,152,283.08	8,256,513.70	9,439,649.56	9,791,651.90	27,487,815.16
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	3,470,787.72	2,901,694.02	3,173,056.18	3,430,519.14	3,778,359.63	10,381,934.95
2000-2999: Classified Personnel Salaries	800,198.00	689,971.74	1,175,329.76	1,182,849.96	1,250,365.77	3,608,545.49
3000-3999: Employee Benefits	1,243,429.50	1,131,349.01	1,310,950.25	1,475,120.23	1,830,358.50	4,616,428.98
4000-4999: Books And Supplies	2,429,949.00	2,047,563.84	1,081,473.51	1,553,160.23	1,274,500.00	3,909,133.74
5000-5999: Services And Other Operating Expenditures	366,000.00	385,582.67	254,500.00	223,500.00	335,000.00	813,000.00
5700-5799: Transfers Of Direct Costs	0.00	50,000.00	60,000.00	75,000.00	80,000.00	215,000.00
5800: Professional/Consulting Services And Operating Expenditures	568,275.00	556,264.80	1,201,204.00	1,499,500.00	1,243,068.00	3,943,772.00
6000-6999: Capital Outlay	390,000.00	389,857.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	9,268,639.2 2	8,152,283.0 8	8,256,513.7 0	9,439,649.5 6	9,791,651.9 0	27,487,815. 16
	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
	Title I	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	ASES	0.00	33,360.00	33,360.00	33,360.40	35,000.00	101,720.40
1000-1999: Certificated Personnel Salaries	Base	20,966.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	406,858.00	140,746.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Lottery	213,566.00	278,742.80	106,567.68	108,104.00	109,800.00	324,471.68
1000-1999: Certificated Personnel Salaries	Other	217,724.80	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	23,743.01	23,945.76	24,304.95	24,669.52	72,920.23
1000-1999: Certificated Personnel Salaries	Supplemental	1,896,819.4 4	1,852,670.3 4	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	2,405.00	2,727,322.1 8	2,975,903.6 3	3,327,958.3 2	9,031,184.1 3
1000-1999: Certificated Personnel Salaries	Title I	607,645.48	476,069.10	231,743.56	237,977.40	229,300.00	699,020.96
1000-1999: Certificated Personnel Salaries	Title III	107,208.00	93,957.77	50,117.00	50,868.76	51,631.79	152,617.55
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	68,911.00	69,944.00	72,500.00	211,355.00
2000-2999: Classified Personnel Salaries	Concentration	50,640.00	8,330.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	31,359.00	45,294.26	47,600.92	48,076.93	48,557.70	144,235.55
2000-2999: Classified Personnel Salaries	Supplemental	664,934.00	583,276.61	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	1,058,817.8 4	1,064,829.0 3	1,129,308.0 7	3,252,954.9 4
2000-2999: Classified Personnel Salaries	Title I	11,764.00	11,764.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title III	41,501.00	41,306.87	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
3000-3999: Employee Benefits	ASES	0.00	10,506.18	10,506.00	11,346.67	12,500.00	34,352.67
3000-3999: Employee Benefits	Base	9,137.00	0.00	9,040.00	9,492.00	10,500.00	29,032.00
3000-3999: Employee Benefits	Concentration	93,893.00	24,328.23	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Lottery	35,803.00	45,540.69	40,779.00	42,817.00	47,565.00	131,161.00
3000-3999: Employee Benefits	Other	104,689.97	23,712.61	25,443.37	27,478.84	29,677.15	82,599.36
3000-3999: Employee Benefits	Special Education	0.00	8,256.67	8,988.14	9,707.19	10,483.77	29,179.10
3000-3999: Employee Benefits	Supplemental	898,812.56	826,852.85	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	1,728.00	1,122,486.47	1,274,624.11	1,610,205.61	4,007,316.19
3000-3999: Employee Benefits	Title I	78,444.97	155,620.58	77,107.56	81,726.67	90,065.00	248,899.23
3000-3999: Employee Benefits	Title III	22,649.00	34,803.20	16,599.71	17,927.75	19,361.97	53,889.43
4000-4999: Books And Supplies	Base	500.00	1,166,836.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	105,616.00	103,049.87	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	1,200,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	667,393.00	724,364.41	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	456,440.00	28,113.56	1,081,473.51	1,553,160.23	1,274,500.00	3,909,133.74
4000-4999: Books And Supplies	Title I	0.00	25,200.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Concentration	5,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	361,000.00	373,663.80	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	11,918.87	218,500.00	223,500.00	335,000.00	777,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	36,000.00	0.00	0.00	36,000.00
5700-5799: Transfers Of Direct Costs	Supplemental	0.00	50,000.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	0.00	0.00	60,000.00	75,000.00	80,000.00	215,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	49,000.00	40,152.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	519,275.00	512,310.56	50,000.00	0.00	0.00	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	3,802.24	1,151,204.0 0	1,459,500.0 0	1,228,068.0 0	3,838,772.0 0

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).