

Introduction:

LEA: Lemoore Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Cheryl Hunt, Superintendent, cherylhunt@myluesd.net, (559) 924-6800 **LCAP Year:** 2016-2017

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 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 superintendent and/or the assistant superintendent shared plans for the 2016-17 LCAP and related information to the community during LUESD Board of Trustees during open sessions: 1.1 March 8, 2016 1.2 April 12, 2016 1.3 April 28, 2016	1.1 The superintendent shared with the Board and the public that he had met with administrators, teachers, and parents and from those meetings, it was apparent that there was consensus that a reading intervention program was the highest priority for the 2016-17 school year. There is support for interventions at grades K-6, with emphasis on K-3 pupils. The Board was reminded that adding a fourth counselor for the elementary schools and the purchase of 1:1 computer devices were in the 2016-17 LCAP. Neither the board nor members of the public commented on this information

2. Kings County Office of Education LCAP training sessions and meetings with the superintendent, assistant superintendent, and chief business official: October 9, November 6, December 17, 2015; February 8, February 29, April 8, 2016.

3. Site administrators and district administrators discussed 2016-17 LCAP actions, services, and program options during weekly administrator meetings throughout the school year.

4. Kings County Office of Education hosted a meeting with County Foster Youth Coordinators, Independent Living Program Manager, Kings County Behavioral Health Director, Attendance/Truency and Probation Department staff with Assistant Superintendent and Chief Business Officer along with Kings County Administrators. The meeting was held on March 5, 2016.

nor were any suggestions made.

1.2 Results of parent surveys were shared. The board appreciated the positive responses.

1.3 The superintendent and assistant superintendent shared a draft of the 2016-17 LCAP with the Board during a study session. The board expressed no concerns and asked no questions related to the 2016-17 LCAP.

2. Training focused on leading the process of developing the LCAP by focusing on priorities, creating a common vision of student success, developing and monitoring metrics that measure progress towards goals. Emphasis was placed on engaging site administrators setting and/or adjusting 2016-17 outcomes..

3. The consensus of the administration was that reading intervention should be a priority for inclusion in the 2016-17 LCAP. Although addressing the needs of underachieving K-3 pupils is a significant concern, administrators also advocated for intervening with intermediate grade pupils. A plan for providing teachers with professional development for reading, including follow up support, was preferred over assigning reading specialists to individual schools. Administration stakeholders also supported adding to the 2016-17 LCAP a visitor screening system so each school to provide one more safety precaution.

At the request of first grade teachers, elementary principals asked that 1:1 devices be purchased for first graders during 2016-17 rather than wait for 2017-18. It was decided to make that purchase.

It was decided that Goal 2, Action/Service 2.12, pupil transportation, would be removed from the LCAP and funded through the Base Grant.

4. The meeting focused on transitions to coordinate, collaborate, build capacity and systems county wide to meet the needs of Foster Youth (FY). This is necessary due to AB854 which requires restructuring of the Foster Your Services (FYS) program to the FYS Coordination Program. It also directs the County Office of Education away from providing direct services to more supplementary services through established coordination.

4.1 Mandates KCOE to create a Local inter-agency Executive Advisory Council (KCEAC)-Leadership group to develop the plan to be most effective to support identified FY in our county. LUESD to appoint KCEAC member to coordinate

5. A teacher survey was conducted during one week in January 2016. Of the 155 teachers in the district, 123 responded.

services for FY in 2016-17.

5. The elements of the teacher survey that contributed to LCAP development were as follows:

5.1 The majority of respondents (56.5%) think the district should prioritize funds for reading specialists. This contributed to the decision to include reading intervention in the 2016-17 LCAP, Goal 2, Action 2.12.

5.2 Amount of teachers who use the following to teach English language arts daily or often:

5.21 Textbook (36%)

5.22 Lessons created by themselves or one of their teammates (85%).

5.23 Purchased supplemental materials (50%).

5.24 Lessons found on the Internet (45%).

5.25 Explicit Direct Instruction lessons created and prepared by the Dataworks company (21%).

5.26 Lessons created by teachers at other LUESD schools (18%).

5.27 Lessons created by a teacher from another school district (5%).

5.28 Lessons created by a site administrator (3%).

5.3 Amount of teachers who use the following to teach math daily or often:

5.31 Textbook (69%).

5.32 Lessons created by me or one of my teammates (61%).

5.33 Purchased supplemental materials (41%).

5.34 Lessons found on the Internet (26%).

5.35 EDI lessons created and prepared by Dataworks (15%).

5.36 Lessons created by teachers at other LUESD schools (10%).

5.37 Lessons created by a teacher from another school district (1%).

5.38 Lessons created by a site administrator (0%).

5.4 87% of respondents shared that their familiarity with the newest State standards is better or much better than it was compared to this time last year.

These responses (5.2-5.4) contributed to the decision to continue with Goal 2 actions/services to provide State standards related professional development and to continue to provide funds to purchase supplemental instructional materials.

6. January 28 - The superintendent and assistant superintendent met with the District Advisory Council (DAC).

6. Information about current year services and actions were shared. The DAC expressed support for the plan to include intensive reading intervention to the 2016-17 LCAP.

7. District English Learner Advisory Committee meetings.

- 7.1 October 28, 2015
- 7.2 December 16, 2015
- 7.3 February 10, 2016
- 7.4 April 6, 2016

8. Parent surveys regarding school climate and parent involvement were collected by each of the elementary schools and Liberty Middle School.

7. District LCAP updates were provided at each DELAC Meeting

- 7.1 The Superintendent reviewed the LCFF and LCAP goals along with progress
 - 7.2 The Assistant Superintendent presented academic data in regards to LCAP goals
 - 7.3 The Superintendent reviewed survey data and advisory updates
 - 7.4 The Superintendent presented updated district wide needs assessment data and outcomes from advisory meetings and surveys.
- Parent expressed support for reading specialists for grades K-3 and for physical education teachers for grades K-6.

8. The results of the elementary parent surveys reflected very positive attitudes of parents towards school climate (State Priority Goal 6) and parent engagement (State Priority Goal 3). The results contributed to the decision to add one more counselor to serve elementary school pupils

- 8.1 I feel that my child is safe when he/she goes to school. Always 60%, Usually 32%, Sometimes 7%, Never 0%
- 8.2 I feel welcome when I come in the office or when I call the office. Always 71%, Usually 21%, Sometimes 8%, Never 1%
- 8.3 Teachers are respectful to students. Always 70%, Usually 25%, Sometimes 4%
- 8.4 My child's teacher regularly communicates with me about my child's progress. Always 69%, Usually 20%, Sometimes 10%, Never 2%
- 8.4 If I ask questions about my child's education, I know I will get a quick and accurate response. Always 76%, Usually 20%, Sometimes 4%, Never 1%
- 8.5 I am comfortable helping my children with their homework. Always 69%, Usually 23%, Sometimes 8%, Never 1%
- 8.6 I feel that my child gets the extra help he/she needs. Always 63%, Usually 27%, Sometimes 9%, Never 1%
- 8.7 I feel that my child is receiving appropriate support in English Language Development. Always 70%, Usually 20%, Sometimes 8%, Never 1%
- 8.8 My child knows what to do to get help if he/she is having problems at school. Always 58%, Usually 30%, Sometimes 11%, Never 1%

The results of the Liberty Middle School parent survey were very positive (results recorded as numbers, not percentages).

- 8.9 Learning is the top priority at Liberty Middle School. Strongly agree 60, Agree 67, Disagree 2, Strongly disagree 0
- 8.10 Student success is important and celebrated at Liberty Middle School.

9. The superintendent, assistant superintendent, human resources director, and chief business official met with representatives of the Lemoore Elementary Teachers' Association on November 3, 2015.

10. The superintendent, assistant superintendent, human resources director, and chief business official met with representatives of the Lemoore Elementary Classified Association on April 13, 2016, to review 2015-16 actions and services and share information about actions and services for 2016-17.

11. In late February and early March, the superintendent met with parent clubs at three schools and the school site council at one school to review current services and programs and ask for input for the 2016-17 plan.

12. A pupil survey regarding school climate and pupil engagement was gathered from 4th - 8th grade pupils during the month of January.

Strongly agree 48, Agree 74, Disagree 4, Strongly disagree 2

8.11 My child/children get the extra help they need at Liberty Middle School. Strongly agree 32, Agree 81, Disagree 13, Strongly disagree 4

8.12 My child/children get the extra challenge and enrichment they need at Liberty. Strongly agree 30, Agree 90, Disagree 7, Strongly disagree 2

8.13 Liberty Middle School is moving in the right direction. Strongly agree 42, Agree 75, Disagree 12, Strongly disagree 0

Although overwhelmingly positive, the items that elicited the most negative responses are related to students receiving extra assistance with their work. Going forward, the focus of teacher training is on providing pupils with the support they need to be successful. Also, counseling services are being added at the elementary level so that children have better access to that support.

9. The superintendent shared information about actions and services in place for the 2015-16 school year and that the consensus among stakeholders was that a reading intervention program be included in the 2016-17 LCAP.

10. LECO union representatives expressed support for planned actions and services for 2016-17.

11. The consensus among parent participants was that priority should be given to reading intervention, specifically for primary grade pupils.

12. The results of the student survey showed high levels of pupil satisfaction with school climate and engagement:

12.1 I feel safe at school - 83% always or usually; 12% half the time; 5% seldom or never.

12.2 When I arrive at school, I usually believe I'll be successful (47%) or learn useful things (42%). There is a need to address those who believe they will "get in trouble" (3%), be hurt (1%), or "not do well" (7%).

12.3 I learn best when I do paper/pencil task (11%), I read a book (14%), I use technology (20%), my teacher talks (26%), we discuss things (30%).

12.4 Most of each day in class I work by myself at my desk (30%), with my teacher (3%), in a small group (11%), with a partner (22%), using technology (13%).

12.5 I like it best when I work by myself at my desk (23%), with my teacher

(10%), in a small group (23%), with a partner (33%), using technology (8%).

12.6 I would learn better if I had more books (7%), technology (15%), help from adults (21%), more practice time (50%), homework (7%).

12.7 When I have a problem at school, I feel best talking about it with a teacher (32%), the principal or other administrator (8%), another student (33%), the counselor (5%), none of these (22%).

12.8 At my school, ___ adults seem to enjoy working with children. All (45%), Most (37%), Half (7%), Some (10%), No (1%).

12.9 How many days of school do you think it's okay to miss? 0 (21%), 1-5 (56%), 6-10 (14%), 11-15 (5%), 16-20 (5%)

12.10 What are the reasons you've stayed home from school this year?

I haven't missed school this year. (326)

I was ill. (947)

I was tired (101)

I had a doctor appointment. (726)

I just didn't want to go. (76)

I was afraid. (45)

I didn't want to take a test (24)

Someone in my family had a doctor appointment. (174)

Someone in my family was ill. (171)

I missed the bus. (62)

We had visitors at home. (68)

My family went on a trip. (354)

Someone didn't wake up in time to bring me to school. (160)

Other (225)

13. The superintendent reviewed the 2016-17 LCAP with the DAC. There were no suggestions made by DAC members. A question was asked about support for fine arts, history, and science in primary grades. It was shared that funds were set aside to provide resources for these subjects and these grades.

14. A draft of the 2016-17 LCAP was shared at both meetings. Topics discussed: Music in K-3, field trips, SciCon. There are funds budgeted in the 2016-17 LCAP to support fine arts in grades TK-3. Field trips and SciCon can be future considerations.

1. PROVIDE INTENSIVE READING INTERVENTION TO UNDERACHIEVING PUPILS, ESPECIALLY IN GRADES K-3.

13. The superintendent met with the District Advisory Council on May 12, 2016.

14. The superintendent and assistant superintendent met with the Parent Advisory Committee

14.1 March 1, 2016

14.2 May 11, 2016

LCAP CHANGES TRIGGERED BY STAKEHOLDER INVOLVEMENT TO BEGIN IN 2016-17:

2. EQUIP EACH SCHOOL WITH A VISITOR SCREENING SYSTEM AS AN ADDITIONAL SAFETY MEASURE.
3. PROVIDE ADDITIONAL MENTAL HEALTH SERVICE BY ADDING A FOURTH ELEMENTARY SCHOOL COUNSELOR SO THAT EACH DISTRICT SCHOOL HAS THIS FULL-TIME SERVICE.
4. CONTINUE THE PHASING IN OF 1:1 COMPUTER DEVICES IN THE ELEMENTARY SCHOOLS BY ADDING GRADES ONE, TWO, AND THREE IN 2016-17. THE ORIGINAL PLAN CALLED FOR GRADES TWO AND THREE ONLY, BUT FIRST GRADE WAS ADDED AT THE REQUEST OF TEACHERS AND WITH ADMINISTRATIVE SUPPORT SO THAT ALL FEATURES OF THE NEW ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT PROGRAM CAN BE ACCESSED.
5. LUESD WILL PARTICIPATE ON THE KINGS COUNTY EXECUTIVE ADVISORY COUNCIL FOR FOSTER YOUTH SERVICES.
6. PUPIL TRANSPORTATION SERVICES REMOVED FROM THE LCAP.

Annual Update:

1. The superintendent and/or the assistant superintendent presented LCAP updates and LCAP related information to the community during LUESD Board meetings:
 - 1.1 August 11, 2015
 - 1.2 September 8, 2015
 - 1.3 October 13, 2015
 - 1.4 November 10, 2015
 - 1.5 January 12, 2016
 - 1.6 February 9, 2016
 - 1.7 March 8, 2016
 - 1.8 April 12, 2016

Annual Update:

1. Update information shared with the LUESD Board of Trustees:
 - 1.1 Student discipline process and data, summer school enrollment and program information, Trimester 3 student academic progress data
 - 1.2 Distribution of 1:1 electronic devices to 4th - 5th grade pupils, technical changes made to the 2015-16 LCAP that were triggered by the Kings County Office of Education review. There were no questions or requests for clarification.
 - 1.3 The superintendent reported about the number and breakdown of pupils that were participating in after school sports, receiving counseling services, receiving nursing services, and participating in the fine arts program. The assistant superintendent shared results of the 2015 California Assessment of Student Performance and Progress (CAASPP).
 - 1.4 The superintendent shared attendance data, emphasizing chronic absenteeism rates by grade level and school. Steps to address chronic absenteeism were shared as well. The director of human resources shared

2. The superintendent and assistant superintendent met with the Parent Advisory Committee

- 2.1 October 27, 2015
- 2.2 February 2, 2016
- 2.3 March 1, 2016

3. The superintendent and assistant superintendent met with the District English Language Advisory Committee

- 3.1 October 28.

4. Lemoore Elementary Teachers' Association (LETA) representatives met with the superintendent, assistant superintendent, and human resources director:

- 4.1 November 3 during which time the superintendent reviewed the LCAP actions and services for 2015-16.

information about extra curricular programs, concentrating on the recruitment and screening of coaches.

- 1.5 The assistant superintendent shared Trimester 1 student achievement data.
- 1.6 The superintendent shared the results of pupil and teacher school climate and pupil engagement surveys.
- 1.7 The assistant superintendent updated the board on recent professional development opportunities for teachers (EADMS, technology utilization, Chromebook/Google Applications, and Essential Standards).
- 1.8 The assistant superintendent share Trimester 2 student achievement data.

2. An invitation to participate on the LUESD PAC was mailed to all LUESD parents in late summer. All respondents were notified of meeting dates and times for the school year. On each meeting date, two meeting times were offered; 9:00 AM and 6:00 PM. Basic information about the Local Control Funding Formula and the LCAP. A summary of the 2015-16 LCAP actions and services was shared. Parents asked about the distribution and use of Chromebooks in grades 4 and 5. Appreciation was expressed for counseling services (Section 2, Annual Update, Goal 1).

3. The committee was provided with a summary of 2015-16 LCAP initiatives, services, and programs. Committee members expressed desire for more parent nights (currently sponsored and planned by schools' parent organizations), English classes for EL parents and after school tutoring for 8th graders. Funds are provided for schools to provide more parent nights and tutoring for 8th graders in Section 2, Goals, Actions, Expenditures, Goal 2,

4. Update information shared with LETA representatives:

- 4.1 Counseling and nursing services to pupils
- 4.2 Pupil participation in after school sports programs,
- 4.3 Chronic absenteeism rates from 12/13 through 14/15
- 4.4 Student performance on California Assessment of Student Performance and Progress (CAASPP)
- 4.5 Pupil participation in band and choir programs; grades 5-8.

Representatives asked about reducing student to teacher rates in TK-3 classes to 20:1. This is possible if deemed a priority for funding. It would require the hiring of nine (9) teachers at a cost of approximately \$630,000.

5. The superintendent conducted an LCAP Forum for LUESD staff on December 3, 2015.
 6. The superintendent met with the Kings Lions Club on November 18, 2015.
 7. A teacher survey of pupil engagement and school climate was conducted during one week in January 2016. Of the 155 teachers in the district, 123 responded.
 8. The superintendent met with the Lemoore Rotary Club on January 19, 2016.
5. The superintendent shared a brief overview of the elements of the Local Control Funding Formula and the LCAP; reviewed the 2015-16 actions and services being provided to pupils, staff, and parents; and the costs associated with each. Updates of the following actions/services were shared: counseling, nursing extra-curricular participation, chronic absenteeism, professional development, and CAASPP results.
 6. The superintendent shared a brief overview of the elements of the Local Control Funding Formula and the LCAP; reviewed the 2015-16 actions and services being provided to pupils, staff, and parents; and the costs associated with each. Club members expressed support for the actions and services outlined in the report. It was suggested by club members that each Lemoore service club adopt a school to support by purchasing materials or volunteering. Although there is no need for clubs to purchase supplies, volunteer services are appreciated and club members were encouraged to sign up at a school of their choice.
 7. The elements of the teacher survey that were relevant to the LCAP Update were as follows:
 - 7.1 79% believe 90%-100% of their students can learn at high levels.
 - 7.2 98.4% believe that all or most of their students feel safe at school.
 - 7.3 95.9% believe that all or most of their students like being at school each day.
 - 7.4 51.6% believe that students like class best when they are working with other students; 44.4% using technology.
 - 7.5 Teachers believe students would say they would learn more if they have more practice time (48.4%) or more help from adults (39.5%).
 - 7.6 98.4% believe that all or most adults at their school enjoy working with children.
 - 7.7 When students are having problems at school, teachers believe they are more comfortable talking with a teacher (66.1%) or a counselor (16.1%).
 - 7.8 Teachers believe that students share mostly good things about school at home (63.7%) or about the same amount of good and bad (33.1%).
 - 7.9 Teachers believe that adults always (53.2%) or usually (44.4%) treat children with respect at their school.
 9. The superintendent shared a brief overview of the elements of the Local Control Funding Formula and the LCAP; reviewed the 2015-16 actions and services being provided to pupils, staff, and parents; and the costs associated

9. District English Learner Advisory Council

9.1 February 10, 2016

10. The superintendent and assistant superintendent met with the Parent Advisory Committee

10.1 October 27, 2015

10.2 February 2, 2016

10.3 March 1, 2016

11. The superintendent, assistant superintendent, human resources director, and chief business official met with representatives of the Lemoore Elementary Classified Association on April 13, 2016, to review 2015-16 actions and services and share information about actions and services for 2016-17.

12. January 28 - The superintendent and assistant superintendent met with the District Advisory Council (DAC).

2015-16 LCAP CHANGES TRIGGERED BY STAKEHOLDER INVOLVEMENT:

with each.

Club members expressed support for the actions and services provided through the LCAP. There were questions about the difficulty of finding qualified staff to provide LCAP services, LCFF funding, the type of technology being purchased for pupils, and what kind of questions were being asked by stakeholders. The superintendent confirmed that finding qualified staff was challenging; however, counselors and nurses are not as challenging to find as teachers. The superintendent gave a brief summary of the LCFF funding model. It was shared that Chromebooks are being purchased for grades 3 through 8. Smaller units will be purchased for younger students. The superintendent shared that stakeholders are mostly sharing statements of support; however, there have been questions regarding field trips, SCICON, and smaller class sizes in primary grades. It was also shared that the stakeholders' priority is reading intervention.

9. The superintendent and assistant superintendent reviewed results of a teacher survey and a 4th-8th grade pupil survey. Parents noted how a large percentage of pupils prefer human-to-human interaction over technology assisted instruction.

10.1 The superintendent reviewed 2015-16 actions and services. Members were pleased with the progress being made toward making computer technology available to all students on a 1:1 basis. Counseling and nursing services were also appreciated. Computer distribution will continue in 16/17 in grades 1, 2, and 3, and one more counselor will be added to the elementary schools.

10.2 The superintendent reviewed the results of pupil and teacher surveys

11. LECO union representatives expressed support for 2015-16 for all actions and services being provided or offered, especially the additional counseling services, nursing services, and extra-curricular activities.

12, A summary of 2015-16 services and actions was presented. Council input was limited to clarifying questions and comments about the data presented.

THERE WERE NO CHANGES MADE TO THE 2016-16 LCAP AS A RESULT OF STAKEHOLDER INVOLVEMENT. STAKEHOLDER GROUPS WERE UNANIMOUS IN THEIR SUPPORT FOR THE ACTIONS AND SERVICES BEING PROVIDED.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Provide a safe and nurturing learning environment.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	<p>Need: Most of Lemoore Union Elementary School District's pupils are from low income families whose access to mental health and physical health resources can be limited. There has been an increase in the number of pupils with severe medical issues. Liberty Middle School has seen an increase in the number of pupils that behave inappropriately with other pupils and adults, behaviors that have carried over from the elementary schools. There has been a recent decrease in the number of suspensions and expulsions, but resources are needed to continue this trend. Sufficient administrative intervention and counseling and nursing services are needed to provide mental and physical health services to address these challenges.</p> <p>Metrics Used to Measure: Counseling: Number of students served, nursing: Number of students served, school attendance rates, chronic absenteeism rates, middle school dropout rates, pupil suspension and expulsion rates, other local measures (surveys of pupils, parents and teachers), extracurricular involvement High School Drop-Out rates and High School Graduation rates: Do not apply to us as we are a K-8 elementary district.</p>		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All, low Income pupils, English learners, foster youth, redesignated fluent English proficient, migrant, students with disabilities, Hispanic, Filipino, Black/African American, White, two or more races, and homeless	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	1. Average daily attendance will increase from 0.95 to 0.955. 2. Decrease in chronic absenteeism from .08 to .075. 3. Suspension rate will decrease from .0485 to .045 and the expulsion rate will decrease from .00295 to .00255 and middle school dropout rate will remain at zero. 4. At least 85% of pupils, parents, and staff will have a positive attitude about school climate as measured by surveys. 5. 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 Counseling services to all students in need. Add 4th elementary school counselor for the 2016-17 school year. This makes one counselor per school, or	School wide Elementar	X All OR: _ Low Income pupils	4FTE Elementary Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

<p>approximately one counselor per 600 pupils. Behavioral health staff coordinates with County agencies, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).</p>	<p>y schools</p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>\$432,547 Counselor benefits 3000-3999: Employee Benefits Supplemental and Concentration \$120,531</p>
<p>1.2 Provide nursing services, including registered nurses and licensed vocational nurses</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>1 FTE RN salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$86,114 4 FTE LVN salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$182,035 RN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$26,539 LVN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$93,058</p>
<p>1.3 Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>	<p>See above. Cost included in RN salaries. \$0</p>
<p>1.4 Provide counseling and administrative intervention services for middle school pupils</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Counselor salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,373</p>

	Liberty Middle School	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Counselor benefits 3000-3999: Employee Benefits Supplemental and Concentration \$29,167 AP Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,728 AP Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$33,442
1.5 Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school.	District wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Certificated staff costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,405 Classified staff costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,200 Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000 Staff Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$3,121 Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,500 Field Rental 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,170
1.6 Each school office is equipped with and uses a visitor screening program. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers.	District wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Raptor Visitor Management System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,880

LCAP Year 2: 2017-2018

- Expected Annual Measurable Outcomes:
1. Average daily attendance will increase compared with prior year.
 2. Decrease in chronic absenteeism/truancy compared with prior year.
 3. Suspension/expulsion rate, truancy rate, and middle school dropout rate will be no greater than the Kings County average
 4. At least 87% of pupils, parents, and staff will have a positive attitude about school climate as measured by surveys.
 5. 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
<p>1.1 Provide counseling services at each elementary school. Behavioral health staff coordinates with County agencies, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).</p>	<p>School wide Elementar y schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$440,000 Counselor benefits 3000-3999: Employee Benefits Supplemental and Concentration \$125,000</p>
<p>1.2 Provide nursing services, including registered nurses and licensed vocational nurses</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>RN salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$86,114 LVN salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$183,000 RN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$26,539 LVN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$93,058</p>

<p>1.3 Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>See above. Cost included in RN salaries. \$0</p>
<p>1.4 Provide counseling and administrative intervention services for middle school pupils</p>	<p>School wide Liberty Middle School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Counselor salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,373 Counselor Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$29,167 AP Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$99,557 AP Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$34,780</p>
<p>1.5 Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Certificated Staff Costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,405 Classified Staff Costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,200 Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4000 Staff benefits 3000-3999: Employee Benefits Supplemental and Concentration \$3,121 Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,500 Field Rental 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1500</p>
<p>1.6 Each school office is equipped with and uses a</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Raptor Annual Renewal 5800: Professional/Consulting</p>

<p>visitor screening program. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers.</p>	<p>wide</p>	<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Services And Operating Expenditures Supplemental and Concentration \$2,880</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Average daily attendance will increase compared with prior year. 2. Decrease in chronic absenteeism/truancy compared with prior year. 3. Suspension/expulsion rate, truancy rate, and middle school dropout rate will be no greater than the Kings County average 4. At least 89% of pupils, parents, and staff will have a positive attitude about school climate as measured by surveys. 5. High School Drop-Out rates and High School Graduation rates: Do not apply to us as we are a K-8 elementary district.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Provide counseling services at each elementary school. Behavioral health staff coordinates with County agencies, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).</p>	<p>School wide Elementary schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$446,000 Counselor benefits 3000-3999: Employee Benefits Supplemental and Concentration \$130,000</p>
<p>1.2 Provide nursing services, including registered nurses and licensed vocational nurses</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth</p>	<p>RN salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$86,114 LVN salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$182,035 RN benefits 3000-3999: Employee Benefits Supplemental and</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Concentration \$26,539 LVN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$93,058
1.3 Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).	District wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	See above. Cost included in RN salaries. \$
1.4 Provide counseling and administrative intervention services for middle school pupils	School wide Liberty Middle School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$171,337 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$52,939 AP Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$103,539 AP Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$36,172
1.5 Offer after school sports and other extra-curricular programs at K-6 schools and and 7-8 school.	District wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Certificated staff costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,405 Classified staff costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,200 Transportation 5000-5999: Services And Other Operating

		English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Expenditures Supplemental and Concentration \$4000 Staff Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$3,121 Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,500 Field Rental 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1500
1.6 Each school office is equipped with and uses a visitor screening program. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers.	District wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Raptor Visitor Management System Renewal 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2880

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

<p>GOAL 2:</p>	<p>Maximize pupil achievement and success.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Need: With the introduction of new State standards, many pupils are struggling to demonstrate proficiency in English language arts (ELA) and math. English language development is improving, but not yet at an acceptable level. The achievement gap between English learners (EL) and English only (EO) pupils remains significant, as is the gap between low income (LI) and not low income (NLI) pupils.</p> <p>Metrics Used to Measure: Standardized test performance, EL pupils who become English proficient using State measures, EL reclassification rate.</p> <p>A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All, low Income pupils, English learners, foster youth, redesignated fluent English proficient, migrant, students with disabilities, Hispanic, Filipino, Black/African American, White, two or more races, and homeless</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Implement state standards and standardized test performance: Meet or exceed State targets for percent of pupils who are proficient or better in English language arts and math as measured by State assessments. The percent of pupils that meet or exceed standards for ELA and math will improve by at least 5% as compared with 2015-16 outcomes. 2. Increase by 5% the number of English learners making progress towards English proficiency based on the 2016-17 CELDT. 3. Increase the EL reclassification rate from 8.2% to 8.7%. 4. Achievement gap reduced by at least 5% between English Learners and English Only pupils, English-only Hispanic and English-only White (not Hispanic), and low-income and not-low-income pupils as measured by State assessments. 5. 100% of teachers will be appropriately assigned and credentialed. 6. There will be sufficient instructional materials provided for 100% of pupils as reported in board resolution. 7. All facilities will have a rating of good or better as reported in the Facilities Inspection Tool. 8. Parental involvement will improved by 5% compared to prior year as measured by the parent survey submission rate. 9. A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Provide annual professional development for all instructional staff in English language arts, math, and or English language development.</p> <p>Provide three professional development days added during the 2014/2015 school year.</p>	District wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$167,914</p> <p>Classified staff salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,760</p> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$26,077</p> <p>Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2,478</p> <p>Site Level Certificated Sub Costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,000</p> <p>Site Level Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$23,000</p> <p>Site Level Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$38,690</p>

			District Level PD 5800: Professional/Consulting Services And Operating Expenditures Other \$100,000
2.2 Provide computer technology to increase unit-to-pupil ratio; used by students to achieve in English language arts, math, and English language development. Continue process by including first, second, and third grade students.	School wide Elementary schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Chromebooks for grades 1,2& 3 4000-4999: Books And Supplies Supplemental and Concentration \$430,000
2.3 Provide additional 15 minutes to each regular, instructional day schedule compared to the baseline year (2013/2014).	School wide Elementary schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u> <u>Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two 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 \$39,895
2.4 Operate a summer school program, including ELD and special education classes.	District wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$43,270 Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5658 Certificated benefits 3000-3999: Employee Benefits

		<p>English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, X Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Supplemental and Concentration \$6056 Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$1150 Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$13,700 Student transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7000</p>
<p>2.5 Provide ELD intervention under the direction of the certificated English language development teacher, with trained paraprofessionals providing neediest English learners with daily instructional services in English language development and acquisition.</p>	<p>School wide Elementary schools</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$215,510 Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$49,650 English Language Development Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$390,057 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$111,696</p>
<p>2.6 Provide parents with information about and training in English language arts and math State standards and strategies.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5000</p>
<p>2.7 Provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service.</p>	<p>School wide Liberty Middle School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Certificated salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,406 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$22,554</p>

		<p>English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.8 Provide data management system and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>EADMS test bank 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$11,578 NWEA Assessment Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 27,284</p>
<p>2.9 Provide funds to elementary schools to support before and/or after school tutoring in English language arts, math, and/or English language development.</p>	<p>School wide Elementary schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Site Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$3,417</p>
<p>2.10 Provide schools with allotted funds to purchase supplemental Instructional materials and supplies to support history/social science, science, fine arts.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	<p>Site Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$60,000</p>

		<p><u>_ Other Subgroups: (Specify) Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.11 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.</p>	<p>School wide Elementary schools</p>	<p><u>X All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>CSR Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$980,585 CSR Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$356,764</p>
<p>2.12 Intensive reading intervention program. Provide additional professional development in reading and begin the process of recruiting and/or training reading specialists so that each elementary school has an on-site resource for teachers and pupils.</p>	<p>School wide Elementary Schools</p>	<p><u>X All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Reading Intervention Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>1. Implement state standards and standardized test performance: Meet or exceed State targets for percent of pupils who are proficient or better in English language arts and math as measured by State assessments. The percent of pupils that meet or exceed standards for ELA and math will improve by at least 5% as compared with 2015-16 outcomes.</p> <p>2. Increase by 5% the number of English learners making progress towards English proficiency based on the 2016-17 CELDT.</p> <p>3. Increase the EL reclassification rate from 8.7% to 9.0%.</p> <p>4. Achievement gap reduced by at least 5% between English Learners and English Only pupils, English-only Hispanic and English-only White (not Hispanic), and low-income and not-low-income pupils as measured by State assessments.</p> <p>5. 100% of teachers will be appropriately assigned and credentialed.</p> <p>6. There will be sufficient instructional materials provided for 100% of pupils as reported in board resolution.</p> <p>7. All facilities will have a rating of good or better as reported in the Facilities Inspection Tool.</p> <p>8. Parental involvement will improved by 5% compared to prior year as measured by the parent survey submission rate.</p> <p>9. A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Continue annual professional development for all instructional staff in English language arts, math, and or English language development.</p> <p>Maintain three professional development days added to the 2014/2015 school year.</p>	District wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$167,914</p> <p>Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,760</p> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$26,077</p> <p>Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2478</p> <p>Site Level Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$23,000</p> <p>District Level Professional Services 5800: Professional/Consulting Services And Operating Expenditures Other \$100,000</p>
<p>2.2 Continue with program to provide computer technology to increase unit-to-pupil ratio; used by</p>	School wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>Chromebooks for grades TK & K 4000-4999: Books And Supplies Supplemental and Concentration \$160,000</p>

<p>students to achieve in English language arts, math, and English language development. Complete process by including kindergarten and first grade students.</p>	<p>Elementary schools</p>	<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.3 Provide additional 15 minutes to each regular, instructional day schedule compared to the baseline year (2013/2014).</p>	<p>School wide Elementary schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$271,106 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$39,895</p>
<p>2.4 Maintain summer school program, including ELD and special education classes.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, X Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$43,270 Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5658 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$6056 Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$1150 Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$13,700 Student transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000 Cambium Learning 4000-4999: Books And Supplies Supplemental and Concentration \$2500</p>

<p>2.5 Maintain ELD intervention under the direction of the certificated English language development teacher, with trained paraprofessionals providing neediest English learners with daily instructional services in English language development and acquisition.</p>	<p>School wide Elementary schools</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$234,905 Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$54,120 Elementary English Language Development Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$395,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$120,000</p>
<p>2.6 Provide parents with information about and training in English language arts and math State standards and strategies.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5000</p>
<p>2.7 Continue to provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service.</p>	<p>School wide Liberty Middle School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Certificated salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,785 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$24,000</p>
<p>2.8 Operate class size reduction at 24:1 pupil to teacher</p>	<p>School</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel</p>

<p>ratio in the TK-3 grade span.</p>	<p>wide Elementar y schools</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Salaries Supplemental and Concentration \$980,585 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$356,765</p>
<p>2.9 Provide data management system and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>EADMS Service Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$11,578 NWEA 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$27,824</p>
<p>2.10 Provide funds to elementary schools to support before and/or after school tutoring in English language arts, math, and/or English language development.</p>	<p>School wide Elementar y schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Certificated Special Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$3,500</p>
<p>2.11 Provide schools with allotted funds to purchase supplemental Instructional materials and supplies to</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Site Level Materials 4000-4999: Books And Supplies Supplemental and Concentration \$30,000</p>

<p>support history/social science, science, fine arts..</p>		<p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u> </p>	
<p>2.12 Provide intensive reading intervention by hiring and placing intervention teachers at each elementary school.</p>	<p>School wide Elementary Schools</p>	<p> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u> </p>	<p>TOSA 4 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$308,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Implement state standards and standardized test performance: Meet or exceed State targets for percent of pupils who are proficient or better in English language arts and math as measured by State assessments. The percent of pupils that meet or exceed standards for ELA and math will improve by at least 5% as compared with 2015-16 outcomes. 2. Increase by 5% the number of English learners making progress towards English proficiency based on the 2016-17 CELDT. 3. Increase the EL reclassification rate from 9% to 9.2%. 4. Achievement gap reduced by at least 5% between English Learners and English Only pupils, English-only Hispanic and English-only White (not Hispanic), and low-income and not-low-income pupils as measured by State assessments. 5. 100% of teachers will be appropriately assigned and credentialed. 6. There will be sufficient instructional materials provided for 100% of pupils as reported in board resolution. 7. All facilities will have a rating of good or better as reported in the Facilities Inspection Tool. 8. Parental involvement will improved by 5% compared to prior year as measured by the parent survey submission rate. 9. A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Provide annual professional development for all instructional staff in English language arts, math, and or English language development.</p> <p>Provide three professional development days added to the 2014/2015 school year.</p>	District wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$167,914</p> <p>Classified staff salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,760</p> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$26,077</p> <p>Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2,478</p> <p>Certificated Sub Costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$55,000</p> <p>Site Level Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,000</p> <p>Site Level Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000</p>

			District Professional Development 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$50,000
2.2 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 transitional kindergarten and kindergarten students.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Chromebooks Replacement/Updrades 4000-4999: Books And Supplies Supplemental and Concentration \$280,000
2.3 Provide additional 15 minutes to each regular, instructional day schedule compared to the baseline year (2013/2014).	School wide Elementary schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$271,106 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$39,895
2.4 Operate summer school program, including ELD and special education classes.	District wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, X Students with Disabilities, Hispanic, Filipino, Black/African</u>	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$43,270 Classified salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5658 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$6056 Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$1150 Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$13,700

		<u>American, White, and two or more races, Homeless</u>	Student transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000
2.5 Provide ELD intervention under the direction of the certificated English language development teacher, with trained paraprofessionals providing neediest English learners with daily instructional services in English language development and acquisition.	School wide Elementary schools	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$238,912 Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$50,674 Elementary English Language Development Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$400,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$125,000
2.6 Provide parents with information about and training in English language arts and math State standards and strategies.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,000
2.7 Provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service.	School wide Liberty Middle School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African</u>	Certificated salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$77,301 Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$24,480

		<u>American, White, and two or more races, Homeless</u>	
<p>2.8 Provide 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</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>	<p>EADMS test bank 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$11,578</p>
<p>2.9 Provide funds to elementary schools to support before and/or after school tutoring in English language arts, math, and/or English language development.</p>	<p>School wide Elementary Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$3,500</p>
<p>2.10 Provide schools with allotted funds to purchase supplemental Instructional materials and supplies to support history/social science, science, fine arts.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic,</u></p>	<p>Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$30,000</p>

		<u>Filipino, Black/African American, White, and two or more races, Homeless</u>	
2.11 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.	School wide Elementary Schools	<u>X All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	CSR Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$980,585 CSR Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$356,765
2.12 Provide intensive reading intervention with intervention teachers at each elementary school.	School wide Elementary Schools	<u>X All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	TOSA 4 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$308,000

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

GOAL 3:	All pupils have access to broad range of courses.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	For many years, LUESD fulfilled the history/social studies and science requirements by relying on the elementary reading program for content. With the new State standards, it became apparent that more emphasis was needed in history/social studies and science. Also, fine arts were neglected due to the emphasis on reading/language arts and math. Therefore, all pupils need more systematic instruction in social studies, science, and fine arts. Metrics Used to Measure: Local Outcomes: ELA, Math, Social Science & Science, Fine Arts (Elementary Self Contained Classrooms and Middle School)
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Goal Applies to:	Schools: All
Applicable Pupil Subgroups:	All, low Income pupils, English learners, foster youth, redesignated fluent English proficient, migrant, students with disabilities, Hispanic, Filipino, Black/African American, White, two or more races, and homeless

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. Percent of pupils who regularly receive social studies, science, fine arts, and health instruction increases annually as measured by site administration report (Elementary) and master schedule (Middle School). Participation rates in music programs will increase as measured by enrollment report. 2. Pupils meeting or exceeding standards in social science, science, and fine arts increases compared with prior year as measured by report card scores. 3. Implement state standards and standardized test performance: Meet or exceed State targets for percent of pupils who are proficient or better in English language arts and math as measured by State assessments. The percent of pupils that meet or exceed standards for ELA and math will improve by at least 5% as compared with 2015-16 outcomes.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout the school year.	School wide Elementary schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	There are no additional costs associated with this action. 0

		(Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	
3.2 Operate fine arts program that includes 4 music teachers that provide instruction to students in grades four through eight.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	2 Music Teachers Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,932 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$39,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>1. Percent of pupils who regularly receive social studies, science, fine arts, and health instruction increases annually as measured by site administration report (Elementary) and master schedule (Middle School). Participation rates in music programs will increase as measured by enrollment report.</p> <p>2. Pupils meeting or exceeding standards in social science, science, and fine arts increases compared with prior year as measured by report card scores.</p> <p>3. English language arts and math metrics and outcomes are addressed in Goal 2.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 All third through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout the school year.	School wide Elementary schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	There are no additional costs associated with this action. 0

		<u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	
3.2 Operate fine arts program that includes 4 music teachers that provide instruction to students in grades four through eight.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	Music Teacher Salaires 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$94,320 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$41,785

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Percent of pupils who regularly receive social studies, science, fine arts, and health instruction increases annually as measured by site administration report (Elementary) and master schedule (Middle School). Participation rates in music programs will increase as measured by enrollment report. 2. Pupils meeting or exceeding standards in social science, science, and fine arts increases compared with prior year as measured by report card scores. 3. English language arts and math metrics and outcomes are addressed in Goal 2.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout the school year.	School wide Elementary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with</u>	There are no additional costs associated with this action. 0

		<u>Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u>	
<p>3.2 Operate fine arts program that includes 4 music teachers that provide instruction to students in grades four through eight.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	<p>Music Teachers Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,406 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$44,507</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Provide a safe and nurturing learning environment.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All 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.	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> The number of pupils receiving nursing services will increase compared to previous year. The number of pupils receiving whole class instruction from a counselor and/or registered nurse will increase compared to previous year. Average daily attendance will increase 0.5%; decrease in chronic absenteeism/truancy compared with prior year. Suspension/expulsion rate, truancy rate, and middle school dropout rate will be no greater than the Kings County average Number of pupils involved in extracurricular activities increases annually as measured by Aeries report. High School Drop-Out rates and High School Graduation rates: Do not apply to us as we are a K-8 elementary district. 		<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> General medical services provided by the nursing staff increased compared with prior year (6821 cases vs 6201 cases). Reported are number of classes receiving instruction rather than pupils: 2014-2015 Total Whole Class Instruction (Health): 30 Kinder Dental Health: 14 2nd Grade Healthy and Fit: 3 4th-6th grade SDC Hygiene Class: 1 7th Grade HIV: 12 2015-2016 Total Whole Class Instruction (Health): 74 Kinder Dental Health: 17 2nd Grade Healthy and Fit: 15 5th Grade Growth and Development: 11 7th Grade HIV: 31 2016-2017 Anticipated Total Whole Class Instruction (Health): 190-200 3a. Average Daily Attendance 2012-13 - 0.9490 2013-14 - 0.9555 2014-15 - 0.9616

		<p>3b. Chronic Absenteeism Rate - The increase in the rate from 2013-14 to 2014-15 can be attributed to an improvement in chronic absenteeism data collection. 2012-13 - 0.0770 2013-14 - 0.0642 2014-15 - 0.0890</p> <p>3c. Truancy Rate According to the State of California, LUESD's truancy rate for 2014-15 was 41.25. Prior year rates are not provided. County truancy rate 31.11. Based on discussions with other district representatives and the California Department of Education, LUESD's truancy tracking is more accurate than most districts, so other districts are under-reporting truanancies.</p> <p>4. Kings County suspension rate for 2014-15 was 5.6, LUESD 4.0; County expulsion rate 0.5, LUESD 0.4; The most recent dropout data from the State of California is for the year 2013-14 and for LUESD it was reported to be 1 seventh grade pupil and 2 eighth grade pupils. For 2014-15, LUESD had 1 seventh grade dropout and 1 eighth; Kings County had a total of 5 seventh and 2 eighth.</p> <p>5. During 2015-16, 398 pupils participated in after school activities during the fall and winter seasons compared with 242 in 2014-15.</p> <p>6. High School Drop-Out rates and High School Graduation rates: Do not apply to us as we are a K-8 elementary district.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.1 Provide counseling services to all students in need. Behavioral health staff coordinates with County agencies. Increase from two to three the number of counselors serving elementary schools.</p>	<p>Counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$225,845</p> <p>Counselor benefits 3000-3999: Employee Benefits Supplemental and Concentration \$68,135</p>	<p>1.1 A counselor was added to the staff, increasing the number of elementary counselors from two to three. Meadow Lane Elementary and Lemoore Elementary were assigned one counselor each. Engvall Elementary and Cinnamon Elementary share one counselor. Change in salary and benefits due to negotiated increases.</p>	<p>Counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$343,568</p> <p>Counselor benefits 3000-3999: Employee Benefits Supplemental and Concentration \$99,936</p>

		<p>Priority 6 - School Climate Suspension rates at the two elementary schools with full-time counselors (3.0 and 1.6) were lower than the two that shared a counselor (4.3 and 3.3). There were no expulsions from elementary schools during the 2014-15 school year.</p>	
<p>Scope of Service Elementary schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p>Scope of Service School Wide Elementary schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>1.2 Maintain nursing services, including registered nurses and licensed vocational nurses. One 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.</p>	<p>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</p>	<p>1.2 One registered and four licensed vocational nurses serve the children at six sites in the district, including Liberty Middle School; Cinnamon, Engvall, Lemoore, and Meadow Lane Elementaries; and Bridges Academy. Change in salary and benefits due to negotiated increase. Priority 5 - Pupil Engagement Average Daily Attendance 2012-13 - 0.9490 2013-14 - 0.9555 2014-15 - 0.9616 Nurses make follow-up calls to families regarding absences. They encourage</p>	<p>RN Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$82,802 LVN salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$167,005 RN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$24,559 LVN benefits 3000-3999: Employee Benefits Supplemental and Concentration \$86,320</p>

		<p>parents to bring children to school to be examined and cleared to attend. 2014-15 - 0.0890</p>	
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>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.</p>	<p>Cost included in RN salaries. \$0</p>	<p>1.3 The Kings County Health Department is contacted for assistance obtaining copies of immunizations or if the student needs immunizations. Social workers are contacted for assistance with foster parents regarding health concerns that need to be addressed. Social workers are also contacted when there is an emergency and foster parents cannot be reached.</p> <p>Priority 5 - Pupil Engagement The chronic absenteeism rate for foster children was 0.081 compared with the rate for the rest of the student population of 0.085.</p>	<p>Cost included in RN salaries. 0</p>
<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All ----- OR: _ Low Income pupils</p>		<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: _ Low Income pupils</p>	

<p><input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p><input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>1.4 Counseling and administrative intervention services for middle school pupils. A second assistant principal and one counselor serve the school through the LCAP.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$158,967</p> <hr/> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$45,938</p>	<p>1.4 1 FTE Assistant Principal & 1 FTE Counselor</p> <p>Individual and group counseling services are available to all students. The counselor also oversees the "Friends of Rachel", a component of the Rachel's Challenge program. The assistant principal assists all students but provides extra support and intervention with medium and high risk students.</p> <p>There has been an overall improvement in school climate as measured by suspensions and expulsions. According to a 2015-16 survey (129 responses), parents believe that Liberty Middle School (LMS) is moving in the right direction (91%), feel welcome at LMS (95%), believe the campus is safe (88%), that administrators are responsive to the needs of children (91%), that support staff is responsive to the needs of children (92%),</p> <p>Priority 6 - School Climate Suspension Rate 2012-13 - 18.2 2013-14 - 15.1 2014-15 - 8.3</p> <p>Expulsion Rate</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$164,747</p> <hr/> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$48,999</p>

		<p>2012-13 - 3.3 2013-14 - 5.4 2014-15 - 2.2</p> <p>The assistant principal and counselor have been proactive in identifying and intervening with pupils that have behavior issues. The counselor oversees the Rachel's Challenge program that promotes positive connections among pupils, especially new arrivals.</p>	
<p>Scope of Service Liberty Middle School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p>Scope of Service School wide Liberty Middle School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>1.5 Provide after school sports at K-6 schools and increase offerings at 7-8 school.</p>	<p>Certificated staff costs (coach stipends & subs to release coached for cpr training) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,615</p> <p>Classified staff costs (coach stipends) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8000</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>	<p>After school sports offered at all elementary schools and the middle school. Sports include football, volleyball, basketball, soccer, softball, and baseball. Winter Percussion and Winter Guard are offered at the middle school.</p> <p>Budget Variance in classified staffing costs due to decrease in estimated participation. Transportation and field rental reduced and materials increased as one sport was originally planned to be played at the city sports annex but</p>	<p>Certificated staff costs (coach stipends & subs to release coached for cpr training) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,800</p> <p>Classified staff costs (coach stipends) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,600</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,350</p>

	<p>\$4000</p> <p>Staff benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2500</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3500</p> <p>Field Rental 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1500</p>	<p>was changed to the school sites due to a city scheduling conflict.</p> <p>Priority 5 - Pupil Engagement Among the students that participate in after school activities, the chronic absenteeism rate is 0.0343 compared with the general population's rate of 0.085. Of the 475 after school participants, 79.6% had excellent attendance (95%-100% attendance).</p>	<p>Staff benefits 3000-3999: Employee Benefits Supplemental and Concentration \$3,121</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$4,801</p> <p>Field Rental 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,170</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016-17, Expected Measurable Outcomes will not include number of pupils receiving nursing services, the number of pupils receiving whole class instruction from a counselor and/or registered nurse. the number of pupils involved in extracurricular activities,</p> <p>1.1 A fourth counselor will be added for the 2016-17 school year to provide one counselor for each elementary school. Added expenditure of \$87,596.</p> <p>1.6 There is a need to be able to screen visitors and volunteers more effectively so as to provide a safer learning environment; therefore, during the 2016-17 school year, 1.6 is being added. This is a system for visitor and volunteer screening and tracking. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers. It also maintains a record of volunteer participation. Additional expenditure of \$2880.</p>		

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

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Maximize pupil achievement and success.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All 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.</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>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</p> <p>2. Increase percent of English learners making progress towards English proficiency (AMAO) by 5% and CELDT data.</p> <p>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.</p> <p>4. The number of parents attending State standards orientation and training increased compared with prior year</p> <p>5. All fourth through eighth grade pupils provided with digital devices and used daily to support core subjects</p> <p>6. Facilities will be maintained in no less than "good" repair as measured by the Facilities Inspection Tool.</p> <p>7. API: State will release API in 2015-16, and we set targets at that time.</p> <p>8. EL Reclassification rate: District will reclassify students that</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>1. The State of California did not set targets for the 2014-15 assessment year: The results of the 2014-15 California Assessment of Student Performance and Progress (CAASPP) for LUESD were as follows:</p> <p>English Language Arts/Literacy All students Standard Exceeded - 10% Standard Met - 31% Standard Nearly Met - 28% Standard Not Met - 30%</p> <p>Hispanic Standard Exceeded - 7% Standard Met - 29% Standard Nearly Met - 29% Standard Not Met - 34%</p> <p>White Standard Exceeded - 18% Standard Met - 36% Standard Nearly Met - 27% Standard Not Met - 20%</p> <p>Black or African American Standard Exceeded - 6%</p>

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.

Standard Met - 25%
 Standard Nearly Met - 28%
 Standard Not Met - 42%

Filipino
 Standard Exceeded - 21%
 Standard Met - 49%
 Standard Nearly Met - 22%
 Standard Not Met - 8%

Two or more races
 Standard Exceeded - 17%
 Standard Met - 33%
 Standard Nearly Met - 23%
 Standard Not Met - 27%

English learners
 Standard Exceeded - 4%
 Standard Met - 15%
 Standard Nearly Met - 33%
 Standard Not Met - 48%

Initially-Fluent English Proficient
 Standard Exceeded - 26%
 Standard Met - 42%
 Standard Nearly Met - 28%
 Standard Not Met - 5%

Reclassified-Fluent English Proficient
 Standard Exceeded - 13%
 Standard Met - 59%
 Standard Nearly Met - 22%
 Standard Not Met - 6%

Low income
 Standard Exceeded - 6%
 Standard Met - 28%
 Standard Nearly Met - 30%
 Standard Not Met - 36%

Migrant
 Standard Exceeded - 6%
 Standard Met - 26%
 Standard Nearly Met - 25%

Standard Not Met - 41%

Students with disabilities

Standard Exceeded - 4%

Standard Met - 8%

Standard Nearly Met - 18%

Standard Not Met - 70%

Mathematics

All students

Standard Exceeded - 8%

Standard Met - 21%

Standard Nearly Met - 33%

Standard Not Met - 37%

Hispanic

Standard Exceeded - 6%

Standard Met - 18%

Standard Nearly Met - 34%

Standard Not Met - 41%

White

Standard Exceeded - 13%

Standard Met - 24%

Standard Nearly Met - 34%

Standard Not Met - 29%

Black

Standard Exceeded - 6%

Standard Met - 17%

Standard Nearly Met - 28%

Standard Not Met - 50%

Filipino

Standard Exceeded - 15%

Standard Met - 36%

Standard Nearly Met - 36%

Standard Not Met - 13%

Two or more races

Standard Exceeded - 10%

Standard Met - 33%

Standard Nearly Met - 24%

Standard Not Met - 33%

English learners

Standard Exceeded - 2%

Standard Met - 11%

Standard Nearly Met - 34%

Standard Not Met - 53%

Initially-Fluent English Proficient

Standard Exceeded - 33%

Standard Met - 21%

Standard Nearly Met - 28%

Standard Not Met - 19%

Reclassified-Fluent English Proficient

Standard Exceeded - 14%

Standard Met - 32%

Standard Nearly Met - 41%

Standard Not Met - 12%

Low income

Standard Exceeded - 6%

Standard Met - 18%

Standard Nearly Met - 33%

Standard Not Met - 43%

Migrant

Standard Exceeded - 9%

Standard Met - 16%

Standard Nearly Met - 38%

Standard Not Met - 38%

Students with disabilities

Standard Exceeded - 4%

Standard Met - 5%

Standard Nearly Met - 16%

Standard Not Met - 76%

2. Annual Measurable Achievement Objectives are a requirement of Title III. AMAOs were met in all areas for English learners in 2013-14 except mathematics. In 2014-15, LUESD did not generate AMAO data because Title III was discontinued by the district.

During the 2015-16 school year, a total of 501 students were CELDT tested. Results were as follows:

3%- Advanced

20%- Early Advanced

42% of the students tested at the Intermediate level and 21% tested at the Early Intermediate level.

16%- Beginning level

Comparative Data:

During the 2014-15 school year, a total of 597 students were tested.

9%- Advanced

32 %- Early advanced

35%- Intermediate

14%- Early Intermediate

10%- Beginning level

The poorer showing in 2015-16 compared with 2014-15 is due to a much larger than usual number of EL pupils who were re-designated as fluent at the end of the 14-15 school year. This was the result of a State directive to the district to make it easier for EL pupils to be re-designated. As a result, many higher-scoring pupils who would have taken the CELDT in 2015-16 did not do so.

3. The achievement gap targets were not met on the state test.

ELA meeting or exceeding standard

English Only vs English Learner; Gap - 40%

White vs Hispanic; Gap - 17%

Not Low Income vs Low Income; Gap 19%

Math meeting or exceeding standard

EO vs EL; 26% gap

White vs Hispanic; 13% gap

NLI vs LI; 12% gap

Four of five achievement gap targets were met as measured by Trimester 2 benchmarks:

ELA

EO vs EL; 13% gap

White vs Hispanic; 11% gap

NLI vs LI; 9% gap

Math

EO vs EL; 6% gap
White vs Hispanic; 9% gap
NLI vs LI: 6% gap

4. State standards orientations were offered at three elementary schools during Back to School Night (157 parents attended). Liberty Middle School orientations for English only parents and non-English-speaking parents. State standards were reviewed with all parents that attended parent-teacher conferences in November. Over 95% of children's parents or guardians attended conferences.

5. According to library inventory records, Chromebook devices were purchased and distributed to all fourth and fifth grade pupils at the beginning of the 2015-16 school year. Sixth through eighth grade pupils were provided with Chromebooks the prior year. Chromebooks are checked out to pupils through school libraries. Although the devices were not used daily, they were used on most days.

6. All district facilities were rated as "good" or better during the 2015-16 inspection as measured by the Facilities Inspection Tool.

7. API scores have been suspended by the State of California.

8. During the 2013-14 school year, LUESD reclassified 6.3% of its English learners as Reclassified Fluent-English proficient. In 2014-15, 8.2% were reclassified. This compares with the Kings County rate of 7.4%.

9. During the 2015-16 school year, of 154 LUESD teachers, 111 held a clear credential, 19 held preliminary credentials, 12 were interns, 10 held a Short Term Staff Permit, and 2 a Provisional Internship Permit (Board Report dated May 10, 2016).

10. All pupils were provided with sufficient instructional materials as per Board Resolution 090815c.

11. 100% of teaching staff participated in a minimum of three days of English language arts, math, social science, science, PE, instructional technology, and/or English language development training. During the school year, additional training was provided for instructional technology, English language

	<p>development, and professional learning communities.</p> <p>12. All pupils in grades four through eight were issued Chromebooks. Additional Chromebooks were purchased as spares to loan to pupils</p> <p>13. The Parent Advisory Committee met October 27, 2015, February 2, 2016, and March 1, 2016, during which time LCAP topics were discussed. February 25 and March 15, the superintendent met with parent clubs at two schools and on March 29 the school site council at one school to review current services and programs. Agendas and sign-in sheets are on file.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1 Annual professional development for all instructional staff in English language arts, math, and or English language development.</p> <p>Maintain three professional development days added to the 2014/2015 school year.</p>	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$158,175	<p>Mandatory professional development was held on August 5-7. All teachers and paraprofessionals attended. Training was provided for math, English language arts, English language development, physical education (for PE teachers), and effective use of instructional technology. Change in salary and benefits due to negotiated increase. Decrease in substitute teacher costs attributed to lack of available substitute teachers. Site level Travel & Conference Costs were decreased based on lack of available substitutes.</p> <p>Professional Services Increased for Houghton Mifflin Harcourt new textbook training.</p> <p>Priority Goal 1 - Basic Services Participation in professional development activities addresses the need to provide pupils with qualified and trained teachers. 100% of LUESD teachers received training in a variety of areas, including ELA, ELD, and math.</p>	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$167,914
	Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,937		Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$23,105
	Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$19,693		Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$9,872
	Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2320		Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2,081
	Certificated Subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$55,000		Certificated Subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,000
	Site Level Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,000		Site Level Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$23,000
	Site Level Professional Services 5800: Professional/Consulting		Site Level Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental

	<p>Services And Operating Expenditures Supplemental and Concentration \$40,000</p> <p>District Level Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000</p>		<p>and Concentration \$38,690</p> <p>Professional Development - District Level 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$122,779</p>
<p>Scope of Service All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p>Scope of Service District wide</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.2 Computer technology to increase unit-to-pupil ratio; used by students to achieve in English language arts, math, and English language development</p>	<p>Chromebooks for grades 4-5 4000-4999: Books And Supplies Supplemental and Concentration \$280,000</p> <p>Set-aside for technology replacement and upgrades 4000-4999: Books And Supplies Base \$150,000</p>	<p>Chromebooks were purchased for fourth and fifth grade pupils and used throughout the school year for daily work and assessments. Increased costs due to additional materials, ie. charging cabinets, protective cases, earbuds, etc.</p> <p>Base set aside of 150k continuing for technology replacements and upgrades but no longer being reported on LCAP.</p> <p>Priority Goal 1 - Basic Services This action addressed the expectation that "...pupils have access to standards-aligned instructional materials" because Chromebooks allow pupils to access and work with standards aligned</p>	<p>Chromebooks for grades 4-5 4000-4999: Books And Supplies Supplemental and Concentration \$318,685</p>

		activities and assessments.					
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>	Scope of Service	All		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide Elementary schools</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	Scope of Service	School wide Elementary schools	
Scope of Service	All						
Scope of Service	School wide Elementary schools						
<p>2.3 Maintain 15 minutes added to each regular, instructional day schedule compared to the 2013/2014 school year.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$260,579</p> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$32,442</p>	<p>Fifteen minutes of additional instructional time was provided to each elementary school student during each regular schedule school day.</p> <p>Priority Goal 2 - Implementation of State Standards Each elementary school student is the beneficiary of 2220 additional instructional minutes as compared with the 2013-14 school year. This instructional time is used for instruction in the California state standards.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$260,868</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$35,895</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Elementary schools</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Elementary schools		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide Elementary schools</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	School wide Elementary schools	
Scope of Service	Elementary schools						
Scope of Service	School wide Elementary schools						

<p><u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p><u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.4 Maintain summer school program begun in 2014/2015, including ELD and special education classes.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$71,135</p> <p>Classified staff salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6260</p> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$8909</p> <p>Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$1506</p> <p>Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1000</p> <p>Student transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5000</p>	<p>Summer school was held from June 15 through July 10, 2015 and June 13 through July 8, 2016. Pupils served in the general education program were beginning and intermediate English learners and low achieving 1st-8th grade pupils. Two special day classes were conducted for K-6th grade pupils.</p> <p>There is a significant fiscal update due to purchases made from Cambium Learning. The original budget did not include new teacher and student materials or PD. The existing materials we had planned on using from last summer had many consumable pieces that were missing so new classroom supply kits and student reading materials were ordered.</p> <p>Priority 4 - Pupil Achievement ELA pre-test and post-test results for pupils that attended 2014-15 summer school: 1st: Pre - 70% correct; Post - 82.5% correct 2nd Grade: 76.9%; 86.2% 3rd Grade: 78.4%; 84.9% 4th Grade: 55.8%; 65.6% 5th Grade: 52.9%; 67.7% 6th Grade: 62%; 57.2% 7th Grade: 57.7; 65.5% With the exception of fifth grade, all grade levels made significant improvement, which is noteworthy because all pupil participants were EL or underachieving English only pupils and most were low income.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$70,613</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6,597</p> <p>Employee Benefits Combined Certificated & Classified 3000-3999: Employee Benefits Supplemental and Concentration \$8,462</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$10,950</p> <p>Student Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,500</p> <p>Cambium Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,500</p>

<p>Scope of Service All</p>		<p>Scope of Service District wide</p>	
<p><u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, X Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p><u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, X Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.5 Under the direction of an English language development teacher, trained paraprofessionals provide neediest English learners with daily intervention instruction in English language development and acquisition.</p>	<p>Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$234,227</p> <p>Classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$49,680</p> <p>Elementary English Language Development Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$260,000</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$82,605</p>	<p>Identified, high-need English language learners at each of the elementary schools attended English language development class daily. An ELD teacher provided primary instruction with support from three paraprofessionals. Attempts to recruit and hire an ELD teacher for Liberty Middle School for the 2015-16 school year were unsuccessful.</p> <p>Significant fiscal update for teachers costs due to low estimates made during budget development. It is typical to budget vacancies at Column 2 with 10 years experience at approximately 65k however the personnel placed in these positions were much more experienced and placed higher on the salary schedule. Also made collective bargaining updates for both certificated and classified.</p> <p>Priority 4 - Pupil Achievement The following shows average scores for participating EL pupils in each grade level on the Trimester 1 district benchmark compared with overall</p>	<p>Elementary English Language Development Teachers 4 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$318,714</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$94,952</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$251,535</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$53,023</p>

		<p>performance on the Trimester 2 benchmark: K - 59.2%; 61% 1st - 62.5%; 77.3% 2nd - 63.8%, 54.5% 3rd - 33.3%; 33.6% 4th - 30.3%; 35.4% 5th - 31.2%; 30.7% 6th - 45.2%; 37.5%</p> <p>The Trimester 2 benchmark was more challenging than Trimester 1. Despite this, overall, pupils in four of seven grades improved from Trimester 1.</p> <p>The following show average scores for participating EL pupils on the first and second district writing assessments (100 point scale): K - 91.7; 76.7 1st - 61.3; 63.6 2nd - 72.3; 70.5 3rd - 58.8; 61.0 4th - 45.1; 44.9 5th - 45.0; 46.6 6th - 57.6; 59.1</p> <p>The second kindergarten writing assessment is much more challenging than the first, so a drop off is not unusual. The second writing assessment was an opinion piece, a more challenging task than the first, which was expository. Still English learner scores remained about the same or improved.</p> <p>A primary focus of the ELD intervention program was writing.</p>	
<p>Scope of Service All</p> <hr/> <p>All OR: Low Income pupils</p>		<p>Scope of Service School-Wide Elementary</p> <hr/> <p>All OR: Low Income pupils</p>	

<p><input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p><input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.6 Parents receive information about and provided training in English language arts and math State standards and strategies.</p>	<p>Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5000</p>	<p>Three of four elementary schools provided information about State standards at Back-to-School Night.</p> <p>Priority 3 - Parent Involvement Parents/Guardians of 98% of pupils attended parent/teacher conferences during which time the teacher shared information about State standards and their pupils progress relative to them. LUESD has a standards based report card that facilitates this process. The report card and a brochure that is distributed to parents provide summaries of State standards.</p>	<p>ELD Materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p>Scope of Service School-Wide Elementary</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.7 Provide ongoing professional</p>	<p>Certificated salary 1000-1999:</p>	<p>The resource teacher at Liberty Middle</p>	<p>Certificated Salary 1000-1999:</p>

<p>development and support for middle school instructional staff. A resource teacher provides this service.</p>	<p>Certificated Personnel Salaries Supplemental and Concentration \$71,517</p> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$21,678</p>	<p>School provides daily support for teachers. Her duties include but are not limited to observing lessons, performing demonstration lessons, helping with planning for instruction, and participating in teacher team meetings.</p> <p>Priority 1 - Basic Services Nine Liberty teachers began the year with Short Term Teacher Permits or Provisional Internship Permits. During the year, three became qualified for teacher intern programs. An important part of this process is to develop skills in lesson design and delivery. The resources teacher assisted new teachers with lesson design and delivery throughout the year.</p> <p>Priority 2 - Implementation of State Standards When surveyed in January 2016, 13 of 29 Liberty Middle School teachers responded that their knowledge of the State standards is much better than a year ago, and 13 of 29 responded that their knowledge was better. Three teachers responded that their knowledge of the standards is the same. The resource teacher was involved in many meetings with teachers that focused on deconstructing the State standards.</p>	<p>Certificated Personnel Salaries Supplemental and Concentration \$72,948</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$22,112</p>
<p>Scope of Service Liberty Middle School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service School wide Liberty Middle School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

<p>proficient <u>Other Subgroups: (Specify)</u> <u>Initial Fluent English Proficient, GATE,</u> <u>Migrant, Students with Disabilities,</u> <u>Hispanic, Filipino, Black/African</u> <u>American, White, and two or more</u> <u>rac</u></p>		<p><u>Redesignated fluent English proficient</u> <u>Other Subgroups: (Specify)</u> <u>Migrant, Students with Disabilities,</u> <u>Hispanic, Filipino, Black/African</u> <u>American, White, and two or more</u> <u>rac</u>, Homeless</p>	
<p>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</p>	<p>Service agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,402</p>	<p>The EADMS system, Inspect test item bank and Measured Progress were used throughout the year to store and manage pupil performance data. Teachers and administrators used the test item banks to create standards-aligned common formative assessments and district benchmark assessments.</p> <p>Fiscal update is due to budget changes necessary. Original amount was based on prior year expenses and per pupil costs however in prior year only grades 3-8 were purchased and the district updated the commitment for all grades K-8.</p> <p>Priority 2 - Implementation of State Standards Using the data management system, administrators and teachers were able to track the learning progress of all pupils and each of the significant subgroups relative to the State standards. Using State standards aligned test item banks, teachers and administrators created common formative and summative assessments for pupils.</p>	<p>Services Agreement Renewal 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$22,509</p>
<p>Scope of Service All</p>		<p>Scope of Service District wide</p>	

<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.9 Elementary schools are allotted funds to support before and/or after school tutoring in English language arts, and math.</p>	<p>Certificated Special Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Certificated Special Duty Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2490</p>	<p>All four elementary schools provided after-school tutoring, although the number of offerings varied. The amount of tutoring offered is based on the number of teachers willing to provide the service. Priority 4 - Pupil Achievement Tracking pupil achievement and attributing growth to after school tutoring was too inconsistent this year to produce meaningful data. Attempts to improve this process will be made during the 2016-17 school year.</p>	<p>Certificated Special Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,000 Certificated Special Duty Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$3027</p>
<p>Scope of Service Elementary schools</p> <hr/> <p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more</u></p>		<p>Scope of Service District wide Elementary schools</p> <hr/> <p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	

<p><u>races</u></p> <p>2.10 Schools are allotted funds to purchase instructional materials and supplies to support English language arts, math, and English language development.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$60,000</p>	<p>Schools used funds to purchase supplemental materials to support English language arts and English language development. Minimal support was needed for math because this is the first year of the new, standards-aligned math program.</p> <p>Priority 1 - Basic Services Supplemental ELA instructional materials are critical to classroom teachers and pupils because the textbook series in use during 2015-16 is twelve years old. The supplemental materials are aligned with State standards; the old series was aligned with 1997 standards. Sufficiency of standards aligned instructional materials was 100%.</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$22,643</p>
<p>Scope of Service All</p> <hr/> <p><u>X All</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p>Scope of Service District wide</p> <hr/> <p><u>X All</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.11 Maintain 24:1 pupil to teacher ratio in the TK-3 grade span.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$949,808</p> <p>Certificated benefits 3000-3999:</p>	<p>TK-3 grade span averages for each of the elementary schools was under the 24:1 ratio (23.4:1).</p> <p>Priority 4 - Pupil Achievement Trimester 2 Achievement Data (4 point</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$949,808</p> <p>Certificated benefits 3000-3999:</p>

	<p>Employee Benefits Supplemental and Concentration \$322,635</p>	<p>system; 4 exceeds standard, 3 meets standard, 2 approaching standard) ELA (average score by grade) TK - District benchmark assessments and report card data show that, with the exception of 3rd grade, pupil achievement in the primary grades exceeds that of pupils in higher grades. Third grade classes tend to be larger than those in grades TK-2.</p>	<p>Employee Benefits Supplemental and Concentration \$322,635</p>
<p>Scope of Service Elementary schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p>Scope of Service School-Wide Elementary</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>2.12 Elementary 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 will be provided with bus transportation to and from designated locations.</p>	<p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$280,533</p>	<p>LUESD was able to maintain transportation services to pupils in outlying areas. This is a service for approximately 700 children, or 24% of district enrollment. Fiscal Update - Cost increase from JPA received June 2016. Priority 5 - Pupil Engagement 71% of bus riders had excellent attendance (95% or more days in attendance) compared with 69% for non-bus-riders.</p>	<p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$299,091</p>

<p>Scope of Service All</p>		<p>Scope of Service District wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Initial Fluent English Proficient, GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>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.</p>	<p>KCOE Agreement for Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$63,000</p>	<p>Four speech and language development teachers were assigned by the Special Education Local Plan Agency to LUESD. In 15-16 the district received an additional billing at year end from KCOE for 63k that the existing SELPA contribution didn't cover and the district placed this additional contribution on the 15-16 LCAP. The district has since changed the LCAP to remove this expense. This expense will continue to be paid but through base funding.</p> <p>Priority 1 - Basic Services Providing these funds made it possible for the SELPA to retain enough fully-qualified speech and language development teachers to serve all of the pupils that qualified for this service.</p>	<p>KCOE Agreement for Services 5000-5999: Services And Other Operating Expenditures Base \$63,000</p>
<p>Scope of Service All</p>		<p>Scope of Service District wide</p>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Initial Fluent English Proficient, GATE, Migrant, X Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Migrant, X Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>2.1 More professional development will be directed towards English language arts and English language development because the district is implementing a new program during 2016-17. There is no additional professional development cost, just a greater portion of PD money will be directed to ELA/ELD professional development.</p> <p>2.2 Grades 1, 2, and 3 will be provided with 1:1 devices for the 2016-17 school year. Third graders will be issued Chromebooks and first and second graders with ACER Chromebooks. The original plan called for providing devices in 2017-18 for first grade, but because of the new ELA/ELD program adoption for 2016-17, first grade teachers asked that units be provided a year earlier.</p> <p>2.8 The district will add Measures of Academic Progress from the Northwest Evaluation Association to provide additional pupil assessment and analysis capability.</p> <p>2.10 Priority will be given to providing supplemental materials for history/social science, science, and fine arts instead of math, ELA, and ELD. This is because the district recently adopted and implemented new math and ELA/ELD programs that come with much supplemental materials. There is no change to the allocation for instructional materials. A greater percentage of schools' allocations will be spent on subjects other than math, ELA, and ELD.</p> <p>2.12, This service, transportation, did not address State priority goals identified with Goal 2; instead it was better aligned with Priority 5; Pupil Engagement, that is addressed in Goal 1. During 2016-17, transportation will be discontinued as an LCAP service and will be paid for with base grant funds. Supplemental/concentration grant funds formerly dedicated for this service will be used to help fund the district's intensive reading intervention initiative. Reading intervention was identified as a priority for service by administration, teaching staff, and parents and will be item 2.12 in the 2016-17 LCAP.</p> <p>2.13 These services will continue with base funding but will be removed from LCAP.</p>		

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

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

Original GOAL 3 from prior year LCAP:	All pupils have access to broad range of courses.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All 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.			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 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). 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. 		<table border="1"> <tr> <td data-bbox="1068 659 1220 1484">Actual Annual Measurable Outcomes:</td> <td data-bbox="1226 659 1999 1484"> <ol style="list-style-type: none"> 1. 100% of 4th-6th grade pupils received social science, science, and fine arts instruction during the 2015-16 school year. All 7th-8th grade pupils received social science and science instruction. 24.3% of middle school pupils are enrolled in the music program. 2. LUESD implemented a new report card for the 2015-16 school year, including a new grading system; therefore, this year is a baseline year for reporting student progress as measured by report card scores, so there is no comparative data. The data is presented under 3.1 and 3.2 below. ELA and math data is presented in Section 2 under Actual Annual Measurable Outcomes. 3. 100% of LUESD pupils have daily access to ELA and math. All pupils participate in physical education/health in accordance with State law (200 minutes/10 days elementary; 400 minutes/10 days middle school). 4. Rather than calculating rates, LUESD tracked participation using raw numbers. Therefore, 461 5th-8th grade pupils participated in band during 2015-16 and 45 6th-8th pupils in choir. All fourth grade pupils were instructed in rudimentary note-reading and playing recorders. In 2014-15, there were 356 band students and 32 choir. No 4th grade music was provided in 2014-15. </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of 4th-6th grade pupils received social science, science, and fine arts instruction during the 2015-16 school year. All 7th-8th grade pupils received social science and science instruction. 24.3% of middle school pupils are enrolled in the music program. 2. LUESD implemented a new report card for the 2015-16 school year, including a new grading system; therefore, this year is a baseline year for reporting student progress as measured by report card scores, so there is no comparative data. The data is presented under 3.1 and 3.2 below. ELA and math data is presented in Section 2 under Actual Annual Measurable Outcomes. 3. 100% of LUESD pupils have daily access to ELA and math. All pupils participate in physical education/health in accordance with State law (200 minutes/10 days elementary; 400 minutes/10 days middle school). 4. Rather than calculating rates, LUESD tracked participation using raw numbers. Therefore, 461 5th-8th grade pupils participated in band during 2015-16 and 45 6th-8th pupils in choir. All fourth grade pupils were instructed in rudimentary note-reading and playing recorders. In 2014-15, there were 356 band students and 32 choir. No 4th grade music was provided in 2014-15.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3.1 All fourth through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout the school year. District will purchase/replace supplemental materials for K-6 students.</p>	<p>Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p> <p>Professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000</p>	<p>Fourth through sixth grade teachers used supplemental instructional materials including those accessed via the internet on district issued Chromebooks for history/social science and science. Supplemental materials were also provided to primary teachers as requested. Fine arts instruction was provided by music teachers and classroom teachers twice per week.</p> <p>No additional costs recorded because these materials and services were covered under Goal 2 site materials and services.</p> <p>Priority 7 - Course Access All elementary school pupils in grades 4 through 6 received weekly instruction in English language arts, math, history/social science, science, PE, and fine arts.</p> <p>Priority 8 - Other Student Outcomes During the 2014-15 school year, 5th grade pupils took the California Standards Test of science. Advanced - 8% Proficient - 32% Basic - 38% Below Basic - 14% Far Below Basic - 7%</p> <p>The average history/social science scores for Trimester 2, 2015-16, were as follows (4 point scale, 4 = Exceeds Standard, 3 = Meets Standard, 2 = Approaching Standard, 1 = Does not meet Standard):</p>	<p>Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration No Additional Cost</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration No Additional Cost</p>

		<p>All 4-6 Students - 2.72 Hispanic - 2.65 White - 2.85 Black - 2.66 Filipino - 3.09 Two or more races - No data English Learner - 2.15 Re-designated Fluent - 2.88 Initial Fluent - 3.48 Low Income - 2.65 Foster - 2.57 GATE - 3.36 Migrant - 2.65 Students with disabilities - 2.06</p> <p>Average science score: All 4-6 students - 2.79 Hispanic - 2.73 White - 2.88 Black - 2.75 Filipino - 3.09 Two or more races - No data English Learner - 2.29 Re-designated Fluent - 2.90 Initial Fluent - 3.12 Low Income - 2.73 Foster - 2.56 GATE - 3.25 Migrant - 2.85 Students with disabilities - 2.14</p>	
<p>Scope of Service Elementary schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <input type="checkbox"/> Initial Fluent English Proficient,</p>		<p>Scope of Service School wide Elementary schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <input type="checkbox"/> Migrant, Students with Disabilities,</p>	

<p><u>GATE, Migrant, Students with Disabilities, Hispanic, Filipino, Black/African American, White, and two or more races</u></p>		<p><u>Hispanic, Filipino, Black/African American, White, and two or more races, Homeless</u></p>	
<p>3.2 Hire two additional music teachers to expand music program to include 4 music teachers; provide weekly fine instruction to pupils not participating in the music program. Music teachers will provide choral and instrumental music to fifth and sixth grade pupils two days per week. Fifth and sixth pupils not participating in music will be engaged in other fine arts activities. Fourth grade pupils will receive weekly music instruction beginning in January. ELA and math instruction time increased because program reduces interruptions resulting from traditional pull-out music program.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,680</p> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$37,211</p>	<p>Two additional music teachers were hired for the 2015-16 school year, thus doubling the number of district music teachers. Each week, the music teachers provide music instruction at the middle school and each of the elementary schools in grade four through six. All fourth grade students receive instruction in playing recorders. Fifth and sixth grade students who wish to participate in music deploy twice per week for band or choir (sixth grade). Classroom teachers provide fine arts instruction to pupils not participating in the music program. ELA and math instruction time increased because the program eliminated disruption caused by pupils being pulled out throughout the day for music instruction.</p> <p>Priority 7 - Course Access 100% of 4th through 6th grade pupils received fine arts instruction. Most 7th and 8th grade pupils received fine arts instruction.</p> <p>Priority 8 - Other student outcomes The average fine arts scores for Trimester 2, 2015-16, were as follows (4 point scale, 4 = Exceeds Standard, 3 = Meets Standard, 2 = Approaching Standard, 1 = Does not meet Standard):</p> <p>All 4-6 Students - 3.04 Hispanic - 3.00 White - 3.10 Black - 2.97 Filipino - 3.33 Two or more races - No data</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,274</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$38,670</p>

		<p>English Learner - 2.96 Re-designated Fluent - 3.15 Initial Fluent - 3.12 Low Income - 2.99 Foster - 2.90 GATE - 3.38 Migrant - 3.25 Students with disabilities - No data</p> <p>The foregoing is baseline data since this was the first year of the fine arts program; however, it should be noted that the achievement gaps are minimal among the subgroups. Prior to this year, achievement would not be measured for pupils because fine arts was not offered consistently throughout the schools.</p>	
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) 4th - 8th grade pupils</p>		<p>Scope of Service: District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) 4th - 8th grade pupils</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>3.1 Beginning with the 2016-17 plan, supplemental materials for K-6 history/social science, science, and fine arts will be provided as part of Goal 2, Action/Service 2.10. Priority will be given to providing supplemental materials for history/social science, science, and fine arts instead of math, ELA, and ELD. This is because the district recently adopted and implemented new math and ELA/ELD programs that come with much supplemental materials. There is no change to the allocation for instructional materials. A greater percentage of schools' allocations will be spent on subjects other than math, ELA, and ELD. The 2015-16 budgeted amount for 3.1 (\$25,000) is moved to Goal 2, Action/Service 2.10.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$4,765,350
<p>Lemoore Union Elementary School District’s supplemental and concentration grant funds for 2016/2017 were calculated on the basis of 70.81% (3-year average) unduplicated count of low income, foster youth, and English learner pupils.</p> <p>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.</p> <p>Lemoore Union Elementary School District is expending Supplemental and Concentration Grant funds for the following actions/services:</p> <p>1.1 Continue counseling services to all students in need. Add 4th elementary school counselor for the 2016-17 school year. This makes one counselor per school, or approximately one counselor per 600 pupils. Behavioral health staff coordinates with County agencies . Counseling services are principally directed towards unduplicated pupils because low income, English learner, and foster youth have a history of lower academic achievement, often because of social issues that interfere with their progress. These services are provided for all students since it is also beneficial for struggling children who are not in those subgroups.</p> <p>1.2 Continue nursing services, including registered nurses and licensed vocational nurses. Nursing services are principally directed towards unduplicated pupils because low income, English learner, and foster youth typically do not have access to reliable medical services. Nurses are involved with follow-up to absences to determine if children actually need to remain home rather than attend school. This helps reduce chances of chronic absenteeism, a higher percentage of which are among low income and English learners. Nursing services are provided for all students because all students need the help of school nurses on occasion.</p> <p>1.4 Continue counseling and administrative intervention services for unduplicated middle school pupils (School-Wide Liberty Middle School. Counseling and administrative intervention services are principally directed towards low-income, English learner, and foster youth. Significantly more than half of the pupils</p>	

who are struggling with social/emotional and behavior issues are from the unduplicated pupil ranks; however, pupils from the rest of the population benefit from this service as well.

1.5 Continue after school sports and other extra-curricular programs at K-6 schools and and 7-8 school.

This action was included to address school climate and pupil engagement State priorities. The principal focus of the extra-curricular program is on the unduplicated pupils, although it is beneficial to other pupils as well. Unduplicated pupils participation meets or exceeds 70.81%.

1.6 Each school office is equipped with and uses a visitor screening program. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers.

This service is principally directed towards unduplicated pupils because they represent the greatest percentage of pupils in the school district. It will track the number of low income, English learner, and foster youth parents/guardians who visit each campus and who volunteer at schools. This will allow the district to respond to involvement trends of parents/guardians of unduplicated pupils. This service will also benefit all other pupils.

2.1 Continue annual professional development for all instructional staff in English language arts, math, and or English language development. Maintain three professional development days added to the 2014/2015 school year. District-Wide.

Although all pupils benefit from this action, it is principally directed towards unduplicated pupils because the training received by instructional staff emphasizes techniques and strategies effective with underachieving pupils, most of whom are among the unduplicated pupils.

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 (School-Wide Elementary Schools).

A greater percentage of unduplicated pupils do not have access to up-to-date computer technology that impacts their education; therefore, this action is principally directed towards unduplicated pupils so that they have equal access to the educational program. Providing 1:1 computer devices for instructional purposes to all other pupils is a requirement of the Williams Act, so they also benefit from this action.

2.3 Continue 15 minutes added to each regular, instructional day schedule compared to the 2013/2014 school year.

This action is principally directed towards unduplicated elementary pupils because it allows extra time for instructional interventions, including English language development classes. Unduplicated pupils represent the highest percentage of pupils that receive intervention services and have a high need because there is are achievement gaps ; however, all underachieving pupils benefit as well.

2.6 Continue program where parents receive information about and provided training in English language arts and math State standards and strategies.

This service is principally directed towards parents of unduplicated pupils because they represent the greatest percentage of pupils in the district. A greater percentage of parents of unduplicated pupils do not have a high school diploma (17% LI, 34% EL) or high school diploma only (LI 31%, EL 36%) compared with not low income (4%, 16%) and English only (2%, 14%).

2.7 Continue to provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service.

This service is principal directed towards unduplicated pupils because they represent the greatest percentage of pupils at Liberty Middle School, and professional development helps teachers address achievement gaps separating these pupils from other pupils.

2.8 Provide data management system (EADMS Contract/NWEA Assessment Licenses) and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents.

The data management and test item bank systems are principally directed towards unduplicated pupils because there has consistently been achievement gaps between these

groups and other subgroups. This system allows for the identification and tracking of the unduplicated pupils so that teachers and administrators can target interventions to serve those pupils. The test item bank makes it possible for teachers and administrators to design assessments that align with State assessments, thereby providing unduplicated pupils the opportunity better understand assessment expectations. This service is also beneficial to other students.

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 (School-Wide Elementary Schools).

This service is principally directed towards unduplicated pupils because they represent the greatest percentage of pupils in the school district. Tutoring targets underachieving pupils to assist in closing achievement gaps among subgroups.

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.

This service is principally directed towards unduplicated pupils because they represent the greatest percentage of pupils in the school district and they typically do not have access to supplemental materials for these subjects.

2.11 Continue 24:1 pupil to teacher ratio in the TK-3 grade span (School-Wide Elementary Schools).

This action is principally directed towards unduplicated pupils because the extra minutes are used to provide the additional instruction necessary to close the achievement gap between English learner/low income pupils and their peers. The extra minutes also benefit other pupils who are struggling academically.

2.12 Intensive reading intervention program. Provide additional professional development in reading and begin the process of recruiting and/or training reading specialists so that each elementary school has an on-site resource for teachers and pupils (School-Wide Elementary Schools).

This action is principally directed towards unduplicated pupils because a disproportionate number of English learner and low income pupils lag behind their peers in reading proficiency. Although this action/service principally benefits EL and LI pupils, it is also beneficial for other pupils who are struggling in reading.

3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout the school year (School-Wide Elementary Schools).

This action is principally directed towards unduplicated pupils because there are learning gaps with other student subgroups that can result from lack of resources and opportunities at home to access history, science, and/or fine arts. This action is also beneficial to other students.

3.2 Continue music program to include 4 teachers (District-Wide).

This action is principally directed towards unduplicated pupils because under the previous program, underachieving pupils (disproportionately low income and English learners) were excluded from music instruction. This expanded service allows for instruction twice per week during a dedicated fine arts period, and all interested students can participate in music.

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.

22.9	%
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1.3 Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC). This is a qualitative improvement because of the planned improved coordination with Kings County.

2.1 Continue annual professional development for all instructional staff in English language arts, math, and or English language development. Maintain three professional development days added to the 2014/2015 school year. District-Wide.

2.4 Operate a summer school program, including ELD and special education classes (District-Wide).

This program is for English learners, underachieving English only - the vast majority of whom are low income - and students with disabilities.

2.5 Under the direction of an English language development teacher, trained paraprofessionals provide neediest English learners with daily intervention instruction in English language development and acquisition.

This is a service exclusively for English learners, all of whom are low income as well.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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