

Introduction:

Board Approval 6/30/16

LEA: Firebaugh Las Deltas USD Contact (Name, Title, Email, Phone Number): Russell Freitas, Superintendent, rfreitas@fldusd.org 559-659-1476

LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Firebaugh Las Deltas Unified School District

Vision Statement: The Firebaugh-Las Deltas Unified School District will be a high performing district that inspires all students, ensuring that they will be responsible citizens and competitive in today's world.

Mission Statement: To provide an environment that maximizes student learning and high levels of *Academic Achievement*

Key Strategy: To ensure high levels of academic achievement for all students, Firebaugh-Las Deltas Unified School District will thoroughly and consistently implement a high-quality, aligned instructional program that clearly defines rigorous grade level standards and resources, and uses: research based instructional strategies, common assessments, data driven decision making, aligned professional development, and additional time and support for students who are not demonstrating mastery.

Key Message: All Children Have Instructional Excellence Verified Everyday (*ACHIEVE*)

Involvement Process	Impact on LCAP
<p>The Firebaugh Las Deltas Unified School District (FLDUSD) continued to create multiple opportunities to maximize meaningful and collaborative input from all stakeholders. LCAP sessions were held in the morning and afternoon with the majority of the sessions held during the evening hours. A Saturday session (February 27, 2016) was scheduled as part of an annual migrant mini conference creating a weekend opportunity for parents and community members to participate in an LCAP Annual Update presentation. Over 100 parents attended the Mini Conference (2/27/16) and provided input through a paper pencil survey along with 2-3 representatives from 22 different community based or public service organizations. LCAP Community Education and Input Sessions included representation from various stakeholder groups that included parents, classified, certificated and administrative employees of the district as well as Board members, bargaining unit representation (Union Leadership) from the Firebaugh Las Deltas Unified Teachers Association (FLDUTA) and the California School Employees Association Chapter #213; community members, students and parent advisory committee members to include School Site Council, Migrant Parent Advisory Committee (Migrant PAC), District English Language Advisory Committee (DELAC) and the LCAP District Parent Advisory Committee (DPAC). Student representation at school site council meetings, associated student body meetings and student leadership group meetings were another way to hear and consider student input.</p> <p>Staff, parent and student input (elementary, middle and high school) was also gathered through the California Healthy Kids Survey (CHKS). Stakeholder input surveys were administered online for District staff to provide input.</p> <p>Paper-pencil surveys (English and Spanish) were administered at the Sat. Feb 27 Migrant Mini Conference. Some of the agencies that were in attendance were: Firebaugh PD, United Health Center, Valley Health Team, California Health Collaborative, Workforce Connection, Consulado of Mexico in Fresno, Proteus Inc., State of California Employment Development Dept., Fresno State Parent University, Fresno County Office of Education Migrant Education, Karing for Kids</p>	<ul style="list-style-type: none"> • Overall feedback from all stakeholder groups continues to be positive. An unexpected benefit / positive impact of the LCAP involvement process is that a collaborative culture of continuous creativity and communication is being created. • Stakeholder feedback from district employees requested opportunities to view LCAP drafts and revisions between the scheduled LCAP community input sessions. As a result, the District LCAP Administrator made the distinction between “internal” and “external” stakeholder input processes and emailed LCAP updates, drafts, surveys throughout the developmental process._ • Feedback from the Migrant Mini Conference participants and the Migrant Parent Advisory Committee resulted in a request for the LCAP Administrator to continue using the Mini-Conference as an opportunity to provide updates, administer a survey and secure input. • Feedback from external input sessions included requests to “See” where LCAP resources are being directed. As a result, LCAP community input sessions included power point presentations to “show” the increase in services; i.e. more preschool, more music, more technology etc. Interviews with staff and students were video recorded and incorporated into the LCAP input sessions with students and teachers talking about how technology is being used in the classroom. • Based on a review of the HQT rate during LCAP input sessions the LCAP administrator included information about the teacher shortage crisis. As a result, District Parent Advisory members (DPAC) requested that the district increase compensation for teachers to improve recruitment and retention.

<p>Foster Family Agency and other agencies.</p> <p>On a regular basis throughout the school year LCAP updates and reports were provided for Board members and other stakeholders during Board meetings.</p> <p>Stakeholder input meetings were held with parent advisory groups to include the District Parent Advisory Committee (DPAC), District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELACs), Migrant Parent Advisory Council (Migrant PAC), School Site Council (SSCs), School Advisory Council (SACs) along with community members, students, administrators and the local bargaining unit leadership teams (CSEA and Firebaugh Las Deltas Unified Teachers Association).</p> <p>Data from annual update section of the LCAP that was shared included, but was not limited to:</p> <ul style="list-style-type: none"> • 2013 Growth API (Reported by Subgroup) • 2015 Percent Proficient - Annual Measurable Objectives (AMOs) • 2015 Participation Rate: LEA-wide Student Groups • HQT Rate for 2015-16 and prior years • Percentage of students with “sufficient textbooks and instructional materials” aligned to state standards • 100% of the district’s facilities reported good or exemplary repair and condition (SARC/FIT) • 2015 SBAC Baseline All Students Proficient & Above • 2015 Percent Proficient: LEA-wide Student Groups • Healthy Kids Survey Administered 2014-15 results; measure connectedness and caring adult relationships • Middle and High School dropout rates for 2014-15 • data on chronic absenteeism; truancy 	<ul style="list-style-type: none"> • More meetings with bargaining group negotiation teams and bargaining group leadership teams were requested and scheduled this year when compared to the previous year. <p>Input from Parents/Community Members as reported on surveys identified the following top areas that need to be sustained with strongly agreed or agreed results combined. The 2nd entry shown with an S are the survey results from staff:</p> <ul style="list-style-type: none"> • Tutoring & academic intervention (89%) (S:100%) • Professional learning for teachers (82%) (S:80%) • Summer school & after school classes (80%) (S:76%) • More ways to help recover credits (77%) (S:60%) • Technology in the classroom (76%) (S:80%) • Parent/teacher communication (75%) (S:88%) • Improve curriculum; make learning relevant to real life (75%) (S:84%) • Career Technical opportunities (75%) (S:92%) • Hands on activities and projects (73%) (S:76%) • Increase positive communication home (73%) (S:92%) • Increase efforts to help students read by 3rd grade (70%)(S:92%) • Academic Counselors (69%) (S:86%) • Mentors for Students (69%) (S:88%) • Educational Field Trips (66%)(S:60%) • Arts, drama and music (64%) (S:94%) <p>Staff and students both reported problems with internet access; failing smartboards and delays in having technology related issues addressed. This resulted in the district hiring a Technology Director for the 2016-17 school year so that districtwide technology implementation efforts can be better supported.</p> <p>Input from student focus groups centered on improving school climate; student engagement and expanding school courses. As a result:</p> <p>More opportunities for more students to participate in extended summer activities that include enrichment, time for credit recovery</p>
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<ul style="list-style-type: none"> • Suspension and expulsion rate • 2015-16 # of Grads with UC/CSU Required Courses • Graduation rate for 2014-15 by subgroups • Grades 10-12 Enrollment and % of Students Who Took at Least 1 AP Exam by subgroup • Grade 11 Enrollment and % of Students Who Took the EAP ELA & EAP Math • % of 4-Year Cohort that Completed at Least 1 CTE Pathway by subgroup <p>The Student Services Director serves as the Foster Youth liaison between the district and all Foster Youth and Child Welfare youth wrap around service providers as well as Foster youth guardians and parents that are seeking reunification. The Student Services Director is able to secure input from stakeholders that represent the interests and needs of foster youth. The Alternative Education Administrator continues to work closely with probation, law enforcement, juvenile court and other child welfare agencies as well as parents, guardians and FCOE Community Day school staff to secure stakeholder input informally throughout the school year on ways that the district can best meet the needs of students that need intensive intervention. Feedback from this process was considered when FLDUSD reopened a district operated community day school.</p> <p>The LCAP Development and Involvement Process during the first semester/half of the year focused on evaluating program effectiveness while concurrently implementing or improving programs and services to meet the needs of unduplicated students. The second semester/half of the year focused on securing input from stakeholders as listed above which continuing to implement or improve programs and services to meet the needs of unduplicated students. The following is an incomplete list of LCAP input and development sessions/meetings.</p> <p>August - 2015:</p>	<p>and field trips was incorporated into summer plans.</p> <p>More opportunities for more students to participate in the following areas was also increased: culinary arts; music, drama, career exploration; technology and science. The waiting list for culinary arts classes taught by a part time teacher resulted in new sections being added to the master schedule and the part time teacher transitioning to full time for the 2016-17 school year.</p> <p>The increase in music offerings (beginning and intermediate band, choir, percussion, general music and jazz band) continues to show evidence of student interest while also creating a challenge for more space in the future.</p> <p>2011-12: 0 students 2012-13: 419 students</p> <ul style="list-style-type: none"> • 335 4th & 5th graders • 70 6th-8th graders • 14 9th – 12th graders) <p>2013-14: 619 students 2014-15: 818 students 2015-16: 1,077 students</p> <ul style="list-style-type: none"> • 388 1st and 2nd grade students • 432 3rd and 4th grade students • 187 6th – 8th grade students • 70 9th – 12th grade students).
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- Review LCAP Goals Districtwide; Site teams and principal certify the sufficiency of textbooks and instructional materials; conduct site facility review; and complete Facility Inspection Tool (FIT); parent notices regarding non HQT staff are mailed (*Note: HQT NCLB requirement terminated w implementation of the Every Student Succeeds Act*).
- Site admin review and share data with site staff (Data Summits) that is school/grade specific; i.e. DIBELS for elementary sites; all sites report attendance data, minor/major infractions; suspension and expulsion rates; ELLA/CELDT results; EL/RFEP/Long Term EL rates; AYP results; SBAC/CAASPP results; high school reports additional metrics; i.e. grad rate; i.e. EAP,AP, SAT etc.
- Cont. to implement LCAP initiatives; i.e. Preschool, Music, PE, CTs; extend school day (7 to 7.25 hrs) etc.

September – 2015:

- Principals Data Summits monitor effectiveness (programs and services); summit presentations shared with admin to identify if student needs are being met or adjust accordingly.
- Data summit presentations used by Site Administrators to share data w/parents (SSC) etc. re: site priorities and program effectiveness. Site Administrators from each site prepare presentations for the Board.

October 2015:

- Site Level Leadership Teams monitor implementation of programs and services
- Site level implementation of LCAP aligned initiatives through School Site Council Meetings and Site Leadership Meetings

November 2015

- Review LCAP priorities w/admin; site teams review data, identify student needs, cont. review & evaluate programs and services for unduplicated students
- 11/3/15: FHS, FMS, FACE: Admin Data Summits
- SSC cont. review/align LCAP & SPSA goals

- Individual stakeholder input sessions CSEA & CTA Leadership Teams.
- 11/9/15 District K-12 Instructional Team (DIT) meetings (LCAP Input session)
- 11/12/15: Mills and Bailey Admin Data Summits

December 2015

- ELA/ELD (CCSS) Instructional Materials Adoption Committee formed
- 12/4/15 District Team attends ELA/ELD Showcase

January 2016

- 1/7/16: ELA/ELD Committee Meeting #1 (LCAP Input CCSS instructional materials)
- Research identified areas of need from input sessions to date; i.e. school safety; teacher recruitment & retention; administer Healthy Kids Survey; staff, parents and students.
- Update LCAP presentation for various stakeholders

February 2016

- 2/16/16: District Instructional Team (DIT) meeting (LCAP Input session)
- Openers for 16-17 (CSEA and CTA); keep focus on increasing/improving services; FHS Library
- Sat. 2/27/16: Migrant mini conference; Administer parent/community survey; FMS Multipurpose Room

March 2016

- 3/16/16 ELA/ELD Committee Meeting #2 (LCAP Input CCSS)
- Review LCAP & SPSA alignment with Admin

The following is a partial list of LCAP community and input sessions that were scheduled as part of the development and input process for the new LCAP. The dates below do not include all meetings with administration; district and Bargaining unit leadership, Supt. Cabinet, site leadership team input meetings; technical assistance meetings with Fresno COE or the ongoing meetings with the Finance Manager.

April, May and June 2016

- 4/1/16: DPAC Meeting; present stakeholder input survey results; finalize dates for May Community Input Sessions; FHS Rm 301
- 4/19/2016: Migrant PAC Meeting; FMS Library
- 4/25/16; 5/11/16; 5/20/16: CTA Sessions; FHS
- 4/29/16; 5/9/16; and 5/18/16: CSEA Sessions; FHS
- 5/4/16: Principal Coffee Hour; FMS Library
- 5/9/16: Public Comment Announcement
- 5/13/16: Community Meeting; Bailey Cafeteria
- 5/16/16: DIT Meeting; FHS Library
- 5/25/16: Community Meeting; FMS Library
- 5/26/16: DEPAC/DELAC/Migrant PAC Joint Parent Advisory Committee Meeting; reminder for end of year meeting on 6/16 held to share final LCAP; FHS Rm 301.
- 5/26/16: Community Meeting; FHS Library
- 6/1/16: LCAP draft emailed districtwide
- 6/3/16: Program and Budget Session
- 6/9/16: Public Hearing: LCAP Draft Presented to the Board for public comment
- 6/14/16: LCAP Budget Review and Revision Session
- 6/16/16: Present Final comments from Public Hearing to DPAC and DELAC; no questions or further revisions were requested
- 6/21/16: LCAP Budget and Program Alignment Session
- 6/21/16: LCAP updated draft emailed districtwide

<ul style="list-style-type: none"> • 6/30/16: FLDUSD Board Meeting; Present Final Draft of the LCAP • 6/30/16: Submit LCAP to FCOE following Board meeting 	
<p>Annual Update: LCAP Community Input sessions provided stakeholders with a report on progress from the implementation and improvement of initiatives written into the 1st and 2nd Year LCAP. For example, more preschool opportunities and more technology in the classroom were identified as priority areas. LCAP update presentations included pictures of the improvements to the preschool program and acknowledgement that the district received a 4 Star Rating out of 5 stars. Parents were also able to see how students and teachers are using educational technology in the classroom; i.e. chromebooks, ipads etc. Students were interviewed and video recorded so that parents could hear from the students themselves how they felt about the increased access to technology.</p> <p>LCAP “updates” were emailed to all District staff with an end of year series of input gathering sessions prior to and after the Public Hearing to present, review, discuss and update the draft as necessary.</p> <p>As reported in Goal 1: Teacher recruitment and retention was identified once again as a high priority as noted by the decline in the number of fully credentialed teacher rate over the past four years: 5% in 2013-14; 11% in 2014-15; 17% in 2015-16 and 26% in 2016-17.</p> <p>The decline in HQT rates over the past three years is further evidence of this need: HQT 2012-13 (100%); 2013-14 (94.7%) and 2014-15 (82.4%). There was a slight increase in the HQT rate for 2015-16 which was 88.4%. However, competition for fewer teachers at recruitment fairs prompted district leaders to hold a Firebaugh recruitment fair. In fact, at one teacher recruitment fair FLDUSD was at a -3 as SPED teachers signed on with neighboring districts that were offering signing bonuses.</p> <p>Feedback from stakeholder input sessions regarding the district’s inability to recruit, hire and retain teachers resulted in a suggestion that the district increase compensation for teacher and that the district focus on developing a local teacher pipeline. The information provided in Appendix A and B summarizes the</p>	<p>Annual Update: Stakeholder input focused on sustaining, improving and where possible expanding initiatives. The new music program continues to be well received. Requests to create more opportunities for students to participate in the arts at the lower grade levels is creating a need for additional accommodations at the secondary level. Requests for the continued extension of summer school continued based on the success of the extended learning experience last year.</p> <p>Alignment efforts between the LCAP and completion of the SPSA created a need to change the School Site Council (SSC) meeting calendar.</p> <p>Negotiations with the bargaining units needs to be aligned with the LCAP timeline to promote more collaboration and transparency and to allow time for budgeting and planning that may impact working conditions.</p> <p>Input from parents, community members, bargaining unit leaders and members, teachers and administrators and an analysis of teacher turnover rates as evidences by the HQT trend and the increase in the number of non-fully credentialed teachers resulted in an increase in compensation to recruit and retain fully credentialed teachers.</p> <p>The negative impact of the teacher shortage hits small districts like Firebaugh hard. Teachers are hired that are not fully credentialed creating a need to increase new teacher support; i.e. academic coaches. District Leadership responded to this high priority need more aggressively. Some examples of the districts attempts include the following:</p>

<p>statewide teacher shortage crisis and also shows that the state recognizes this challenge.</p>	<p>The Superintendent has been collaborating with the local community college to develop a dual enrollment program that will allow FHS students to earn college credit for courses taken on the high school campus and online. One of the new classes to be offered in 2016-17 is an Intro to Teaching course. The Superintendent has been collaborating with the Fresno State University President, Dr. Joseph Castro and four other school districts and 3 community colleges on a Central Valley Promise initiative that seeks to build “An Improved K-16 pipeline.” The Promise will build out three initial pathways focused on STEAM and Teaching Careers promoting college as a viable option for youth in our region. Firebaugh would benefit from this Promise as one of the five participating districts because more students would attend and graduate from college creating a larger pool of graduates. Hopefully more of these graduates will think about teaching as a career.</p> <p>The Assistant Superintendent has participated on several panels and policy work sessions to share the teacher recruitment and retention challenges that small rural districts face during this teacher shortage crisis with legislatures, researchers, policy makers and other educators. The Firebaugh story about the teacher shortage was shared with panel members and participants that were all focused on the same issue (see Appendix C).</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Pupil academic achievement will improve for all subgroups in ELA and mathematics as measured by the California Assessment of Student Progress and Performance (CAASP)-	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 ___ 8 <u>X</u> COE only: 9 ___ 10 ___
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Local : Specify

Identified Need :

1. Pupils need to meet state participation rate targets and the Percentage of Students who met or exceeded standards as reported on the CAASPP 2015 Test Results for ELA/Literacy and Mathematics Report needs to be improved.
2. Credentialed teachers need to be recruited, hired and retained for all core subjects to serve all pupils.
3. Core content teachers need training, time and support to teach state standards (CCSS implementation) to all students.
4. Provide/maintain student access to standards aligned instructional materials as reported on the School Accountability Report Card (SARC).
5. Pupils, teachers and parents need facilities that are in good repair.

Goal Applies to:

Schools: All Schools and Districtwide (see scope of service)

Applicable Pupil Subgroups: All Pupils and all Subgroups:

LCAP Year 1: 2016-17 (GOAL 1)

Expected Annual

Measurable Outcomes:

For all Pupils and all Subgroups:

1. CAASP Participation Rate Targets will be met (95% for ELA and 95% for math) and Percent of all students that Met Standards or Exceeded standards will improve in ELA and Mathematics when compared to the prior year (28% in ELA and 11% in Mathematics).
2. At least 80% of all teachers will be appropriately credentialed, no vacancies or misassignments (district and site level data will be reported to ensure full transparency and accountability).
3. All core content teachers will have access to, and participate in, state standards professional learning opportunities (CCSS implementation).
4. All students will have sufficient state/locally approved California standards aligned curriculum, textbooks or instructional materials, or both, including English learners as measured by the Williams report.
5. Each school site will be rated as being in good repair as measured by the Facility Inspection Tool (FIT).
6. All students, including all subgroups, will have access to a broad course of study as measured by a review of teachers lesson plans and master schedules.

Note: API has been suspended.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure district infrastructure (<i>all required staffing, services and programs</i>) are operating efficiently and effectively.</p> <p>a) Effective Teachers that are appropriately credentialed need to be recruited and retained (1100 & 3000)</p> <p>b) Admin, District Support (1200, 1300 & 1900); MOT; Secretaries, support staff, aides, clerks, HR, Tech, Food Services (2000)</p> <p>c) Co-Curricular; Security (2900) Benefits (3000)</p> <p>d) Core support; health, payroll, student info etc. (5000-7000)</p>	All Schools	<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>a. \$7,844,837 (Base)</p> <p>b & c. \$6,851,999 (Base)</p> <p>d. 1,912,174 (Base/1X Mandated Cost plus Mandated Block Grant \$546,280 Lottery \$318,648 MAA Funding \$221,430 B-3 Funding \$260,080)</p>
<p>e) Supplemental programs and interventions provided through categorical funds to support the needs of SPED, EL Foster Youth and redesignated pupils.</p>	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u></p>	<p>e. \$5,273,002 (categorical / restricted)</p>
<p>f) Provide training to help staff implement academic and performance standards and ELD standards for all pupils, including English Learners. Ensure that all unduplicated pupils have CCSS aligned supplemental materials and site allocation according to enrollment for site level expenditures to realize stated goals with district approval; Bailey – school readiness; Mills – Writing; FMS – academic and behavior intervention; FHS –</p>	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>f. \$327,599 (Base)</p>

college/career readiness (Resource: 1100)		<input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	
g) Curriculum and instructional materials, including online resources and technology when appropriate, will be adopted and aligned to CCSS (4100/4200).	All Schools	<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)	g. \$331,156 (Base)
h) Sustain/expand elective options music, instruments; P.E. classes; folklorico (during/afterschool); increase efforts to recruit mariachi instructor (0125, 0135, 1156, 1160) i) Sustain and expand instructional support (Coaches) to support new teachers (26%) that are not fully credentialed including an EL Coach; expand Mental Health Services and sustain expanded preschool (5001, 8500, 2140 & 2490) j) Sustain and increase technology & tech support; hire tech director; increase support and opportunities to promote parent involvement (parent technology classes) (4000-5000 dept. 0043) k) Continue to provide certificated tutors and expanded summer programs; sustain and expand Positive Behavioral Intervention & Supports (PBIS) and Student Assistant Program (SAP) (1172 SS-075 CT) l) Acknowledge statewide teacher shortage crisis especially for hard to fill areas, math, science and SPED and rural school districts. Offer competitive salaries/benefits to recruit/retain staff that are fully credentialed in order to increase / improve the quality of the educational program and the quality of instructional services that are principally directed toward and effective in meeting the district's goals for all unduplicated pupils and high need pupils; 1 st and best instruction (1110-1000-4000-5000). See additional evidence of support in the stakeholder engagement section and Appendix A: <u>California Teacher Shortage Crisis</u> . m) Sustain extension of duty day from 7 hours in 2014-15 to	Districtwide	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	h. \$440,422 i. \$1,442,666 J. \$1,354,875 k. \$563,878 l. & m. \$784,278 n. \$143,721 o. \$87,443 p. \$1,010 <hr/> Total h-p \$4,818,293 S/C

<p>7.25 hours in 2015-16. Extend duty day by 15 minutes from 7.25 hours (2015-16) to 7.5 hours (2016-17); increase instructional time for unduplicated pupils & more PLC time for teachers; teachers continue to get a 30 minute duty free lunch (1110-1000-4000-5000).</p> <p>n) Keep up with increase in work load and licensure requirements as a result of increasing preschool (more classrooms and more students); Transitional Kindergarten and maintaining increased access to a broad course of study by sustaining new elective classes (i.e. music, art, culinary arts) that are principally directed toward the unduplicated population by adding four part time Utility Worker positions (grounds, custodial, maintenance etc.) (8100); contract with Firebaugh PD (School Resource Officer) and Knowledge Saves Lives (Shooter on Campus training; Threat Assessment, Site Evaluation etc.) also cited under Goal 3 (3130) to improve safety.</p> <p>o) Add 1 LVN FTE to help students with sever medical needs especially younger students and students that are diabetic (3140).</p> <p>p) Increase supplies to promote parental involvement opportunities (2495).</p>			
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LCAP Year 2: 2017-18 (GOAL 1)

<p>Expected Annual Measurable Outcomes:</p>	<p>For all Pupils and all Subgroups:</p> <ol style="list-style-type: none"> 1. CAASP Participation Rate Targets will be met (95% for ELA and 95% for math) and Percent of all students that Met Standards or Exceeded standards will improve in ELA and Mathematics when compared to the prior year (28% in ELA and 11% in Mathematics). 2. At least 80% of all teachers will be appropriately credentialed, no vacancies or misassignments (district and site level data will be reported to ensure full transparency and accountability). 3. All core content teachers will have access to, and participate in, state standards professional learning opportunities (CCSS implementation). 4. All students will have sufficient state/locally approved California standards aligned curriculum, textbooks or instructional materials, or both, including English learners as measured by the Williams report. 5. Each school site will be rated as being in good repair as measured by the Facility Inspection Tool (FIT).
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6. All students, including all subgroups, will have access to a broad course of study as measured by a review of teachers lesson plans and master schedules.

Note: API was suspended.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure district infrastructure (<i>all required staffing, services and programs</i>) are operating efficiently and effectively.</p> <p>a. Effective Teachers that are appropriately credentialed need to be recruited and retained (1100 & 3000)</p> <p>b. Admin, District Support (1200 & 1300); MOT; Secretaries, support staff, aides, clerks, HR, Tech, Food Services (2000)</p> <p>c. Co-Curricular; Security (2900) Benefits (3000)</p> <p>d. Core support; health, payroll, student info etc. (5000-7000)</p>	All Schools	<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>a. \$7,737,129 (Base)</p> <p>b & c. \$6,954,779 (Base)</p> <p>d. \$1,537,077</p> <p>(Base/MAA Funding \$220,000 B-3 Funding \$260,080 Mandated Block Grant \$80,340 Lottery \$318,00)</p>
<p>e. Supplemental programs and interventions provided through categorical funds to support the needs of SPED, EL Foster Youth and redesignated pupils.</p>	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u></p>	<p>\$5,710,958</p> <p>(categorical / restricted)</p>
<p>f. Provide training to help staff implement academic and performance standards and ELD standards for all pupils, including English Learners. Ensure that all unduplicated pupils have CCSS aligned supplemental materials and site allocation according to enrollment for site level expenditures to realize stated goals with district approval; Bailey – school readiness; Mills – Writing;</p>	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>\$333,513 (Base)</p>

FMS – academic and behavior intervention; FHS – college/career readiness (Resource: 1100)		<input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	
g. Curriculum and instructional materials, including online resources and technology when appropriate, will be adopted and aligned to CCSS (4000).	All Schools	<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) _____	\$336,123 (Base)
h) Sustain/expand elective options music, instruments; P.E. classes; folklorico (during/afterschool); increase efforts to recruit mariachi instructor (0125, 0135, 1156, 1160) i) Sustain and expand instructional support (Coaches) to support new teachers (26%) that are not fully credentialed including an EL Coach; expand Mental Health Services and sustain expanded preschool (5001, 8500, 2140 & 2490) j) Sustain and increase technology & tech support; hire tech director; increase support and opportunities to promote parent involvement (parent technology classes) (4000-5000 dept. 0043) k) Continue to provide certificated tutors and expanded summer programs; sustain and expand Positive Behavioral Intervention & Supports (PBIS) and Student Assistant Program (SAP) (1172 SS-075 CT) l) Acknowledge statewide teacher shortage crisis especially for hard to fill areas, math, science and SPED and rural school districts. Offer competitive salaries/benefits to recruit/retain staff that are fully credentialed in order to increase / improve the quality of the educational program and the quality of instructional services that are principally directed toward and effective in meeting the district’s goals for all unduplicated pupils and high need pupils; 1 st and best instruction (1110-1000-4000-5000). See additional evidence of support in the stakeholder engagement section and Appendix A: <u>California Teacher Shortage Crisis</u> .	Districtwide (S/C)	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED Students</u>	h. \$447,028 i. \$1,573,789 j. \$1,677,275 k.\$572,336 l. & m. \$897,593 n. \$145,876 o. \$88,755 p. \$1,025 <hr/> Total h-p \$5,403,677 S/C

<p>m) Sustain extension of duty day from 7 hours in 2014-15 to 7.25 hours in 2015-16. Extend duty day by 15 minutes from 7.25 hours (2015-16) to 7.5 hours (2016-17); increase instructional time for unduplicated pupils & more PLC time for teachers; teachers continue to get a 30 minute duty free lunch (1110-1000-4000-5000).</p> <p>n) Keep up with increase in work load and licensure requirements as a result of increasing preschool (more classrooms and more students); Transitional Kindergarten and sustaining access to a broad course of study; new elective classes (i.e. music, art, culinary arts) principally directed toward the unduplicated population by sustaining four part time Utility Worker positions (grounds, custodial, maintenance etc.) (8100); contract with Firebaugh PD (School Resource Officer) also cited under Goal 3 (3130) to support student's social, emotional and school safety needs and to improve school safety.</p> <p>o) Sustain 1 LVN FTE to help students with sever medical needs especially younger students and students that are diabetic (3140).</p> <p>p) Increase supplies to promote parental involvement opportunities (2495).</p>			
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LCAP Year 3: 2018-19 (GOAL 1)

<p>Expected Annual Measurable Outcomes:</p>	<p>For all Pupils and all Subgroups:</p> <ol style="list-style-type: none"> 1. CAASP Participation Rate Targets will be met (95% for ELA and 95% for math) and Percent of all students that Met Standards or Exceeded standards will improve in ELA and Mathematics when compared to the prior year (28% in ELA and 11% in Mathematics). 2. At least 80% of all teachers will be appropriately credentialed, no vacancies or misassignments (district and site level data will be reported to ensure full transparency and accountability). 3. All core content teachers will have access to, and participate in, state standards professional learning opportunities (CCSS implementation). 4. All students will have sufficient state/locally approved California standards aligned curriculum, textbooks or instructional materials, or both, including English learners as measured by the Williams report. 5. Each school site will be rated as being in good repair as measured by the Facility Inspection Tool (FIT).
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6. All students, including all subgroups, will have access to a broad course of study as measured by a review of teachers lesson plans and master schedules.

Note: API was suspended.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure district infrastructure (<i>all required staffing, services and programs</i>) are operating efficiently and effectively.</p> <p>a. Effective Teachers that are appropriately credentialed need to be recruited and retained (1100 & 3000)</p> <p>b. Admin, District Support (1200 & 1300); MOT; Secretaries, support staff, aides, clerks, HR, Tech, Food Services (2000)</p> <p>c. Co-Curricular; Security (2900) Benefits (3000)</p> <p>d. Core support; health, payroll, student info etc. (5000-7000)</p>	All Schools	<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>a. \$7,840,043 (Base)</p> <p>b. & c \$7,059,101 (Base)</p> <p>d. \$1,863,287</p> <p>(Base/Mandated Block Grant \$81,946 Lottery \$325,019 B-3 Funding \$260,000, Local Income \$103,600)</p>
<p>e. Supplemental programs and interventions provided through categorical funds to support the needs of SPED, EL Foster Youth and redesignated pupils.</p>	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u></p>	<p>e. \$5,736,631</p> <p>(categorical / restricted)</p>
<p>f. Provide training to help staff implement academic and performance standards and ELD standards for all pupils, including English Learners. Ensure that all unduplicated pupils have CCSS aligned supplemental materials and site allocation according to enrollment for site level expenditures to realize stated goals with district approval; Bailey – school readiness; Mills – Writing; FMS – academic and behavior intervention; FHS –</p>	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u></p>	<p>f. \$337,501 (Base)</p>

<p>college/career readiness (Resource: 1100)</p> <p>g. Curriculum and instructional materials, including online resources and technology when appropriate, will be adopted and aligned to CCSS (4000).</p>	All Schools	<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>g. \$341,165 (Base)</p>
<p>h. Sustain/expand elective options music, instruments; P.E. classes; folklorico (during/afterschool); increase efforts to recruit mariachi instructor (0125, 0135, 1156, 1160)</p> <p>i. Sustain and expand instructional support (Coaches) to support new teachers (26%) that are not fully credentialed including an EL Coach; expand Mental Health Services and sustain expanded preschool (5001, 8500, 2140 & 2490)</p> <p>j. Sustain and increase technology & tech support; hire tech director; increase support and opportunities to promote parent involvement (parent technology classes); (4000-5000 dept. 0043)</p> <p>k. Continue to provide certificated tutors and expanded summer programs; sustain and expand Positive Behavioral Intervention & Supports (PBIS) and Student Assistant Program (SAP) (1172 SS-075 CT)</p> <p>l. Acknowledge statewide teacher shortage crisis especially for hard to fill areas, math, science and SPED and rural school districts. Offer competitive salaries/benefits to recruit/retain staff that are fully credentialed in order to increase / improve the quality of the educational program and the quality of instructional services that are principally directed toward and effective in meeting the district's goals for all unduplicated pupils and high need pupils; 1st and best instruction (1110-1000-4000-5000). See additional evidence of support in the stakeholder engagement section and Appendix A: <u>California Teacher Shortage Crisis</u>.</p> <p>m. Sustain extension of duty day from 7 hours in 2014-15 to 7.25 hours in 2015-16 and from 7.25 hours (2015-16) to</p>	Districtwide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED Students</u></p>	<p>h. \$453,733</p> <p>i. \$1,711,232</p> <p>j. \$1,620,787</p> <p>k. \$693,401</p> <hr/> <p>l. & m. \$920,463</p> <p>n. \$148,064</p> <p>o. \$91,434</p> <p>p. \$1,040</p> <hr/> <p>Total h-p</p> <p>\$5,640,154</p> <p>S/C</p>

<p>7.5 hours (2016-17); increase instructional time for unduplicated pupils & more PLC time for teachers; teachers continue to get a 30 minute duty free lunch (1110-1000-4000-5000).</p> <p>n. Keep up with increase in work load and licensure requirements as a result of increasing preschool (more classrooms and more students); Transitional Kindergarten and sustaining access to a broad course of study; new elective classes (i.e. music, art, culinary arts) principally directed toward the unduplicated population by sustaining four part time Utility Worker positions (grounds, custodial, maintenance etc.) (8100); contract with Firebaugh PD (School Resource Officer) also cited under Goal 3 (3130) to support student's social, emotional and school safety needs and to improve school safety.</p> <p>o. Sustain 1 LVN FTE to help students with sever medical needs especially younger students and students that are diabetic (3140).</p> <p>p. Increase supplies to promote parental involvement opportunities (2495).</p>			
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<p>GOAL: 2</p>	<p>Principally For English Learners:</p> <p>The English Learner reclassification, proficient or advanced rates in ELA and mathematics will improve.</p> <p><i>Note: The LEA will continue to monitor the transition from the CELDT to the ELPAC; ELPAC (initial and summative) fully operational by 2018-19; CELDT terminated.</i></p>	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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<p>Identified Need :</p>	<p>More English Language Learners need to learn English (reclassification) in order to improve academic proficiency in math, ELA and ELD.</p>
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<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Schools and Districtwide (see scope of service)</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All Pupils and All Subgroups including Migrant Students that are ELs</p>

LCAP Year 1: 2016-17 (GOAL 2)

<p>Expected Annual Measurable</p>	<p>Principally For English Learners:</p> <p>Annual Measureable Achievement Objectives (AMAO 1, 2, and 3 and Reclassification rates of ELs) will improve when compared to</p>
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Outcomes:

previous year AMAO 1 and 2; and will be met for AMAO 3:

- AMAO 1: *Percentage of ELS Making Annual Progress in Learning English* will improve;
- AMAO 2: *Percentage of ELS Attaining the English Proficient Level on the CELDT for ELs Cohort > 5 years* will improve;
- AMAO 2: *Percentage of ELS Attaining the English Proficient Level on the CELDT ELs Cohort < 5 years* will improve;
- AMAO 3: *Adequate Yearly Progress for EL Student Group at the LEA Level Participation Target* will be met.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 All teachers will implement collaborative groups (i.e. Kagan Structures) to create more opportunities, principally for EL students, to speak more and to use complete sentences.</p> <p>2.2 All teachers will receive training on English Language Development standards and Frameworks; differentiated instructional design and strategies principally for EL students (4201-4203)</p>	Districtwide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost incl. w GOAL 1 Expenditures as Categorical \$90,576 (e)</p>
<p>2.3 Add ELD Teacher/Coach at Firebaugh High School to teach ELD and to pilot / develop Individual Learning Plans principally for English Learners; Long Term English Learners and ELs that were/are redesignated (09000)</p>	Schoolwide at FHS	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost incl. w GOAL 1 Expenditures as S/C \$107,864 (i)</p>
<p>2.4 Provide additional support for ELs and LTELs during the school day to include new tutorials, course offerings and expanded summer school for ELs and LTELs.</p>	Districtwide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u></p>	<p>Cost incl. w GOAL 1 Expenditures as S/C \$241,781 (k)</p>

LCAP Year 2: 2017-18 (GOAL 2)

Expected Annual Measurable Outcomes:

Principally For English Learners:

Annual Measureable Achievement Objectives (AMAO 1, 2, and 3 and Reclassification rates of ELs) will improve when compared to previous year AMAO 1 and 2; and will be met for AMAO 3:

- AMAO 1: *Percentage of ELS Making Annual Progress in Learning English* will improve;
- AMAO 2: *Percentage of ELS Attaining the English Proficient Level on the CELDT for ELs Cohort > 5 years* will improve;
- AMAO 2: *Percentage of ELS Attaining the English Proficient Level on the CELDT ELs Cohort < 5 years* will improve;
- AMAO 3: *Adequate Yearly Progress for EL Student Group at the LEA Level Participation Target* will be met.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 All teachers will implement collaborative groups (i.e. Kagan structures) to create more opportunities, principally for EL students, to speak more and to use complete sentences.</p> <p>2.2 All teachers will receive training on English Language Development standards and Frameworks; differentiated instructional design and strategies principally for EL students (4201-4203)</p>	Districtwide	<p><input type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/></p> <p>Other Subgroups:(Specify)_____</p>	<p>Cost incl. w GOAL 1 Expenditures as Categorical \$91,935 (e)</p>
<p>2.3 Sustain the ELD Teacher/Coach at Firebaugh High School to teach ELD and to develop Individual Learning Plans principally for English Learners; Long Term English Learners and ELs that were/are redesignated (09000)</p>	Schoolwide at FHS	<p><input type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/></p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost incl. w GOAL 1 Expenditures as S/C \$109,482 (i)</p>
<p>2.4 Provide additional support for ELs and LTELs during the school day to include new tutorials, course offerings and expanded summer school for ELs and LTELs.</p>	Schoolwide at FHS	<p><input type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p>	<p>Cost incl. w GOAL 1 Expenditures</p>

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	as S/C \$245,408 (k)
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LCAP Year 3: 2018-19 (GOAL 2)

Expected Annual Measurable Outcomes:	Principally For English Learners: Annual Measureable Achievement Objectives (AMAO 1, 2, and 3 and Reclassification rates of ELs) will improve when compared to previous year AMAO 1 and 2; and will be met for AMAO 3: <ul style="list-style-type: none"> AMAO 1: <i>Percentage of ELS Making Annual Progress in Learning English</i> will improve; AMAO 2: <i>Percentage of ELS Attaining the English Proficient Level on the CELDT for ELs Cohort > 5 years</i> will improve; AMAO 2: <i>Percentage of ELS Attaining the English Proficient Level on the CELDT ELs Cohort < 5 years</i> will improve; AMAO 3: <i>Adequate Yearly Progress for EL Student Group at the LEA Level Participation Target</i> will be met.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 All teachers will implement collaborative groups (i.e. Kagan structures) to create more opportunities, principally for EL students, to speak more and to use complete sentences. 2.2 All teachers will receive training on English Language Development standards and Frameworks; differentiated instructional design and strategies principally for EL students (4201-4203)	Districtwide	<input type="checkbox"/> ALL	Cost incl. w GOAL 1 Expenditures as Categorical \$93,314 (e)
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.3 Sustain ELD Teacher/Coach at Firebaugh High School to teach ELD and continue developing Individual Learning Plans principally for English Learners; Long Term English Learners and ELs that were/are	Schoolwide at FHS	<input type="checkbox"/> ALL	Cost incl. w GOAL 1 Expenditures as
		OR:	

redesignated (09000)		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	S/C \$111,124 (i)
2.4 Provide additional support for ELs and LTELs during the school day to include new tutorials, course offerings and expanded summer school for ELs and LTELs.	Schoolwide at FHS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost incl. w GOAL 1 Expenditures as S/C \$249,089 (k)
GOAL 3:	Provide a safe school environment with timely, appropriate, supportive academic and behavior interventions.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: <u>Services for Foster & Expelled Youth</u> (Priority 9 & 10) will be provided by the COE and the LEA as/when appropriate. The LEA operates a <u>community day school.</u>
Identified Need :	All Pupils need safe schools with access to timely academic and behavior supports		
Goal Applies to:	Schools:	All Schools and Districtwide (see scope of service)	
	Applicable Pupil Subgroups:	All Pupils and All Subgroups	
LCAP Year 1: 2016-17 (GOAL 3)			
Expected Annual Measurable Outcomes:	For all Pupils and all Subgroups: 1. Sustain the Middle school dropout rate at 0%. 2. Reduce the annual adjusted Grade 9-12 (High school) dropout rate from 0.9% to 0.7%. 3. Improve the attendance rate from 97.11% to 97.25% and reduce the chronic absenteeism (truancy) rate from 22.54% to 20%. 4. Reduce the suspension rate from 5.7% to 5% and maintain the expulsion rate at 0%.		

- 5. Climate/connectedness to school rates will improve as measured by Healthy Kids parent/student survey results (key indicators).
- 6. Maintain a parent advisory council (SSC and ELAC) at each school and a DELAC and DPAC at the district level.
- 7. Parent workshops will be offered.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Sustain Positive Behavior Intervention supports at each school site to improve connectedness; decrease dropout rate (middle and high school); decrease absenteeism; suspension and expulsion rates. Provide access to academic and behavioral intervention during the school day (intervention and enrichment) at all sites (09000); sustain health support all sites (3140).	Districtwide	<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)_____	GOAL 1 Expenditures as S/C \$105,475 (k) Base \$279,475 (b & c) Categorical \$31,476 (e)
3.2 Employ mental health counselors, LVN and contract with the Firebaugh Police Department to support student's social, emotional, medical and school safety needs to improve school safety; contract with Knowledge Saves Lives for Shooter on Campus training; site safety evaluations; threat assessments and overall improvement of security & safety systems and practices.	Districtwide	<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)_____	GOAL 1 n. Expenditures as S/C \$70,000 \$146,219 (d)
3.3 Provide materials/supplies; childcare, translators, and refreshments principally for parents of unduplicated pupils; specifically English Learners to attend meetings and workshops (2495).	Districtwide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost incl. w GOAL 1 Expenditures as Categorical \$11,314 (e)

LCAP Year 2: 2017-18 (GOAL 3)

Expected Annual Measurable Outcomes:

For all Pupils and all Subgroups:

1. Sustain the Middle school dropout rate at 0%.
2. Reduce the annual adjusted Grade 9-12 (High school) dropout rate from 0.9% to 0.7%.
3. Improve the attendance rate from 97.11% to 97.25% and reduce the chronic absenteeism (truancy) rate from 22.54% to 20%.
4. Reduce the suspension rate from 5.7% to 5% and maintain the expulsion rate at 0%.
5. Climate/connectedness to school rates will improve as measured by Healthy Kids parent/student survey results (key indicators).
6. Maintain a parent advisory council (SSC and ELAC) at each school and a DELAC and DPAC at the district level.
7. Parent workshops will be offered.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Sustain Positive Behavior Intervention supports at each school site to improve connectedness; decrease dropout rate (middle and high school); decrease absenteeism; suspension and expulsion rates. Provide access to academic and behavioral intervention during the school day (intervention and enrichment) at all sites (09000); sustain health support all sites (3140).	Districtwide	<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)_____	GOAL 1 Expenditures as S/C \$81,200 (k) Base \$283,941 (b & c) Categorical \$31,968 (e)
3.2 Employ mental health counselors, b. LVN and c. contract with the Firebaugh Police Department to support student's social, emotional, medical and school safety needs to improve school safety.	Districtwide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	GOAL 1 Expenditures as S/C \$71,050 \$148,412 (d)
3.3 Provide materials/supplies; childcare, translators, and refreshments principally for parents of unduplicated pupils; specifically English Learners to attend meetings and workshops (2495).	Districtwide	<input type="checkbox"/> ALL ----- OR:	Cost incl. w GOAL 1 Expenditures as Categorical

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$11,484 (e)
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LCAP Year 3: 2018-19 (GOAL 3)

<p>Expected Annual Measurable Outcomes:</p>	<p>For all Pupils and all Subgroups:</p> <ol style="list-style-type: none"> 1. Sustain the Middle school dropout rate at 0%. 2. Reduce the annual adjusted Grade 9-12 (High school) dropout rate from 0.9% to 0.7%. 3. Improve the attendance rate from 97.11% to 97.25% and reduce the chronic absenteeism (truancy) rate from 22.54% to 20%. 4. Reduce the suspension rate from 5.7% to 5% and maintain the expulsion rate at 0%. 5. Climate/connectedness to school rates will improve as measured by Healthy Kids parent/student survey results (key indicators). 6. Maintain a parent advisory council (SSC and ELAC) at each school and a DELAC and DPAC at the district level. 7. Parent workshops will be offered.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Sustain Positive Behavior Intervention supports at each school site to improve connectedness; decrease dropout rate (middle and high school); decrease absenteeism; suspension and expulsion rates. Provide access to academic and behavioral intervention during the school day (intervention and enrichment) at all sites (09000); sustain health support all sites (3140).	Districtwide	<input checked="" type="checkbox"/> ALL	GOAL 1 Expenditures as S/C \$108,660 (k)
		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)_____	Base \$288,200 (b & c) Categorical \$32,448 (e)
3.2 Employ mental health counselors, b. LVN and c. contract with the Firebaugh Police Department to support student's social, emotional, medical and school safety needs to improve school safety.	Districtwide	<input type="checkbox"/> ALL	GOAL 1 n. Expenditures as S/C \$72,116
		OR:	

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$150,638 (d)
3.3 Provide materials/supplies; childcare, translators, and refreshments principally for parents of unduplicated pupils; specifically English Learners to attend meetings and workshops (2495).	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost incl. w GOAL 1 Expenditures as Categorical \$11,656 (e)
GOAL 4:	All students will graduate college and career ready	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	More pupils will graduate with the necessary academic and social preparation to succeed in their post-secondary transition.		
Goal Applies to:	Schools:	Firebaugh High School and El Puente	
	Applicable Pupil Subgroups:	All Pupils and All Subgroups	
LCAP Year 1: 2016-17 (GOAL 4)			
Expected Annual Measurable Outcomes:	For all Pupils and all Subgroups: 1. Increase A-G course completion rate by 1% for all pupils. 2. Increase the High School Graduation rate by .05% from 96.5% to 97%. 3. Advanced Placement exam pass rate of 3 or better will increase by 1% from 45% for Hispanic/Latino students and 14% for white students. 4. Early Assessment Program math and ELA pass rate (ready and conditionally ready) will increase by 1%. 5. The 4-Year Cohort rate of students that Completed at Least 1 CTE Pathway will increase by 1%.		

6. Create dual enrollment opportunities for students to earn concurrent credit (West Hills Community College and FHS) as evidenced by a review of the Master Schedule and teacher schedule (Other Pupil Outcomes / Broad Course of Study: community college credit).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide more supplemental services (courses, electives, counseling, certificated tutoring etc.) to help more students meet: A-G requirements; AP courses; EAP Exams. Expand "Get Focused Stay Focused" program to 10 th grade while concurrently implementing GFSF Program with all Freshman so that students can develop a 10 year plan leading to college and/or careers.	Schoolwide at FHS	<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)_____	GOAL 1 h. Expenditures as S/C \$250,266 (h) Cost incl. w Categorical \$56,320 (e)
4.2 Provide academic counseling, tutorials, and credit recovery (cyber high) to help students meet Graduation Requirements	Schoolwide at FHS and El Puente	<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)_____	GOAL 1 h. Expenditures as S/C \$8,288 (k) Cost incl. w Categorical \$65,199 (e)
4.3 Provide students with full access, outside of the regular school day, to all resources in the library Media Center, including tutorials and practice exams for AP, SAT, ACT, PSAT, ASVAB etc.	Schoolwide at FHS	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	Cost incl. w GOAL 1 Expenditures as Categorical \$232,597 (e) Base \$8,770 (f)
4.4 Provide students with opportunities to earn community college credit through concurrent / dual credit enrollment courses (Other Pupil Outcomes Broad Course of Study).	Schoolwide at FHS	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Cost incl. w GOAL 1 Expenditures Staff Costs

Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) SPED

Coordination of Services

LCAP Year 2: 2017-18 (GOAL 4)

Expected Annual Measurable Outcomes:

- For all Pupils and all Subgroups:
1. Increase A-G course completion rate
 2. Increase the High School Graduation rate
 3. Advanced Placement exam pass rate of 3 or better will increase
 4. Early Assessment Program pass rate will increase
 5. ROP/CTE course enrollment rate will improve
 6. Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule (Other Pupil Outcomes / Broad Course of Study: community college credit).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide more supplemental services (courses, electives, counseling, certificated tutoring etc.) to help more students meet: A-G requirements; AP courses; EAP Exams. Expand "Get Focused Stay Focused" program to 10 th grade while concurrently implementing GFSF Program with all Freshman so that students can develop a 10 year plan leading to college and/or careers.	Schoolwide at FHS	<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)_____	Cost incl. w GOAL 1 Expenditures as S/C \$254,020 (h) Categorical \$57,165 (e)
4.2 Provide academic counseling, tutorials, and credit recovery (cyber high) to help students meet Graduation Requirements.	Schoolwide at FHS and El Puente	<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)_____	Cost incl. w GOAL 1 Expenditures as S/C \$8,412 (k) Categorical \$66,178 (e)

4.3 Provide students with full access, outside of the regular school day, to all resources in the library Media Center, including tutorials and practice exams for AP, SAT, ACT, PSAT, ASVAB etc.	Schoolwide at FHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	Cost incl. w GOAL 1 Expenditures as Categorical \$236,086 (e) Base \$8,902(f)
4.4 Provide students with opportunities to earn community college credit through concurrent / dual credit enrollment courses (Other Pupil Outcomes Broad Course of Study). concurrent / dual credit courses.	Schoolwide at FHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	Cost incl. w GOAL 1 Expenditures Staff Costs Coordination of Services

LCAP Year 3: 2018-19 (GOAL 4)

<p>Expected Annual Measurable Outcomes:</p>	<p>For all Pupils and all Subgroups:</p> <ol style="list-style-type: none"> 1. Increase A-G course completion rate 2. Increase the High School Graduation rate 3. Advanced Placement exam pass rate of 3 or better will increase 4. Early Assessment Program pass rate will increase 5. ROP/CTE course enrollment rate will improve 6. Increase dual enrollment participation (Other Pupil Outcomes / Broad Course of Study: community college credit). 6. Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule (Other Pupil Outcomes / Broad Course of Study: community college credit).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>4.1 Provide more supplemental services (courses, electives, counseling, certificated tutoring etc.) to help more students meet: A-G requirements; AP courses; EAP Exams. Expand “Get Focused Stay Focused” program to 11th grade while concurrently implementing GFSF Program with all 9th and 10th grades so that more students can develop a 10 year plan leading to college and/or careers.</p>	<p>Schoolwide at FHS</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>GOAL 1 h. Expenditures as S/C \$257,830</p> <p>Categorical \$58,022 (e)</p>
<p>4.2 Provide academic counseling, tutorials, and credit recovery (cyber high) to help students meet Graduation Requirements</p>	<p>Schoolwide at FHS and El Puente</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>GOAL 1 h. Expenditures as S/C \$8,538 (k)</p> <p>Cost incl. w Categorical \$67,171 (e)</p>
<p>4.3 Provide students with full access, outside of the regular school day, to all resources in the library Media Center, including tutorials and practice exams for AP, SAT, ACT, PSAT, ASVAB etc.</p>	<p>Schoolwide at FHS</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) <u>SPED</u></p>	<p>Cost incl. w GOAL 1 h. Expenditures as Categorical \$239,627 (e)</p> <p>Base \$9,036 (f)</p>
<p>4.4 Provide students with opportunities to earn community college credit through concurrent / dual credit enrollment courses (Other Pupil Outcomes Broad Course of Study).</p>	<p>Schoolwide at FHS</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) <u>SPED</u></p>	<p>Cost incl. w GOAL 1 Expenditures for Staff Costs for Coordination of Services</p>

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1 with Sub-goals: a. Improve pupil academic achievement for all subgroups as measured by state and local assessments b. Recruit, hire, retain and assign teachers with proper credentials for students they teach c. Curriculum and/or instructional materials are aligned to state standards (CCSS implementation) and that meet state and federal requirements d. All school facilities and all grounds will be kept in good or exemplary and safe condition e. Provide access to broad course of study</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 __ 4 <u>X</u> 5 __ 6 __ 7 __ 8 <u>X</u> COE only: 9 __ 10 __ Local: Specify: _____</p>
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Goal Applies to:	Schools: All Schools and Districtwide (see scope of service) Applicable Pupil Subgroups:	All Pupil and all Subgroups:																																																																							
Expected Annual Measurable Outcomes:	All Pupils and all Subgroups: a. The district will meet the API growth target established by the state	<p>Actual Annual Measurable Outcomes:</p> <p>a. District API Growth Targets met 2004 to 2013; New</p> <p style="text-align: center;">2013 Growth API</p> <table border="1" data-bbox="1297 505 1961 724"> <thead> <tr> <th>API Year</th> <th>02</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Growth</td> <td>Base</td> <td>617</td> <td>662</td> <td>691</td> <td>689</td> <td>704</td> <td>721</td> <td>755</td> <td>753</td> <td>777</td> <td>774</td> </tr> <tr> <td>Met?</td> <td>Base</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> </tr> </tbody> </table> <p style="text-align: center;">2013 Growth API</p> <table border="1" data-bbox="1331 813 1927 1109"> <thead> <tr> <th>Elementary Schools</th> <th>2013 Growth API</th> <th>Non-Weighted 3-Year API Average*</th> <th>Weighted 3-Year API Average</th> </tr> </thead> <tbody> <tr> <td>Mills</td> <td>761</td> <td>791</td> <td>791</td> </tr> <tr> <td>Bailey</td> <td>824</td> <td>810</td> <td>810</td> </tr> <tr> <td>Firebaugh MS</td> <td>801</td> <td>790</td> <td>790</td> </tr> <tr> <td>Firebaugh HS</td> <td>738</td> <td>726</td> <td>726</td> </tr> </tbody> </table> <p style="text-align: center;">API scores from 2011, 2012 and 2013 Divided by 3 to determine 3 year API average</p> <p style="text-align: center;">2013 Growth API (Reported by Subgroup)</p> <table border="1" data-bbox="1262 1247 1961 1390"> <thead> <tr> <th># of Students Incl in 2013 API</th> <th>Numerically Significant in Both Years</th> <th>2013 Growth</th> <th>2012 Base</th> <th>2012 - 13 Growth</th> </tr> </thead> <tbody> <tr> <td>LEA-wide</td> <td>1,620</td> <td>774</td> <td>779</td> <td>-5</td> </tr> <tr> <td>Black or African</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	API Year	02	04	05	06	07	08	09	10	11	12	2013	Growth	Base	617	662	691	689	704	721	755	753	777	774	Met?	Base	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Elementary Schools	2013 Growth API	Non-Weighted 3-Year API Average*	Weighted 3-Year API Average	Mills	761	791	791	Bailey	824	810	810	Firebaugh MS	801	790	790	Firebaugh HS	738	726	726	# of Students Incl in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012 - 13 Growth	LEA-wide	1,620	774	779	-5	Black or African				
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<u>Student Groups</u>	<u>ELA Enroll ment</u>	<u>ELA # of Stdts Tested (Rate)</u>	<u>ELA Met 2015 Criteria</u>	<u>Math Enroll ment</u>	<u>Math # of Stdts Tested (Rate)</u>	<u>Math Met 2015 Criteria</u>

Hispanic or Latino	1047	303	28.9	1047	122	11.7
Native Hawaiian or Pacific Islander	0	--	--	0	--	--

b. 75% HQT rate reported on the SARC (HQT adjustment made based on 3 year trend 2012-13:100%; 2013-14: 94.7%; 2014-15: 82.4%)

c. 100% of the teachers will participate in professional learning that will help them successfully implement state standards (CCSS implementation) while concurrently providing 100% of the students with sufficient curriculum and/or instructional materials as reported on the SARC.

d. 100% rate reported on the SARC; facilities rated as good or exemplary condition.

Students with Disabilities	91	6	6.6	90	1	1.1
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CDE Dataquest

b. HQT Target for 2015-16 set at 75% in anticipation of downward trend due to teacher shortage crisis; Target Met. Core Academic Classes Taught by Highly Qualified Teachers for 2015-16 showed a slight increase from 82.4% to 88.4% (100% for 2012-13; 94.7% for 2013-14; 82.4% for 2014-15 & 88.4% for 2015-16).

HOWEVER: The impact of the teacher shortage continues to be a significant growing problem for small rural districts like Firebaugh that compete for fewer teachers with larger districts (see Non-Fully Credentialed Chart Below).

Non-Fully Credentialed Teachers

Year	Total # of Teachers	Non-Fully Credentialed
2013-14	108	5% (n=6)
2014-15	115	11% (n=13)
2015-16	115	17% (n=19)
2016-17	129	26% (n =33)

c. Target Met: 100% of **all teachers** received CCSS professional development; 100% of **all students**, including English Learners, have access to “sufficient textbooks or instructional materials” aligned to state standards

d. Target Met: 100% of the district’s facilities reported good or exemplary repair and condition (SARC/FIT).

	e. API rate will improve as pupil enrollment in age appropriate broad course options increases (early school readiness; music, visual/performing arts, PE etc.)		e. See a. above for API and SBAC baseline results. Elective and intervention classes were piloted; student interest determined which courses would be added; continued, or not offered; i.e. Culinary Arts class expanded at the high school; music expanded districtwide and 5 th Period RTI diversified at the middle school.
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(GOAL 1) LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure district infrastructure (<i>all required staffing, services and programs</i>) are operating efficiently and effectively. a. Teachers with appropriate credential (1100 & 3000) b. Admin, Central Support (1200 & 1300); MOT; Secretaries, support staff, aides, clerks, HR, Tech (2000) c. Co-Curricular; Security (2900) Benefits (3000) d. Core support; health, payroll, student info etc. (5000-7000)	a. \$8,212,177 (Base) b & c. \$5,239,579 (Base) d. 1,659,692 (Base)	a-d. Staffing, services & programs operating efficiently and effectively required additional expenditures beyond those budgeted; i.e. unexpected high cost vehicle repairs (bus transmission replacement and van purchase).	a. \$7,855,831 (Base) b & c. \$5,913,144 (Base) d. \$3,244,751 (Base)
Scope of service:	All Schools (Base)	Scope of service:	All Schools (Base)
<u>X</u> ALL		<u>X</u> 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)_____	

e. Supplemental programs and interventions provided through categorical funds to support the needs of SED, EL, Foster Youth & redesignated pupils.		e. \$4,493,505 (categorical / restricted)	e. Supplemental programs and interventions to build and sustain RTI Pyramids provided timely intervention for all students at all schools.	e. \$4,669,987 (categorical and restricted)
Scope of service:	Districtwide		Scope of service:	Districtwide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	
f. Site allocation according to enrollment for site level expenditures to realize stated goals with district approval; (Resource: 1100/07395)		f. \$317,874 (Base)	f. Site allocations provided for all sites to realize site LCAP aligned goals	F. \$363,470 (Base)
Scope of service:	All Schools (Base)		Scope of service:	All Schools (Base)
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	
g. Curriculum and instructional material to include a curriculum management system (EdCaliber) and training to develop and implement Rigorous Curriculum Design (RCD) units of study (4000).		g. \$937,670 (Base)	g.100% of all students have curriculum or instructional materials aligned to state standards; CCSS math adoption completed prior year (2014-15); CCSS ELA adoption piloted/purchased current 2015-16 year for implementation 2016-17. All other operational needs (equipment, athletics, library & medical supplies, custodial, grounds, vehicle	g. \$702,669 (Base)

		supplies, fuel, tires, phones, technology and P.E. supplies; non-capitalized equipment) being provided (4000). RCD and Edcaliber expenditures lower in subsequent years.	
Scope of service:	All Schools (Base)	Scope of service:	All Schools (Base)
<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)_____	
h) Add more elective options music, instruments; P.E. classes; folkloric, marimba &/or mariachi classes (during/afterschool)	h. \$711,623	h) Elective options; i.e. music, instruments; P.E. classes; folkloric classes were offered (during/afterschool); however, marimba &/or mariachi classes were not offered as an instructor could not be hired; the district will carry this request forward	h. \$354,797
i) Add instructional support (Coaches) and expand Mental Health Services (1000)	i. 455,860	i) Instructional support (Coaches) increase and Mental Health Services (1000) expanded; Coaches worked through summer to support new teachers	i. \$545,597
j) Provide tech, support, & CCSS aligned supplemental materials (4000-5000)	j. 1,205,119	j) Tech, support & CCSS aligned supplemental materials provided (4000-5000)	j. \$1,170,608
k) More certificated tutors and expanded summer programs		k) Certificated tutors added; summer programs expanded to include New Teacher Academy implemented to support new non-fully credentialed teachers	k.-n \$1,874,580
l) Offer competitive salaries/benefits to recruit/retain certificated staff and to increase / improve services that are principally directed toward and effective in meeting the district's goals for all unduplicated pupils	k. l. m. & n. \$2,230,101	l) Salaries/benefits increased to recruit/retain certificated staff and to increase / improve services that are principally directed toward and effective in meeting the district's goals for all unduplicated pupils	(S/C)
m) Extend duty day by 15 minutes from 7 hours to 7.25 hours; increase/improve services; additional time split between more instructional time for unduplicated pupils & more PLC time for teachers; teachers continue to get a 30 minute duty free lunch.	(S/C)	m) Teacher Duty day and student school day extended by 15 minutes from 7 hours to 7.25 hours; increase/improve services; additional time split between more instructional time for unduplicated pupils & more PLC time for teachers; teachers continue to get a 30 minute duty free lunch.	
n) Ensure school facilities kept in exemplary and safe condition; budget for repairs/improvements necessary to support the expansion of Preschool and TK at Bailey and the relocation of 3 rd grade teachers from Bailey to Mills; add resource officer		n) School facilities kept in exemplary and safe condition;	

		minor repairs/improvements necessary to support the expansion of electives; i.e. music room at FHS; school resource officer (SRO) not added during the 2015-16 school year, district will make another attempt to hire a SRO in 2016-17; improvements made to security surveillance.		
Scope of service:	Districtwide		Scope of service:	Districtwide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient_ <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	

<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>Minimal changes in actions and services are necessary. However, adjustments to metrics will be made to support the transition from NCLB to ESSA. Goal 1 will be reworded and will state as follows “Pupil academic achievement will improve for all subgroups in ELA and mathematics as measured by the California Assessment of Student Progress and Performance (CAASP).” Sub goals listed under Goal 1 for the current 2015-16 school year will be reworded as identified need and outcome statements to realize and support the stated goal. The following trend shows an increase in the non-fully credentialed teacher rate over the past four years: 5% in 2013-15; 11% in 2014-15; 17% in 2015-16 and 26% in 2016-17. HQT Trend (100% 2012-13; 94.7% in 2013-14; 82.4% in 2014-15; 88.4% in 2015-16) reflects shortage of teachers; HQT term will be replaced with “Effective Educator” and/or Teachers with appropriate credentials.</p> <p>Planned expenditure for action g of \$937,670 was higher than actual expenditure of \$702,669 (difference of \$235,000) because the actual cost reported was as of June 20 which did not include any liabilities, however, the ELA adoption was paid as a liability on 7/27/2016. RCD and Edcaliber expenditures were higher in the prior 2014-15 school year and lower in current 2015-16 school year. There were some required additional expenditures (base grant funded) beyond those budgeted; i.e. unexpected high cost vehicle repairs (bus transmission replacement and van purchase). The budget was revised accordingly yet still showed an overall lower expenditure than what was budgeted.</p> <p>Mariachi and marimba classes (listed under h) were not implemented because the district was not able to recruit an instructor. However, the music program started offering guitar classes which would serve as an initial step in</p>
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implementing a mariachi program.

Tech support listed under j will be restructured to provide improved services to support the increase in technology.

Planned/budgeted expenditures for actions k-n of \$2,230,101 were higher than actual expenditures of \$1,874,580 (difference of \$355,521) as a result of the following: 1) resource officer listed/budgeted in n above was not hired; 2) start date for CTs was later than planned; 3) cost of the summer school was partially covered by migrant funds; and 4) not all the planned improvements to the security surveillance were completed.

Item n resource officer will be moved from Goal 1 to Goal 3 for the 2016-17 school year. The district will make another attempt to secure a resource officer and will continue with planned security surveillance improvements to help with school safety.

Note: The impact of the teacher shortage continues to be a significant growing problem for small rural districts like Firebaugh that compete for fewer teachers with larger districts. The non-fully credentialed trend and the "HQT" trend shows the difficulty that FLDUSD continues to have with recruitment and retention of a qualified teaching staff which is having an adverse effect on the quality of the district's educational program. FLDUSD seeks to address this need by increasing compensation to improve teacher recruitment, hiring and retention principally for unduplicated students. FLDUSD is a partner district with Fresno State on a California Promise which is an effort to improve the college going and completion rate that would concurrently create a teacher pipeline. FLDUSD has participated in policy sessions and research sessions at the state level that focus on addressing the teacher shortage crisis.

Original GOAL from prior year LCAP:	<p>Goal 2 with Sub-goals: Principally For English Learners:</p> <p>a. English Learners will score proficient or advanced in ELA and mathematics at percentage levels necessary to meet state and federal baseline and growth targets.</p> <p>b. Monitor the transition from the CELDT to the ELPAC (summative assessment) that will be aligned with ELD standards; field tested by Spring 2017 and fully operational by Spring 2018.</p>	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
Goal Applies to:	<p>Schools: All Schools and Districtwide (see scope of service)</p> <p>Applicable Pupil Subgroups: All Pupils and All Subgroups including Migrant Students that are ELs</p>		
Expected Annual Measurable Outcomes:	<p>a. Proficiency rates in ELA and mathematics on state assessments will increase by 1%.</p> <p>b. Annual Measureable Achievement Objectives (AMAO 1, 2, and 3) set by the state; EL progress toward English</p>	Actual Annual Measurable Outcomes:	<p>a. Proficiency rate target not available; Transition from CST to SBAC and NLB to ESSA resulted in 2015-16 being a baseline year (see Expected Annual Measurable Outcomes Goal 1).</p> <p>b. AMAO 1, 2 and 3 targets not met as shown in bulleted</p>

Proficiency (CELDT or ELPAC);

c. Reclassification of ELs will increase by 1%; adjustment to target may be required once new reclassification criteria is established.

- *AMAO 1: Percentage of ELS Making Annual Progress in Learning English* will increase from 56.1% to 58.1%;
- *AMAO 2: Percentage of ELS Attaining the English Proficient Level on the CELDT for ELs Cohort > 5 years* will increase from 20.7% to 21.7%;
- *AMAO 2: Percentage of ELS Attaining the English Proficient Level on the CELDT ELs Cohort < 5 years* will increase from 39.4% to 40.4%;
- *AMAO 3: Adequate Yearly Progress for EL Student Group at the LEA Level* District EL % Proficient will improve for each AMAO by 1%

format below:

c. District Reclassification Target not met: Students Redesignated FEP in 2014-15 was 7.2%; Students Redesignated FEP in 2015-16 was 3.8%.

- *AMAO 1: Percentage of ELS Making Annual Progress in Learning English* DECREASED from 56.1% to 53.7%;
- *AMAO 2: Percentage of ELS Attaining the English Proficient Level on the CELDT for ELs Cohort > 5 years* DECREASED from 20.7% to 17.5%;
- *AMAO 2: Percentage of ELS Attaining the English Proficient Level on the CELDT ELs Cohort < 5 years* will DECREASED 39.4% to 37.4%;
- *AMAO 3: Adequate Yearly Progress for EL Student Group at the LEA Level* District EL % Proficient will improve for each AMAO by 1%; this metric will be changed to reflect participation rate.

FLDUSD AMAO 2014-2015 CDE Dataquest

2014-2015 Title III (AMAO) Accountability Report Results	AMAO 2: Percentage of ELs Attaining English Proficient Level on the CELDT		AMAO 3: (%)
			AYP EL Group
			District Level
	AMAO 1: (%) Annual Progress Learning English	AMAO 2: Cohort Less than 5 yrs	AMAO 2: Cohort More than 5 yrs
Actual %	53.7%	17.5%	37.4%
			Participation Rate ELA 97%
			Participation Rate Math 98%

			Target %	60.5%	24.2%	50.9%
FLDUSD AMAO 2013-2014 CDE Dataquest						
			2013-2014 Title III (AMAO) Accountability Report Results	AMAO 1: (%) Annual Progress Learning English	AMAO 2: Percentage of ELs Attaining English Proficient Level on the CELDT	2013-14 Title III AMAO 3 based on 12-13 AMOs
				AMAO 1: (%) Annual Progress Learning English	AMAO 2: Cohort Less than 5 yrs	AMAO 3: (%) AYP EL Group District Level
			Actual %	56.1%	20.7%	39.4%
			Target %	59.0%	22.8%	49.0%
						Participation Rate Met; % Proficient n/met
						Participation Rate Met; % Proficient n/met

(GOAL 2) LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. All teachers will implement cooperative groups (Kagan structures) to create more opportunities, principally for EL students, to speak more and to use complete sentences.	Cost incl. w GOAL 1 Expenditures as S/C	a. Teachers are implementing cooperative groups (Kagan structures) to create more opportunities, principally for EL students, to speak more and use complete sentences.	Cost incl. w GOAL 1 Expenditures as Categorical \$74,019 (e & j)
b. All teachers will receive training on English Language Development standards and Frameworks; differentiated instructional design and strategies principally for EL students (4201-4203).		b. All teachers will continue to receive training on English Language Development standards and Frameworks; differentiated instructional design and strategies principally for EL students	
Scope of	Districtwide	Scope of	Districtwide

service:			service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
c. Add ELD Teacher/Coach at Firebaugh High School to teach ELD and to pilot / develop Individual Learning Plans principally for English Learners; Long Term English Learners and ELs that were/are redesignated (09200)		Cost incl. w GOAL 1 Expenditures as S/C	c. Unable to recruit/retain ELD Coach. The 1 st ELD Teacher/Coach identified and hired to teach ELD and to pilot / develop Individual Learning Plans principally for English Learners; Long Term English Learners and ELs that were/are redesignated accepted a job in another district. The 2 nd ELD Teacher/Coach identified and offered the position at Firebaugh High School also accepted a job in another district that was closer to her home.		No cost or expenditures
Scope of service:			Scope of service:		
Districtwide			Districtwide		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
d. ELD opportunities need to be implemented and improved during the school day to include new supports and course offerings for ELs and LTELs.		Cost incl. w GOAL 1 Expenditures as	d. ELD opportunities were piloted and implemented and improved during the school day to include new supports and course offerings for ELs and LTELs.		Cost incl. w GOAL 1 Expenditures as S/C

		S/C		\$224,253 (k)
Scope of service:	Districtwide		Scope of service:	Districtwide
__ALL			__ALL	
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The transition from the CELDT to the ELPAC will continue to be closely monitored. The District was not successful recruiting or retaining an EL Coach to help meet the needs of ELs; specifically Long Term ELs; despite having identified a 1 st and 2 nd candidate for this position. Each candidate initially accepted the offer of employment and each applicant withdrew their application after accepting a job in another district. The District started the school year off by focusing on the implementation of LCAP priorities and did not repost for this position because the prime recruitment window had closed. The District is committed to recruiting a secondary level EL coach for the following year (2016-17).		
Original GOAL from prior year LCAP:	GOAL 3 with Sub-goals: a. Provide a safe school environment with timely, appropriate, supportive academic and behavior interventions b. Decrease the number of middle school dropouts c. Decrease the number of high school dropouts d. Improve pupil attendance and decrease truancy rates e. Decrease truancy and drop-out rates by improving engagement levels and providing interventions during the school day (Academic & Behavior Pyramids) f. Support parent advisory councils and create new opportunities to increase parent involvement; i.e. parent education workshops.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Services for Foster & Expelled Youth (Priority 9 & 10) will be provided by the COE and the LEA as appropriate. The LEA operates a community day school.</u>	
Goal Applies to:	Schools:	All Schools and Districtwide (see scope of service)		
	Applicable Pupil	All Pupils and All Subgroups		

Subgroups:

Expected Annual Measurable Outcomes:

a. Healthy Kids Survey results regarding climate and connectedness to school baseline will be set.

Actual Annual Measurable Outcomes:

a. Healthy Kids Survey Administered 2014-15; results used as a baseline (safe school environment with timely, appropriate, supportive academic and behavior interventions). Healthy Kids Survey Administered 2014-15 results; measure connectedness and caring adult relationships; both metrics were higher for 7th and 8th graders when compared to prior year than 5th and 11th graders.

Students by Grade 2015-16

HKS Results Students by Grade				
Student Sample Size	5 th	7 th	9 th	11 th
Target Sample	140	165	169	176
Final Number	85	158	158	155
Average Response Rate	61%	93%	93%	88%

Students by Grade 2014-15

HKS Results Students by Grade				
Student Sample Size	5 th	7 th	9 th	11 th
Target Sample	194	165	167	181
Final Number	113	157	141	162
Average Response Rate	58%	95%	84%	90%

HKS Key Indicators 2015-16

Key Indicators of School Climate & Student Well Being				
Items all rated as High	5 th	7 th	9 th	11 th
Student Connectedness	54%	63%	53%	39%
Academic Motivation	43%	35%	30%	26%
Caring adult relationships	60%	37%	30%	26%

- b. The middle school dropout rate will be maintained at 0%.
- c. The high school dropout rate will decrease from 1.1% to 1.0%.

b. Target was 0.

c. Target areas when 14 results Day School from the Subgroup 2014-15 Dropout The annual Firebar 0.6% (rate of 16.7% 1.1% in less than to have rate (2

was 0.

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Hispanic or Latino	White,	Adjusted Grade 9-12	Adjusted Grade 9-12
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FMS	0	0	0	2	0
FLDUSD	7	1	8	709	1.1%
County	1,323	298	2,002	59,361	3.4%
State	34,346	9,731	61,600	1,957,917	3.1%

d. The chronic absenteeism rate will decrease from 11.97% to 11%

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Name	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
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e. Improvement will be reported districtwide: attendance (97.39% to 97.45%); suspension (5.2% to 4.2%); &

<u>County</u>	198,460	207,541	76,765	36.99
<u>State</u>	6,236,672	6,405,954	1,995,055	31.14

CDE Dataquest

expulsion rates (0.4% to 0.3%)

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Discipline	Total # of Stds	Hispanic		English Learner	SPED	SED
		White	White			
	n=104	88% (n=91)	11% (n=11)	33% (n=34)	18% (n=19)	92% (n=96)
	n=2	n=2	n=0	n=1	n=0	n=2

Districtwide Suspensions (all sites including alternative education and Community Day School) for 2014-15 was 5.7% (n=137) which was an increase from the previous year of 5.2%

	(n)	(n)	(n)	(n)	(n)	(n)	(n)
<u>EIP</u>	7	16	2	12.5	0	0.0	
<u>CDS</u>	2	10	3	30.0	0	0.0	

f. Healthy Kids “Parent” Survey results regarding climate and connectedness to school will increase by 1%.

g. Each school will establish/maintain a parent advisory council (SSC and ELAC).

h. The district will establish/maintain a DELAC and DPAC.

<u>County</u>	198,460	207,541	12,994	6.3	454	0.2
<u>State</u>	6,236,672	6,405,954	279,383	4.4	6,611	0.1

Note: Suspensions and expulsions for foster youth not available; LEA coordinates with County Office for services for Foster youth and expelled youth not served by the district’s community day school.

f. Target not met: Key Findings from 180 Parent Surveys that strongly agree or agree (2015-16): **88%** that the district promotes *academic success* for all students (A6.1); **90%** feel that all schools are an *inviting* environment for students to learn (A6.2); **89%** feel that each school is a *safe* place for their children (A7.3); and **87%** feel that the district has *supportive* learning environments (A7.1).

Key Findings (2014-15) from 260 Parent Surveys: **91%** strongly agree or agree that the district promotes academic success for all students; **93%** strongly agree or agree that all schools are an inviting place for students to learn; **89%** feel that each school is a safe place for their children; and **92%** feel that the district has supportive learning environments.

g. Each school, with the exception of the Community Day School and Alternative Education High School both of which typically have fewer than 10 students, has a parent advisory council (SSC and ELAC).

h. The district will establish/maintain a DELAC and DPAC.

	i. Parent workshops will be offered to parents from each school site.		<p>Parent representatives from the SSC and ELAC serve on the District English Language Advisory Committee (DELAC) and the District Parent Advisory Committee (DPAC).</p> <p>i. Parent workshops were offered to parents from each school site. Parent Institute for a Quality Education (PIQE) provided a nine week series of evening classes at FMS and another 9 week series at FHS. Additional parent ESL classes were offered at the request of the parents. Classes went from once a week to twice a week to three times a week in the morning (Mon. Wed. Fri.) to compliment another series of parent classes that are scheduled Tues. and Thurs. mornings. These classes are in addition to the evening ESL and Citizenship classes.</p>
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(GOAL 3) LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a-e Implement Positive Behavior Intervention supports at each school site to improve connectedness; decrease dropout rate (middle and high school); decrease absenteeism; suspension and expulsion rates. Provide access to academic and behavioral intervention during the school day (intervention and enrichment) at all sites (09200)	Cost incl. w GOAL 1 Expenditures as S/C	a-e. PBIS teams were implemented at all sites; intervention supports (RTI Pyramids) were developed and updated. Academic and behavior intervention was provided during the school day.	GOAL 1 Expenditures as \$154,507 \$ S/C (k-n) \$9,462 Base
Scope of service:	Districtwide	Scope of service:	Districtwide
<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"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<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)_____		
f-i Provide Materials/supplies; childcare and translators, principally for parents of English Learners to attend meetings and workshops.		Cost incl. w GOAL 1 Expenditures as S/C	f-i .Childcare, translators, materials and supplies were provided at all parent advisory committee meetings; parent meetings and education workshops and the annual mini conference.		Cost incl. w GOAL 1 Expenditures as Categorical \$17,963 (e)
Scope of service:	Districtwide		Scope of service:	Districtwide	
<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"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<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?		Changes in actions, services and expenditures will be minimal. Additional ESL parent classes were provided in the morning per parent request. These morning classes were in addition to the evening classes and evening workshops.			
Original GOAL from prior year LCAP:	GOAL 4: a. College and Career Readiness: All Students will graduate college and career ready.	Related State and/or Local Priorities:		1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__	

Local : Specify _____

Schools: Firebaugh High School and El Puento

Goal Applies to: Applicable Pupil Subgroups: All Pupils and All Subgroups

Expected Annual Measurable Outcomes:

a. Increase A-G course completion rate from 38.6% to 39%;
 Note: A-G 2014-15 Baseline determined by the # of Grads meeting UC/CSU requirements.

Actual Annual Measurable Outcomes:

a. There is a slight variation when looking at local district data provided through aeries.net and the data on Dataquest. The 1st table below shows improvement for all subgroups when comparing 2015-16 to 2014-15.

A-G Readiness

Subgroups	2015 - 2016		2014 - 2015	
	Ready	Not Ready	Ready	Not Ready
District	34.8	65.2	27	73
EL	3.3	96.7	0	100
Hispanic	35.1	64.9	26.5	73.5
White	44.4	55.6	42.9	57.1
SPED	0	100	0	100
SED	33.7	66.3	24.1	75.9

Data Source: Aeries.net

Target met when comparing the 2014-15 and 2015-16 A-G course completion rate for white students, but Target not met when comparing the 2014-15 and 2015-16 A-G course completion rate for Hispanic students

2015-16

of Grads with UC/CSU Required Courses

Gender	# of Grads	Hispanic/Latino, of Any Race		White, Not Hispanic	
		# of Grads	Grads w/UC/CSU Req. Courses	# of Grads	Grads w/UC/CSU Req. Courses

Total		140			
County	F	3,497			
	M	3,190			
Total		6,687			
State	F	104,914			
	M	98,980	26,816 (27.1%)	60,852	26,453 (43.5%)

b. Increase the High School Graduation rate from 94.4% to 95.5.

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Race/ Ethnicity	Cohort Students	Cohort Graduates	Cohort Grad Rate
Hispanic or Latino of Any Race	155	150	96.8
White, Not Hispanic	15	14	93.3

The Firebaugh High School Graduation rate by subgroup for 2015-16 is shown in the table below. Cohort criteria used above was not used in this graduation by sub group data chart.

Graduation Data by Subgroup 2015-16

2015-16 Graduates

All Students	100%
EL	20.0%
Hispanic	93.6%
White	5.3%
Socio Economic	88.9%
Special Ed	1.2%

Local Data Source: Aeries

c. Advanced Placement exam rate of 3 or better will increase by 1% comparing 2015-16 to 2014-15.

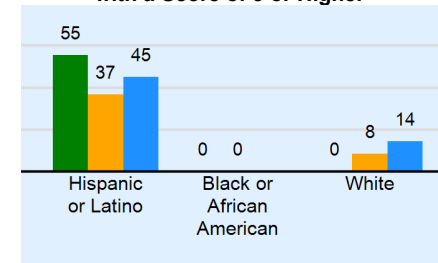
d. Early Assessment Program pass rate will increase by 1% comparing the 2015-16 to 2014-15 rate.

c. Target Met: 45% of Hispanic/Latino students passed the AP exam with a score of 3 or higher; there was an improvement during the same term for white students as well.

Grades 10-12 Enrollment and % of Students Who Took at Least 1 AP Exam

2013	2014	2015
515 (15.3%)	529 (14.9%)	528 (16.1%)

% of Student Groups Passed AP Exam with a Score of 3 or Higher



2013 2014 2015

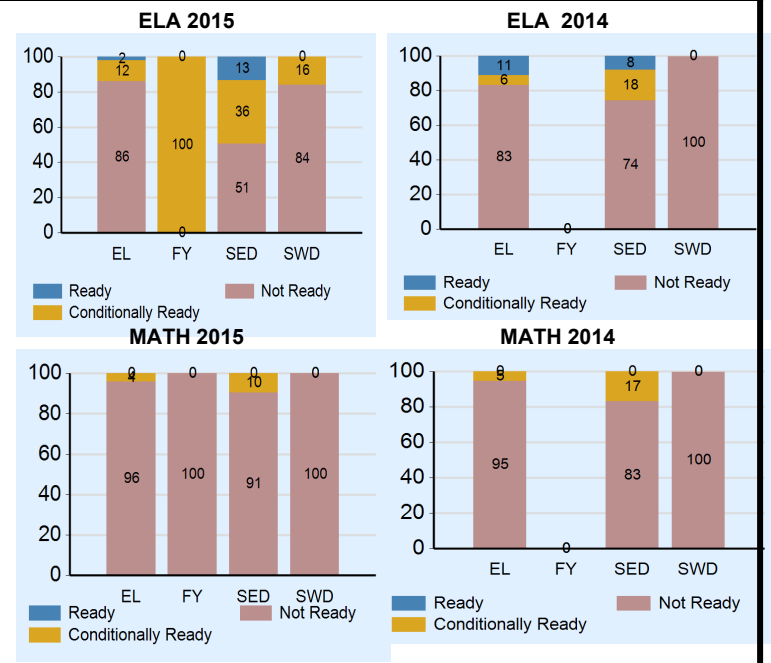
d. Goal Met for ELA as pupil performance on the Early Assessment Program College Readiness Results improved; however, Math College Readiness Results showed a slight decrease for Socially Economically Disadvantaged pupils. Results as shown at the bottom of this section are higher/better for ELA with students meeting ready criteria whereas no students met ready criteria in math

Grade 11 Enrollment and % of Students Who Took the EAP **ELA**

2013	2014	2015
165 (90.3%)	178 (82.6%)	174 (98.9%)

Grade 11 Enrollment and % of Students Who Took the EAP **Math**

2013	2014	2015
165 (77.6%)	178 (76.4%)	174 (98.9%)



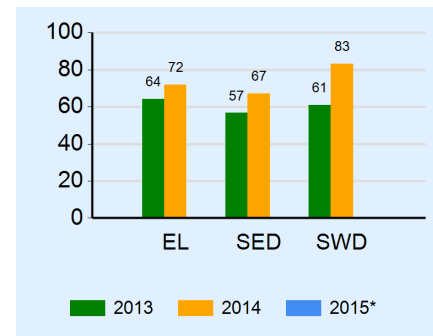
EAP Data	SBAC	2014 - 2015	
Math	Ready	Conditionally Ready	Not Ready
Overall	0	9% (n=16)	91% (n=157)
White	0	11% (n=1)	89% (n=16)
Hispanic	0	9% (n=9)	91% (n=147)
SED	0	7% (n=7)	93% (n=92)
EL	0	0	100% (n=26)
SPED	0	0	100% (n=15)

EAP Data	SBAC	2014 - 2015	
ELA		Conditionally	

	Ready	Ready	Not Ready
Overall	13% (n=22)	13% (n=37)	50% (n=87)
White	11% (n=1)	22% (n=2)	67% (n=6)
Hispanic	13% (n=21)	9% (n=9)	38% (n=61)
SED	9% (n=9)	35% (n=35)	56% (n=55)
EL	0	0	0
SPED	0	13% (n=2)	87% (n=13)

e. Increase ROP/CTE course enrollment and establish a baseline (broad course of study).

e. Target met: % of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student subgroups showed improvement 2013 to 2014; 2015 data was not available. The District overall % of completion (at least 1 CTE) rate of 56% in 2013 was higher than the state rate of 15% and the District rate of 66% was also higher than the state rate of 17%.



(GOAL 4) LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Provide more supplemental services (courses, electives, counseling, certificated tutoring etc.) to help more students meet: A-G requirements; AP courses; EAP Exams.		Cost incl. w GOAL 1 Expenditures as S/C	Advanced Placement courses, Career Technical education electives, tutoring, credit recovery and summer school services were all offered and provided to eligible students. Credit recovery opportunities were available outside of the regular school day (before school, after school and during lunch). Students were provided with more access to resources to help them meet A-G requirements; take and pass AP and EAP exams.	GOAL 1 h. Expenditures as S/C \$289,027 (h & k)
Scope of service:	Schoolwide at FHS		Scope of service:	Schoolwide at FHS
<u>X</u> ALL			<u>X</u> 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) _____	
Provide academic counseling, tutorials, and credit recovery (cyber high) to help students meet Graduation Requirements		Cost incl. w GOAL 1 Expenditures as S/C	Courses offered during the summer school session allow students to work towards graduation requirements by accessing Cyber High for credit recovery.	GOAL 1 h. Expenditures as S/C \$8,288 (k)
Scope of service:	Schoolwide at FHS and El Puente		Scope of service:	Schoolwide at FHS and El Puente
<u>X</u> ALL			<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

__ Other Subgroups:(Specify) _____				
Provide students with full access, outside of the regular school day, to all resources in the library Media Center, including tutorials and practice exams for AP, SAT, ACT, PSAT, CAHSEE, ASVAB etc.		Cost incl. w GOAL 1 Expenditures as S/C	Students were given full access, during and outside of the regular school day, to all resources in the library Media Center (before and after school) including tutorials and opportunities to take practice exams.	Cost incl. w GOAL 1 Expenditures as Categorical \$275,538 (e) Base \$4,851 (f)
Scope of service:	Schoolwide at FHS		Scope of service:	Schoolwide at FHS
<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) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Actions, services and expenditures needed to realize Goal 4: College and Career Readiness will continue to be aligned with a Firebaugh High School College and Career Readiness Action Plan. References to the CAHSEE will be deleted from district documents.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:		\$5,600,957	
<p>Using the calculation tool provided by the state, the Firebaugh Las Deltas Unified School District (FLDUSD) has calculated that it will receive \$5,600,957 in Supplemental and Concentration funding under to Local Control Funding Formula (LCFF). The details of these expenditures are itemized in section 2 of this plan and include: additional counseling support, mental health services, school safety and security, coaching for non-fully credentialed teachers, academic and behavior intervention programs, certificated tutors, school readiness and early childhood education, social/emotional supportive programs and personnel; technology upgrades and personnel to better serve and support the increased technology for staff and students (chromebooks and usage); longer student day; additional planning and collaboration time for teachers; professional development; increase in EL support and course enrichment and elective expansion. All actions and expenditure of Supplemental and Concentration funds were taken with the needs of our unduplicated student population in mind based on the careful analysis of data and with input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help FLDUSD be more effective and successful in meeting the goals of the LEA. Since our unduplicated student population count is 91.40% all of these actions and services are being performed on a schoolwide or districtwide basis. As presented in the Annual Update the District continues to make recruitment and retention of classroom teachers a high priority. As a small rural district teacher recruitment and retention has become increasingly difficult due to a statewide shortage of teachers. Districts administrators aggressively tried to recruit fully credentialed staff only to lose them to other districts that were offering signing bonuses; better health/benefits packages and higher compensation without the additional commute time. The first part of the table below provides a projected summary of LCFF funding that the district could receive if the LCFF was fully implemented (1st column). The 2nd column shows what the district expects to receive based on the LCFF phase-in formula.</p>			
Projection of Targeted LCFF Revenue in 2020-21 (Full Funding)		Estimated LCFF Revenue (2016-17)	
Base Grant for All Grade Levels	\$17,588,141	Base Grant All Grades Including Class Size Reduction	
Class Size Reduction (K-3) & Career Tech (9-12)	713,827	(K-3) & Career Tech (9-12)	\$16,873,506
Supplemental Grant	3,352,906	Supplemental & Concentration Grants	5,600,957
Concentration Grant	3,357,474		

Transportation	<u>349,529</u>	Transportation	<u>349,529</u>
<u>TOTAL</u>	<u>\$23,331,887</u>	<u>TOTAL</u>	<u>\$22,823,992</u>

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

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

33.19	%
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FLDUSD is meeting the proportionality percentage by expending all S/C funds on the unduplicated student population with a focus on English learners (EL) and low income (LI) pupils, including long term English Learners (LTELS) and foster youth.

Using the calculation tool provided by the state, the Firebaugh Las Deltas Unified School District (FLDUSD) has calculated that it will receive approximately \$5,600,957 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 33.19%. FLDUSD has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds on actions and services that are principally directed towards the unduplicated student population as summarized in Section 3a and as explained in detail in section 2 of this plan.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

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

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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

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

01-13-15 [California Department of Education

Appendix A: California Teacher Shortage Crisis

California Teacher Shortage Crisis Overview in Brief

The teacher shortage crisis is real recognizing that teacher recruitment and retention is a high priority for all districts, but especially for small rural districts like Firebaugh Las Deltas USD. State Schools Superintendent Tom Torlakson made an announcement on the Status of Teacher Recruitment and Training Bills at State Capital (June 8, 2016) that acknowledges the fact that the teacher shortage problem started nearly a decade ago.

- Enrollment in CA Teacher Prep programs fell from over 40,000 students in 2008-09 to less than 20,000 in 2012-13.
- In 2014-15 CDE projected that 22,000 teachers were needed in CA, but the CTC only issued 15,000 credentials.
- Bills that Torlakson supports include SB 915 by Senator Carol Liu, D-La Canada Flintridge. This bill re-establishes the California Center on Teaching Careers (Cal Teach) to recruit qualified individuals into the teaching profession. The program boosted teacher recruitment through outreach campaigns in the 1990s but was discontinued due to state budget cuts. SB 915 passed the Senate 28-8 and is pending in the Assembly.
- SB 933 by Senator Ben Allen, D-Santa Monica, would create a California Teacher Corps program that provides matching grants to local school districts to create or expand teacher residency programs. SB 933 passed the Senate 37-0 and is also pending in the Assembly.
- Torlakson also sponsored SB 62, by Senator Fran Pavley, D-Agoura Hills, to reinstate and improve a phased-out state program to provide student loan forgiveness to new teachers. Under the Assumption Program of Loans for Education (APLE), a new teacher would teach for four years at a school with large numbers of disadvantaged students or at a rural school. This bill was introduced last year and is pending in the Assembly Appropriations Committee.
- The Legislature has until August 31 to pass any bills in the 2015–16 session, and Governor Edmund G. Brown Jr. must sign or veto bills by September 30

Appendix B: California Teacher Shortage Crisis

Cabinet Report Excerpt & Highlight Specific to the Teacher Shortage State budget makes a run at new teacher recruitment June 15, 2016

- 2016-17 state budget provides \$35 million to improve recruitment of new teachers.
- The new money for teacher recruitment comes as many districts throughout California struggle to fill vacant slots as the number of college students enrolling in education has dropped since the recession has not recovered.
- 20 million in one-time Proposition 98 funding to reestablish the Classified School Employee Teacher Credentialing Program to provide grants for classified employees to get their teaching credential.
- 15 million to provide grants to postsecondary institution to develop four-year teacher credentialing programs and to create the California Center for Teacher Careers, a statewide recruitment of individuals into the teaching profession.

This information was monitored and closely reviewed during the development of the FLDUSD LCAP with highlights shared with local stakeholders. It is summarized here to support the district's commitment to recruit and retain fully credentialed teachers by offering competitive compensation to compete with the fact that teachers will spend more time on the road to and from work; less time with family; and more wear and tear on their vehicles by choosing to work in Firebaugh versus a district where they reside. More importantly the partial information presented is supported by extensive research to document the teacher shortage crisis which will continue to adversely impact the ability for districts, some more than others, to improve and increase services for unduplicated students.

Appendix C: California Teacher Shortage Crisis

Jan. 19, 2016 (Sacramento) California's Emerging Teacher Shortage Policy Meeting

New Evidence and Policy Responses: Opening Remarks: Sen. Carol Liu, District 25. The Keynote was Linda Darling-Hammond, Learning Policy Institute (LPI), who shared highlights from a report entitled *Addressing California's Emerging Teacher Shortage: An Analysis of Sources and Solutions*. **Panel 1: California's Emerging Teacher Shortage in Perspective:** Louis Freedberg, *EdSource* (moderator); Dave Gordon; Sacramento COE; Jesse Levin, AIR; Kimberly Rodriguez, Office of Senate President pro Tempore; Patrick Shields, LPI; Leib Sutchter, LPI. **Panel 2: Critical Shortages:** Joy Resmovits, *Los Angeles Times* (moderator), Patricia Gandara; UCLA. Lynn Holdheide, AIR; Roy Mendiola, **Firebaugh Las Deltas USD**, Rick Pratt, Assembly Education Committee. **Panel 3: Policy Responses, Pre-Service:** Jill Tucker, *San Francisco Chronicle* (moderator); Ellie Fulbeck, AIR; Roneeta Guha, LPI; Theresa Montano, California Teachers Association; Mary Sandy, Commission on Teacher Credentialing. **Panel 4: Policy Responses, In-Service:** Angela Minnici, AIR (moderator); Lindsay Burningham, San Diego Education Association; Dan Humphrey, Education Policy Consultant; Julia Koppich, J. Koppich & Associates and Katharine Strunk, USC. The event was hosted by: Education Policy Center at AIR; Learning Policy Institute; and Analysis for California Education.

May 16-17th, 2016 (USC): Where do we go from Here? Generating a Research Agenda to Inform Teacher Policy in California and Beyond

Policymaker Panel: What do policymakers need from the research community in order to make evidence-based policy to support long-term improvement in the teacher labor force? Panel members:

- Justo Avila (Executive Director of Human Resources, LAUSD)
- Teri Clark (Director, Professional Services Division, California Commission on Teacher Credentialing)
- Roy Mendiola (Assistant Superintendent, Firebaugh- Las Deltas Unified School District)
- Ana Ponce (CEO, Camino Nuevo Charter Schools)
- Rick Simpson (Deputy Chief of Staff, California Assembly Speaker's Office)
- Ilene Strauss (Vice President, California State Board of Education)
- David Plank (Executive Director, PACE), *Moderator*

Working Group Session I: **Teachers' Early Careers**; Working Group Session II: **Teachers' Mid-Late Careers**; and Working Group Session III: Developing Research Questions and Plans