

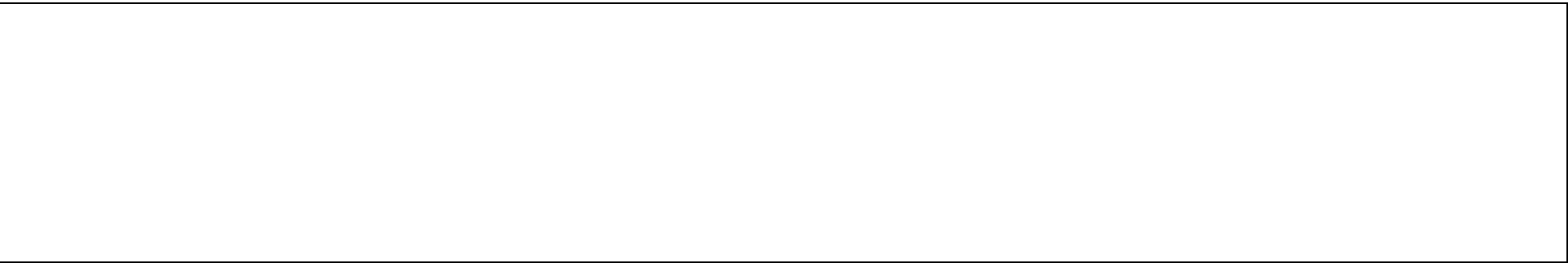
§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:
LEA: Alpaugh Unified School District Contact: Robert M. Hudson, Superintendent, PO Box 9 Alpaugh, CA 93201 LCAP Year: 2016-2017

Alpaugh Unified is a small PK-12 rural school district in southern Tulare County. The entire community is found on the original footprint of Atwell Island and was once located in the center of the Tulare Lake. The district is extremely isolated and has a poverty rate of 100.00% based on the free and reduced lunch counts with a 70% EL population. There are currently 372 students enrolled, including 48 students enrolled in a progressive developmental pre-school/ transitional program that demonstrates effective preparation. The attendance rate is 95.5%, with many students boasting perfect attendance for the year. Last year, there were no expulsions and 99 suspension incidents. There are currently three students identified as foster youth, though the district is vigilant during the enrollment process. This year, 11 students planned to graduate with the two students in the cohort planning to graduate in the coming year. Currently, the facilities are in fair condition as determined by the Williams inspection, though the entire school is condemned due to alkali intrusion. After 10 years of petitioning the state for replacement funding, the state finally relented and Phase one and two of new construction is almost complete, even though the state grant has insufficient funds to finish the project as designed.

The parent component in the community of Alpaugh is different from typical school districts in that the school is the center of the community and parents are on campus on a daily basis. There is high level of presence, and parents feel free to visit and participate. At this point, the SSC has received information regarding the common core and the school is developing plans to educate the parents in this critical area. The LCAP parent meetings also provide the opportunity to discuss common core material in detail, as well as contribute their ideas to the implementation of the Local Control Funding Formula. The district is also working with the pre-school parent population since their students will occupy the school in the future. The Save the Children Program has brought national notoriety to the district as the early education program continues to prepare students for kindergarten. For the second year in a row, the district met the Adequate Yearly Progress for the Title III Program, a huge accomplishment.

The teachers are continually trained in the area of the common core, and teachers are currently working to develop benchmarks. Alpaugh teachers are working to become qualified in all the core areas and teachers have effectively prepared a solid plan for transition. The district teachers have worked together in subject areas across the grade span in order to better prepare students for eventual graduation. Teachers utilize the Rounds process as a vehicle to assess teaching effectiveness, and this strategy provides a major platform for ongoing systemic improvement. After detailed analysis of the existing data, it was found that students are particularly struggling in the area the areas of reading/comprehension, and this is a powerful indicator of student success. Therefore, all plans including the WASC, Single School Site Plan, Con App, LCAP, and other regulatory documents all have the element of reading/comprehension at the core to our strategy for ongoing growth while focusing on career pathways and A-G requirements.



Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, 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)

LCAP Introduction

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
<p>Alpaugh Unified School District held meetings with all stakeholders to share data and progress and determine the needs of our students. Staff was updated regarding the progress of goals. Parents were also updated during School Site Council meetings.</p> <ol style="list-style-type: none"> 1. Pre-school Parents attended a meeting to review the LCAP, and to solicit additional information. (May 13, 2016) 2. The District met with the School Site Council to review the LCAP, and to solicit additional information for modifications. (May 12, 2016) 3. The District met with the teaching staff and bargaining unit to receive information regarding the LCAP and to add additional suggestions. (May 2, 2016) 4. The District met with the classified staff and bargaining unit to review the LCAP and to solicit information regarding the 2016-2017 LCAP. (May 16, 2016) 5. The Board of Trustees received ongoing information, and was provided multiple opportunities for input. (December-April, 2015-2016) (May 12, 2016) 6. The administration received input from the parents of school age children, and reviewed the plan. (April 27, 2016, May 11, 2016) <p>The LCAP Revision is scheduled to be presented for public input on November 17, 2016. Stakeholders were consulted in November 2016.</p>	<ol style="list-style-type: none"> 1. The stakeholders are most interested in continuing the current technological progress by purchasing more student computers and increasing classroom infrastructure. 2. The staff would like to increase the influence of AVID and college readiness. 3. Continue supporting the library through staffing and the addition of more books. 4. The parents and staff are interested in the formation of a music program. 5. There is a considerable interest in promoting teacher improvement through training and professional development. 6. Expand college study trips for high school to encourage students to attend. 7. Expand college prep classes and A-G classes for improved academic performance. 8. Establish pathways classes that promote career opportunities. 9. Purchase additional novels for the high school. 10. Additional counseling service
<p>Annual Update: The District shared information with stakeholders throughout the year as noted above in open session. In addition, the LCAP was reviewed and progress was shared with Board members on May 12, 2016. Data and progress was shared with all stakeholders throughout the year. Goals were adjusted to meet student needs.</p>	<p>Annual Update: See above</p>

LCAP Section 2

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

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.

LCAP Section 2

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

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

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

Scope of Service: Describe the scope of each action/service by identifying the school sites 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, school wide, countywide, or charter wide.

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.

LCAP Section 2

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 school sites been evaluated to inform the development of meaningful district and/or individual school site 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 school sites?
- 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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

FUNDING SOURCE LEGEND FOR EXPENDITURES

LCFF Base	Local Control Funding Formula Unrestricted Base
LCFF S/C	Local Control Funding Formula Supplemental/Concentration Grant Funding
CC	Child Care

GOAL:	#1 Increase student achievement of all students and sub-groups.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>x</u> 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify	
Identified Need :	Alpaugh Unified School District is a district of high poverty with an unduplicated population of 94.56%. Students need the requisite skills to prepare for a successful post-secondary transition. Students in Alpaugh have struggled with English Language Arts as demonstrated on state testing. 12.2% of students were at grade level in reading as measured by the STAR reading test. The current attendance is 94.5% and we realize there is a need for improvement. Parents need additional training to support student learning. English Learners, Foster care students, and high SES students need additional support to facilitate learning. High school drop out rate is .066% and the middle school rate is 0%.			
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All Low Income, English Learners, and all Foster Youth		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 68% of participating students will enter Kindergarten prepared as indicated by the DRDP. 2. EL students, foster care students, and high SES students will make positive progress on state assessments- This year will be the baseline year for the (CAASP) California Assessment of Student Performance and Progress 3. All students will make 5% progress on state assessments 4. Attendance Rate will increase by a minimum of .05%, thus maintaining a middle school drop out rate of 0 and a high school drop out rate of less than one, while the expulsion rate will remain at 0%. 5. 21 out of 438 students are chronically absent for a total of .048%. This number will be reduced to .04%. 6. Suspension rate is currently at .095% and will be reduced to .090%. 7. Parents training will be provided by the district to enhance involvement, and to teach a minimum of 15 parents the value of education including parents of unduplicated and special needs pupils. 8. Teachers will continue to implement state standards including Integrated and Designated ELD as evidenced by lesson plan, classroom observations, and instructional rounds. 9. Increase reclassification rate by 2% 10. A minimum of 75% of English Learners will make one year's progress as measured by the CELDT 11. 100% of students will have Board adopted standards aligned materials. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
		<u>X</u> ALL		

<p>#1 District will augment the pre-school development by providing a .25 FTE certificated teacher to teach the TK program, thus enhancing second language skills and common core mastery.</p>	<p>Pre-School/TK School wide</p>	<p>OR:; <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$24,000 Certificated TK Teacher</p>
<p>#2 To enhance student academic performance in the content areas of reading/comprehension and math through afterschool tutorial programs for the students with the most need as evidenced by Lexia, Accelerated Reader, grades and teacher recommendation</p>	<p>Alpaugh Elementary School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$15,000 Certificated Teachers Instructional Materials</p>
<p>#3 The District will provide one on one time with students who need reinforcement in their language skills and to provide support and to assist effective teaching in the classroom.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$57,000 Certificated Staff \$60,000 Classified Instructional Staff</p>
<p>#4 The district will provide summer school classes that reinforce the primary identified weaknesses of reading, comprehension, and critical thinking through the use of summer classes.</p> <p>These classes will focus on improved student performance as measured by Lexia.</p> <p>Credit recovery will be offered at the high school level.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$35,000 Certificated Teachers</p>
<p>#5 The district will continue SARB services to promote student attendance, thus addressing the attendance rate, expulsion rate, and the dropout rate for both the middle and high schools.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$5,000 Consultant Services</p>
<p>#6 The district will support Parent training classes provided by College of the Sequoias Consortium to improve parenting skills to at least 15 parents.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Parents</p>	<p>LCFF S/C \$0 Certificated Staff</p>

#7 Provide at-risk students with additional support retention, promotion, and eventual graduation. Many students did not pass critical core classes, and this intervention provides an efficient means to make up the missing work.	High School School-Wide	<input checked="" type="checkbox"/> ALL	LCFF S/C \$50,000 Certificated Staff
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Parents	
			246,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 68% of participating students will enter Kindergarten prepared as indicated by the DRDP. EL students, foster care students, and high SES students will make positive progress on state assessments- This year will be the baseline year for the (CAASP) California Assessment of Student Performance and Progress All students will make 5% progress on state assessments Attendance Rate will increase by a minimum of .05%, thus maintaining a middle school drop out rate of 0 and a high school drop out rate of less than one, while the expulsion rate will remain at 0%. 21 out of 438 students are chronically absent for a total of .048%. This number will be reduced to .04%. Suspension rate is currently at .095% and will be reduced to .090%. Parents training will be provided by the district to enhance involvement, and to teach a minimum of 15 parents the value of education including parents of unduplicated and special needs pupils. Teachers will continue to implement state standards including Integrated and Designated ELD as evidenced by lesson plan, classroom observations, and instructional rounds. Increase reclassification rate by 2% A minimum of 75% of English Learners will make one year's progress as measured by the CELDT 100% of students will have Board adopted standards aligned materials.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 District will augment the pre-school development by providing a .25 FTE certificated teacher to teach the TK program, thus enhancing second language skills and common core mastery..	Pre-School/TK School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$24,000 Certificated TK Teacher
#2 To enhance student academic performance in the content areas of reading/comprehension and math through afterschool tutorial programs for the students with the most need as evidenced by Lexia, Accelerated Reader, grades and teacher recommendation	Alpaugh Elementary School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$15,000 Certificated Teachers Instructional Materials

<p>#3 The District will provide one on one time with students who need reinforcement in their language skills and to provide support and to assist effective teaching in the classroom.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$57,000 Certificated Staff \$60,000 Classified Instructional Staff</p>
<p>#4 The district will provide summer school classes that reinforce the primary identified weaknesses of reading, comprehension, and critical thinking through the use of summer classes.</p> <p>These classes will focus on improved student performance as measured by Lexia.</p> <p>Credit recovery will be offered at the high school level.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$35,000 Certificated Teachers</p>
<p>#5 The district will continue SARB services to promote student attendance, thus addressing the attendance rate, expulsion rate, and the dropout rate for both the middle and high schools.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$5,000 Consultant Services</p>
<p>#6 The district will provide Parent training classes to improve parenting skills through the College of Sequoias Consortium.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: Parents</p>	<p>LCFF S/C \$0 Certificated Staff</p>
<p>#7 Provide at-risk students with additional support retention, promotion, and eventual graduation</p>	<p>High School School-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Parents</p>	<p>LCFF S/C \$50,000 Certificated Staff</p> <p>246,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. 68% of participating students will enter Kindergarten prepared as indicated by the DRDP.
2. EL students, foster care students, and high SES students will make positive progress on state assessments- This year will be the baseline year for the (CAASP) California Assessment of Student Performance and Progress
3. All students will make 5% progress on state assessments
4. Attendance Rate will increase by a minimum of .05%, thus maintaining a middle school drop out rate of 0 and a high school drop out rate of less than one, while the expulsion rate will remain at 0%.
5. 21 out of 438 students are chronically absent for a total of .048%. This number will be reduced to .04%.
6. Suspension rate is currently at .095% and will be reduced to .090%.
7. Parents training will be provided by the district to enhance involvement, and to teach a minimum of 15 parents the value of education including parents of unduplicated and special needs pupils.
8. Teachers will continue to implement state standards including Integrated and Designated ELD as evidenced by lesson plan, classroom observations, and instructional rounds.
9. Increase reclassification rate by 2%
10. A minimum of 75% of English Learners will make one year's progress as measured by the CELDT
11. 100% of students will have Board adopted standards aligned materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service ⁴⁸	Budgeted Expenditures
#1 District will augment the pre-school development by providing a .25 FTE certificated teacher to teach the TK program, thus enhancing second language skills and common core mastery.	Pre-School/TK School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$24,000 Certificated TK Teacher
#2 To enhance student academic performance in the content areas of reading/comprehension and math through afterschool tutorial programs for the students with the most need as evidenced by Lexia, Accelerated Reader, grades and teacher recommendation	Alpaugh Elementary School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$15,000 Certificated Teachers Instructional Materials
#3 The District will provide one on one time with students who need reinforcement in their language skills and to provide support and to assist effective teaching in the classroom.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$57,000 Certificated Staff \$60,000 Classified Instructional Staff
		<input checked="" type="checkbox"/> ALL	

<p>#4 The district will provide summer school classes that reinforce the primary identified weaknesses of reading, comprehension, and critical thinking through the use of summer classes.</p> <p>These classes will focus on improved student performance as measured by Lexia.</p> <p>Credit recovery will be offered at the high school level.</p>	District-wide	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$35,000 Certificated Teachers</p>
<p>#5 The district will continue SARB services to promote student attendance, thus addressing the attendance rate, expulsion rate, and the dropout rate for both the middle and high schools.</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$5,000 Consultant Services</p>
<p>#6 The district will provide Parent training classes through the College of the Sequoias Consortium to improve parenting skills for at least 15 parents.</p>	District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: Parents</p>	<p>LCFF S/C \$0 Certificated Staff</p>
<p>#7 Provide at-risk students with additional support retention, promotion, and eventual graduation</p>	High School School-Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Parents</p>	<p>LCFF S/C \$50,000 Certificated Staff</p> <p>246,000</p>

GOAL: #2 Every student will have access to 21st Century Technology and skills

Related State and/or Local Priorities:
 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ x
 COE only: 9__ 10__
 Local : Specify _____

Identified Need : Students lack access to 21st century technology. Currently the ratio of computers to students is 1:2
 The district Teachers lack skills needed to prepare 21st century learners. Only 10-15% of teachers are adequately prepared.
 The infrastructure has improved to 100 mbps and requires on going improvement to work at full capacity.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All Low Income, English Learners, and all Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

1. Increase bandwidth to 100MBPS
2. Increase the ratio of computers 1:3 per student
3. 100% of instructional staff will receive introductory level training in technology

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 The district will continue to promote the acquisition of training and skills through participation in activities and inservice that promotes professional development aimed at promoting student progress.</p> <p>Google Drive Training Eclipse Training Unit Planning Technology Training/acquisition</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR;</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$5000 Consultant Services \$5000 Instructional materials</p>
<p>#2 The district will continue to add infrastructure to support the 100 mbps system. This will include switches, access points, routers, and other equipment and relevant services.</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$40,000 Operating Expenditure</p>
<p>#3 Teachers and students will have access to modern technology so they can develop the skills needed for today's education. The district will augment the diminishing number of projectors, elmos, and other periphery equipment needed to deliver instruction. Acquire 180 additional chrome books for student use, and replace the computers in the library lab.</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$10,971 Acquire additional classroom infrastructure 42,000 for additional student infrastructure</p> <p>102,971</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Increase bandwidth to 100MBPS 2. Increase the ratio of computers 1:3 per student 3. 100% of instructional staff will receive introductory level training in technology
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 The district will continue to promote the acquisition of training and skills through participation in activities and inservice that promotes professional development aimed at promoting student progress.</p> <p>Google Drive Training Eclipse Training Unit Planning Technology Training/acquisition</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR;</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$5000 Consultant Services \$5000 Instructional materials</p>
<p>#2 The district will continue to add infrastructure to support the 100 mbps system. This will include switches, access points, routers, and other equipment and relevant services.</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$40,000 Operating Expenditure</p>
<p>#3 Teachers and students will have access to modern technology so they can develop the skills needed for today's education. The district will augment the diminishing number of projectors, elmos, and other periphery equipment needed to deliver instruction. Acquire 180 additional chrome books for student use, and replace the computers in the library lab.</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$10,971 Acquire additional classroom infrastructure 42,000 for additional student infrastructure 102,971</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. Increase bandwidth to 100MBPS
2. Increase the ratio of computers 1:3 per student
3. 100% of instructional staff will receive introductory level training in technology

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 The district will continue to promote the acquisition of training and skills through participation in activities and inservice that promotes professional development aimed at promoting student progress.</p> <p>Google Drive Training Eclipse Training Unit Planning Technology Training/acquisition</p>	District-wide	<p>X ALL</p> <hr/> <p>OR:; ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$5000 Consultant Services \$5000 Instructional materials</p>
<p>#2 The district will continue to add infrastructure to support the 100 mbps system. This will include switches, access points, routers, and other equipment and relevant services.</p>	District-wide	<p>X ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$40,000 Operating Expenditure</p>
<p>#3 Teachers and students will have access to modern technology so they can develop the skills needed for today's education. The district will augment the diminishing number of projectors, elmos, and other periphery equipment needed to deliver instruction. Acquire 180 additional chrome books for student use, and replace the computers in the library lab.</p>	District-wide	<p>X ALL</p>	<p>LCFF S/C \$10,971 Acquire additional classroom infrastructure 42,000 for additional student infrastructure 102,971</p>

#3 Every student will graduate with a broad course of common core study thus preparing them for college and career.

Related State and/or Local Priorities:

1 X 2 X 3__ 4 x 5 x 6 X 7 x 8 x

COE only: 9__ 10__

Local : Specify _____

Identified Need :
 Students lack access to intense college preparation.
 The Library collection currently is 75% fiction, and more non-fiction is needed.
 Expanded Library services were identified by all stakeholders as an important area of focus.
 Ten students have a continuing need for credit recovery for classes failed.
 Staff indicates a lack of science instructional materials and manipulatives in the classroom.
 Stakeholders indicated a strong need to hire a learning director to prepare for the unit mapping and development requirements for the common core.
 Stakeholders identified a need to have a music program.
 There are insufficient counseling services to help students through the school years and into adulthood.
 There are currently no CTE programs at Alpaugh High School.
 More students need to attend CSU/UC.
 AHS has a very small cohort size and graduation rate is volatile depending on class size.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All Low Income, English Learners, and all Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

1. 100% of sixth, seventh, eighth and ninth, and 10th graders will participate in the Avid program.
2. The library will increase its operating schedule by 2 hours daily.
3. The district will increase the non-fiction collection by 9%.
4. Credit recovery classes will serve students at least 10 students daily in regularly scheduled classes and afterschool classes.
5. Science and Stem material will be purchased and disbursed as indicated by invoices and inventory.
6. Learning directors/counselors will be hired over the summer to assist teachers with a 40% implementation rate the first year, including mapping, unit development, and google drive proficiency.
7. A counselor will be hired for additional time throughout the school year. (baseline year)
8. 10 high school students will participate in a pilot high school music program.
9. The district will expand the high school courses to include a career pathway component with some support from LCAP.
10. The CSU/UC attendance rate will increase from 27% to 36%.
11. Maintain a 93% graduation rate.
12. A baseline will be established for Early Assessment Program (EAP) participation rate in 2016-2017.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	High School	<u>X</u> ALL	

<p>#1 The district will invest in adding more enriching electives by implementing the AVID program for 8th and 9th grades including additional college study trips.</p> <p>The district will continue to expand the AP and A-G classes through the development of rigorous coursework that promotes university attendance as well as a sustainable career pathway program.</p> <p>The district will provide additional services from a psychologist provided through the Tulare County Office of Education.</p>	School-wide	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C 40,000 Instruction Materials and Supplies 10,000 Avid Leadership AP/Career Tech \$5,000. Certificated Staff \$85,000</p>
<p>#2 Increase library selection by 500 books or periodicals and provide students with library services through the Library Tech.</p> <p>High School class novels to enhance student learning.</p> <p>Establish a guitar and music appreciation class to enhance college and career preparation.</p>	District-wide School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$10,000 Books and Supplies \$55,000 Classified Staff \$5,000 High School Classroom Novels Guitar class equipment 5,575 \$30,000 Certificated Staff</p>
<p>#3 The district will continue to provide ongoing services and programs to ensure credit recovery for our high school students, expelled students, ELL students, continuation students, and any other student who needs to recapture credits.</p>	High School School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$50,000 Certificated Teacher Salary</p>
<p>#4 The district will invest in more hands on materials for the sciences for items such as chemicals, projects, manipulatives, and other critical items students need for mastery of the content area.</p> <p>This funding will be used to fund stem, and elective activities.</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$10,000 Instructional Materials and Supplies</p>
<p>#5 The district will invest in a learning coach/counselor to design and develop a course of study that will assist students in the attainment of 21st century skills.</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$105,000 Other Certificated Salaries</p> <p>410,575</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

1. 100% of sixth, seventh, eighth and ninth, and 10th graders will participate in the Avid program.
2. The library will increase its operating schedule by 2 hours daily.
3. The district will increase the non-fiction collection by 9%.
4. Credit recovery classes will serve students at least 10 students daily in regularly scheduled classes and afterschool classes.
5. Science and Stem material will be purchased and disbursed as indicated by invoices and inventory.
6. Learning directors/counselors will be hired over the summer to assist teachers with a 40% implementation rate the first year, including mapping, unit development, and google drive proficiency.
7. A counselor will be hired for additional time throughout the school year.
8. 10 high school students will participate in a pilot high school music program.
9. The district will expand the high school courses to include a career pathway component with some support from LCAP.
10. The CSU/UC attendance rate will increase from 27% to 36%.
11. Maintain a 93% graduation rate.
12. Growth (TBD) based on established baseline (16-17) for Early Assessment Program (EAP) participation rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 The district will invest in adding more enriching electives by implementing the AVID program for 8th and 9th grades including additional college study trips.</p> <p>The district will continue to expand the A-P and A-G classes through the rigorous development of rigorous coursework that promotes university attendance as well as a sustainable career pathway program.</p> <p>The district will provide additional services from a psychologist provided through the Tulare County Office of Education.</p>	High School School-wide	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p>__ Low Income pupils __ English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify) _____</p>	<p>LCFF S/C 40,000 Instruction Materials and Supplies 10,000 Avid Leadership AP/Career Tech \$5,000. Certificated Staff \$85,000</p>
<p>#2 Increase library selection by 500 books or periodicals and provide students with library services through the Library Tech.</p> <p>High School class novels to enhance student learning.</p> <p>Establish a guitar music class to enhance college and career preparation.</p>	District-wide School-wide	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p>__ Low Income pupils __ English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify) _____</p>	<p>LCFF S/C \$10,000 Books and Supplies \$55,000 Classified Staff \$5,000 High School Classroom Novels Guitar class equipment 5,575 \$30,000 Certificated Staff</p>

<p>#3 The district will continue to provide ongoing services and programs to ensure credit recovery for our high school students, expelled students, ELL students, continuation students, and any other student who needs to recapture credits.</p>	<p>High School School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$48,000 Certificated Teacher Salary</p>
<p>#4 The district will invest in more hands on materials for the sciences for items such as chemicals, projects, manipulatives, and other critical items students need for mastery of the content area.</p> <p>This funding will be used to fund stem activities.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$10,000 Instructional Materials and Supplies</p>
<p>#5 The district will invest in a learning coach/counselor to design and develop a course of study that will assist students in the attainment of 21st century skills.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>LCFF S/C \$105,000 Other Certificated Salaries</p> <p>408,575</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. 100% of sixth, seventh, eighth and ninth, and 10th graders will participate in the Avid program.
2. The library will increase its operating schedule by 2 hours daily.
3. The district will increase the non-fiction collection by 9%.
4. Credit recovery classes will serve students at least 10 students daily in regularly scheduled classes and afterschool classes.
5. Science and Stem material will be purchased and disbursed as indicated by invoices and inventory.
6. Learning directors/counselors will be hired over the summer to assist teachers with a 40% implementation rate the first year, including mapping, unit development, and google drive proficiency.
7. A counselor will be hired for additional time throughout the school year.
8. 10 high school students will participate in a pilot high school music program.
9. The district will continue expanding the high school courses to include a career pathway component with support from LCAP.
10. The CSU/UC attendance rate will increase from 36%.
11. Maintain a 93% graduation rate.
12. Growth (TBD) based on established 17-18 target for Early Assessment Program (EAP) participation rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 The district will invest in adding more enriching electives by implementing the AVID program for 8th and 9th grades including additional college study trips.</p> <p>The district will continue to expand the A-P and A-G classes through the rigorous development of rigorous coursework that promotes university attendance as well as a sustainable career pathway program.</p> <p>The district will provide additional services from a psychologist provided through the Tulare County Office of Education.</p>	High School School-wide	<p><u>X</u> ALL</p> <hr/> <p>OR:, __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>LCFF S/C 40,000 Instruction Materials and Supplies 10,000 Avid Leadership AP/Career Tech \$5,000. Certificated Staff \$85,000</p>
<p>#2 Increase library selection by 500 books or periodicals and provide students with library services through the Library Tech.</p> <p>High School class novels to enhance student learning.</p> <p>Establish a guitar music class to enhance college and career preparation.</p>	District-wide School-wide	<p><u>X</u> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$10,000 Books and Supplies \$55,000 Classified Staff \$5,000 High School Classroom Novels Guitar class equipment 5,575 \$30,000 Certificated Staff</p>

<p>#3 The district will continue to provide ongoing services and programs to ensure credit recovery for our high school students, expelled students, ELL students, continuation students, and any other student who needs to recapture credits.</p>	<p>High School School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$48,000 Certificated Teacher Salary</p>
<p>#4 The district will invest in more hands on materials for the sciences for items such as chemicals, projects, manipulatives, and other critical items students need for mastery of the content area.</p> <p>This funding will be used to fund stem activities.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$10,000 Instructional Materials and Supplies</p>
<p>#5 The district will invest in a learning coach/counselor to design and develop a course of study that will assist students in the attainment of 21st century skills.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$105,000 Other Certificated Salaries</p> <p>408,575</p>

GOAL:	#4 Increase instructional staff retention and quality to ensure access to a complete education.	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : Parent stakeholders insisted that teachers who stay in Alpaugh provide a better education and that a priority should be to reduce the 50% attrition rate endured by the district in the 2015-2016. Stakeholders indicated that instructional staff needs to have incentives and additional unit earning training to keep them interested in the job. Staff and students will move in to a safe and clean learning environment due to the partial completion of a new school site.

Goal Applies to: Schools: All
Applicable Pupil Subgroups: All Low Income, English Learners, and all Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

1. Alpaugh Unified will reduce the attrition rate to 40% in the 2016-2017 school year.
2. All probationary teaches will receive some financial support to help them pass the requisite classes leading to a clear credential.
3. All teachers will have access to extension training to increase their skills and increase their units.
4. School will be maintained in a clean, safe, and orderly fashion as indicated on the FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 The district will continue to promote the acquisition of training and skills through participation in activities and inservice that promote professional development aimed at promoting student progress.	District-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Educator Effectiveness \$7,500 Travel and Conference \$7,500 Professional Consulting Services
#2 The district will provide financial incentives for teachers to remain in Alpaugh, thus providing academic stability for the students leading to improved instruction.	District-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$15,000 Certificated Teaching Salaries \$15,000 Travel and Conference Services
	District-wide	<input checked="" type="checkbox"/> ALL	

<p>#3 The district will provide both students and teachers a safe, clean, and healthy working environment by providing services in the area painting, cleaning and vermin control. The school will pass with a fair on the FIT.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base \$3,585 Materials and supplies</p> <p>48,585</p>
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<p align="center">LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Alpaugh Unified will reduce the attrition rate to 40% in the 2016-2017 school year. All probationary teaches will receive some financial support to help them pass the requisite classes leading to a clear credential. All teachers will have access to extension training to increase their skills and increase their units. School will be maintained in a clean, safe, and orderly fashion as indicated on the FIT 		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>#1 The district will continue to promote the acquisition of training and skills through participation in activities and inservice that promote professional development aimed at promoting student progress.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR,; <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Educator Effectiveness \$15,000 Travel and Conference \$15,000 Professional Consulting Services</p>
<p>#2 The district will provide financial incentives for teachers to remain in Alpaugh, thus providing academic stability for the students leading to improved instruction..</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR,; <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C \$15,000 Certificated Teaching Salaries \$15,000 Travel and Conference Services</p>
<p>#3 The district will provide both students and teachers a safe, clean, and healthy working environment by providing services in the area painting, cleaning and vermin control. The school will pass with a fair on the FIT.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base \$3,585 Materials and supplies</p> <p>63,585</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. Alpaugh Unified will reduce the attrition rate to 40% in the 2016-2017 school year.
2. All probationary teachers will receive some financial support to help them pass the requisite classes leading to a clear credential.
3. All teachers will have access to extension training to increase their skills and increase their units.
4. School will be maintained in a clean, safe, and orderly fashion as indicated on the FIT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 The district will continue to promote the acquisition of training and skills through participation in activities and inservice that promote professional development aimed at promoting student progress.	District-wide	<input checked="" type="checkbox"/> ALL ----- OR; <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Educator Effectiveness \$15,000 Travel and Conference \$15,000 Professional Consulting Services
#2 The district will provide financial incentives for teachers to remain in Alpaugh, thus providing academic stability for the students leading to improved instruction..	District-wide	<input checked="" type="checkbox"/> ALL ----- OR; <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C \$15,000 Certificated Teaching Salaries \$15,000 Travel and Conference Services
#3 The district will provide both students and teachers a safe, clean, and healthy working environment by providing services in the area painting, cleaning and vermin control. The school will pass with a fair on the FIT.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base \$3,585 Materials and supplies 63,585

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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Goal 1. Increase student achievement for all students and sub-groups.	Related State and/or Local Priorities: 2,3,4,5,6 Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Low Income, English Learners, and all Foster Youth
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Expected Annual Measurable Outcomes:	<p>*65% of participating students will enter Kindergarten prepared as indicated by the DRDP.</p> <p>*Students will make positive progress on state assessments- This year will be the baseline year for the (CAASP) California Assessment of Student Performance and Progress</p> <p>*Students will make 5% progress on the STAR reading test</p> <p>Attendance Rate will increase by a minimum of .05%, thus improving the dropout rate at the middle and high schools. (Expulsion: 0)</p> <p>Parents will attend English Classes provided after school by district staff.</p> <p>Teachers will continue to implement state standards including Integrated and Designated ELD as evidenced by lesson plan, classroom observations, and instructional rounds.</p> <p>Increase reclassification rate by 2%</p> <p>A minimum of 75% of English Learners will make one year's progress as measured by the CELDT</p>	Actual Annual Measurable Outcomes:	<p><i>10 students out of 18 entered pre-school ready to read</i></p> <p><i>Students took the CAASP and we await results.</i></p> <p><i>Students remained after school and worked with the Lexia and Aleks program, there is no data at this point to indicate growth.</i></p> <p><i>Attendance rate improved by .05% to 95%.</i></p> <p><i>The ESL parent classes did not happen.</i></p> <p><i>The teachers attended training and were continued to improve their common core skills.</i></p> <p><i>The district met the AMOs for Title III for the second year and students are demonstrating improved English skills upon entry into kindergarten.</i></p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1 District will augment the pre-school development by providing a certificated teacher to teach the TK program, thus enhancing second language skills.	LCFF S/C \$42,000 Certificated TK Teacher	The teacher worked with a class of 18 students, this is a TK class blended with Pre-school. Students worked on skills to prepare for kindergarten. Kindergarten teacher reports that students are entering kindergarten prepared to learn. Teacher was hired as evidenced in SACS.	42,000. LCFF S/C Certificated Instructional Staff
Scope of service:	<i>Pre-school/TK</i>	Scope of service:	<i>Pre-school TK</i>
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
#2 To improve student performance in reading/comprehension and math through afterschool tutorial program for the students with the most need as evidenced by Lexia, Accelerated Reader, grades and teacher recommendation.		30,000 LCFF S/C Certificated Teachers	The district implemented after school tutorial programs as indicated by student logs, receipts for purchases, and evidence found in SACS.		25,000 LCFF S/C Salary and Benefits Instructional material Supplies
Scope of service:	<i>Alpaugh Elementary-School -wide</i>		Scope of service:	<i>Alpaugh Elementary-School-wide</i>	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
#3 The District will provide one on one time with students who need reinforcement in their language skills and to provide support and to assist effective teaching in the classroom.		60,393 LCFF S/C Classified Instructional Staff	The district utilized this funding to provide one on one reinforcement through the use of instructional aides, and through the use of a certificated teacher working with the "Newcomer" class to enhance English acquisition.		60,000 LCFF/SC Instructional Aide Salaries Certificated Salaries Supplies and Materials.
Scope of service:	<i>District-wide</i>		Scope of service:	<i>District wide</i>	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
#4 The district will provide summer school classes that reinforce the primary identified weaknesses of reading, comprehension, and critical thinking through the use of summer classes.		20,000 LCFF S/C Certificated Teachers	The summer school class is scheduled to be held in the summer of 2016.		LCFF S/C 25,000 Instructional materials

These classes will focus on improved student performance as measured by Lexia. Credit recovery will be offered at the high school level.				Classified Salaries and Benefits
Scope of service:	District-wide		Scope of service:	District-wide
<input type="checkbox"/> X ALL			<input type="checkbox"/> X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
#5 The district will continue SARB services to promote student attendance, thus addressing the attendance rate, expulsion rate, and the dropout rate for both the middle and high schools.	5,000 LCFF S/C Consultant Services		The service was implemented throughout the year as evidenced by SARB hearing records and SACS expenditures.	LCFF S/C 5,000 Consulting Services
Scope of service:	District-Wide		Scope of service:	District-Wide
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
#6 The district will provide English Language classes for parents to promote literacy and education in the home	25,000 LCFF S/C Certificated Staff		This funding was not spent due to the same subject is being offered through adult education through the community college.	0 No Services provided
Scope of service:	District-wide		Scope of service:	District Wide
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Parents_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
#7 Provide at-risk students with additional support retention, promotion, and eventual graduation	45,000 LCFF S/C Certificated Staff		Credit recovery classes were offered, and students were given the opportunity to retake classes and graduate as evidenced by SACS and attendance records.	LCFF S/C 45,000

				Salary and Benefits
Scope of service:	High School		Scope of service:	High School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Overall, the district effectively implemented the proposed services in Goal 1. The adult education classes in section 1-6 were eliminated from the current LCAP due to alternative funding provided by the community college system. Students were able to take advantage of the additional high school support and recover classes, which helped the graduation rate. The students attendance rate continues to improve, and reflects the positive impact of the SARB process. The result is lower suspension rates and a zero expulsion rate. The pre-school teacher contribution will continue as originally planned.		

Original GOAL from prior year LCAP:	Goal 2. Every student will have access to 21 st Century technology and skills.		Related State and/or Local Priorities: 8 Local : Specify _____		
Goal Applies to:	Schools: All		Applicable Pupil Subgroups: All Low Income, English Learners, and all Foster Youth		
Expected Annual Measurable Outcomes:	Increase bandwidth to 100MBPS Increase the ratio of computers 1:3 per student 100% of instructional staff will receive introductory level training in technology	Actual Annual Measurable Outcomes:	<i>The 100MBPS line was installed, and the additional infrastructure purchased to enhance the system. Computers were purchased thus enhancing to a ration of 1:2 Teaching staff received new laptop computers to enhance instruction as well as additional instruction. These expenditures are supported by SACS and event sign in sheets.</i>		
LCAP Year: 2015-2016					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>#1 The district will continue to promote the acquisition of training and skills through participation in activities and in-service that promotes professional development aimed at promoting student progress.</p> <p>Google Drive Training Eclipse Training Unit Planning Technology Training/acquisition</p>		<p>LCFF S/C \$30,000 Consultant Services \$20,000 Instructional materials</p>	<p>The district hired consultants from the Tulare County office of education to provide training in the areas of Google Drive (Steve Woods), Unit planning (Laura Voshall), and of course on going staff training regarding technology use and improvement (TCOE Staff).</p>		<p>LCFF S/C 30,000.00 Consulting services \$20,000 Instructional materials</p>
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			

<p>#2 The district will add high- speed internet with a bandwidth at 100 mbps.</p>	<p>70,000 LCFF S/C Operating Expenditure</p>	<p>The district installed 100MBPS fiber optic from VAST, new infrastructure to support the additional speed, which included switches, access points, routers, and new servers and evidenced by invoices and SACS.</p>	<p>75,000 LCFF S/C Service from VAST Novastorm service New equipment for system</p>
<p>Scope of service:</p>	<p>District wide</p>	<p>Scope of service:</p>	<p>District wide</p>
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>#3 Teachers will have access to modern technology so they can develop the skills needed for today's education. The district will invest in new laptops for the teachers, and augment the diminishing number of projectors, elmos, and other periphery equipment needed to deliver instruction.</p>	<p>LCFF S/C \$40,000 Instruction Materials and Supplies \$10,000 Travel Conferences</p>	<p>The district purchased additional support infrastructure for teacher use. This included projectors, document readers, and 180 chrome books for student use.</p>	<p>50,000 LCFF S/C Chrome Books Teacher equipment</p>
<p>Scope of service:</p>	<p>District wide</p>	<p>Scope of service:</p>	<p>District wide</p>
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This was a very effective implementation plan, and had major impact on student student learning and school climate. The 100 MBPS fiber optic line was provided and installed by CVIN/VAST. The additional capacity required the updating of additional infrastructure such as switches, routers, access points, and servers. This is an ongoing expenditure that will lead in to the next year. Teaching staff was trained and new modern equipment was provided to the staff to facilitate instruction. The high school has a full deployment of chrome books, and student use is high. Another 180 Chrome Books will be purchased to provide a 1:1 computer ratio district wide for next year.</p>		

Original GOAL from prior year LCAP:	#3 Every student will graduate with a broad course of common core study thus preparing them for college and career.	Related State and/or Local Priorities: 2,4,7,8 Local : Specify _____
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Goal Applies to:	Schools: <i>ALL.</i>	Applicable Pupil Subgroups: All Low Income, English Learners, and all Foster Youth
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Expected Annual Measurable Outcomes:	<p>100% of eighth and ninth graders will participate in the Avid program for the first year.</p> <p>The library will increase its operating schedule by 2 hours daily.</p> <p>The district will increase the non-fiction collection by 9%.</p> <p>Credit recovery classes will serve students at least 10 students daily in regularly scheduled classes and afterschool classes.</p> <p>Science material will be purchased and disbursed as indicated by invoices and inventory.</p> <p>A learning director will be hired over the summer to assist teachers with a 40% implementation rate the first year, including mapping, unit development, and Google drive proficiency.</p>	Actual Annual Measurable Outcomes:	<p><i>The AVID program was successfully implemented and the students participated in multiple field trips, trainings, and other experience based learning opportunities. Addition reading materials were purchased for the library and ongoing support provided for the librarian and the technology tech. Additional science materials purchased for the high school, thus modernizing lab equipment. The learning director position was maximized in to supporting a portion of salary for the two school administrators thus providing additional support in counseling and curriculum development. All of these services and equipment is verifiable in SACS.</i></p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1 The district will invest in adding more enriching electives by implementing the AVID program for 8 th and 9 th grades.	20,190 LCFF S/C Instruction Materials and Supplies	The AVID program was implemented for eighth and ninth grade students. This included documented classes, field trips, compensation for AVID Coach, and instructional materials as evidenced by agendas, schedules, and SACS expenditures.	LCFF S/C 35,000 Instruction Materials and Supplies
Scope of service:	<i>High School</i>	Scope of service:	<i>High School.</i>
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
#2 Increase library selection by 500 books or periodicals and provide students with library services through the Library Tech.		LCFF S/C \$10,000 Books and Supplies \$50,000 Classified Staff	This action paid for the librarian and the tech. Additional library materials were purchased as well as evidenced by SACS and Destiny.		60,000 LCFF S/C Library items Librarian salary Tech Salary
Scope of service:	<i>District wide</i>		Scope of service:	<i>District wide</i>	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
#3 The district will continue to provide ongoing services and programs to ensure credit recovery for our high school students, expelled students, ELL students, continuation students, and any other student who needs to recapture credits.		45,000 LCFF S/C Certificated Teacher Salary	Ongoing continuation services were provided for at-risk students, including salary and benefits as evidenced by class schedules and SACS expenditures.		45,000 LCFF S/C Salary and Benefits
Scope of service:	High School, School-wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
#4 The district will invest in more hands on materials for the sciences for items such as chemicals, projects, manipulatives, and other critical items students need for mastery of the content area.		LCFF S/C \$10,000 Instructional Materials and Supplies	Additional instructional materials were purchased for the high school science lab to enhance instruction and learning in the classroom.		6,000 LCFF S/C Instructional materials and supplies,

Scope of service:	District wide		Scope of service:	High School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Other Subgroups:(Specify)_____		
#5 The district will invest in a learning coach to design and develop a course of study that will assist students in the attainment of 21 st century skills.	90,000 LCFF S/C Other Certificated Salaries		Additional staff was hired to provide support in the area of curriculum and instruction and counseling. The result is an ongoing improvement in instructional services.	90,000 LCFF S/C Salary and Benefits	
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The AVID program was more successful than expected. The students are most interested in participating at a higher level and are genuinely considering their post-secondary careers. There is also interest to increase services to the 7 th grade and the 10 th grade. There will be a greater financial commitment to the AVID program due expansion and unexpected student interest. The library continued to expand its collection by purchasing additional books for student use as well as housing the technology services used by the district. The impact of the learning coaches was immeasurable, and teachers received much needed support. This service will continue as well.				

Original GOAL from prior year LCAP:	#4 Increase instructional staff retention and quality to ensure access to a complete education.	Related State and/or Local Priorities: 1 Local : Specify _____
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Goal Applies to:	Schools: <i>District Wide</i>	Applicable Pupil Subgroups: All Low Income, English Learners, and all Foster Youth
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Expected Annual Measurable Outcomes:	Alpaugh Unified will reduce the attrition rate to 40% in the 2015-2016 school year. All probationary teaches will receive some financial support to help them pass the requisite classes leading to a clear credential. All teachers will have access to extension training to increase their skills and increase their units.	Actual Annual Measurable Outcomes:	District attrition rate was reduced to 13% this year as indicated by the number of teachers leaving to date. Financial support was provided to staff members to help them become fully qualified and fully credentialed as evidenced in SACS and through the registration process. Instead of a 40% attrition rate as experienced last year, the district is looking at a 13% teacher loss rate this year.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1 The district will continue to promote the acquisition of training and skills through participation in activities and in-service that promote professional development aimed at promoting student progress.	LCFF S/C \$12,000 Travel and Conference \$12,000 Professional Consulting Services	Teachers attended additional training that addressed their various individual goals and objectives. This included areas such as technology use, lesson design and implementation, as well as support in passing their required testing.	LCFF S/C \$12,000 Travel and Conference \$12,000 Professional Consulting Services
Scope of service:	<i>District wide</i>	Scope of service:	<i>District wide.</i>
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Section 3 – Supplemental and Concentration Grant Funds

<p>#2 The district will provide financial incentives for teachers to remain in Alpaugh, thus providing academic stability for the students leading to improved instruction.</p>	<p>LCFF S/C \$12,000 Certificated Teaching Salaries \$12,000 Travel and Conference Services</p>	<p>The district reimbursed training expenses and BTSA fees and credential preparation for certificated staff as evidenced in registration and in SACS. The district also paid stipends for the additional non-contract days teachers worked to attend training.</p>	<p>20,000 LCFF S/C Instructional materials and supplies, consultant and training</p>
<p>Scope of service:</p>	<p><i>District wide</i></p>	<p>Scope of service:</p>	<p><i>District wide</i></p>
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>#3 The district will provide both students and teachers a safe, clean, and healthy working environment by providing services in the area painting, cleaning and vermin control.</p>	<p>2,000 LCFF S/C Materials and Supplies</p>	<p>Pigeons were an ongoing problems, and the district installed wire around key nesting and roosting areas to reduce fecal deposits on staff and students. The pigeon population is reduced and the school is much cleaner.</p>	<p>2,000 LCFF S/C Materials</p>
<p>Scope of service:</p>	<p><i>District wide</i></p>	<p>Scope of service:</p>	<p><i>District wide</i></p>
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Retaining teachers is an ongoing concern in Alpaugh. This year, the district offered additional training and inservice days to help staff remain current and progressive. The result was a higher level of satisfaction and teachers are staying due to the additional support. Also, the district helped support teachers in their accreditation process, and teachers took advantage of the additional support. This level of support will be continued with the goal of improving our local staff.</p>		

LCAP Section 3 – Supplemental and Concentration Grant Funds

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 charter wide 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 school site 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 principally directed to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>789,546</u>
Alpaugh Unified has a high percentage of supplemental and concentration grant money based on high poverty, high ELL counts, and foster student counts with a percentage of 94.56%. The district is mindful of the requirements for each school and funding is principally directed towards unduplicated students through the distribution of funding based on the appropriate need. Therefore, one group might take advantage of the AVID program, while another age group focuses on skill building through the Lexia Program. The principal justification for expending these funds is to provide additional supplemental experience for students that promote the acquisition of language skills, with the ultimate goal of preparing each student for a successful post-secondary career. In a high ELL district, this can only be accomplished by reinforcing basic skills that focus on fluency and critical thinking, both of which support the common core completely. Due to the fact, the district is nearly at 94.56% of unduplicated pupil percentage, the district is justified in offering access to all students on a district wide basis, based on cost efficiency and ease of delivery.	

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

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

27.59	%	Alpaugh Unified is facing a surge in ADA, and there are 39 more students enrolled when compared to last year at this time. Many of these students are low income, and the number of students used in the supplemental calculations increased by 2%. Therefore, the plan includes additional services that were not included in the original 2015-2016 plan. There is a huge interest on the part of the stakeholders to provide academic services to increase access to common core based instruction and to increase the parent involvement aspects as well.
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LCAP Section 3 – Supplemental and Concentration Grant Funds

Though the majority of services provided in the previous year continue unimpeded, stakeholders made adjustments that will serve to promote student success. Since 95% of Alpaugh students qualify, it makes the delivery of services rather simple to justify. Alpaugh Unified has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2015-16 Supplemental and Concentration Grant funding for qualifying purposes as listed on Attachment A. Additional services enhanced or added due to the MPP include:

1. The district will purchase another 180 chrome books for a 1:1 ratio.
2. The district will continue to expand the AVID program to the High School.
3. The district will invest in more hands on materials for the sciences district wide.
4. The district will hire a learning coach for the 2016-2017 school year.
5. The district will created incentives to encourage teacher retention.
6. The district will emphasize the increased training for teachers.
7. The district will emphasize music through the establishment of a guitar class.
8. The district will implement a career pathway approach to enhance student interest.
9. The district will purchase an additional 1.5 days of psychologist services.
10. The district will continue to offer a supplementary "Newcomers class" for students identified as level one English Learners.
11. The district will offer ongoing after school tutorial for students utilizing programs such as Lexia and ALEKS.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

21 Students district wide chronically absent.

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

438 students cumulative enrollment

- (3) Divide (1) by (2).

.048

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

0 Dropouts Middle School

(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. **1**

- (2) The total number of cohort members. **15**

- (3) Divide (1) by (2). **.066**

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

LCAP Annual APPENDIX

(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. **11**

(2) The total number of cohort members. **13**

+60000+10

(3) Divide (1) by (2). **.846**

(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).

42

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

438

(3) Divide (1) by (2).

.095

(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).

0 students expelled

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

0 students expelled

(3) Divide (1) by (2).

0 students expelled.

8-22-14 [California Department of Education]