#### Introduction:

LEA: Lemoore Union Elementary School District Contact (Name, Title, Email, Phone Number): Richard Rayburn, Superintendent, rrayburn@luesd.k12.ca.us, (559) 924-6800 LCAP Year: 2015-2016

# Local Control and Accountability Plan and Annual Update Template

# VISION

Lemoore Union Elementary School District will be the best by doing the best.

# MISSION

The mission of Lemoore Union Elementary School District is to do whatever it takes to ensure that every child is empowered with the skills and knowledge necessary to be successful in life.

## GOALS AND INDICATORS

The long-range Goal Areas of Lemoore Union Elementary School District are the following:

- Maximize Student Achievement and Success
- Provide Safe and Nurturing Learning Environments
- Maintain a Supportive and Professional Teaching Environment
- Foster Positive Relationships and Customer Service
- Maintain Fiscal Health through Careful Planning

# BELIEFS AND VALUES

- We value collaboration and believe that by collaborating we will maximize student learning.
- We value each child and believe that they can make significant growth academically and socially each year.
- We believe that all children share responsibility for their learning and that we will find ways to support them to be successful.

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 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
1. The Parent Advisory Committee met four times during the 2014/2015 school year (Nov. 13, Jan. 15, Mar. 12, May 7). Morning and evening meetings were offered to accommodate schedules.	1. Committee members expressed support of LUESD's efforts to deal with suspensions and expulsions. They endorsed the expulsion actions taken by the Board of Trustees and are supportive of the additional administrative and counseling resources at Liberty Middle School to address school climate and pupil engagement. It was suggested that parents and pupils be surveyed annually regarding counseling services. That suggestion is included in the 2015-16 LCAP. Committee members received and reviewed attendance, suspension/expulsion, pupil engagement, school climate, and parent

	Page 5 of 98
	involvement data/information. Information was shared about the concept of proportionality in the Local Control Funding Formula.
2. District Advisory Council met on January 20, February 4, and March 3 for updates on the 2014-15 LCAP and to review proposals for 2015-16.	2. Committee members received and reviewed attendance, suspension/ expulsion, pupil engagement, school climate, and parent involvement data/information. Also reviewed was information regarding base, supplemental, and concentration grants and proportionality. Although there were questions about plans and funding, no suggestions or requests were made for the 2015-16 LCAP at these meetings. The Council was supportive of the plan.
3. Both the three-year plan and the update components of the draft LCAP were reviewed with the District English Learner Advisory Council.	3 The DELAC endorsed efforts by LUESD to continue and expand Latino Family Literacy. Members asked the district to consider restoring Science and Conservation Camp (SciCon) for sixth grade pupils.
4. Administrators met and review plans for the 2015-16 LCAP on February 5 and 19, March 19 and 26, and April 30.	<ul> <li>4. Actions/services included summer school, fine arts program, local assessments, and standards based report cards. Confirmed needs for each service/action and clarified details of planned programs and services.</li> <li>Additional training needed for Educator's Assessment Data Management System (EADMS)</li> </ul>
5. An LUESD Board of Trustees LCAP study session was held on March 24. In addition, multiple open sessions for Board meetings included reports and opportunities for community input.	5. Trustees reviewed the draft LCAP with the superintendent. A suggestion was made that technology coaches be considered in the future. This service is not included in the current LCAP but will be part of future discussions.
6. A pupil school climate and engagement survey was administered in January.	6. Overall pupil responses were positive about school climate. Responses related to pupil engagement indicated that there is a need for additional 1:1 technology, additional in-class practice time, and more awareness of counseling services.
7. Teacher surveys were conducted in August, November, December, and January to provide feedback regarding familiarity with State standards, State	7. Teachers indicated a need for additional State standards-aligned resources. Teachers
standards aligned instructional materials, school safety, teacher planning, and school climate/pupil engagement.	Response: Site allocations are planned in the LCAP for supplemental materials. LUESD is purchasing and implementing a new math adoption for the 2015-16 school year.
8. Lemoore Elementary Teachers' Association and Lemoore Elementary Classified Organization representatives attended the March 3 DAC.	8. See 2 above.
9. Staff Forums were offered on March 16 and 18.	9. Share the draft LCAP with teachers and classified personnel. A concern was shared about what LUESD will do to support 5th-6th teachers responsible for teaching art as a result of the LCAP plan to expand the fine arts offerings in 15/16. Otherwise, attendees expressed support for the plan.

	Page 6 of 98
	Response: The 5th and 6th grade teachers were advised of the changes, and they expressed support for the plan. They were told that LCAP funds were set aside for schools to use for materials and supplies that their site administrators will support them with resources as needed.
10. Kings County Office of Education conducted LCAP Workshops on September 12, for school district team and provided consultation services to the district.	10. Format and content changes were suggested; guidance for converting 2014-15 LCAP format to the 2015-16 version.
Annual Update:	Annual Update:
1. Administrators met on November 6 and 20, December 11, January 15 and 29.	1. Reviewed LCAP data. No revisions were suggested or made to the 14/15 LCAP as a result of these discussions. Data shared included teacher survey results, pupil achievement data, ELD instructional platforms, trimester 1 student progress, writing assessments, common formative assessments, district benchmark, writing assessments, nursing services.
2. District Advisory Council met on January 20, February 4, and March 3 for updates on the 2014-15 LCAP and to review proposals for 2015-16.	2. Committee members received and reviewed attendance, suspension/ expulsion, pupil engagement, school climate, and parent involvement data/information. Also reviewed was information regarding base, supplemental, and concentration grants and proportionality. No revisions were suggested or made to the 14/15 LCAP as a result of these discussions.
3. The superintendent presented LCAP updates to the LUESD Board of Trustees during open sessions on September 9, November 12, February 10, and March 10. Stakeholders were afforded opportunities during these meetings to comment on updates and other aspects of the LCAP planning process. In addition, multiple open sessions for Board meetings included reports and opportunities for updates and other aspects pf the 14-15 plan were shared with the community.	<ul> <li>3. Information shared:</li> <li>3.1 14/15 LCAP triggered by the County's review process</li> <li>3.2 Counselor added to serve elementary schools</li> <li>3.3 Registered nurse added</li> <li>3.4 15 minutes of instructional time added to K-6 regular schedule days</li> <li>3.5 Resource teachers added to Liberty Middle School staff</li> <li>3.6 Process begun to purchase and distribute Chromebooks for grade 6-8</li> <li>3.7 Parent training and information re State standards</li> <li>3.8 Three teachers added to TK-6 staff</li> <li>3.9 Entered into contract with EADMS</li> <li>3.10 After school sports</li> <li>3.11 Assistant principal added to Liberty Middle School and Rachel's Challenge program begun</li> <li>3.12 Staff added to ELD intervention program</li> <li>Board expressed support for and satisfaction with the new or expanded services provided for in the plan. No public comments were made about the plan during these meetings.</li> </ul>

4. The superintendent provided updates to the Parent Advisory Committee on November 13 and January 15.	4. Reviewed LCAP data. Data shared included teacher and pupil survey results, nursing services, counseling services, discipline, and attendance data. No revisions were suggested or made to the 14/15 LCAP as a result of these discussions and support was expressed for district actions regarding suspensions and expulsions.	
5. A pupil school climate and engagement survey was administered in January.	5. Overall pupil responses were positive about school climate. Responses related to pupil engagement indicated that there is a need for additional 1:1 technology, additional in-class practice time, and more awareness of counseling services.	
 6. Teacher surveys were conducted in August, November, December, and January to provide feedback regarding familiarity with State standards, State standards aligned instructional materials, school safety, teacher planning, and school climate/pupil engagement.	<ul> <li>6.Teachers indicated a need for additional State standards-aligned resources.</li> <li>Teachers</li> <li>Response: Site allocations are planned in the LCAP for supplemental materials.</li> <li>LUESD is purchasing and implementing a new math adoption for the 2015-16 school year.</li> </ul>	
7. Lemoore Elementary Teachers' Association and Lemoore Elementary Classified Organization representatives attended the March 3 DAC.	7. Reviewed student attendance and discipline data for 2013-14 and the first half of 2014-15. Mid-year pupil school climate survey results. LETA and LECO members responded positively to attendance or discipline data and there was a suggestion to establish "suspension rooms" at each elementary school.	

#### 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 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?

Provide a safe and nurturing learning environment.				Related State and/or Local Priorities: $1 \_ 2 \_ 3 \_ 4 \_ 5 \underline{X} 6 \underline{X} 7 \_ 8 \_$	
GOAL 1:					COE only: 9 _ 10 _
					Local : Specify
Identified Need :	Need: Increase and improve me	ntal and physical I	health services and reduce s	suspensions and expulsion	S.
	Metrics Used to Measure: Couns absenteeism rates, middle schoo teachers), extracurricular involve High School Drop-Out rates and	l dropout rates, pu ment	upil suspension and expulsion	on rates, other local measu	res (surveys of pupils, parents and
	Goal Applies to:       Schools:       All         Applicable Pupil       All         Subgroups:       Low Income pupils, English Learners, Foster Youth, Redesignated Fluent English Proficient, Initial Fluent English         Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races.				
		L	.CAP Year 1: 2015-2016		
Expected Annual Measurable	1. The number of pupils receiving	nursing services	will increase compared to p	revious year.	
Outcomes:	2. The number of pupils receiving	whole class instr	uction from a counselor and	/or registered nurse will inc	crease compared to previous year.
	3. Average daily attendance will i	ncrease 0.5%; de	crease in chronic absenteeis	sm/truancy compared with	prior year.
	4. Suspension/expulsion rate, tru	ancy rate, and mid	ddle school dropout rate will	be no greater than the Kin	gs County average
	5. Number of pupils involved in e	xtracurricular activ	vities increases annually as i	measured by Aeries report	
	6. High School Drop-Out rates and High School Graduation rates: Do not apply to us as we are a K-8 elementary district.				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1.1 Provide counseling services to all students in need.       Elementar       X All       Counselor salaries 1000-1999: Certificated Personnel         Behavioral health staff coordinates with County       y schools       OR:       Supplemental and Concentration \$225,845					
	agencies. Increase from two to three the number of counselors serving elementary schools. - Low Income pupils - English Learners - Foster Youth				

			Page 12 of 98
		_ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> or more races	
1.2 Maintain nursing services, including registered nurses and licensed vocational nurses. Two registered nurses and four licensed vocational nurses serve one middle school and four elementary schools. LVNs are assigned full-time to schools that house high-risk students.	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> or more races	RN salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$78,324 LVN salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$163,196 RN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$23,090 LVN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$69,967
1.3 Nursing staff coordinate with County services for additional support for foster youth as needed. No additional cost because it is included in their regular duties.	All	All OR: Low Income pupils English Learners X Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Cost included in RN salaries. \$0

			Page 13 of 98
1.4 Maintain counseling and administrative intervention services for middle school pupils. Two assistant principals and one counselor serve the school.	Liberty Middle School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$158967 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$45,938
1.5 Provide after school sports at K-6 schools and increase offerings at 7-8 school.	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Certificated staff costs (coach stipends & subs to release coached for cpr training) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,615 Classified staff costs (coach stipends) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8000 Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4000 Staff benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2500 Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3500 Field Rental 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3500

	LCAP Year 2: 2016-2017				
<ul> <li>Expected Annual Measurable Outcomes:</li> <li>1. The number of pupils receiving nursing services will increase compared to previous year.</li> <li>2. The number of pupils receiving whole class instruction from a counselor and/or registered nurse will increase compared to previous year.</li> <li>3. Average daily attendance will increase 0.5%; decrease in chronic absenteeism/truancy compared with prior year.</li> <li>4. Suspension/expulsion rate, truancy rate, and middle school dropout rate will be no greater than the Kings County average</li> <li>5. Number of pupils involved in extracurricular activities increases annually as measured by Aeries report.</li> <li>6. High School Drop-Out rates and High School Graduation rates: Do not apply to us as we are a K-8 elementary district.</li> </ul>					
Actions/Services	Scope of Service	Pupils to be served within identified scope of service			
1.1 Continue counseling services to all students in need. Add 1 counselor to serve elementary school. Behavioral health staff coordinates with County agencies.	Elementar y schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$305,254 Counselor benefits 3000-3999: Employee Benefits Supplemental and Concentration \$91,361		
1.2 Continue nursing services, including registered nurses and licensed vocational nurses	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u>	RN salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$79,890 LVN salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$166,460 RN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$23,552 LVN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$71,366		

Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races 1.3 Nursing staff will continue to coordinate with County All All See above. Cost included in RN salaries. \$0 services for additional support for foster youth as needed OR: Low Income pupils English Learners X Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races X All 1.4 Continue counseling and administrative intervention Liberty Certificated salaries 1000-1999: Certificated Personnel services for middle school pupils Middle OR: Salaries Supplemental and Concentration \$162,146 School Low Income pupils Certificated benefits 3000-3999: Employee Benefits English Learners Supplemental and Concentration \$46,857 Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races 1.5 Continue to provide after school sports at K-6 All X All Certificated staff costs 1000-1999: Certificated Personnel schools and increase offerings at 7-8 school. OR. Salaries Supplemental and Concentration \$18,615 Low Income pupils Classified staff costs 2000-2999: Classified Personnel Salaries English Learners Supplemental and Concentration \$8000 Foster Youth Transportation 5000-5999: Services And Other Operating Redesignated fluent Expenditures Supplemental and Concentration \$4000 English proficient

Page 15 of 98

				Page 16 of 98
			_ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Staff Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2500 Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3500 Field Rental 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1500
		Ĺ	CAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	<ol> <li>Average daily attendance will increated.</li> <li>Suspension/expulsion rate, truancy</li> <li>Number of pupils involved in extract</li> </ol>	le class instr se 0.5%; de rate, and mid urricular activ	uction from a counselor and crease in chronic absenteeis ddle school dropout rate will rities increases annually as r	/or registered nurse will increase compared to previous year. sm/truancy compared with prior year. be no greater than the Kings County average
	Actions/Services	Scope of	Pupils to be served within	
	seling services to all students in need. In staff coordinates with County	Service Elementar y schools	identified scope of service <u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two	Expenditures Counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$311,359 Counselor benefits 3000-3999: Employee Benefits Supplemental and Concentration \$93,188
	sing services, including registered sed vocational nurses	All	or more races X All OR:	RN salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$81,488

			Page 17 of 98
		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> or more races	LVN salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$169,790 RN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$24,023 LVN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$72,794
1.3 Nursing staff will continue to coordinate with County services for additional support for foster youth as needed	All	All OR: Low Income pupils English Learners X Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> or more races	See above. Cost included in RN salaries. \$0
1.4 Continue counseling and administrative intervention services for middle school pupils	Liberty Middle School	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u>	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$165,389 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$47,794

			Page 18 of 98
		Filipino, Black/African American, White, and two or more races	
1.5 Provide after school extra curricular activities beyond sports and include pupils from grades 3 - 8.	All	<u>X</u> All OR:	Certificated Staff Costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,615
		_ Low Income pupils _ English Learners	Classified Staff Costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8000
		Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4000	
		_ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African	Staff benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2500
			Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3500
	Ē		Field Rental 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1500
		American, White, and two or more races	

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

GOAL 2:	ize pupil achievement and s	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 6 7 8 COE only: 9 10 Local : Specify				
Identified Need :	<ul> <li>Identified Need : Need: More pupils to be proficient or better in English language arts, math, and English language development.</li> <li>Metrics Used to Measure: Facilities maintained in good repair, Implementation of State Standards: Local assessments ELA &amp; Math, standardized test performance, API, EL pupils that become English proficient CELDT, EL reclassification rate; degree to which teachers are appropriately assigned; inventory of State standards aligned instructional materials, books; teachers participating in professional development; equipment inventories: technology, efforts to seek parent input (DELAC, ELAC, SSC, Parent Advisory Committee including parents of unduplicated pupils).</li> <li>A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.</li> </ul>					
Goal Applies to:	ies to: Schools: All Applicable Pupil All Subgroups: Low Income pupils, English Learners, Foster Youth, Redesignated Fluent English Proficient, Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races.					

Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$19,693

Classified benefits 3000-3999: Employee Benefits

Certificated Subs 1000-1999: Certificated Personnel Salaries

Supplemental and Concentration \$2320

		L	CAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	1. Implement state standards & standardized test performance: Meet State targets for percent of pupils who are proficient or better in English language arts, math, English language development as measured by State assessments					
Outcomes.	<ul> <li>2. Increase percent of English learners making progress towards English proficiency (AMAO) by 5% and CELDT data.</li> <li>3. Achievement gap reduced to 10% or less between English Learners and English Only pupils, Hispanic and White(not Hispanic), and low-income and not-low-income pupils as measured by local benchmark and state assessments.</li> </ul>					
	4. The number of parents attending Sta	ate standard	s orientation and training inc	creased compared with prior year		
	5. All fourth through eighth grade pupils	s provided w	rith digital devices and used	daily to support core subjects		
	6. Facilities will be maintained in no les	s than "good	d" repair as measured by the	e Facilities Inspection Tool.		
	7. API: State will release API in 2015-1	6, and we se	et targets at that time.			
	8. EL Reclassification rate: District will	reclassify st	udents that meet criteria.			
	9. Teachers will be appropriately certific	cated and as	ssigned or enrolled in an app	propriate program as measured by CalPads report.		
	10. All students will be provided with su	ufficient instr	uctional materials as measu	red by Williams reports.		
	11. Teachers will be provided with profe	essional dev	velopment as measured by s	ign-in sheets.		
	12. Technology equipment (1:1 student devices) will be inventoried annually as measured by the Tech Department report.					
	13. Parent input meetings will be held a	as measured	by meeting documentation	(agendas, sign-in sheets, minutes).		
	14. A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.					
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
2.1 Annual professional development for all instructional staff in English language arts, math, and or English language development.		All	X All OR: Low Income pupils	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$158,175		
	Maintain three professional development days added to		_ English Learners Foster Youth	Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,937		
the 2014/2015 oct				Certificated benefits 3000-3999. Employee Benefits		

\_ Redesignated fluent English proficient Other Subgroups:

(Specify) Initial Fluent English

Maintain three professional development days added to the 2014/2015 school year.

			Faye 21 01 90
		Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Supplemental and Concentration \$55,000 Site Level Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,000 Site Level Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000 District Level Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000
2.2 Computer technology to increase unit-to-pupil ratio; used by students to achieve in English language arts,	All	<u>X</u> All OR:	Chromebooks for grades 4-5 4000-4999: Books And Supplies Supplemental and Concentration \$280,000
math, and English language development		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Set-aside for technology replacement and upgrades 4000- 4999: Books And Supplies Base \$150,000
2.3 Maintain 15 minutes added to each regular, instructional day schedule compared to the 2013/2014	Elementar y schools	<u>X</u> All OR:	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$260,579
school year.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$32,442

	1		Page 22 of 98
2.4 Maintain summer school program begun in 2014/2015, including ELD and special education classes.	All	All OR:	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$71,135
		X English Learners	Classified staff salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6260
		X Foster Youth X Redesignated fluent English proficient	Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$8909
		<u>X</u> Other Subgroups: (Specify)	Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$1506
		Initial Fluent English Proficient, GATE,	Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1000
		<u>Migrant, X Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> or more races	Student transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5000
2.5 Under the direction of an English language development teacher, trained paraprofessionals provide	All	All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$234,227
neediest English learners with daily intervention instruction in English language development and acquisition.			Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$49,680
			Elementary English Language Development Teachers 1000- 1999: Certificated Personnel Salaries Supplemental and Concentration \$260,000
			Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$82,605
2.6 Parents receive information about and provided training in English language arts and math State standards and strategies.	All	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE,	Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5000

			Page 23 of 98
		Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	
2.7 Provide ongoing professional development and support for middle school instructional staff. A resource	Liberty Middle	<u>X</u> All OR:	Certificated salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$71,517
teacher provides this service.	School	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$21,678
2.8 Maintain data management system (EADMS Contract) and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents	All	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Service agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,402
2.9 Elementary schools are allotted funds to support before and/or after school tutoring in English language arts, and math.	Elementar y schools	X_All OR:	Certificated Special Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000
		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Certificated Special Duty Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2490

			Page 24 of 98
		English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	
2.10 Schools are allotted funds to purchase instructional materials and supplies to support English language arts, math, and English language development.	All	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$60,000
2.11 Maintain 24:1 pupil to teacher ratio in the TK-3 grade span.	Elementar y schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$949,808 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$322,635
2.12 Elementary pupils who live one mile or more from	All	<u>X</u> All	Transportation 5000-5999: Services And Other Operating

			Page 25 of 98
their school of attendance and middle school pupils who live one and one half miles or more from Liberty Middle School will be provided with bus transportation to and from designated locations.		OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Expenditures Supplemental and Concentration \$280,533
2.13 Maintain speech and language development services to identified pupils. LUESD contributes to the Kings County Special Education Local Plan Area for speech and language development teachers to serve identified LUESD pupils.	All	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient X Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, X Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	KCOE Agreement for Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$63,000

		L	.CAP Year 2: 2016-2017	<u>y</u>		
Expected Annual Measurable Outcomes:	1. Implement state standards & standardized test performance: Meet State targets for percent of pupils who are proficient or better in English language arts, math, English language development as measured by State assessments					
outcomes.	2. Increase percent of English learners making progress towards English proficiency (AMAO) by 5% and CELDT data.					
	3. Achievement gap reduced to 10% o income and not-low-income pupils as r			glish Only pupils, Hispanic and White(not Hispanic), and low- assessments.		
	4. The number of parents attending Sta	ate standard	s orientation and training inc	creased compared with prior year		
	5. All fourth through eighth grade pupil	s provided w	vith digital devices and used	daily to support core subjects		
	6. Facilities will be maintained in no les	ss than "goo	d" repair as measured by the	e Facilities Inspection Tool.		
	7. API: State will release API in 2015-1	6, and we se	et targets at that time.			
	8. EL Reclassification rate: District will reclassify students that meet criteria.					
	9. Teachers will be appropriately certificated and assigned or enrolled in an appropriate program as measured by CalPads report.					
	10. All students will be provided with sufficient instructional materials as measured by Williams reports.					
	11. Teachers will be provided with professional development as measured by sign-in sheets.					
	12. Technology equipment (1:1 student devices) will be inventoried annually as measured by the Tech Department report.					
	13. Parent input meetings will be held as measured by meeting documentation (agendas, sign-in sheets, minutes).					
	14. A-G pass rate, CTE, AP pass rate,	and EAP: T	hese metrics do not apply as	s we are a K-8 elementary district.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
instructional staff i	2.1 Continue annual professional development for all instructional staff in English language arts, math, and or English language development.		<u>X</u> All OR:	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$161,339		
			_ Low Income pupils _ English Learners	Classified staff salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,156		
the 2014/2015 sch	fessional development days added to nool year.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$20,087		
				Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2366		
			Initial Fluent English	Certificated Sub Costs 1000-1999: Certificated Personnel		

	1		r age 27 01 90
		Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Salaries Supplemental and Concentration \$55,000 Site Level Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,000 Site Level Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000 District Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000
2.2 Continue with program to provide computer technology to increase unit-to-pupil ratio; used by students to achieve in English language arts, math, and English language development. Complete process by including second and third grade students.	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> or more races	Chromebooks for grades 2-3 4000-4999: Books And Supplies Supplemental and Concentration \$280,000 Set-aside for technology replacement and upgrades 4000- 4999: Books And Supplies Base \$150,000
2.3 Maintain 15 minutes added to each regular, instructional day schedule compared to the 2013/2014 school year.	Elementar y schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> <u>or more races</u>	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$265,791 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$33,091

	1	1	Page 28 of 98
2.4 Maintain summer school program begun in 2014/2015, including ELD and special education classes.	All	All OR: <u>X</u> Low Income pupils <u>X</u> English Learners	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$71,135
			Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6385
		X Foster Youth X Redesignated fluent English proficient	Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$8909
		<u>X</u> Other Subgroups: (Specify)	Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$1506
		Initial Fluent English Proficient, GATE,	Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1000
		<u>Migrant, X Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> or more races	Student transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5000
2.5 Maintain ELD intervention under the direction of the certificated English language development teacher, with	Elementar y schools	nentar hools	Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$238,912
trained paraprofessionals providing neediest English learners with daily instructional services in English language development and acquisition.			Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$50,674
			Elementary English Language Development Teachers 1000- 1999: Certificated Personnel Salaries Supplemental and Concentration \$260,000
		Other Subgroups. (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$82,605
2.6 Continue program where parents receive information about and provided training in English language arts and math State standards and strategies.	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> Proficient, GATE,	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5000

			Page 29 of 98
		Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	
2.7 Continue to provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service.	Liberty Middle School	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Certificated salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$72,947 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$22,112
2.8 Maintain data management system (EADMS Contract) and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> <u>or more races</u>	EADMS test bank 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,402
2.9 Continue to allot funds to elementary schools to support before and/or after school tutoring in English language arts, math, and/or English language development.	Elementar y schools	X All OR: _ Low Income pupils _ English Learners	Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Certificated Benefits 3000-3999: Employee Benefits
		_ Foster Youth _ Redesignated fluent	Supplemental and Concentration \$3000

			Page 30 of 98
		English proficient _Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	
2.10 Continue to provide schools with allotted funds to purchase Instructional materials and supplies to support English language arts, math, and English language development.	All	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$60,000
2.11 Maintain 24:1 pupil to teacher ratio in the TK-3 grade span.	Elementar y schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> or more races	CSR Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$968,804 CSR Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$329,088
2.12 Maintain bus transportation services for elementary	All	<u>X</u> All	Transportation 5000-5999: Services And Other Operating

			Page 31 of 98
pupils who live one mile or more from their school of attendance and middle school pupils who live one and one half miles or more from Liberty Middle School.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Expenditures Supplemental and Concentration \$280,533
2.13 Maintain speech and language development services to identified pupils. LUESD contributes to the Kings County Special Education Local Plan Area for speech and language development teachers to serve identified LUESD pupils.	All	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient X Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, X Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	KCOE Agreement for Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$63,000

LCAP Year 3: 2017-2018						
Measurable Outcomes:	1. Implement state standards & standardized test performance: Meet State targets for percent of pupils who are proficient or better in English language arts, math, English language development as measured by State assessments					
	2. Increase percent of English learners making progress towards English proficiency (AMAO) by 5% and CELDT data.					
	3. Achievement gap reduced to 10% or less between English Learners and English Only pupils, Hispanic and White(not Hispanic), and low- income and not-low-income pupils as measured by local benchmark and state assessments.					
	4. The number of parents attending State standards orientation and training increased compared with prior year					
	5. All fourth through eighth grade pupils provided with digital devices and used daily to support core subjects					
	6. Facilities will be maintained in no less than "good" repair as measured by the Facilities Inspection Tool.					
	7. API: State will release API in 2015-16, and we set targets at that time.					
	8. EL Reclassification rate: District will reclassify students that meet criteria.					
	9. Teachers will be appropriately certificated and assigned or enrolled in an appropriate program as measured by CalPads report.					
	10. All students will be provided with sufficient instructional materials as measured by Williams reports.					
	11. Teachers will be provided with professional development as measured by sign-in sheets.					
	12. Technology equipment (1:1 student devices) will be inventoried annually as measured by the Tech Department report.					
	13. Parent input meetings will be held as measured by meeting documentation (agendas, sign-in sheets, minutes).					
	14. A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.					
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
<ul><li>2.1 Continue annual professional development for all instructional staff in English language arts, math, and or English language development.</li><li>Maintain three professional development days added to</li></ul>		All	X All OR: _ Low Income pupils _ English Learners	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$164,565		
				Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,379		
the 2014/2015 sch	nool year.		<ul> <li>Foster Youth</li> <li>Redesignated fluent</li> <li>English proficient</li> <li>Other Subgroups:</li> <li>(Specify)</li> <li>Initial Fluent English</li> </ul>	Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$20,489		
				Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2414		
				Certificated Subs 1000-1999: Certificated Personnel Salaries		

			Fage 33 01 90
		Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Supplemental and Concentration \$55,000 Site Level Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,000 Site Level Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000 District Level Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000
2.2 Continue with program to provide computer technology to increase unit-to-pupil ratio; used by students to achieve in English language arts, math, and English language development. Complete process by including kindergarten and first grade students.	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> or more races	Chromebooks for grades k-1 4000-4999: Books And Supplies Supplemental and Concentration \$280,000 Set-aside for technology replacement and upgrades 4000- 4999: Books And Supplies Base \$150,000
2.3 Maintain 15 minutes added to each regular, instructional day schedule compared to the 2013/2014 school year.	Elementar y schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> <u>or more races</u>	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$271,106 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$33,753

			Page 34 of 98
2.4 Maintain summer school program begun in 2014/2015, including ELD and special education classes.	All	AII OR:	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$71,135
		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6513
			Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$8909
			Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$1536
			Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1000
			Student transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5000
2.5 Maintain ELD intervention under the direction of the certificated English language development teacher, with	Elementar y schools	All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, X Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> <u>or more races</u>	Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$243,690
trained paraprofessionals providing neediest English learners with daily instructional services in English language development and acquisition.			Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$51,687
			Elementary English Language Development Teachers 1000- 1999: Certificated Personnel Salaries Supplemental and Concentration \$260,000
			Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$82,605
2.6 Continue program where parents receive information about and provided training in English language arts and math State standards and strategies.	All	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE,	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5000

			Page 35 of 98
		Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	
2.7 Continue to provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service.	Liberty Middle School	<u>X</u> All OR: _ Low Income pupils	Certificated salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,406
		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> <u>or more races</u>	Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$22,554
2.11 Maintain 24:1 pupil to teacher ratio in the TK-3 grade span.	Elementar y schools	<u>X</u> All OR:	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$988,180
		<ul> <li>Low Income pupils</li> <li>English Learners</li> <li>Foster Youth</li> <li>Redesignated fluent</li> <li>English proficient</li> <li>Other Subgroups:</li> <li>(Specify)</li> <li>Initial Fluent English</li> <li>Proficient, GATE,</li> <li>Migrant, Students with</li> <li>Disabilities, Hispanic,</li> <li>Filipino, Black/African</li> <li>American, White, and two</li> <li>or more races</li> </ul>	Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$335,669
2.8 Maintain data management system (EADMS Contract) and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	EADMS Service Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,402

			Page 36 of 98
		English proficient _Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	
2.9 Continue to allot funds to elementary schools to support before and/or after school tutoring in English language arts, math, and/or English language development.	Elementar y schools	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Certificated Special Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$3500
2.10 Continue to provide schools with allotted funds to purchase Instructional materials and supplies to support English language arts, math, and English language development.	All	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Site Level Materials 4000-4999: Books And Supplies Supplemental and Concentration \$60,000
2.12 Maintain bus transportation services for elementary	All	<u>X</u> All	Transportation 5000-5999: Services And Other Operating

			Page 37 of 98
pupils who live one mile or more from their school of attendance and middle school pupils who live one and one half miles or more from Liberty Middle School.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Expenditures Supplemental and Concentration 280,533
2.13 Maintain speech and language development services to identified pupils. LUESD contributes to the Kings County Special Education Local Plan Area for speech and language development teachers to serve identified LUESD pupils.	All	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, X Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two</u> or more races	KCOE Agreement for Sevices 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$63,000

All pup	pupils have access to broad range of courses.				
GOAL 3:	COE only: 9 _ 10 _				
					Local : Specify
Identified Need :	All pupils need more systematic instruc	tion in socia	I studies, science, fine arts,	health/physical education	
	Metrics Used to Measure: Course Access: Integrated ELA, Math, Social Science & Science, Fine Arts, Physical Education/Health (Elementary Self Contained Classrooms) Course Access: ELA, Math, Social Science & Science, Fine Arts, Physical Education (Middle School) Local Outcomes: ELA, Math, Social Science & Science, Fine Arts (Elementary Self Contained Classrooms and Middle School) Participation rates in music programs				
	o: Schools: All Applicable Pupil All Subgroups: Low Income pupils, English Learners, Foster Youth, Redesignated Fluent English Proficient, Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races.				
	· · · · · · · · · · · · · · · · · · ·	L	CAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:					as measured by site administration
	2. Pupils meeting or exceeding standar by report card scores.	ds in ELA, N	Math, Social Science & Scien	nce, Fine Arts increases c	ompared with prior year as measured
	3. Students will have access to ELA, M schedule (Middle School).	ath, and Phy	ysical Education/Health as n	neasured by site administra	ation report (Elementary) and master
	4. Participation rates in music programs will increase as measured by enrollment report.				
	Actions/Services       Scope of Service       Pupils to be served within identified scope of service       Budgeted Expenditures				
instruction in history/social science, science, and fine arts y sch		Elementar y schools	<u>X</u> All OR:	Materials and supplies 40 Supplemental and Conce	000-4999: Books And Supplies entration \$25,000
	hool year. District will purchase/replace erials for K-6 students.		_ Low Income pupils _ English Learners _ Foster Youth		nt 5800: Professional/Consulting Expenditures Supplemental and

Redesignated fluent Concentration \$50,000 Enalish proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities. Hispanic. Filipino, Black/African American, White, and two or more races 3.2 Hire two additional music teachers to expand music All All Certificated salaries 1000-1999: Certificated Personnel program to include 4 music teachers; provide weekly fine OR: Salaries Supplemental and Concentration \$93,680 instruction to pupils not participating in the music Low Income pupils Certificated benefits 3000-3999: Employee Benefits program. Music teachers will provide choral and English Learners Supplemental and Concentration \$37,211 instrumental music to fifth and sixth grade pupils two Foster Youth days per week. Fifth and sixth pupils not participating in Redesignated fluent music will be engaged in other fine arts activities. Fourth English proficient grade pupils will receive weekly music instruction X Other Subgroups: beginning in January. ELA and math instruction time (Specify) increased because program reduces interruptions 4th - 8th grade pupils resulting from traditional pull-out music program. LCAP Year 2: 2016-2017 Expected Annual 1. Percent of pupils that regularly receive social studies, science, fine arts, instruction increases annually as measured by site administration Measurable report (Elementary) and master schedule (Middle School). Outcomes: 2. Pupils meeting or exceeding standards in ELA, Math, Social Science & Science, Fine Arts increases compared with prior year as measured by report card scores. 3. Students will have access to ELA, Math, and Physical Education/Health as measured by site administration report (Elementary) and master schedule (Middle School). 4. Participation rates in music programs will increase as measured by enrollment report. Scope of Pupils to be served within Budgeted Actions/Services Service identified scope of service Expenditures 3.1 All second through sixth grade pupils receive Elementar X All Materials and supplies 4000-4999: Books And Supplies instruction in history/social science, science, and fine arts y schools OR: Supplemental and Concentration \$25,000 throughout the school year. Low Income pupils Professional development 5800: Professional/Consulting English Learners Services And Operating Expenditures Supplemental and Foster Youth Concentration \$50,000 Redesignated fluent

Page 39 of 98

				Page 40 of 98
			English proficient _ Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	
3.2 Maintain mus	ic program to include 4 teachers.	All	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Music Teachers Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,554 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$37,955
		L	.CAP Year 3: 2017-2018	
<ul> <li>Expected Annual Measurable Outcomes:</li> <li>1. Percent of pupils that regularly receive social studies, science, fine arts, instruction increases annually as measured by site administration report (Elementary) and master schedule (Middle School).</li> <li>2. Pupils meeting or exceeding standards in ELA, Math, Social Science &amp; Science, Fine Arts increases compared with prior year as measured by report card scores.</li> <li>3. Students will have access to ELA, Math, and Physical Education/Health as measured by site administration report (Elementary) and master schedule (Middle School).</li> <li>4. Participation rates in music programs will increase as measured by enrollment report.</li> </ul>				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	gh sixth grade pupils receive instruction cience, science, and fine arts	Elementar y schools	<u>X</u> All OR:	Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$25,000

		-	Page 41 of 98
throughout the school year.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English</u> <u>Proficient, GATE,</u> <u>Migrant, Students with</u> <u>Disabilities, Hispanic,</u> <u>Filipino, Black/African</u> <u>American, White, and two or more races</u>	Professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000
3.2 Maintain music program to include 4 teachers.	All	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races	Music Teacher Salaires 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,465 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$38,714

### Annual Update

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

#### **Guiding Questions:**

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

Original GOAL 1 from prior year LCAP:	Metric	e behavioral health services s: ds Report; district tracking da	to all students in need ata, suspension/expulsion rates, atte	ndance trackir	ng, behavioral referrals	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Appli	es to:	Schools: K-6 Schools Applicable Pupil Subgroups:	All R-FEP Foster Youth			
Expected Annual Measurab Outcomes	le	rease counseling services to	K-6 students.	Annual Measurable Outcomes:	suspension/expulsion, atter expected annual measurab suspension/expulsion rates reduce truancy. Chronic at truancy because current tru State. District tracking system (Ae information as well as atten expected annual measurab	/ schools)

				Page 44 of 98
			difficult to track. We used Counseling Services (ele 2013-14: 1298 contacts	ate (elementary schools) not used as a metric, because it was d counseling service referrals instead. ementary schools)
	LCAP	Year: 2014/2015		
Planned Act	ions/Services		Actual Actio	ons/Services
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide counseling services to K-6 students 2 counselors for K-6 schools (move one position formerly shared with middle school)	Counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental \$0	counselors se schools rathe serving the el addition to the	or was added so that two erved four elementary or than two counselors ementary schools in e middle school. The 5,000 was included in stead of 3A.	Two counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental \$147,733 Counselor benefits 3000-3999: Employee Benefits Supplemental \$36,671
Scope of Service       School-wide: K-6 schools         X All       OR:         _ Low Income pupils       English Learners         _ Foster Youth       Redesignated fluent English         proficient       Other Subgroups: (Specify)         GATE, Migrant, Students with       Disabilities, Hispanic, Asian,         Black/African American, White, and       Multiple races.		Scope of Service       School-wide: K-6 schools         X All       OR:         _ Low Income pupils       _         _ English Learners       _         _ Foster Youth       _         _ Redesignated fluent English proficient         _ Other Subgroups: (Specify)         GATE, Migrant, Students with         Disabilities, Hispanic, Asian,         Black/African American, White, and         Multiple races.         Contacts were made as needed. The		
For foster youth:	Counselor salary 1000-1999:	Contacts wer	e made as needed. The	No additional cost incurred (see

			Page 45 of 98
Behavioral health staff will coordinat with County foster youth services additional support to foster youth as needed Behavioral support for all foster yout by adding one counseling position to LEA	h	counseling salaries are included in the action above,	above) \$0
Scope of Service       LEA-wide        All		Scope of Service       LEA-wide        All	
services, and expenditures will be made as a result of reviewing past progress and/or changes to	ased on reviews of this goal, it was determined that counseling will be included as a service towards the 2015/2016 Goal 1, Provide a Safe and Nurturing Learning Environment". It is more appropriate to "Actions/Services" than a goal of its own. counselor will be added to serve the elementary schools. This means that three counselors will serve the four elementary chools in 2015/2016. Additional salary and benefit costs will result in an increase in expenditures.		

GOAL 2 from prior	om prior Metrics: year CalPads Report; district tracking data, suspension/expulsion rates, attendance tracking, behavioral referrals COE only: 9 _ 10 _				
Goal Applies	to: Schools: All Applicable Pupil Subgroups:	All Foster Youth			
Expected Annual Measurable Outcomes:	health education (7-8)	to additional nursing services and	Annual Measurable Outcomes:	past; general medical service year; more Individual Health than prior years. DataWorks was used rather attendance and truancy date outcomes were to increase Chronic absenteeism is incl current truancy dated is not District tracking system (Ae information. The expected	ngs were completed earlier than in the ces increased compared with prior in Care Plans were completed earlier r than CalPADS. DataWorks provides (a. The expected annual measurable attendance rates and reduce truancy. Iuded instead of truancy because (available from the State. rries) provides counseling contact annual measurable outcomes are to as to elementary school students as

			Page 47 of 98
		54 (IHCP) 2014-15 (As of 01/2015) (General Medical); 129 Behavior referrals were difficult to track. We use District tracking system information as well as a expected annual measu	ate 1572 (Hearing); 4885 (General Medical); ): 4885 (Vision); 1767 (Hearing); 6201
	LCAP Yea	ar: 2014/2015	
Planned Action			ons/Services
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will have access to additional nursing services and health education (7-8)	RN Salary 1000-1999: Certificated Personnel Salaries Supplemental \$95,000	A second Registered Nurse was added to staff and health education for kindergarten and 7th grade pupils.	RN Salary 1000-1999: Certificated Personnel Salaries Supplemental \$78,120
Provide additional RN nursing services			RN Benefits 3000-3999: Employee Benefits Supplemental \$29,343
Scope of LEA-wide Service		Scope of LEA-wide Service	
X All OR: _ Low Income pupils _ English Learners		<u>X</u> All OR: _ Low Income pupils _ English Learners	

			Page 48 of 98
_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u> <u>Multiple races.</u>		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u> <u>Multiple races.</u>	
For foster youth: Nursing staff will coordinate with County foster youth services for additional support to foster youth as needed. 7/8 pupils will have access to additional nursing services and health ed	RN Salary 1000-1999: Certificated Personnel Salaries Supplemental \$95,000	Contacts made as needed.	No additional costs incurred (see above) \$0
Scope of Service       LEA-wide        All      OR:        Low Income pupils      English Learners         X Foster Youth      Redesignated fluent English         proficient      Other Subgroups: (Specify)         GATE, Migrant, Students with      Disabilities, Hispanic, Asian,         Black/African American, White, and       Multiple races.		Scope of Service       LEA-wide        All      OR:        Low Income pupils      English Learners         X Foster Youth      Redesignated fluent English proficient        Other Subgroups: (Specify)       GATE, Migrant, Students with         Disabilities, Hispanic, Asian,       Black/African American, White, and         Multiple races.	
	ovide a Safe and Nurturing Learning Env	ined that nursing will be included as a ser ironment". It is more appropriate to "Actio 2014-15 level in 2015-16.	

Original GOAL 3 from prior	Increase learning time for all pupils, including summer school          Metrics:       1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 _				
year	Local assessments, standardized test performance, API, EL pupils that become English proficient, EL COE only: 9 10 _ reclassification rate; degree to which teachers are appropriately assigned; suspension/ expulsion data; student				
LCAP:	attendance data; other measures of degree to which teachers are appropriately assign data; student attendance data; middle school dropout rate; other meas achievement.	ropriately assig	ned; suspension/ expulsion	Local : Specify	
Goal Appli	Applies to: Schools: K-6 Schools Applicable Pupil Subgroups: All LI				
Expected Annual Measurab Outcome	prior year le	Annual Measurable		ent information from these sources is API (Academic Performance Index) ary schools) y schools) ols)	

		Page 50 of 98
		2011-12: 0.0832
		2012-13: 0.0694
		2013-14: 0.0582
		Percent of English Learners Making Progress Towards English
		Proficiency
		2011-12: 65.1
		2012-13: 60.8
		2013-14: 64.2
		Percent of English Learners Attaining English Proficiency Level 2011-12: 55.2 2012-13: 56.7 2013-14: 61.4
		Credentialed Teachers Teaching Outside Subject Area Rate
		2011-12: 0
		2012-13: 0
		2013-14: 0
		15 minutes were added to the TK-6 schools' instructional day, or . All elementary pupils were impacted by this action.
		Total Instructional Minutes (Elementary Schools)
		2013-14 TK - 3rd Grade: 51,600
		4th - 6th Grade: 55,100
		411 - 611 Glade: 55,100
		2014-15
		TK- 3rd Grade: 53,670
		4th - 6th Grade: 57,170
		2014-15 Reclassification Rate: 0.365
		Summer school data is not available because this report is
		released prior to the start of summer school.
		District was unable to develop social studies and science
		benchmarks, so achievement data is unavailable.
		0044/0045
		ar: 2014/2015
Planned Act	tions/Services	Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures

	1		Page 51 of 98
Add instructional minutes to each regular day schedule Add 10-15 minutes to 2013/2014 regular day schedule Offer summer school	Certificated compensation and summer school costs 0001-0999: Unrestricted: Locally Defined Supplemental \$425,000	15 minutes of instructional time added to regular instructional day at K-6 schools. Difference between budgeted expenditures and estimated actual annual expenditures because of uncertainties about how many minutes would actually be added. At the time of budget development calculations were made on 30 minutes of additional time.	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental \$277,614 Certificated benefits 3000-3999: Employee Benefits Supplemental \$34,563
Scope of K-6 schools Service		Scope of School-wide: K-6 schools Service	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) GATE, Migrant, Students with Disabilities, Hispanic, Asian, Black/African American, White, and Multiple races.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u> <u>Multiple races.</u>	
For English learners: All English learners will be provided additional English language	Costs associated with summer school included in \$425,000 cited above.	Summer school is being offered to low- achieving pupils, English learners, and special needs pupils. Special needs	Certificated summer school staff 1000- 1999: Certificated Personnel Salaries Supplemental \$35,210
development with the addition of more instruction time English language development		<ul> <li>pupils added to summer school target subgroups to allow for extended year services. Budgeted costs associated with summer school were included in</li> </ul>	Certificated benefits 3000-3999: Employee Benefits Supplemental \$4384
summer school will be offered to all English learners.		Classified summer school staff 2000- 2999: Classified Personnel Salaries Supplemental \$1400	
Low income pupils: Low income pupils, low-achieving pupils will be given priority for enrollment in the summer program ELA and math classes		Classified benefits 3000-3999: Employee Benefits Supplemental \$297	
			Summer Admin Supplies & Materials 4000-4999: Books And Supplies Supplemental \$1000
			Transportation for Summer 2014 5800: Professional/Consulting Services And Operating Expenditures Supplemental

Page 52 of 98 \$5000 Summer school curriculum 4000-4999: Books And Supplies Other \$12,177 Curriculum Training for 1 Day 5800: Professional/Consulting Services And Operating Expenditures Other \$2500 Scope of Scope of LEA-wide LEA-wide Service Service All All OR: OR: X Low Income pupils X Low Income pupils X English Learners X English Learners Foster Youth Foster Youth Redesignated fluent English proficient Redesignated fluent English proficient X Other Subgroups: (Specify) Other Subgroups: (Specify) GATE, Migrant, Students with GATE, Migrant, Students with Disabilities, Hispanic, Asian, Disabilities. Hispanic. Asian. Black/African American. White. and Black/African American, White, and Multiple races. Multiple races. Based on reviews of this goal, it was determined that extended learning time will be included as a service towards the What changes in actions, services, and expenditures will be 2015/2016 Goal 2, "Maximize pupil achievement and success". It is more appropriate to "Actions/Services" than a goal of its made as a result of reviewing past own. Home-to-school transportation will be added as an Action/Service under 2015/2016 Goal 2, "Maximize pupil progress and/or changes to achievement and success", to support the improvement of attendance and pupil engagement. goals?

GOAL 4 from prior Met year Loc LCAP: recl sus ach	al assessments, standardized test performance, API, EL pupils the assification rate; middle school dropout rates; degree to which tea pension/ expulsion data; student attendance data; other measures ievement	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 X 7 X 8 _ COE only: 9 _ 10 _ Local : Specify		
Goal Applies to	Schools: Liberty Middle School Applicable Pupil Subgroups:			
Annual	Resource teacher provides ongoing professional development to English/ language arts and math staff; Students will receive more consistent instruction from class to class	Annual Measurable Outcomes:		andardized tests are under nent information from these sources is API (Academic Performance Index)

Percent of English Learners Making Progress Towards English Proficiency 2011-12: 65.1 2012-13: 60.8 2013-14: 64.2
Percent of English Learners Attaining English Proficiency Level 2011-12: 55.2 2012-13: 56.7 2013-14: 61.4
Credentialed Teachers Teaching Outside Subject Area Rate 2011-12: 0 2012-13: 0 2013-14: 0
2014-15 Reclassification Rate: 0.365
89% of Liberty Middle School teachers were fully credentialed. Three were interns and one was under a short-term teaching permit. All teachers met NCLB highly qualified requirements. Three teaching positions were not filled for 2014/2015 due to lack of qualified candidates.
Resource teacher logs show more than 250 individual and group contacts for services, including but not limited to observations, lesson demonstrations, lesson planning, and team meetings.
District was unable to develop social studies and science benchmarks, so achievement data is unavailable.

### LCAP Year: 2014/2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ongoing ELD PD for teachers For English learners: The resource teacher will provide assistance to teachers to integrate English language development strategies into daily programs	Supplemental \$66,200	Resource teacher was hired and has worked with LMS staff throughout the year. Services provided by resource teacher: Assessment assistance and design; classroom coaching, management feedback, observations; instructional design assistance, rounds, feedback; lesson design; SMART Goals; PLC assistance. Services	Resource teacher salary 1000-1999: Certificated Personnel Salaries Supplemental \$69,116 Resource teacher benefits 3000-3999: Employee Benefits Supplemental \$21,379

Page 55 of 98 extended beyond English learners due to needs of all pupils. Liberty Middle School Scope of Liberty Middle School Scope of Service Service All X All OR: OR: Low Income pupils Low Income pupils X English Learners X English Learners Foster Youth Foster Youth Redesignated fluent English Redesignated fluent English proficient Other Subgroups: (Specify) proficient Other Subgroups: (Specify) GATE, Migrant, Students with GATE, Migrant, Students with Disabilities, Hispanic, Asian, Disabilities, Hispanic, Asian, Black/African American, White, and Black/African American, White, and Multiple races. Multiple races. What changes in actions, Based on reviews of this goal, it was determined that extended learning time will be included as a service towards the services, and expenditures will be 2015/2016 Goal 2, "Maximize pupil achievement and success". It is more appropriate to "Actions/Services" than a goal of its made as a result of reviewing past own. During the 2015-16, this service will be provided to all pupils rather than just English learners, although English learners will still benefit from the resource teacher's actions. progress and/or changes to goals?

GOAL 5 from prior year LCAP:	All pupils have daily access to technology and training in its use. Each language arts and math. Metrics: Local assessments, standardized test performance, API, EL pupils that reclassification rate; middle school dropout rates; degree to which tead suspension/ expulsion data; student attendance data; other measures achievement	Related State and/or Local Priorities: $1 \times 2 \times 3 - 4 \times 5 - 6 - 7 - 8 -$ COE only: 9 - 10 - Local : Specify		
Goal Appli	es to: Schools: All Applicable Pupil All Subgroups: EL			
Expected Annual Measurab Outcomes	for English/ language arts and math	Annual Measurable	not available. The State's A has been suspended. DataWorks was used rathe attendance and truancy date outcomes were to increase Chronic absenteeism is inc current truancy dated is not Dropouts 2011-12: 4 2012-13: 0 Attendance Rate 2011-12: 0.9491 2012-13: 0.9490 2013-14: 0.9555 Chronic Absenteeism Rate 2011-12: 0.0968 2012-13: 0.0770 2013-14: 0.0642	ent information from these sources is API (Academic Performance Index) r than CalPADS. DataWorks provides ta. The expected annual measurable attendance rates and reduce truancy. luded instead of truancy because

Page 5	7 of	98
--------	------	----

			Page 57 of 98
		2011-12: 55.2 2012-13: 56.7 2013-14: 61.4 Credentialed Teachers 2011-12: 0 2012-13: 0 2013-14: 0 2014-15 Reclassification All sixth, seventh, and e Chromebooks. District was unable to de	ners Attaining English Proficiency Level Teaching Outside Subject Area Rate
	LCAP Yea	ar: 2014/2015	
Planned Actio			ons/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditu	
Computer technology will be purchased to increase pupil/ unit ratio; Professional development will be provided teachers in effective use of technology For English learners: Computer technology will be used to assist English learners with English language development 1:1 ratio of units to pupils in grades 6- 8; instruction provided to pupils to use units to maximize learning	Chromebook purchase 7000-7439: Other Outgo Supplemental \$112,000	Chromebooks were purchased for pupils in grades 6-8. Training for use of Google Docs was provided to students by teachers.	Chromebooks purchased 4000-4999: Books And Supplies Other \$314,000

Scope of LEA-wide Service	_	Scope of LEA-wide Service	
X All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) GATE, Migrant, Students with Disabilities, Hispanic, Asian, Black/African American, White, and Multiple races.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) GATE, Migrant, Students with Disabilities, Hispanic, Asian, Black/African American, White, and Multiple races.	
Scope of Service All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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? Based on reviews of this goal, it was determined that extended learning time will be included as a service towards the 2015/2016 Goal 2, "Maximize pupil achievement and success". It is more appropriate to "Actions/Services" than a goal of its own. In addition, it was determine that State Priority Goals 1 (Basic Services) and 2 (Implementation of Academic and Content Standards) were most appropriate for this action/service rather than 5 (Pupil Engagement), 7 (Access to Courses), and 8 (Other Measures).			

GOAL 6 from prior year LCAP:	Instructional staff trained in effective instructional strategies for CCSS technology, collaborative skills Metrics: Local assessments, standardized test performance, API, EL pupils tha reclassification rate; middle school dropout rates; degree to which teac suspension/ expulsion data; student attendance data; other measures achievement	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify		
Goal Appli	es to: Schools: All Applicable Pupil All Subgroups:			
Expected Annual Measurab Outcomes	All pupils receive instruction from teachers that have received at least one day of professional development in CCSS e implementation.	Annual Measurable	year for professional develo training in English language instructional technology, we communities, Step Up to W strategies. The training received by ins credential status or their as Neither the California Stand Assessment of Student Per was available during the 20 are available. The CASSP The Academic Performance comparison. It is estimated that EL profit assessments will decrease State assessments due to t and because it is based on Teacher teams develop the	dards Test nor the California formance and Progress (CASSPP) 113/2014, so no comparison scores P was administered during 2014/2015. e Index is not available for ciency as measured by State significantly as compared with prior the dramatic change in test structure Common Core State Standards. fir own common formative cial science and science. District

Page 60 of 98
The initial administration of the district benchmark assessment in grades 3 through 8 was designed to be a test run of the system. Pupil performance varied widely by grade and subject. Scores were not reported out because of this was a test of the process and system.
Local assessments and standardized tests are under development, so achievement information from these sources is not available. The State's API (Academic Performance Index) has been suspended.
Suspension Rate 2011-12: 8.6 2012-13: 8.4 2013-14: 6.6
Expulsion Rate 2011-12: 0.4 2012-13: 0.7 2013-14: 1.2
Dropouts 2011-12: 4 2012-13: 0
Attendance Rate 2011-12: 0.9491 2012-13: 0.9490 2013-14: 0.9555
Chronic Absenteeism Rate 2011-12: 0.0968 2012-13: 0.0770 2013-14: 0.0642
Percent of English Learners Making Progress Towards English Proficiency 2011-12: 65.1 2012-13: 60.8 2012-14: 64.2
2013-14: 64.2 Percent of English Learners Attaining English Proficiency Level 2011-12: 55.2 2012-13: 56.7

			Page 61 of 98
		2013-14: 61.4 Credentialed Teachers T 2011-12: 0 2012-13: 0 2013-14: 0 2014-15 Reclassification	eaching Outside Subject Area Rate
		ar: 2014/2015	
Planned Action		Actual Actio	ns/Services
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase number of duty days to provide professional development to all instructional staff. Add three professional development duty days to calendar	Certificated salaries 0001-0999: Unrestricted: Locally Defined Supplemental \$112,000	Increased number of duty days by 3 to provide professional development to all instructional staff. Staff provided with ELA and ELD training. Most teachers received training in integration of technology.	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental \$151,587 Certificated benefits 3000-3999: Employee Benefits Supplemental \$18,873
Scope of Service       LEA-wide         X All       OR:         _ Low Income pupils       English Learners         _ Foster Youth       Redesignated fluent English         proficient       Other Subgroups: (Specify)         GATE, Migrant, Students with       Disabilities, Hispanic, Asian,         Black/African American, White, and       Multiple races.		Scope of Service       LEA-wide         X All       OR:         _ Low Income pupils       English Learners         _ Foster Youth       Redesignated fluent English proficient         _ Other Subgroups: (Specify)       GATE, Migrant, Students with         Disabilities, Hispanic, Asian,       Black/African American, White, and         Multiple races.       Multiple races.	
services, and expenditures will be also made as a result of reviewing past prof	be two non-mandatory days for profess	2015/2016. It was determined that funds v ional development. Based on reviews of f ded as an action towards the 2015/2016 G	this goal, it was determined that

Page 62 of 98

Original GOAL 7 from prior year LCAP: All English learners receive interv Metrics: Local assessments, standardized reclassification rate; middle schoo suspension/ expulsion data; stude achievement	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify				
Goal Applies to: Schools: K-6 schools Applicable Pupil Subgroups:					
Expected Annual Measurable Outcomes: Students receive increased se direction of certificated staff.	rvices from trained staff under	Annual Measurable	learners received daily Eng trained paraprofessionals. received services two or the Neither the California Stand Assessment of Student Per was available during the 20 are available. The CASSP The Academic Performance comparison. It is estimated that EL profit assessments will decrease State assessments due to t and because it is based on Teacher teams develop the assessments for history/soc benchmarks will be made in The initial administration of grades 3 through 8 was des Pupil performance varied w	dards Test nor the California formance and Progress (CASSPP) 013/2014, so no comparison scores P was administered during 2014/2015. e Index is not available for ciency as measured by State significantly as compared with prior the dramatic change in test structure Common Core State Standards. eir own common formative cial science and science. District	

	Local assessments and standardized tests are under development, so achievement information from these sources is not available. The State's API (Academic Performance Index) has been suspended. Suspension Rate 2011-12: 8.6 2012-13: 8.4
	2013-14: 6.6 Expulsion Rate 2011-12: 0.4 2012-13: 0.7 2013-14: 1.2
	Dropouts 2011-12: 4 2012-13: 0 Attendance Rate 2011-12: 0.9491 2012-13: 0.9490 2013-14: 0.9555
	Chronic Absenteeism Rate 2011-12: 0.0968 2012-13: 0.0770 2013-14: 0.0642 Percent of English Learners Making Progress Towards English
	Proficiency 2011-12: 65.1 2012-13: 60.8 2013-14: 64.2 Percent of English Learners Attaining English Proficiency Level 2011-12: 55.2
	2012-13: 56.7 2013-14: 61.4 Credentialed Teachers Teaching Outside Subject Area Rate 2011-12: 0 2012-13: 0

				Page 65 of 98
		2013-1	4: 0	
		2014-1	5 Reclassification	Rate: 0.365
	LCAP Yea	r: 2014/2015		
Planned Acti	ons/Services		Actual Actio	ns/Services
	Budgeted Expenditures			Estimated Actual Annual Expenditures
For English learners: Pull-out and in-class interventions provided as appropriate for all English learners For RFEP pupils: Provide services when required by data	Classified salaries 2000-2999: Classified Personnel Salaries Supplemental \$77,000	Trained instructional staff provided daily ELD for English learners under the direction of an ELD resource teacher. The increase from budgeted expenditures to estimated actual annual expenditures resulted from the hiring of more paraprofessionals than originally anticipated.		Classified salaries 2000-2999: Classified Personnel Salaries Supplemental \$241,947 Classified benefits 3000-3999: Employee Benefits Supplemental \$51,317
Trained instructional staff provides daily ELD for English learners				
Scope of Service       LEA-wide        All		Scope of Service LEA-wide All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent E Other Subgroups: (Sp GATE, Migrant, Student Disabilities, Hispanic, As Black/African American, Multiple races.	ecify) <u>is with</u> <u>sian,</u> White, and	
services, and expenditures will be services	e or more additional resource teachers w vices to English learners will be included cess". It was determined that State Prio	as a service towards the	e 2015/2016 Goal	2, "Maximize pupil achievement and

Page 66 of 98

GOAL 8 from prior year LCAP:	year Metrics: COE only: 9 10 _				
Expected Annual Measurab Outcomes	CCSS and who assist with learning.	Actual Annual Measurable Outcomes:	Significant majority of parel better informed and knowled Teacher teams develop the assessments for history/so- benchmarks will be made in The initial administration of grades 3 through 8 was de Pupil performance varied w were not reported out beca and system. Local assessments and sta development, so achievem	cial science and science. District n the future. the district benchmark assessment in signed to be a test run of the system. <i>v</i> idely by grade and subject. Scores use of this was a test of the process	

				Page 68 of 98
			Proficiency 2011-12: 65.1 2012-13: 60.8 2013-14: 64.2 Percent of English Learn 2011-12: 55.2 2012-13: 56.7 2013-14: 61.4	
			2012-13: 0	
	LCAP \	<b>′ear</b> : 2014/2015		
Planned Actions/Services			Actual Actio	ns/Services
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Multiple trainings offered during the school year at each K-6 school and 7-8 school		Multiple CCSS trainings offered during the school year at each K-6 school and 7-8 school. Training provided by site administrators and teachers and no		No Costs \$0

	1	•	Page 69 of 98
		extra materials were required, so there were no cost associated with this service.	
Scope of LEA-wide Service		Scope of LEA-wide Service	
<u>X</u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u> <u>Multiple races.</u>		X All OR: X Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) GATE, Migrant, Students with Disabilities, Hispanic, Asian, Black/African American, White, and Multiple races.	
Additional assistance will be provided to English learner parents to better equip them to understand and assist with CCSS learning	Training costs 0001-0999: Unrestricted: Locally Defined Supplemental \$5000	Parents of English learners were provided with CCSS information through English Learner Advisory Committees and District English Learner Advisory Committee. This service was provided by administrative staff.	No costs \$0
Scope of LEA-wide Service		Scope of LEA-wide Service	
All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) GATE, Migrant, Students with Disabilities, Hispanic, Asian, Black/African American, White, and Multiple races.		All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify) GATE, Migrant, Students with Disabilities, Hispanic, Asian, Black/African American, White, and Multiple races.	
	ed on reviews of this goal, it was detern 5/2016 Goal 2, "Maximize pupil achieve	nined that CCSS training for parents will be ment and success".	e included as a service towards the

progress and/or changes to	
goals?	

					Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify	
Expected Annual Measurable Outcomes	e ¦eac	e overall TK-3 grade-span a ch K-6 school.	verage will be at or below 24:1 at	Actual Annual Measurable Outcomes:	Teacher teams develop the assessments for history/so benchmarks will be made in The initial administration of grades 3 through 8 was des Pupil performance varied w were not reported out beca and system. Local assessments and sta development, so achievem	the State's 24:1 grade span target. eir own common formative cial science and science. District in the future. the district benchmark assessment in signed to be a test run of the system. ridely by grade and subject. Scores use of this was a test of the process

				Page 72 of 98	
		22 22 22 22 22 22 22 22 22 22 22 22 22	Proficiency 2011-12: 65.1 2012-13: 60.8 2013-14: 64.2 Percent of English Learn 2011-12: 55.2 2012-13: 56.7 2013-14: 61.4	te ers Making Progress Towards English ers Attaining English Proficiency Level	
Dlannod Activ	LCAP Year: 2014/2015				
Planned Actions/Services Budgeted Expenditures		Actual Actions/Services		Estimated Actual Annual Expenditures	
Hire additional TK-3 teachers to reduce and maintain pupil/teacher ratio at or below 24:1 Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental \$229,000		TK-3 teachers to reduce and maintain pupil/teacher ratio at or below 24:1. The difference between the budgeted and actual expenditures is due to the		Certificated salaries 1000-1999: Certificated Personnel Salaries	
Add sufficient teachers to reduce ratio		inclusion of all pri	mary teachers for are used, not just	Certificated benefits 1000-1999: Certificated Personnel Salaries Supplemental \$326,135	

Page 73 of 98

Scope of K-6 schools Service		Scope of Schoolwide: TK-6 Service Schools	
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u> <u>Multiple races.</u>	<u>-</u> .	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u> <u>Multiple races.</u>	
services, and expenditures will be		ined that maintaining the 24:1 grade span avupil achievement and success". Also, it was ngagement).	

GOAL 10 from prior year LCAP:	All kindergarten through sixth grade pupils receive instruction in social school year Metrics: Local assessments, standardized test performance, API, EL pupils tha reclassification rate; middle school dropout rates; degree to which teachers are appropriately assigned; suspension/ exp other measures of social studies and science achievement	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify		
Goal Appli	es to: Schools: K-6 Applicable Pupil All Subgroups:			
Expected Annual Measurab Outcome	All grade 4-6 pupils are taught a minimum of three social studies units.	Annual	social studies and science studies and science instruc- instruction. Social studies and/or science Teacher teams develop the assessments for history/soci benchmarks will be made in The initial administration of grades 3 through 8 was des Pupil performance varied w were not reported out beca and system. Local assessments and stat development, so achievem	cial science and science. District in the future. the district benchmark assessment in signed to be a test run of the system. ridely by grade and subject. Scores use of this was a test of the process

			Page 75 01 96	
		Proficiency 2011-12: 65.1 2012-13: 60.8 2013-14: 64.2 Percent of English Lea 2011-12: 55.2 2012-13: 56.7 2013-14: 61.4		
		2013-14: 0 2014-15 Reclassificatio	on Rate: 0.365	
LCAP Year: 2014/2015				
Planned Actions/Services		Actual Act	ions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide instruction to elementary pupils in social studies and science.	No budgeted expenditures \$0	Pupils received instruction in social studies and science in grades 4-6 throughout the school year. There were	No funds expended \$0	

			Page 76 of 98
All 4-6 grade pupils begin receive reading and language arts instruction with social studies and science content. There were no expenditures budgeted.		no expenditures because there were no additional costs associated with this action/service.	
Scope of K-6 schools Service	_	Scope of Schoolwide: Elementary Service Schools	
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u> <u>Multiple races.</u>		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) GATE, Migrant, Students with Disabilities, Hispanic, Asian, Black/African American, White, and Multiple races.	
services, and expenditures will be 201 made as a result of reviewing past goal	15/2016 Goal 2, "All Pupils have Access t	ined that extended learning time will be ind to Broad Range of Courses". It is more ap to cover the costs of materials and instructi	propriate to "Actions/Services" than a

GOAL 11 from prior year LCAP:	Activate improved data management system to track student progress and communicate progress to pupils and parents Metrics: Local assessments, standardized test performance, API, EL pupils tha reclassification rate; middle school dropout rates; degree to which tead suspension/ expulsion data; student attendance data; other measures achievement	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify				
Goal Appli	es to: Schools: All Applicable Pupil All Subgroups:					
Expected Annual Measurab Outcomes	achievement data that is retrieved from data management system	Annual	The Educator's Assessment Data Management System (EADM was activated in the district and training provided in its use. Teachers and administrators used the system to store and retrieve student progress data.			
			Common formative assess assessments were generat	ments and district benchmark ed from the system.		
			The initial administration of the district benchmark assessment in grades 3 through 8 was designed to be a test run of the system. Pupil performance varied widely by grade and subject. Scores were not reported out because of this was a test of the process and system.			
				ndardized tests are under ent information from these sources is API (Academic Performance Index)		
			Suspension Rate 2011-12: 8.6 2012-13: 8.4 2013-14: 6.6			
			Expulsion Rate 2011-12: 0.4 2012-13: 0.7			

Page 78 of 98

				Page 78 of 98
			2013-14: 1.2	
			Dropouts 2011-12: 4 2012-13: 0	
			Attendance Rate 2011-12: 0.9491 2012-13: 0.9490 2013-14: 0.9555	
			Chronic Absenteeism Ra 2011-12: 0.0968 2012-13: 0.0770 2013-14: 0.0642	ate
			Percent of English Learr Proficiency 2011-12: 65.1 2012-13: 60.8 2013-14: 64.2	ners Making Progress Towards English
			Percent of English Learr 2011-12: 55.2 2012-13: 56.7 2013-14: 61.4	ners Attaining English Proficiency Level
			Credentialed Teachers <sup>-</sup> 2011-12: 0 2012-13: 0 2013-14: 0	Feaching Outside Subject Area Rate
			2014-15 Reclassificatior	n Rate: 0.365
	LCAP Ye	ar: 2014/2015		
Planned Actions/Services			Actual Actio	ons/Services
	Budgeted Expenditures			Estimated Actual Annual Expenditures
administrators to monitor progress and plan for instruction, interventions, and provide feedback to pupils, parents		administrators to plan for instructi provide feedbac	by teachers and o monitor progress and on, interventions, and k to pupils, parents ess. The budgeted	Data management/test generation system 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$18,400
		expenditures we		

		-	Page 79 of 98
All teachers use student data to determine levels of achievement and learning needs to plan for instruction and assessment.		management system only. The actual expenditure includes the addition of two test management systems.	
Low income pupils, English learner pupils, foster youth; RFEP pupils: The system will allow for low income, English learner, RFEP, and foster youth academic, attendance, and behavior data to be tracked and reviewed so that appropriate responses to their needs can be developed and implemented.			
Scope of LEA-wide Service	_	Scope of LEA-wide Service	
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u> <u>Multiple races.</u>		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u> <u>Multiple races.</u>	
	al 2, "Maximize pupil achievement and su	nined that this 2014-2015 goal will be inclu uccess". It was determined that additional	

Original Extracurricular activities available to all pupils. GOAL 12 from prior Metrics:					Related State and/or Local Priorities: 1 _ 2 _ 3 $\underline{X}$ 4 _ 5 $\underline{X}$ 6 $\underline{X}$ 7 _ 8 $\underline{X}$
year School attendance rates, chronic absenteeism rates, middle school dropout rates, LCAP: pupil suspension and expulsion rates, other local measures (surveys of pupils, parents and teachers on the					COE only: 9 _ 10 _
sense)			r papilo, paren		Local : Specify
Goal Applies to:       Schools:       All         Applicable Pupil       All         Subgroups:       Low Income         English learners       Foster Youth					
	tore after elementary after s	school sports and increase 7/8	Actual Annual Measurable Outcomes:	elementary schools. Stude proportional to overall popul	ball, soccer, and basketball offered at nt subgroup participation was lation. There were no additional apared with prior year.

	2011-12: 0.0968 2012-13: 0.0770
i i i i i i i i i i i i i i i i i i i	
	2013-14: 0.0642
	K-8 teachers and 4-8 students responded to a school climate, pupil engagement survey in January. The results were as follows:
	<ol> <li>When pupils arrive at school, they believe they will be successful (50%), Not do well (6%), learn useful things (38%), be hurt (2%) get in trouble (4%)</li> <li>Pupils learn best when they read a book (10%), listen to a teacher talk (26%), discuss things (31%), do paper/pencil tasks (11%), use technology (23%)</li> <li>Pupils feel safe at school always (47%), usually (34%), half</li> </ol>
	the time (14%), seldom (3%), never (2%) 4. Most of each day in class, pupils work by themselves at their desks (34%), with a partner (38%), in a small group (16%), using
	technology (4%), with their teacher (7%)
	5. Pupils like it best when the work by themselves at their desks (22%), with a partner (33%), in a small group (23%), using
	technology (11%), with their teacher (10%) 6. Pupils believe they would learn better if they had more
	practice time (42%), technology (23%), books (7%), help from adults (23%), homework (5%).
	7. Pupils believe that all (37%), most (38%), half (9%), some
	<ul> <li>(13%) or no (1%) adults seem to enjoy working with children</li> <li>8. When they have a problem at school, pupils feel best talking about it with a teacher (22%), administrator (8%), counselor (4%),</li> </ul>
	another student (25%), someone at home (24%), or none of these (17%).
	9. At home, pupils share only positive (25%), mostly positive (26%), the same amount of positive and negative (43%), mostly possible (26%) things about school
	negative (4%), or only negative (2%) things about school. 10. Pupils believe teachers treat children with respect always
	(49%), usually (35%), half the time (12%), seldom (3%), or never (1%).
	11. Pupils believe adults who are not teachers treat children with
	respect always (43%), usually (36%), half the time (12%), seldom (4%), or never (4%).
	Teachers responses:
	1. When pupils arrive at school, teachers think most believe they will be successful (68%) or learn useful things (32).

			Page 82 of 98
		<ul> <li>in class when the teacher (3%), they interact with a (17%).</li> <li>3. Teachers believe tha (15%), usually (84%), have the end of the</li></ul>	t all (10%) most (84%), half (5%), few o like being at school each day. t students would say they like class best nology (35%), working with other t students would say they would learn more books (2%), help from adults %), technology (27%). t all (33%) or most (66%) or half of the by working with children. aving problems at school, teachers think ble talking with teachers (64%), the lor (10%), another student (14%), or ). t students share mostly positive things nt of positive and negative things (51%), 1%) about school at home. at teachers always (40%) or usually respect. at Liberty classified staff members (60%) or half the time (2%) treat children huplicated counts) n - 8th grade) pupils
		ear: 2014/2015	
Planned Actions/Services			ons/Services
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Restore after elementary after school sports and increase 7/8 offerings	0001-0999: Unrestricted: Locally Defined Supplemental \$30,000	After-school sports were offered for 5th through 8th grade pupils. The selection of sports offered at Liberty remained the	Teacher coaching stipends 1000-1999: Certificated Personnel Salaries Supplemental \$17,000

			Page 83 of 98
Provide after school sports at K-6 schools and increase offerings at 7-8 school		same due to insufficient funds to expand the program.	Classified coaching stipends 2000- 2999: Classified Personnel Salaries Supplemental \$8000
Low income pupils, English learner pupils, foster youth: Track involvement of EL, LI, and foster		EL, LI, and Foster Youth participated at a level proportionate with the overall population. The number of offerings at Liberty Middle School did not increase	Coaching staff benefits 3000-3999: Employee Benefits Supplemental \$2400
youth pupils to ensure that the participation of the subgroups will increase and develop strategies to		due to insufficient funds. There were no apparent participation gaps.	Materials and supplies 4000-4999: Books And Supplies Supplemental \$3500
increase participation. After school sports at K-6 schools;			Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$3495
Increase number of offerings at 7-8 school; close participation gap where it exists among targeted subgroups			Field rental 5000-5999: Services And Other Operating Expenditures Supplemental \$1200
After school sports at K-6 schools; Increase number of offerings at 7-8 school			
Scope of LEA-wide Service		Scope of LEA-wide Service	
<u>X</u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u>		<u>X</u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u> <u>Multiple races.</u>	
services, and expenditures will be inclumade as a result of reviewing past will	ude 7th and 8th grade teams, boys and g	urchased to support programs. Middle sch girls. Based on reviews of this goal, it was 15/2016 Goal 1, "Provide a Safe and Nurtu I of its own.	determined that extracurricular activities

Page 84 of 98

GOĂL 13	om prior Metrics: year School attendance rates, chronic absenteeism rates, middle school dropout rates,					Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Appli			chool All LI, EL, Foster Youth			
Expected Annual Measurab Outcome	staf	luce 2013/2014 rate by 10%; f, programs	; Increased access to intervention	Annual Measurable Outcomes:	pupil engagement survey in follows: 1. When pupils arrive at sc successful (48%), Not do w get in trouble (6%) 2. Pupils learn best when t teacher talk (22%), discuss (17%), use technology (26% 3. Pupils feel safe at school the time (15%), seldom (4% 4. Most of each day in class desks (29%), with a partner technology 1%), with their t 5. Pupils like it best when t (23%), with a partner (41%) technology (9%), with their 6. Pupils believe they woul practice time (44%), technol adults (20%), homework (3 7. Pupils believe that all (3 (18%) or no (1%) adults at children. 8. When they have a probli- talking about it with a teach	of always (36%), usually (43%), half b), never (2%) s, pupils work by themselves at their (65%), in a small group (3%), using eacher (2%) he work by themselves at their desks ), in a small group (22%), using teacher (5%) d learn better if they had more blogy (29%), books (3%), help from

<ul> <li>will be successful (10) or learn useful things (7).</li> <li>2. Teachers believe that students are most engaged in learning in class when they interact with other students (16) or use technology (1).</li> <li>3. Teachers believe that students feel safe at Liberty always (2), usually (14), half the time (1).</li> <li>4. Teachers believe that most (14), half (2), few (1) students seem to like being at school each day.</li> <li>5. Teachers believe that students would say they like class best when they are using technology (3), working independently (2), working with other students (12).</li> <li>6. Teachers believe that students would say they would learn more in class if they had more help from adults (4), practice time (5), technology (8).</li> <li>7. Teachers believe that all (4) or most (3) adults seem to enjoy working with children.</li> </ul>	<ul> <li>9. At home, Liberty pupils share only positive (16%), mostly positive (28%), the same amount of positive and negative (49%), mostly negative (6%), or only negative (2%) things about school.</li> <li>10. At Liberty, pupils believe teachers treat children with respect always (40%), usually (41%), half the time (16%), seldom (2%), or never (1%).</li> <li>11. At Liberty, pupils believe adults who are not teachers treat children with respect always (48%), usually (39%), half the time (9%), seldom (1%), or never (3%).</li> </ul>
<ol> <li>Teachers believe that students feel safe at Liberty always (2), usually (14), half the time (1).</li> <li>Teachers believe that most (14), half (2), few (1) students seem to like being at school each day.</li> <li>Teachers believe that students would say they like class best when they are using technology (3), working independently (2), working with other students (12).</li> <li>Teachers believe that students would say they would learn more in class if they had more help from adults (4), practice time (5), technology (8).</li> <li>Teachers believe that all (4) or most (3) adults seem to enjoy working with children.</li> <li>When students are having problems at school, teachers think they feel most comfortable talking with teachers (5), a counselor (7), or other students (5).</li> <li>Teachers believe that students share mostly positive things (8) or an equal amount of positive and negative things (9) about school at home.</li> <li>Teachers believe that Liberty teachers always (7) or usually (10) treat children with respect.</li> </ol>	<ol> <li>When pupils arrive at school, teachers think most believe they will be successful (10) or learn useful things (7).</li> <li>Teachers believe that students are most engaged in learning in class when they interact with other students (16) or use</li> </ol>
<ul> <li>5. Teachers believe that students would say they like class best when they are using technology (3), working independently (2), working with other students (12).</li> <li>6. Teachers believe that students would say they would learn more in class if they had more help from adults (4), practice time (5), technology (8).</li> <li>7. Teachers believe that all (4) or most (3) adults seem to enjoy working with children.</li> <li>8. When students are having problems at school, teachers think they feel most comfortable talking with teachers (5), a counselor (7), or other students (5).</li> <li>9. Teachers believe that students share mostly positive things (8) or an equal amount of positive and negative things (9) about school at home.</li> <li>10. Teachers believe that Liberty teachers always (7) or usually (10) treat children with respect.</li> <li>11. Teachers believe that Liberty classified staff members</li> </ul>	<ol> <li>Teachers believe that students feel safe at Liberty always (2), usually (14), half the time (1).</li> <li>Teachers believe that most (14), half (2), few (1) students</li> </ol>
<ul> <li>more in class if they had more help from adults (4), practice time (5), technology (8).</li> <li>7. Teachers believe that all (4) or most (3) adults seem to enjoy working with children.</li> <li>8. When students are having problems at school, teachers think they feel most comfortable talking with teachers (5), a counselor (7), or other students (5).</li> <li>9. Teachers believe that students share mostly positive things (8) or an equal amount of positive and negative things (9) about school at home.</li> <li>10. Teachers believe that Liberty teachers always (7) or usually (10) treat children with respect.</li> <li>11. Teachers believe that Liberty classified staff members</li> </ul>	5. Teachers believe that students would say they like class best when they are using technology (3), working independently (2), working with other students (12).
<ul> <li>working with children.</li> <li>8. When students are having problems at school, teachers think they feel most comfortable talking with teachers (5), a counselor (7), or other students (5).</li> <li>9. Teachers believe that students share mostly positive things (8) or an equal amount of positive and negative things (9) about school at home.</li> <li>10. Teachers believe that Liberty teachers always (7) or usually (10) treat children with respect.</li> <li>11. Teachers believe that Liberty classified staff members</li> </ul>	more in class if they had more help from adults (4), practice time (5), technology (8).
<ul> <li>(7), or other students (5).</li> <li>9. Teachers believe that students share mostly positive things</li> <li>(8) or an equal amount of positive and negative things (9) about school at home.</li> <li>10. Teachers believe that Liberty teachers always (7) or usually</li> <li>(10) treat children with respect.</li> <li>11. Teachers believe that Liberty classified staff members</li> </ul>	working with children. 8. When students are having problems at school, teachers think
<ul> <li>10. Teachers believe that Liberty teachers always (7) or usually (10) treat children with respect.</li> <li>11. Teachers believe that Liberty classified staff members</li> </ul>	<ul><li>(7), or other students (5).</li><li>9. Teachers believe that students share mostly positive things</li><li>(8) or an equal amount of positive and negative things (9) about</li></ul>
	10. Teachers believe that Liberty teachers always (7) or usually (10) treat children with respect.
	always (9) or usually (8) treat children with respect.
The additional assistant principal monitored and intervened with 12 pupils transitioning from the community day school program to the regular program. All of those students successfully completed the academic year at Liberty. The 2014-15 suspension rate dropped 40% and expulsion rate dropped 60%	12 pupils transitioning from the community day school program to the regular program. All of those students successfully completed the academic year at Liberty. The 2014-15

from the prior year. The full-time counselor was able to intervene with a larger number of pupils and was able to spend more time dealing with difficult cases. She also was able to oversee the Rachel's Challenge program, a new 2014-15 initiative.
Suspension Rate (Liberty) 2011-12: 15.5 2012-13: 18.2 2013-14: 15.1
Expulsion Rate (Liberty) 2011-12: 2.1 2012-13: 3.3 2013-14: 5.5
Dropouts (Liberty) 2011-12: 4 2012-13: 0
Attendance Rate (Liberty) 2011-12: 93.8 2012-13: 93.7 2013-14: 93.9
Chronic Absence (Liberty) 2011-12: 11.6 2012-13: 10.7 2013-14: 9.0
Counseling 2013-14 169 pupils served 567 contacts
2014-15 (through 01/15) 170 pupil served 481 contacts
Opportunity Program was not developed for two reasons: Not enough funds were available to support compensation for staffing as well as equipment, materials, and supplies and a teacher willing and qualified to run a program was not available.

Page 88 of 98

LCAP Year: 2014/2015				
Planned Acti	ons/Services	Actual Actio	ns/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Counseling Early intervention Opportunity Program Administration intervention	Administrator, counseling, opportunity teacher salaries 0001- 0999: Unrestricted: Locally Defined Supplemental \$267,000	Increased counseling and administrative services to intervene with at risk students. One full-time counselor added to staff. One assistant principal	Counseling salaries 1000-1999: Certificated Personnel Salaries Supplemental \$69,062 Counseling benefits 3000-3999:	
For low income pupils, English learner		added to staff. Although it was included in the plan, an Opportunity Program was not developed for two	Employee Benefits Supplemental \$25,137	
Focus intervention services on EL, LI, and/or foster pupils.	Foster youth: Program was not or reasons: Not enou		AP Admin salaries 1000-1999: Certificated Personnel Salaries Supplemental \$88,452	
Add assistant principal, full-time counselor; begin Opportunity program		and supplies and a teacher willing and qualified to run a program was not available.	AP Admin benefits 1000-1999: Certificated Personnel Salaries Supplemental \$23,815	
Scope of School-wide: Liberty Service Middle School		Scope of School-wide: Liberty Service Middle School		
<u>X</u> All OR:		<u>X</u> All OR:		
X Low Income pupils X English Learners X Foster Youth		X Low Income pupils X English Learners X Foster Youth		
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
_ Other Subgroups: (Specify) <u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u>		<u>GATE, Migrant, Students with</u> <u>Disabilities, Hispanic, Asian,</u> <u>Black/African American, White, and</u>		
Black/African American, White, and Multiple races.		Multiple races.		
		nined that this goal will be included as an a uccess". It is more appropriate to "Actions		

Original GOAL 14 from prior year LCAP: Ongoing English Language Development training for all teachers and paraprofessionals. Metrics: State and local assessments; degree to which teachers are appropriately assigned; suspension/ expulsion rates; absenteeism and truancy rates					Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	English learners and non-proficien	t English only s	students	
Annual cre	English learners receive instr edentialed teachers that have ofessional development in Eng	received at least one day of	Annual Measurable Outcomes:	ELD training. District measures show an learners and all other subgr DataWorks provides attend annual measurable outcom and reduce truancy. Chron truancy because current tru State. State assessment results a	tors received a minimum of one day of achievement gap between English roups remains higher than 10% lance and truancy data. The expected hes were to increase attendance rates hic absenteeism is included instead of uancy dated is not available from the are not provided because the tem was not in place in time to provide

			Page 90 of 98
		Suspension Rate 2011-12: 8.6 2012-13: 8.4 2013-14: 6.6 Expulsion Rate 2011-12: 0.4 2012-13: 0.7 2013-14: 1.2	
		ar: 2014/2015	
Planned Acti		Actual Actio	ons/Services
	Budgeted Expenditures		Estimated Actual Annual Expenditures
For English learners: All English learners will receive ELD support in every classroom from staff trained in effective strategies and techniques Minimum one full day of ELD training for all staff	Training costs 0001-0999: Unrestricted: Locally Defined Supplemental \$56,000	Training provided in the integration of ELD strategies. The amount budgeted for this action/service was based on multiple training dates. One training session was provided instead, so the actual cost was much less.	PD Trainer (A. Schifini) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8000
Scope of LEA-wide Service		Scope of LEA-wide Service	
All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) GATE, Migrant, Students with Disabilities, Hispanic, Asian, Black/African American, White, and <u>Multiple races.</u>		X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) GATE, Migrant, Students with Disabilities, Hispanic, Asian, Black/African American, White, and Multiple races.	
services, and expenditures will be "Ma	ximize pupil achievement and success".	ined that this goal will be included as a se It is more appropriate to "Actions/Service I Engagement) and 6 (School Climate) we	es" than a goal of its own. It was also

goals?		
	goals?	

GOAL 15 from prior year	Metrics:			1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 <u>X</u> 8 <u>X</u>		
	LCAP: Local assessments, standardized test performance, API, EL pupils that become English proficient, EL cOE or reclassification rate; middle school dropout rates; degree to which teachers are appropriately assigned; suspension/ expulsion data; student attendance data; other measures of social studies and science Local achievement					
Goal Appli	Goal Applies to:       Schools:       All         Applicable Pupil       EL         Subgroups:       LI         Foster Youth       R-FEP					
Expected Annual Measurab Outcomes	least one day of professional development in effective use of technology	Actual Annual Measurable Outcomes:	how to use units to conduct collaboratively with partners Local assessments and sta development, so achievem	chool year. Teachers taught pupils t research, compose reports, and work s.		

			Page 93 of 98
		Proficiency 2011-12: 65.1 2012-13: 60.8 2013-14: 64.2 Percent of English Lean 2011-12: 55.2 2012-13: 56.7 2013-14: 61.4	ate ners Making Progress Towards English ners Attaining English Proficiency Level Feaching Outside Subject Area Rate
	LCAP Ye	ar: 2014/2015	
Planned Actio		Actual Actions/Services	
	Budgeted Expenditures	Estimated Actual Annual Expenditures	
		Although there was a planned action for 2014-15, it was left off of the 2014-15 plan. 6th - 8th grade teachers were trained in	Training costs; Kings County Office of Education 5000-5999: Services And Other Operating Expenditures Supplemental \$4000

Budgeted Expenditures		Estimated Actual Annual Expenditures
	Although there was a planned action for 2014-15, it was left off of the 2014-15 plan. 6th - 8th grade teachers were trained in the use of Chromebook technology. 75% of teachers received at least one day of professional development in effective use of technology. 4th - 6th grade teachers were trained in the use of Google Docs. Originally, training for the provided	Training costs; Kings County Office of Education 5000-5999: Services And Other Operating Expenditures Supplemental \$4000
	this action/service was to be provided	

			Page 94 of 98	
		by existing staff, so no costs were budgeted.		
All  OR:		Scope of LEA-wide Service		
<ul> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> <li><u>GATE, Migrant, Students with</u></li> <li><u>Disabilities, Hispanic, Asian,</u></li> <li><u>Black/African American, White, and</u></li> <li><u>Multiple races.</u></li> </ul>		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) GATE, Migrant, Students with Disabilities, Hispanic, Asian, Black/African American, White, and Multiple races.		
services, and expenditures will be made as a result of reviewing past	nditures will be "Maximize pupil achievement and success". It is more appropriate to "Actions/Services" than a goal of its own. It was also f reviewing past determined that State Priority Goals 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate) were not appropriate			

## 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:\$4,509,152Lemoore Union Elementary School District's supplemental and concentration grant funds for the 2015/2016 were calculated on the basis of 70.81% (3-year average)unduplicated count of low income, foster youth, and English learner pupils. A significant portion of this funding is dedicated to professional development for all instructionalstaff because highly trained teachers and paraprofessionals have the greatest impact on pupil achievement. The professional development emphasis in 2015/2016 is oneffective use of instructional technology, English language development strategies, and Common Core English/language arts and math implementation. Directly related to theprofessional development component is increasing the number of contracted duty days for instructional staff. Traditionally, professional development has been offered outsidethe work year, so attendance was voluntary (compensation for participation was based on an hourly rate). Training is also a key component of the parent involvementcomponent, calling for familiarizing parents with the State standards and providing opportunities for parents/guardians to learn how they can support the acquisition of the skillsand knowledge associated with State standards.

Most supplemental and concentration funds are being used in a district-wide manner because such a significant percentage (70.81%) of pupils belong to one or more of the three subgroups; low income, English learners, and foster youth. To exclude the remaining 29.19% pupils from the services and/or programs would be neither efficient nor practical. English learners are supported by funds for specific services but much of the impact to English language development is expected to come through in-class interventions. For this reason, funding is being applied to professional development for instructional staff that encounter English learners on a daily basis.

In two cases, funds are designated for Liberty Middle School to be used for school-wide services/programs because the issues (suspension/expulsion rates and focused professional development) are site-specific concerns. To that end, a second assistant principal and a full-time counselor were added to the Liberty staff to (1) support proactive and reactive pupil intervention and (2) provide additional support to the instructional staff. To assist with State standards implementation and pupil engagement, a resource teacher joined the staff to provide daily support and assistance to the instructional staff.

Pupil mental health and physical health are significant concerns and are being addressed with the addition of counseling services at the elementary schools and a registered school nurse. Not only will these personnel be in a position to provide assistance to individual pupils, they can take preventative measures through whole class and targeted group instruction. Foster youth will be given priorities for mental health services as needed.

Establishing or expanding extra-curricular activities is included to address school climate and pupil engagement. LUESD has restored after school sports at K-6 schools and will increase the number of offerings at 7-8 school. The After School Education and Safety programs at the K-6 schools provide non-sports, extra-curricular activities for pupils, but eventually other forms of extra-curricular activities will be added.

LUESD is continuing its effort to increase the availability of computer technology at all schools. Training for staff will emphasize effective utilization of the technology with

pupils. It is also expected that future textbook adoptions will include a significant reliance on computer technology to access the core curriculum. This is a district-wide initiative in accordance with provisions of the Williams Act that requires all pupils have equal access to instructional materials.

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.



The percentage by which services for unduplicated pupils must be increased or improved as compared to all pupils is 18.51%. In this plan, English learners, low income pupils, and foster youth benefit from a significant increase in professional development provided to instructional staff in the areas of English language development, English/language arts and math State standards and incorporation of instructional technology. There is also an emphasis on training for all instructional staff in knowledge and use of English language development strategies. English learner interventions will be increased so that each school can provide the same level of service for English learners no matter the school, and English language development programs will be enhanced by a significant increase in the amount of computer technology. Foster youth make up approximately 0.1% of the general population and are distributed throughout all nine grades; however, there will be a greater emphasis on identifying and tracking their progress and respond to their behavioral/emotional needs. As the largest subgroup in LUESD, low income pupils benefit from all actions and services that have been added or enhanced as a result of this plan. Additional emphasis will be placed on tracking this group as a whole and, where appropriate, responding to needs specific to it.

## 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:
  - 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:
  - The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
  - (3) Divide (1) by (2).
- 01-13-15 [California Department of Education]