

Introduction:**Introduction:**

LEA: Di Giorgio Elementary School District **Contact (Name, Title, Email, Phone Number):** Terry Hallum, Superintendent,
thallum@digiorgio.k12.ca.us (661) 854-2604

LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in

the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

1. 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)*

1. **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)*

1. **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)

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LCAP Year: 2016-17

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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

The Di Giorgio School District involved stakeholders in the development of this LCAP through the following processes:

- January 15, 2016: Focus Group Meeting: School Superintendent, Special Education Coordinator and Chief Business Official

* January 20, 2016 at 4:00 p.m.: LCAP placed on regular board meeting agenda for discussion.

- An information item regarding the LCAP was included in the agenda of the regularly scheduled meeting of the board held February 17, 2016 at 4:00 p.m.
- March 11, 2016: Focus Group Meeting: School Superintendent, Special Education Coordinator and Chief Business Official
- March 16, 2016 at 4:00 p.m.: District Advisory Committee, School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.
- April 26, 2016 at 5:00 p.m.: The district held a stakeholders meeting and focus group session. Parents, community members, staff, students, and classified and certificated bargaining units were all notified of the meeting. Child care and snacks were provided as well as an interpreter for our Spanish speaking attendees.
- April 28, 2016: Focus Group Meeting: School Superintendent, Special Education Coordinator and Chief Business Official

Surveys were chosen to distribute to parents, students and staff.

District Superintendent, Special Education Coordinator and Chief Business Official met to begin discussions regarding timelines and dates for Stakeholder engagement and LCFF/LCAP development. January 15, 2016 The Team will attend a number of workshops hosted by the Kern County Supt. of Schools on LCAP development for 2016-2017.

Begin the process of informing and including parents, students, staff and community members in the process of developing a plan to implement the LCFF and LCAP.

A discussion was held regarding the development of the District's LCAP. The Superintendent informed the Board and all visitors of the intent of the district to conduct a needs assessment and seek input from all stakeholders in establishing goals and developing the LCAP for implementation and use of LCFF funds.

A first draft of the 2016-2017 LCAP was shared with the group. The group was informed of the Stakeholder/Parent meeting scheduled for April 26, 2016 at 5:00 p.m.

Surveys were distributed in English and Spanish. A draft of the LCAP was shared with the group. Stakeholders were informed that the surveys would be used to help adjust existing goals and assist in implementing the District's LCAP. Assistance in English and Spanish was available if needed. The LCAP process was explained to the group. The Superintendent gave an overview of the 8 priorities established by the State and how those priorities are broken down into (3) specific areas. The Superintendent informed the participants that last years GOALS and Action steps would be reviewed and updated to show what was expected to be implemented and what was actually accomplished. The participants were informed that the GOALS would be adjusted and established for 2016-2017 and that all (8) state priorities would be met within those

- May 3, 2016: Focus Group work day
- May 19, 2016: Focus Group work day. Refine final draft to go before the DAC, SSC, DELAC and PTF members.
- May 26, 2016 at 4:00 p.m.: The Focus Group presented a draft of its Local Control Accountability Plan (LCAP) to the District Advisory Committee (DAC), School Site Council, Parent Teacher and Friends Organization and Di Giorgio English Language Acquisition Council, (DELAC).
- June 2, 2016: The district LCAP will be available for public review and comment. The Superintendent will reply to all questions and comments in writing before the LCAP is placed on the agenda for a public hearing.
- June 8, 2016: A public hearing will be held at 4:00 p.m. for public comment and recommendations from the public related to the LCAP
- June 27, 2016: A regular meeting will be held at 2:00 p.m. for adoption of proposed LCAP.

GOALS.

The Focus Group compiled and summarized the input from the stakeholder meetings. Results of surveys were included and summarized in needs assessment data. The Focus Group continued developing and designing the LCAP based on the goals identified through the comprehensive needs assessment, such as, advances in language classification, CCSS implementation, increasing numbers of teaching and paraprofessional staff, improving attendance, and more focus on college and career readiness.

District representatives presented the LCAP at the May 26, 2016 DAC, SSC, DELAC, PTF meeting. Members were given the opportunity to pose questions to the Superintendent for written response. There were no questions.

The district reviewed meeting transcripts to the proposed LCAP. There were no questions posed by stakeholders or DAC, SSC, DELAC, PTF representatives, therefore no written responses were provided. The district will receive confirmation that the proposed goals are in alignment with the district's vision and mission.

A public hearing was held to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. There was no comment.

The LCAP was placed on the agenda of the regular Meeting of the Board for adoption. Upon motion of Theresa Vietti-Herrera Seconded by Laura Lee Kirkly.

2016-2017 Local Control Accountability Plan was approved and adopted by the Board of Trustees with the following votes: Roll Call: Theresa Vietti-Herrera: aye

Laura Lee Kirkley: aye Steve Murray: absent

Ayes: 2 Noes:

Feedback Solicited

4/26/16 Stakeholder's Meeting
Members of the Public,

Feedback Solicited School Staff

4/28/16 Focus Group Meeting School Staff

Evaluation of LCAP progress

5/9/16 Focus Group Meeting
School Staff

Evaluation of LCAP Progress

5/19/16 Focus Group Meeting
School Staff

Evaluation of LCAP Progress

5/26/16 District Advisory
Committee/DELAC/SSC Committee Members

Feedback Solicited

6/8/16 Public Hearing

Board Members, School Staff, Feedback solicited

Members of the Public

<p>6/27/16 Board Members, School Staff, Adoption Members of the Public</p>	<p>School Board Meeting</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and

concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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

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

Guiding Questions:

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

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	The Di Giorgio School District will increase student achievement.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 _8 Local: N/A
Identified Need:	<p>Priority 1:</p> <ol style="list-style-type: none"> 1. School facilities are maintained and in good repair as measured by the FIT Report. 2. Teachers are fully credentialed and appropriately assigned. 3. Students have sufficient access to standards aligned instructional materials. <p>Priority 2:</p> <ol style="list-style-type: none"> 1. Implement academic and performance standards that have been adopted by the SBE. 2. Provide access for EL's to CCSS aligned and ELD standards instructional materials. <p>Priority 4:</p> <ol style="list-style-type: none"> 1. The English Learner reclassification rate for the 2015-16 school year was 24% 2. The percentage of students scoring at standard met levels on state assessments. 3. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA 	
Goal Applies to:	Schools: All K - 8 Schools Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1:</p> <ol style="list-style-type: none"> 1. 100% of facilities are well-maintained as measured by FIT Report and District will maintain good repair status. 2. Teachers are fully credentialed and appropriately assigned 100% of the time and District will maintain this percentage. 3. Students have access to standards aligned instructional materials 100% of the day and District will maintain this percentage. <p>Priority 2:</p> <ol style="list-style-type: none"> 1. Maintain current level of implementation of CCSS (substantial) as based on CDE's APS criteria. 2. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day and will maintain a minimum of 30 minutes a day of designated EL instruction for EL students in K - 2 grades and a minimum of 45 minutes daily for 3rd - 8th grades. Teachers utilize SDAIE strategies throughout the day in all subject areas to ensure EL students have access to standards. <p>Priority 4:</p> <ol style="list-style-type: none"> 1. Statewide Assessments: <ul style="list-style-type: none"> • CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards will increase from 17% to 20%. • CAASPP Mathematics overall percentage of pupils who meet or exceed standards will increase from 6% to 9%. • CST Science overall percentage of pupils who are proficient or advanced will increase for 5th and 8th Grades from 33% to 36%. 1. API: NA 2. Percentage of pupils completing a-g or CTE sequences/programs: NA 3. 50% of EL's will advance at least one classification level annually as reported by CELDT scores 4. The English Learner reclassification rate will increase from 24% to 25% 5. Percentage of pupils passing AP exam with 3 or higher: NA 6. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Accelerate purchase of CCSS aligned Science instructional materials and purchase supplemental math, ELA, Social Science and ELD materials for all students including English language learners, low income, any future foster youth/homeless, and special education students.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$45000</p>
<p>Professional Development in CCSS. Attend professional development provided by KCSOS and other vendors as available.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999:Certificate d Personnel Salaries Title II \$3,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,000 Statutory Benefits 3000-3999: Employee Benefits Title II \$500</p>

<p>Provide STEM Professional development. Attend professional development provided by KCSOS and other vendors as available. Sixth graders to attend CAMP KEEP.</p>	<p>LEA Wide 6th Graders Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$1,000 5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$4,800</p>
<p>Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.</p>	<p>LEA Wide Grades: 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

<p>Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expences</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificated Personnel Salaries Title II \$3000.00 4000-4999: Books And Supplies Supplemental/Concentration \$800.00 Stat benefits 3000-3999: Employee Benefits Title II \$470</p>
<p>Update library titles to include more non-fiction and Magazine subscriptions related to STEM. Non-fiction titles will be purchased as recommended by librarian consultant, as well as purchasing Junior Scholastic and Scholastic News magazine subscriptions.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$3,500</p>

<p>Update technology and related infrastructure to support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers in the computer lab. Purchase smartboards and training for classrooms as needed. Upgrade network connections to support infrastructure.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/C oncentration \$55,000</p> <p>5000-5999: Professional/Co nsulting Services And Operating Expenditures Supplemental/C oncentration \$38,100</p> <p>Communication s Technolgy</p> <p>Technology equipment replacement 6000-6999: Capital Outlay Supplemental/C oncentration \$5,000</p>
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<p>Maintain library media increase in hours and provide Professional Development for Library clerk. Purchase new Library management software, professional development and services.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2000- 2999: Classified Personnel Salaries Supplemental/Concentration \$10,000 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$6,900</p>
<p>For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.</p>	<p>LEA Wide English Language Learners Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Additional Cost</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1:</p> <ol style="list-style-type: none"> 1. Facilities are well-maintained as measured by FIT Report. 2. Teachers are fully credentialed and appropriately assigned 100% 3. Students have access to standards aligned instructional materials 100% <p>Priority 2:</p> <ol style="list-style-type: none"> 1. Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria. 2. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day and will maintain a minimum of 30 minutes a day of designated EL instruction for EL students in K - 2 grades and a minimum of 45 minutes daily for 3rd - 8th grades. Teachers utilize SDAIE strategies throughout the day in all subject areas to ensure EL students have access to standards. <p>Priority 4:</p> <ol style="list-style-type: none"> 1. Statewide Assessments: <ul style="list-style-type: none"> • CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards will increase 3%. • CAASPP Mathematics overall percentage of pupils who meet or exceed standards will increase 3%. • CST Science overall percentage of pupils who are proficient or advanced will increase 3%. 1. API: NA 2. Percentage of pupils completing a-g or CTE sequences/programs: NA 3. 52% of EL's will advance at least one classification level annually as reported by CELDT scores 4. The English Learner reclassification rate will increase from 25% to 26% 5. Percentage of pupils passing AP exam with 3 or higher: NA 6. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Accelerate purchase of CCSS aligned Social Science/History instructional materials and purchase supplemental math, ELA, Science and ELD materials for all students including English language learners, low income, any future foster youth/homeless, and special education students.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$45,000</p>

<p>Professional Development in CCSS. Attend professional development provided by KCSOS and other vendors as available.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificate Personnel Salaries Title II \$3,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$8,000 Statutory Benefits 3000-3999: Employee Benefits Title II \$500</p>
<p>Provide STEM Professional development. Attend professional development provided by KCSOS and other vendors as available. Sixth graders to attend CAMP KEEP.</p>	<p>LEA Wide Sixth Graders Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,000</p>

<p>Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.</p>	<p>LEA Wide Grades: 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expences</p>	<p>LEAS Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificated Personnel Salaries Title II \$3000.00 4000-4999: Books And Supplies Supplemental/C oncentration \$1,000 Stat benefits 3000-3999: Employee Benefits Title II \$471</p>
<p>Update library titles to include more non-fiction and Magazine subscriptions related to STEM. Non-fiction titles will be purchased as recommended by librarian consultant, as well as purchasing Junior Scholastic and Scholastic News magazine subscriptions.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/C oncentration \$5,000</p>

<p>Update technology and related infrastructure to support student outcomes. Update technology and related infrastructure to support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers in the computer lab. Purchase smartboards for classrooms as needed. Upgrade network connections to support infrastructure.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/C oncentration \$55,000</p> <p>5000-5999: Professional/Co nsulting Services And Operating Expenditures Supplemental/C oncentration \$38,100</p> <p>Communication s Technolgy</p> <p>Technology equipment replacement 6000-6999: Capital Outlay Supplemental/C oncentration \$6,000</p>
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<p>Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain new Library management software and services.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2000- 2999: Classified Personnel Salaries Supplemental/Concentration \$12,000 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$8,000</p>
<p>For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.</p>	<p>LEA Wide English Language Learners Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Additional Cost</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1:</p> <ol style="list-style-type: none"> 1. Facilities are well-maintained as measured by FIT Report. 2. Teachers are fully credentialed and appropriately assigned 100% 3. Students have access to standards aligned instructional materials 100% <p>Priority 2:</p> <ol style="list-style-type: none"> 1. Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria. 2. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day and will maintain a minimum of 30 minutes a day of designated EL instruction for EL students in K - 2 grades and a minimum of 45 minutes daily for 3rd - 8th grades. Teachers utilize SDAIE strategies throughout the day in all subject areas to ensure EL students have access to standards. <p>Priority 4:</p> <ol style="list-style-type: none"> 1. Statewide Assessments: <ul style="list-style-type: none"> • CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards will increase 3%. • CAASPP Mathematics overall percentage of pupils who meet or exceed standards will increase 3%. • CST Science overall percentage of pupils who are proficient or advanced will increase 3%. 1. API: NA 2. Percentage of pupils completing a-g or CTE sequences/programs: NA 3. 54% of EL's will advance at least one classification level annually as reported by CELDT scores 4. The English Learner reclassification rate will increase from 26% to 27% 5. Percentage of pupils passing AP exam with 3 or higher: NA 6. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Purchase supplemental math, ELA, Science, Social Science, and ELD materials for all students including English language learners, low income, any future foster youth/homeless, and special education students.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$45,000</p>
<p>Professional Development in CCSS. Attend professional development provided by KCSOS and other vendors as available.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificate Personnel Salaries Title II \$3,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$8,000 Statutory Benefits 3000-3999: Employee Benefits Title II \$500</p>

<p>Provide STEM Professional development. Attend professional development provided by KCSOS and other vendors as available. Sixth graders attend CAMP KEEP.</p>	<p>LEA Wide Sixth Graders Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$2,000 5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$6,000</p>
<p>Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.</p>	<p>LEA Wide Grades: 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

<p>Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expences</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificated Personnel Salaries Title II \$3000.00 4000-4999: Books And Supplies Supplemental/Concentration \$1,000 Stat benefits 3000-3999: Employee Benefits Title II \$471</p>
<p>Update library titles to include more non-fiction and Magazine subscriptions related to STEM. Non-fiction titles will be purchased as recommended by librarian consultant, as well as purchasing Junior Scholastic and Scholastic News magazine subscriptions.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p>

<p>Update technology and related infrastructure to support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers in the computer lab. Purchase smartboards for classrooms as needed. Upgrade network connections to support infrastructure.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/C oncentration \$55,000</p> <p>5000-5999: Professional/Co nsulting Services And Operating Expenditures Supplemental/C oncentration \$38,100</p> <p>Communication s Technolgy</p> <p>Technology equipment replacement 6000-6999: Capital Outlay Supplemental/C oncentration \$6,000</p>
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<p>Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain new Library management software and services.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2000- 2999: Classified Personnel Salaries Supplemental/Concentration \$12,000 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$8,000</p>
<p>For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.</p>	<p>LEA Wide English Language Learners Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Additional Cost</p>

GOAL:	All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School.	Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 _6 X 7 _8 Local: N/A
Identified Need:	<p>Priority 3:</p> <ol style="list-style-type: none"> 1. Parents will receive paper communications in their English and Spanish language. 2. Parent and community members are invited to attend various school committee meetings using various methods of communication such as phone calls, flyers, and internet. <p>Priority 4.</p> <ol style="list-style-type: none"> 1. 50% of all EL students advancing one or more language classification levels as reported by CELDT scores. <p>Priority 5:</p> <ol style="list-style-type: none"> 1. Improve student attendance for all groups. 2. Current attendance rate is 95.16%. <p>Priority 7:</p> <ol style="list-style-type: none"> 1. English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i). 2. Students with exceptional needs will have access and will receive special education programs and services. 3. Programs and services will be developed and provided to 100% of unduplicated pupils. 4. Students will have access to after school programs provided through ASES. 	
Goal Applies to:	Schools: LEA Wide Grades: All	Applicable Pupil Subgroups: Foster Youth, Redesignated fluent English proficient, English Learners, Students with Disabilities, Homeless
LCAP Year 1		

Expected Annual Measurable Outcomes:

All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School.

Priority 3:

1. 100% of parents will receive paper communications in their English and Spanish language and District will maintain this percentage.
2. 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.

Priority 4:

1. Statewide Assessments:
 - CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards will increase from 17% to 20%.
 - CAASPP Mathematics overall percentage of pupils who meet or exceed standards will increase from 6% to 9%.
 - CST Science overall percentage of pupils who are proficient or advanced will increase for 5th and 8th Grades from 33% to 36%.
1. API: NA
2. Percentage of pupils completing a-g or CTE sequences/programs: NA
3. 50% of EL's will advance at least one classification level annually as reported by CELDT scores
4. The English Learner reclassification rate will increase from 24% to 25%
5. Percentage of pupils passing AP exam with 3 or higher: NA
6. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA

Priority 5:

1. The number of students considered chronically truant or absent will decrease from 30% to 28%.
2. District attendance rate will increase from 95% to 96%.
3. Maintain Middle School Dropout Rate of 0%
4. High School Dropout Rate NA
5. High School Graduation Rate NA

Priority 7:

1. 100% of English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).
2. 100% of students with exceptional needs will have access and will receive special education programs and services.
3. 100% of students have a access to a broad course of study offered by the district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$49,000 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$17,300</p>
<p>Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$42,000 benefits 3000-3999: Employee Benefits Supplemental/Concentration \$12,800</p>

<p>3. For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT language proficiency levels, rubrics and implementation in the classroom.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,000</p>
<p>Continue annual CELDT Training of Trainers.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$100</p>
<p>Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1000-1999 Certificate d Salaries \$1,500 3000-3999 Benefits \$240 Supplemental/Concentration</p>

<p>Purchase the use of web-based supplemental ELD materials that are aligned to the CCSS</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4000-4999 Books and Supplies Supplemental/C oncentration \$6,600</p>
<p>Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.</p>	<p>LEA Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$3,000.00</p>
<p>Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>

<p>Increase the number of hours that paraprofessionals support the ELD program in year 2016-17</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2000-2999: Classified Personnel Salaries Title I \$5,400 Benefits 3000-3999: Employee Benefits Title I \$1,040 2000-2999 Classified Personnel Salaries \$7900 Supplemental/C oncentration 3000-3999 Employee Benefits \$3000 Supplemental/C oncentration</p>
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<p>Increase hours of part time certificated staff to coordinate, implement ELD program and analyze CELDT and local assessment results to target student needs in specific domains.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$13,947.10 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$2,200</p>
<p>For foster youth: The educational outcomes for foster youth will be progress monitored and students that are not showing improvement will be given appropriate interventions.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>
<p>For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:

All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School.

Priority 3:

1. 100% of parents will receive paper communications in their English and Spanish language and District will maintain this percentage.
2. 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.

Priority 4:

1. Statewide Assessments:
 - CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards will increase 3%.
 - CAASPP Mathematics overall percentage of pupils who meet or exceed standards will increase 3%.
 - CST Science overall percentage of pupils who are proficient or advanced will increase 3%.
1. API: NA
2. Percentage of pupils completing a-g or CTE sequences/programs: NA
3. 52% of EL's will advance at least one classification level annually as reported by CELDT scores
4. The English Learner reclassification rate will increase from 25% to 26%
5. Percentage of pupils passing AP exam with 3 or higher: NA
6. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA

Priority 5:

1. The number of students considered chronically truant or absent will be reduced to 27%
2. District attendance rate will be improved to at least 96.5%.
3. Maintain Middle School Dropout Rate 0%
4. High School Dropout Rate NA
5. High School Graduation Rate NA

Priority 7:

1. Maintain 100% of English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).
2. 100% of students with exceptional needs will have access and will receive special education programs and services.
3. Maintain 100% of students have a access to a broad course of study offered by the district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$65,000 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$25,000</p>
<p>Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$50,000 benefits 3000-3999: Employee Benefits Supplemental/Concentration \$15,000</p>

<p>For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT language proficiency levels, rubrics and implementation in the classroom.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3,000</p>
<p>Continue annual CELDT Training of Trainers.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$100</p>
<p>Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1000-1999 Professional/Consulting Services And Other Operating Expenditures Supplemental/Concentration \$1,500 3000-3999 Benefits \$240</p>

<p>Continue the use of web-based supplemental ELD materials that are aligned to the CCSS</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4000-4999 Books and Supplies Supplemental/C oncentration \$6,600</p>
<p>Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$5,000.00</p>
<p>Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>

<p>Maintain current paraprofessional support for ELD program in year 2017-18</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2000-2999: Classified Personnel Salaries Title I \$5,400 Benefits 3000-3999: Employee Benefits Title I \$1,040 2000-2999 Classified Personnel Salaries \$20,000 3000-3999 Employee Benefits \$7,000</p>
<p>Increase hours full-time certificated staff to coordinate, implement ELD program and analyze CELDT and local assessment results to target student needs in specific domains.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1000-1999: Certificated Personnel Salaries Supple mental/Concent ration \$20,000 Benefits 3000-3999: Employee Benefits Supplemental/C oncentration \$5,000</p>

<p>For foster youth: The educational outcomes for foster youth will be progress monitored and students that are not showing improvement will be given appropriate interventions.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>
<p>For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School.</p> <p>Priority 3:</p> <ol style="list-style-type: none"> 1. 100% of parents will receive paper communications in their English and Spanish language and District will maintain this percentage. 2. 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers. <p>Priority 4:</p> <ol style="list-style-type: none"> 1. Statewide Assessments: <ul style="list-style-type: none"> • CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards will increase 3%. • CAASPP Mathematics overall percentage of pupils who meet or exceed standards will increase 3%. • CST Science overall percentage of pupils who are proficient or advanced will increase 3%.
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1. API: NA
2. Percentage of pupils completing a-g or CTE sequences/programs: NA
3. 54% of EL's will advance at least one classification level annually as reported by CELDT scores
4. The English Learner reclassification rate will increase from 26% to 27%
5. Percentage of pupils passing AP exam with 3 or higher: NA
6. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA

Priority 5:

1. The number of students considered chronically truant or absent will be reduced to 26%.
2. District attendance rate will be improved to 97%.
3. Middle School Dropout Rate 0%
4. High School Dropout Rate NA
5. High School Graduation Rate NA

Priority 7:

1. Maintain 100% of English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).
2. 100% of students with exceptional needs will have access and will receive special education programs and services.
3. Maintain 100% of students have a access to a broad course of study offered by the district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$65,000 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$25,000</p>
<p>Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$50,000 benefits 3000-3999: Employee Benefits Supplemental/Concentration \$15,000</p>

<p>For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT language proficiency levels, rubrics and implementation in the classroom.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3,000</p>
<p>Continue annual CELDT Training of Trainers.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$100</p>
<p>Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1000-1999 Professional/Consulting Services And Other Operating Expenditures Supplemental/Concentration \$1,500 3000-3999 Benefits \$240</p>

<p>Continue the use of web-based supplemental ELD materials that are aligned to the CCSS</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4000-4999 Books and Supplies Supplemental/C oncentration \$6,600</p>
<p>Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$6,000.00</p>
<p>Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>

<p>Maintain current paraprofessional support for ELD program in year 2018-19</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2000-2999: Classified Personnel Salaries Title I \$5,400 Benefits 3000-3999: Employee Benefits Title I \$1,040 2000-2999 Classified Personnel Salaries \$25,000 3000-3999 Employee Benefits \$7000</p>
<p>Increase to full-time certificated staff to coordinate, implement ELD program and analyze CELDT and local assessment results to target student needs in specific domains.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1000-1999: Certificated Personnel Salaries Supple mental/Concent ration \$25,000 Benefits 3000-3999: Employee Benefits Supplemental/C oncentration \$6,000</p>

<p>For foster youth: The educational outcomes for foster youth will be progress monitored and students that are not showing improvement will be given appropriate interventions.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>
<p>For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>

GOAL:	The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 X6 _7 X8 Local: N/A												
Identified Need:	<p>31.12% of students were truant or chronically truant in the 2014-15 school year as reported by the CDE DataQuest website. We estimate this number to be 30% for the 2015-16 school year.</p> <p>Priority 6:</p> <ol style="list-style-type: none"> 1. 3.7% student suspension rate. 2. 0% student expulsion rate. 3. Students district-wide reporting feeling “safe” and “supported by adults” at school. <p>Priority 8:</p> <ol style="list-style-type: none"> 1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable. <p>5th Grade HFZ:</p> <table border="0" data-bbox="430 800 882 954"> <tr> <td>Aerobic Capacity</td> <td>73.9%</td> </tr> <tr> <td>Body Composition</td> <td>60.9%</td> </tr> <tr> <td>Flexibility</td> <td>52.2%</td> </tr> </table> <p>7th Grade HFZ:</p> <table border="0" data-bbox="430 1078 882 1232"> <tr> <td>Aerobic Capacity</td> <td>40.0%</td> </tr> <tr> <td>Body Composition</td> <td>40.0%</td> </tr> <tr> <td>Flexibility</td> <td>68.0%</td> </tr> </table>		Aerobic Capacity	73.9%	Body Composition	60.9%	Flexibility	52.2%	Aerobic Capacity	40.0%	Body Composition	40.0%	Flexibility	68.0%
Aerobic Capacity	73.9%													
Body Composition	60.9%													
Flexibility	52.2%													
Aerobic Capacity	40.0%													
Body Composition	40.0%													
Flexibility	68.0%													
Goal Applies to:	<p>Schools: All K - 8 Schools</p> <p>Grades: All</p>	<p>Applicable Pupil Subgroups: All</p>												

LCAP Year 1

Expected Annual Measurable Outcomes:

The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

Priority 6:

1. Maintain suspension rate below 5%.
2. Maintain 0% expulsion rate.
3. At least 95% of students district-wide reporting feeling “safe” and “supported by adults” at school as measured by the California Health Kids Survey in grades 5-8.

Priority 8:

1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:

Aerobic Capacity	increase from 73.9% to 75%
Body Composition	increase from 60.9% to 62%
Flexibility	increase from 52.2% to 55%

7th Grade HFZ:

Aerobic Capacity	increase from 40.0% to 43%
Body Composition	increase from 40.0% to 43%
Flexibility	increase from 68.0% to 70%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>
<p>Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$1500</p>
<p>Contract with Kern County Superintendent of Schools to join TRACK (Truancy Reduction and Attendance Coalition of Kern) program</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5000- 5800: Services Supplemental/Concentration \$7500</p>
<p>Review and improve wellness plan to include nutrition services and chronic absences. Support for nutrition program for snack and breakfast</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>7000-7999 Services And Other Operating Expenditures Supplemental/Concentration \$68,317.09</p>

<p>Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Funding will support low income students with actions and services specified in goal #2. expense in G-2 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$4800 4000-4999: Books And Supplies Supplemental/Concentration 250 Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$800</p>
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<p>Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>Responding to input from stakeholders and their concerns about the condition of the District's facilities, the District will accelerate the repair of facilities needed to comply with education codes and the Williams Act.and increase the level of school connectiveness and safety.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$48,278.81 Maintenance Supplies 4000-4999: Books And Supplies Supplemental/C oncentration \$7,000</p>

<p>Begin teacher led after school tutoring services for students who are below grade level in English Language Arts or Mathematics.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999:Certificate d Personnel Salaries Supplemental/Concentration \$13,000 Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$2,000</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.</p> <p>Priority 6:</p> <ol style="list-style-type: none"> 1. Maintain suspension rate below 4.5%. 2. Maintain 0% expulsion rate. 3. Maintain at least 95% of students district-wide reporting feeling “safe” and “supported by adults” at school as measured by the California Health Kids Survey in grades 5-8. <p>Priority 8:</p> <ol style="list-style-type: none"> 1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable. <p>5th Grade HFZ:</p> <table border="0" data-bbox="428 720 966 862"> <tr> <td>Aerobic Capacity</td> <td>Increase to 76%</td> </tr> <tr> <td>Body Composition</td> <td>Increase to 63%</td> </tr> <tr> <td>Flexibility</td> <td>Increase to 54%</td> </tr> </table> <p>7th Grade HFZ:</p> <table border="0" data-bbox="428 1004 966 1145"> <tr> <td>Aerobic Capacity</td> <td>Increase to 44%</td> </tr> <tr> <td>Body Composition</td> <td>Increase to 44%</td> </tr> <tr> <td>Flexibility</td> <td>Increase to 71%</td> </tr> </table>			Aerobic Capacity	Increase to 76%	Body Composition	Increase to 63%	Flexibility	Increase to 54%	Aerobic Capacity	Increase to 44%	Body Composition	Increase to 44%	Flexibility	Increase to 71%
Aerobic Capacity	Increase to 76%														
Body Composition	Increase to 63%														
Flexibility	Increase to 54%														
Aerobic Capacity	Increase to 44%														
Body Composition	Increase to 44%														
Flexibility	Increase to 71%														
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>												

<p>Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/C oncentration \$1,000</p>
<p>Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supple mental/Concent ration \$2,500</p>
<p>Maintain contract with Kern County Superintendent of Schools to join TRACK (Truancy Reduction and Attendance Coalition of Kern) program</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000- 4999: Books And Supplies Supplemental/C oncentration \$7, 500</p>
<p>Review and improve wellness plan to include nutrition services and chronic absences. Support for nutrition program for snack and breakfast</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>7000-7999 Services And Other Operating Expenditures Supplemental/ Concentration \$ 75,000</p>

<p>Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Funding will support low income students with actions and services specified in goal #2. expense in G-2 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6,000 4000-4999: Books And Supplies Supplemental/Concentration \$590 Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$800</p>
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<p>Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>Responding to input from stakeholders and their concerns about the condition of the District's facilities, the District will accelerate the repair of facilities needed to comply with education codes and the Williams Act.and increase the level of school connectiveness and safety.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$49,609 Maintenance Supplies 4000-4999: Books And Supplies Supplemental/C oncentration \$8,000</p>

<p>Maintain teacher led after school tutoring services for students who are below grade level in English Language Arts or Mathematics.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999:Certificate d Personnel Salaries Supplemental/Concentration \$15,000 Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$4,000</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.</p> <p>Priority 6:</p> <ol style="list-style-type: none"> 1. Maintain suspension rate below 4%. 2. Maintain 0% expulsion rate. 3. Maintain at least 95% of students district-wide reporting feeling “safe” and “supported by adults” at school as measured by the California Health Kids Survey in grades 5-8. <p>Priority 8:</p> <ol style="list-style-type: none"> 1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable. <p>5th Grade HFZ:</p> <table border="0" data-bbox="426 716 966 862"> <tr> <td>Aerobic Capacity</td> <td>Increase to 77%</td> </tr> <tr> <td>Body Composition</td> <td>Increase to 64%</td> </tr> <tr> <td>Flexibility</td> <td>Increase to 57%</td> </tr> </table> <p>7th Grade HFZ:</p> <table border="0" data-bbox="426 993 966 1139"> <tr> <td>Aerobic Capacity</td> <td>Increase to 45%</td> </tr> <tr> <td>Body Composition</td> <td>Increase to 45%</td> </tr> <tr> <td>Flexibility</td> <td>Increase to 72%</td> </tr> </table>			Aerobic Capacity	Increase to 77%	Body Composition	Increase to 64%	Flexibility	Increase to 57%	Aerobic Capacity	Increase to 45%	Body Composition	Increase to 45%	Flexibility	Increase to 72%
Aerobic Capacity	Increase to 77%														
Body Composition	Increase to 64%														
Flexibility	Increase to 57%														
Aerobic Capacity	Increase to 45%														
Body Composition	Increase to 45%														
Flexibility	Increase to 72%														
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>												

<p>Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supplemental/C oncentration \$1,000</p>
<p>Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000-4999: Books And Supplies Supple mental/Concent ration \$2,500</p>
<p>Maintain contract with Kern County Superintendent of Schools to join TRACK (Truancy Reduction and Attendance Coalition of Kern) program</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4000- 4999: Books And Supplies Supplemental/C oncentration \$7, 500</p>
<p>Review and improve wellness plan to include nutrition services and chronic absences. Support for nutrition program for snack and breakfast</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>7000-7999 Services And Other Operating Expenditures Supplemental/ Concentration \$ 80,000</p>

<p>Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Funding will support low income students with actions and services specified in goal #2. expense in G-2 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6,804 4000-4999: Books And Supplies Supplemental/Concentration 590 Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$800</p>
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<p>Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>Responding to input from stakeholders and their concerns about the condition of the District's facilities, the District will accelerate the repair of facilities needed to comply with education codes and the Williams Act.and increase the level of school connectiveness and safety.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$50,667 Maintenance Supplies 4000-4999: Books And Supplies Supplemental/C oncentration \$8,000</p>

<p>Begin teacher led after school tutoring services for students who are below grade level in English Language Arts or Mathematics.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1000-1999:Certificate d Personnel Salaries Supplemental/Concentration \$15,000 Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$4,000</p>
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Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	The Common Core State Standards will be fully implemented as defined by the California Department of Education.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	LEA Wide	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Priority 1: 1. Facilities are well-maintained as measured by FIT Report. 2. Teachers are fully credentialed and appropriately	Actual Annual Measurable Outcomes:	Priority 1: 1. Teachers in the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. 95%

assigned 100%

3. Students have access to standards aligned instructional materials 100%

Priority 2:

1. Current level of implementation of CCSS is substantial as based on CDE's APS criteria.

2. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day.

Priority 4:

1. The English Learner reclassification rate will increase to 13%.

2. The District will show growth on the State Assessment for ELA and Math.

3. The District will show growth on the Academic Performance Index. How scores will be calculated has not been determined.

4. The percentage of students who have passed advanced placement examinations - NA

5. College required course completion - NA

6. The percentage of students scoring at proficient and advanced levels on state assessments will increase.

a) For English Language Learners: 14%

b) For Economically Disadvantaged: 33%

c) For Hispanic or Latino: 31%

7. The percentage of students scoring at proficient and advanced levels on the CELDT will increase to 18%.

2. Students in the district have access to standards- aligned instructional materials 100% of the school day.
3. School facilities are maintained and in good repair as measured by the FIT report.

Priority 2:

1. Implementation of the academic content and performance standards adopted by the state board. The level of CCSS implementation increased from minimal to substantial via the Academic Program Survey.

2. How the programs and services will enable English Learners to access CCSS and the ELD standards for purposes of gaining academic content knowledge and english language proficiency. 100% of EL students had access to CCSS and ELD standards throughout the day and teachers utilized SDAIE strategies throughout their instruction daily in order to provide EL students with access to EL Standards as well as standards for academic content knowledge.

Priority 4:

1. Statewide assessments, Baseline for ELA and Math will be established in the spring of 2015.
2. API - NA
3. College required course completion - N/A
4. Pupils passing advanced placement or participated in college preparedness courses - N/A
5. EL Reclassification rate - 10.3%
6. 46% of EL's made progress toward English Proficiency.
7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA
8. The percentage of students scoring at

	<p>8. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA</p>		<p>Standard Met or greater on the ELA CAASPP for 2014-15 was 17%.</p> <p>9. The percentage of students scoring at Standard Met or greater on the Math CAASPP for 2014-15 was 6%.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>1. Provide CCSS aligned instructional materials for all students including English language learners, low income, any future foster youth/homeless, and special education students.</p>		<p>4000-4999: Books And Supplies Supplemental /Concentration \$35000.</p>	<p>CCSS aligned English Language Arts Curriculum materials were purchased for k-8 students during the 2015/16 school year for all students including English language learners, low income, any future foster youth/homeless, and special education students.</p>		<p>4000-4999: Books And Supplies CCSS \$45,699</p>
Scope of service:	<p>LEA Wide</p> <p>Grades: All</p>		Scope of service:	<p>LEA Wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

2. Professional Development in CCSS.		<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$11,000</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$406</p>	Staff attended professional development training on the implementation of Common Core Reading Language Arts The training was provided by KCSOS.	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2,480</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$0</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$191</p>
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

3. Provide STEM Professional development		5000-5999: Services And Other Operating Expenditures Supplemental /Concentration \$1,000 CAMP KEEP 5000-5999: Services And Other Operating Expenditures Supplemental /Concentration \$5,704	Staff attended professional development on CCSS mathematics, and attended Camp KEEP with students. There were no fees associated with the Professional Development.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4,787
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
4. Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.		No additional cost.	Science 4 Fun was not available to our district during the 2015/16 school year. we hope to have this service available to us in the 2016/17 school year.	No Cost

Scope of service:	LEA Wide Grades: 3rd, 4th, 5th, 6th		Scope of service:	LEA Wide Grades: 3rd, 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5. Increase staff participation and collaboration in full implementation of CCSS.		1000-1999: Certificated Personnel Salaries Supplemental /Concentration \$3000.00 4000-4999: Books And Supplies Supplemental /Concentration \$800.00 3000-3999: Employee Benefits Supplemental /Concentration \$406	Grade span collaboration days were provided for all teaching staff. Teachers used Wednesday minimum days for grade span collaboration. All staff collaboration meetings were held every Monday or the first day of instruction for each instructional week.	1000-1999: Certificated Personnel Salaries Supplemental/C concentration \$600 4000-4999: Books And Supplies Supplemental/C concentration \$40 3000-3999: Employee Benefits Supplemental/C concentration \$80	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>6. Update library titles to include more non-fiction and Magazine subscriptions related to STEM.</p>		<p>4000-4999: Books And Supplies Supplemental /Concentration \$3,500</p>	<p>Stem related non-fiction books were acquired from Scholastic as a result of the annual book fair.</p> <p>Funds used to purchase these titles were acquired from donations from the Parent Teacher Friend organization.</p>	<p>No Cost</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>7. Update technology and related infrastructure to support student outcomes.</p>		<p>4000-4999: Books And Supplies Supplemental /Concentration \$64,585</p> <p>5800: Professional/ Consulting Services And Operating Expenditures Supplemental /Concentration \$40,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental /Concentration \$6,500</p> <p>6000-6999: Capital Outlay Supplemental /Concentration \$5,000</p>	<p>Hardware was purchased for the Computer Lab, There were expences incurred for ongoing maintainence network infrastructure.</p>		<p>4000-4999: Books And Supplies Supplemental/C oncentration \$46,570</p> <p>5800: Professional/Co nsulting Services And Operating Expenditures Supplemental/C oncentration \$40,767</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/C oncentration \$255</p> <p>6000-6999: Capital Outlay Supplemental/C oncentration \$0</p>
<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
8. Maintain library media increase in hours.		. 2000- 2999: Classified Personnel Salaries Supplemental /Concentration \$9,866.00 3000-3999: Employee Benefits Supplemental /Concentration \$6,635.00	Library Media Staff hours were maintained at 2.25 hours per day.	2000- 2999: Classified Personnel Salaries Supplemental/Concentration \$8117 3000-3999: Employee Benefits Supplemental/Concentration \$3202
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

9. For redesignated fluent English proficient pupils: Continue to support language development.		No additional cost.	Redesignated Fluent English proficient pupils were given instruction in classrooms that had partial CCSS implementation that mirrored the general pupil population.		No Cost
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servcives, and expenditures		The cost of the ELA curriculum was more than expected. It is an eight year adoption and replacement of all consumables are included in the initial cost. Professional development training on the use of our new ELA curriculum was purchased along with the ELA materials. This training will occur before the start of the 2016-17 school year. As per stakeholder meetings, the District is planning on purchasing STEM planners for our 6th - 8th grade students for the 2016-17 school year. The District will continue to seek out STEM professional development opportunities for the 2016-17 school year. The District will participate in the Science 4 Fun curriculum if it is available this year. The District is planning on having 9 grade span collaboration days during the 2016-17 school year. These collaboration days will concentrate on reviewing District assessment results and on reviewing teaching strategies to make sure we are using scientifically based practices such as response to intervention, direct instruction and formative teacher evaluations. The District will continue to purchase Stem related non-fiction books for our library. The District has contracted with a Certificated Librarian to to help us develop a plan to improve our Library. The District is in the process of replacing outdated technology equipment and will continue to do so as funds permit. The District is changing Goal 1 to the much broader goal of " The Di Giorgio School District will increase student achievement". The District will continue to fully implement the Common Core Standards.			

Original Goal from prior year LCAP:	40% of all EL Learners will advance one or more language classification levels annually as reported by CELDT scores.		Related State and/or Local Priorities: _1 _2 X3 _4 X5 _6 X7 _8 Local:
Goal Applies to:	Schools:	LEA Wide Grades: All	
	Applicable Pupil Subgroups:	English Learners, Students with Disabilities	

<p>Expected Annual Measurable Outcomes:</p>	<p>38% of all EL Learners will advance one or more language classification levels per review of CELDT scores.</p> <p>Priority 3:</p> <ol style="list-style-type: none"> 1. 100% of parents will receive paper communications in their English and Spanish language. 2. 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends. <p>Priority 5:</p> <ol style="list-style-type: none"> 1. 28% of students will be considered chronically truant or absent. 2. District will achieve a 95.5% attendance rate. 3. Middle School Dropout Rate 0% 4. High School Dropout Rate NA 5. High School Graduation Rate NA <p>Priority 7:</p> <ol style="list-style-type: none"> 1. 100% of English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i). 2. 100% of students with exceptional needs will have access and will receive special education programs and services. 3. Programs and services will be developed and provided to 100% of unduplicated pupils. 	<p>Actual Annual Measurable Outcomes:</p>	<p>46% of all EL learners advanced one or more language classification levels per review of 2015 CELDT scores.</p> <p>Priority 3:</p> <ol style="list-style-type: none"> 1. 100% of parents received paper communications in their English and Spanish language. 2. 100% of parents of unduplicated and exceptional needs students were invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends. <p>Priority 5:</p> <ol style="list-style-type: none"> 1. 28% of students were considered chronically truant or absent. 2. District achieved a 95.5% attendance rate. 3. Middle School Dropout Rate 0% 4. High School Dropout Rate NA 5. High School Graduation Rate NA <p>Priority 7:</p> <ol style="list-style-type: none"> 1. 100% of unduplicated students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i). 2. 100% of students with exceptional needs students will have access and will receive special education programs and services. 3. 100% of students will have a minimum of 200 minutes every two weeks of Physical Education. 4. Programs and services will be developed and provided to 100% of unduplicated pupils.
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Staff will be maintained to provide one teacher per grade level K-8.		1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$26,382 3000-3999: Employee Benefits Supplemental/Concentration \$11,463	Current staffing provides one teacher per grade level which will be maintained.		1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$26,382 3000-3999: Employee Benefits Supplemental/Concentration \$9871
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>2. Redirect Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.</p>		<p>1000-1999: Certificated Personnel Salaries Supplemental /Concentration \$20,269 benefits</p> <p>3000-3999: Employee Benefits Supplemental /Concentration \$5,918.</p>	<p>Principal/Teacher was redirected to Superintendent/Principal.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$24000</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$6293</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>3. For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT language proficiency levels, rubrics and implementation in the classroom.</p>		<p>5000-5999: Services And Other Operating Expenditures Supplemental /Concentration \$1,000</p>	<p>Teachers attended various ELD workshops throughout the school year.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$850</p>

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4. Continue annual CELDT Training of Trainers.		5000-5999: Services And Other Operating Expenditures Supplemental /Concentration \$100	Current staff was previously trained and did not require training this year.	No Cost	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5. Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.		5800: Professional/ Consulting Services And Operating Expenditures Supplemental /Concentration \$1300	EL Coordinator/Teacher worked additional hours and testing was completed within the first two weeks of the school year.	5800: Professional/ Consulting Services And Operating Expenditures Supplemental/Concentration \$882
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
6. Continue the use of web-based supplemental ELD materials that are aligned to the CCSS.		No additional cost	Subscription to LEXIA Core 5 was maintained.	No Cost
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>7. Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.</p>		<p>5000-5999: Services And Other Operating Expenditures Supplemental /Concentration \$6,000.00.</p>	<p>Certificated staff received Parent Project training.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$750</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>8. Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.</p>		<p>No additional cost.</p>	<p>Special Education/Resource Specialist assisted in coordinating and administering CELDT testing and assisted in the reclassification process to support ELD.</p>	<p>No cost.</p>

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
9. Maintain current paraprofessional support for ELD program in year 2015-16.		2000-2999: Classified Personnel Salaries Supplemental /Concentration \$3,648.00 Benefits 3000-3999: Employee Benefits Supplemental /Concentration \$788.	Current paraprofessional supported ELD program 1.42 hours per day.	2000-2999: Classified Personnel Salaries Supplemental/C oncentration \$3240 3000-3999: Employee Benefits Supplemental/C oncentration \$3580	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
10. Hire part time certificated staff to coordinate, implement ELD program and Analyze CELDT and local assessment results to target student needs in specific domains.		1000-1999: Certificated Personnel Salaries Supplemental /Concentration \$21,971.00 3000-3999: Employee Benefits Supplemental /Concentration \$2973	Certificated staff member was hired for 3.5 hours per day in August and coordinated language development for EL students and implemented ELD program.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$21,971 3000-3999: Employee Benefits Supplemental/Concentration \$3122
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

11. For foster youth: The educational outcomes for foster youth will mirror that of the general student population.		No additional cost.	Educational outcomes for foster youth mirrored those of the general student population.		No additional cost.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
12. For redesignated fluent English proficient pupils: Continue to support language development.		No additional cost.	Redesignated fluent English proficient pupils language development was supported through the use of leveled WriteSteps groups, LEXIA Core 5 at independent instructional levels and classroom instruction.		No additional cost.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, servivces, and expenditures	<p>Our goal was to have 40% of our EL Learners advance one or more language classification levels annually. We were very excited that we were able to have that percentage rise to over 50% for the 2015-16 school year. We are very encouraged by the progress made this past school year and are very optimistic about the coming years. We increased our certificated staff by adding a part-time certificated person to coordinate our EL Program. As per stakeholder input for the 2016-17 school year, our EL coordinators hours will be increased with the plan to make this person a full-time employee in the 2017-18 school year. The Principal and EL coordinator will continue to seek out EL staff development and to oversee the reclassification process. We believe that our budget will allow us to start this in the 2016-17 school year. We will continue to fund professional development for teachers and administrators on the use of research based ELD materials and strategies. Staff will continue to attend CELDT training and modules available on the CELDT website. We will continue to fund professional development for teachers and administrators on the use of research based common core mathematics and reading language arts as it becomes available. Our CELDT testing will continue to be in the weeks before and just after school begins. The Principal and Student Support Coordinator will continue to annually review EL Learner data and use the data to address continued EL Learner needs. We will continue to use the web-based and supplemental EL materials which we believe have helped us to get closer to our final goal. Our EL coordinator attended the Parent Project traing in 2015-16 and we believe we will be able to implement a Parent Training class for parents of economically disadvantaged, ELL, reclassified students, foster youth, and others interested in such a class. The District is changing Goal 2 to the much broader goal of " All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School." The District will continue to advance a high percentage of EL's one or more language classification levels annually as reported by CELDT scores.</p>
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Original Goal from prior year LCAP:	The number of truant or chronically truant students will not exceed 25% as cited on CDE DataQuest website.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 X 8 Local:	
Goal Applies to:	Schools:	LEA Wide		
		Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>The number of truant or chronically truant students will not exceed 27%.</p> <p>Priority 6:</p> <ol style="list-style-type: none"> 1. Decrease suspension rate to 5%. 2. Maintain 0% expulsion rate. 		Actual Annual Measurable Outcomes:	<p>The number of truant or chronically truant students will not exceed 27%.</p> <p>Priority 6:</p> <ol style="list-style-type: none"> 1. Decreased suspension rate to 3.7%. 2. Maintain 0% expulsion rate. 3. At least 95% of students district-wide

	<p>Priority 8:</p> <p>1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.</p> <p>5th Grade HFZ:</p> <p>Aerobic Capacity 54%</p> <p>Body Composition 54</p> <p>Abdominal Strength 58</p> <p>Trunk Extension Strength 58</p> <p>Upper Body Strength 49</p> <p>Flexibility 58</p> <p>7th Grade HFZ:</p> <p>Aerobic Capacity 48%</p> <p>Body Composition 36</p> <p>Abdominal Strength 54</p> <p>Trunk Extension Strength 71</p> <p>Upper Body Strength 25</p> <p>Flexibility 66</p>	<p>reporting feeling safe and supported by adults at school as measured by the California Health Kids Survey in grades 5-8.</p> <p>Priority 8:</p> <p>1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.</p> <p>5th Grade Physical Fitness Test - HFZ:</p> <table border="0"> <tr> <td>Aerobic Capacity</td> <td>74%</td> </tr> <tr> <td>Body Composition</td> <td>61%</td> </tr> <tr> <td>Abdominal Strength</td> <td>83%</td> </tr> <tr> <td>Trunk Extension Strength</td> <td>83%</td> </tr> <tr> <td>Upper Body Strength</td> <td>61%</td> </tr> <tr> <td>Flexibility</td> <td>52%</td> </tr> </table> <p>7th Grade Physical Fitness Test - HFZ:</p> <table border="0"> <tr> <td>Aerobic Capacity</td> <td>40%</td> </tr> <tr> <td>Body Composition</td> <td>40%</td> </tr> <tr> <td>Abdominal Strength</td> <td>52%</td> </tr> <tr> <td>Trunk Extension Strength</td> <td>100%</td> </tr> <tr> <td>Upper Body Strength</td> <td>80%</td> </tr> <tr> <td>Flexibility</td> <td>68%</td> </tr> </table> <p>2. Maintained Physical Education minutes of a minimum of 200 minutes every two weeks.</p>	Aerobic Capacity	74%	Body Composition	61%	Abdominal Strength	83%	Trunk Extension Strength	83%	Upper Body Strength	61%	Flexibility	52%	Aerobic Capacity	40%	Body Composition	40%	Abdominal Strength	52%	Trunk Extension Strength	100%	Upper Body Strength	80%	Flexibility	68%
Aerobic Capacity	74%																									
Body Composition	61%																									
Abdominal Strength	83%																									
Trunk Extension Strength	83%																									
Upper Body Strength	61%																									
Flexibility	52%																									
Aerobic Capacity	40%																									
Body Composition	40%																									
Abdominal Strength	52%																									
Trunk Extension Strength	100%																									
Upper Body Strength	80%																									
Flexibility	68%																									
LCAP Year: 2015-16																										
Planned Actions/Services	Actual Actions/Services																									

		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Review and update SWPBIS system yearly and provide PD as necessary		4000-4999: Books And Supplies Supplemental/Concentration \$500.	Professional Development was provided in August of 2015 on the SWPBIS and with input from staff, system was updated to include daily recognition of community values. There were no costs for this training.		4000-4999: Books And Supplies Supplemental/Concentration \$484
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2. Provide college and career ready opportunities		4000-4999: Books And Supplies Supplemental/Concentration \$1500	Instruction on college and career readiness opportunities were provided by high school counselors intern in the spring of 2016. College tour was scheduled but cancelled due to transportation problems. There were no funds used for this Action Step because a high school counselors were able to be utilized to provide these services.		4000-4999: Books And Supplies Supplemental/Concentration \$0
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3. Provide wrap around truancy prevention program "Attendance Works" which includes student assessments, home visits, weekly school contacts, referrals to community resources.		4000-4999:Books And Supplies Supplemental /Concentration \$7500	Paraprofessional was utilized in communicating with parents on a daily basis about student absences and tardies through phone calls and letters home. Paraprofessional spent one hour each day on school attendance.		No Cost
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4. Review and improve wellness plan to include nutrition services and chronic absences.		7000-7999 Supplemental /Concentration \$59,294	School wellness plans and policies were reviewed and plans for improving chronic absence and tardy rates. Nutrition services were maintained.		7000-7999 Supplemental/Concentration \$59,294
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>5. Provide Parent Project training for parents of economically disadvantaged, ELL, foster youth, individuals with exceptional needs, others interested.</p>		<p>G-2 5800: 1000-1999: Certificated Personnel Salaries Supplemental /Concentration \$4800</p> <p>4000-4999: Books And Supplies Supplemental /Concentration 250</p> <p>3000-3999: Employee Benefits Supplemental /Concentration \$650</p>	<p>Certificated staff member was trained in Parent Project through KCSOS.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$356</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$47</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$51</p>	
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6. Continue to support language development.		No additional cost.	Continued support for language development		No additional cost
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>7. Comply with education codes facilities and increase the level of school connectiveness and safety.</p>		<p>5000-5999: Services And Other Operating Expenditures Supplemental /Concentration \$29,267</p> <p>7000-7999 Supplemental /Concentration \$24,000</p> <p>4000-4999: Books And Supplies Supplemental /Concentration \$9,000</p>	<p>Comply with education codes facilities, and increase the level of school connectedness and safety. School facilities were updated and maintained to enhance student safety.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0</p> <p>Deferred Maintenance 7000-7439: Other Outgo Supplemental/Concentration \$24000</p> <p>Maintenance Supplies 4000-4999: Books And Supplies Supplemental/Concentration 11583</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures

Our goal of having a minimum number of truant or chronically truant students not exceeding 25% as cited on CDE DataQuest website is proving to be difficult. We were hoping to have that percentage under 30% for the 2015-16 school year. We believe that the percentage will be close to 30% when it is reported on the CDE DataQuest website for 15-16. As per stakeholder input, one of our action steps was to purchase an attendance and truancy software program and acquire the training needed to run this program. This software program is free, but we were not able to have anyone trained is using the program for the 2015-16 school year. The District is planning on partnering with the KCSOS to use their TRACK (Truancy Reduction and Attendance Coalition of Kern) program to improve truancy and absenteeism. rates. We were able to utilize one of our paraprofessionals to make daily contact with parents of students who were absent and we believe that this will help to reduce our truancy/absenteeism problem. We will continue to use our PBIS system to recognize those students achieving outstanding attendance. As per stakeholder input, we will provide parent training to educate parents on the importance of regular attendance and the harmful effects of habitual truancy/absenteeism. We have budgeted money for our 7th and 8th grade students to visit college campuses which we believe will help motivate their regular school attendance. We have budgeted money to improve outdated facilities which we believe will improve school connectivnes and student safety. Overall, our Physical Fitness results were improved over the 2014-15 school year. As per stakeholder input, we will focus on three PFT measures next year which will be Aerobic Capacity, Body Composition, and Flexibility for both 5th and 7th graders. Our suspension rate for the 2014-15 school year according to the CDE was 3.7% and we believe our rate for the 2015-16 year will be very close to the same which is under our goal of 5%. Our expulsion rate continues to be 0%. The District is changing Goal 3 to the much broader goal of "The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day." The District will continue it's efforts to reduce the number of chronically truant and chronically absent students.

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:	492133
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1. The Di Giorgio School District's Supplemental and Concentration Grant is \$492,133

1. Districtwide justifications: Di Giorgio School District is a one school district with a projected enrollment in 2016-2017 of 215 students, kindergarten through eighth grade. 97.72% of Di Giorgio's student population have been identified as either low income or English Language Learners; therefore the district has determined that the LCFF Supplemental and Concentration Grant funds will be principally directed to support all goals and state priorities and actions to enhance educational services for all students in the Di Giorgio School District.

Provide CCSS aligned instructional materials for all students including English language learners, low income, any future foster youth/homeless, and special education students. Provide Professional development in CCSS, STEM, PBIS and ELD.

Update library titles to include more non-fiction and magazine subscriptions related to STEM. Update technology and related infrastructure to support student outcomes.

Maintain library media increase in hours.

Continue to support language development.

Continue to maintain staffing to provide one teacher per grade level.

Maintain Superintendent/Principal to insure staff complies with ELD Standards. Continue annual CELDT Training of Trainers.

Annual CELDT testing of TK and Kindergarten students to be scheduled in August before the start of the school year.

Provide parent training for parents of economically disadvantaged, ELL, reclassified fluent proficient, foster youth, individuals with exceptional needs students. Continue current paraprofessional support for ELD.

Maintain certificated staff to coordinate ELD Program. Provide college and career ready opportunities.

Contract with Kern County Superintendent of Schools Truancy Reduction program.

Upgrade computer lab.

Comply with education codes for facilities and increase the level of school connectiveness and safety.

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.

31.18	%
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1. According to the minimum proportionality percentage (MPP) calculation Di Giorgio School District will increase or improve services by 31.18%.

2. The District will increase and improve services to all students as outlined in section 2. Some of these services include increasing the hours for our half time certificated English Language Arts teacher/Coordinator, as well as assigning existing paraprofessional / EL Clerk to assist the coordinator in providing services to English Language Learners, Foster Youth and low income pupils. These staff members will be trained to teach and implement Parent Project Training as well as conducting assessments and teaching and tutoring English Language Learners, Foster youth, and Low income students.

3. Services for low income, English Language Learners, and Foster Youth will be increased and improved as identified in Section 2 of the LCAP and its actions for implementing these goals.

IMPROVED

INCREASED

- | | | |
|---|--|------|
| <ul style="list-style-type: none"> 1. EL instruction and assessment 2. Supports for student attendance and truancy 3. Computer Lab 4. Improve technology implementation 5. Improved facilities and instructional materials | <ul style="list-style-type: none"> 1. Staffing 2. CCSS instructional materials 3. Professional Development for all staff 4. Library materials 5. ELD Certificated staff will be hired to
implement and monitor EL instruction | with |
| <ul style="list-style-type: none"> 6. Implementation of academic content and performance
maintained 7. Parental trainings for staff and parents of students including EL, foster youth and Economically disadvantaged | <ul style="list-style-type: none"> 6. Superintendent/Principal will be | |

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).