

Introduction:

LEA: General Shafter Elementary School District **Contact (Name, Title, Email, Phone Number):** Mr. Chris Salyards, Superintendent, chriss@generalshafter.org, (661) 837-1931
LCAP Year: 2015-2018

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

| Involvement Process | Impact on LCAP |
|---|--|
| <p>Board, Administration, Certificated, CTA,, Classified Staff and parent group provided input in the LCAP. The district also used the following resources: Surveys from parents, students and staff. The District also held a districtwide public meeting on March 27th, 2014 at 6:00pm. The Board of Trustees approved the LCAP on June 23rd, 2014. There were no questions than needed a written response.</p> | <p>School Strengths, Weaknesses, Goals, Priorities were discussed. Input received from parent group, Certificated, Classified staff, Board, Administration and surveys from parents, students and staff formed goals and priorities are reflected in the LCAP.</p> |

Annual Update:

Board, Administration, Certificated, CTA, Classified Staff and parent group provided input in the LCAP. The district also used the following resources: Surveys from parents, students and staff. The District also held a district wide public meeting on February 24th, 2015 at 6:00pm and discussed the progress the district made to achieve LCAP goals from 2014-15 and also receive input for goals to the 2015-16 LCAP. The Board of Trustees held a public hearing on June 2nd to review the LCAP and Budget. The Board of Trustees approved the LCAP and Budget on June 18th, 2015. There were no questions that needed a written response. On September 15th, 2015 the school board approved substantial revisions to the LCAP that was approved on June 18th, 2015. All revisions are in this LCAP.

Annual Update:

School Strengths, Weaknesses, Goals, Priorities were discussed. Input received from parent group, Certificated, Classified staff, Board, Administration and surveys from parents, students and staff formed updated goals and priorities are reflected in the LCAP.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

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| GOAL 1: | By 2017 50% of district families will be actively involved in school events as measured by surveys parent club logs and attendance at other school events. | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
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| Identified Need : | 3A. 20% of families are actively involved in school activities and school decision making based upon surveys, parent club, and other school events. 3B. The school district will send flyers, emails, text, and phone trees to 100% parents of all students including unduplicated pupils.. 3C. The General Shafter School district will send flyers, text, emails and phone trees to 100% parents of individuals with exceptional needs. 6.A General Shafter has a 12% suspension rate. 19 suspensions 6.B 0.00% Expulsions 6C. 96% of General Shafter families felt safe according to surveys, by pupils, parents, and teachers in regards to school safety issues. |
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| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: K-8 Families |
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LCAP Year 1: 2015-16

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| Expected Annual Measurable Outcomes: | 3A. 40% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events. 3B. The school district will send flyers, emails, text, and phone trees to 100% parents of all students including unduplicated pupils.. 3C. The General Shafter School district will send flyers, text, emails and phone trees to 100% parents of individuals with exceptional needs. 6.A General Shafter will continue to have a 10% rate. 6.B 0.00% Expulsions 6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| Update Forms Update Data System Newsletters Phone Tree | LEA- wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | While striving to reach our goal of 40% of our families being activity involved in the school events we had Additional Print cost for promotion of activities, meetings, etc. Additional print cost to update forms. Add additional work station in office for community use. 0000: Unrestricted Supplemental and Concentration 500.00 Supplies & Technology. Interpretation services 0000: Unrestricted Supplemental and Concentration 2,000.00 |

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: 3A. 50% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events.
 3B. The school district will send flyers, emails, text, and phone trees to parents of all students including unduplicated pupils..
 3C. The General Shafter School district will send flyers, text, emails and phone trees to parents of individuals with exceptional needs.
 6.A General Shafter will 9% suspension rate.
 6.B 0.00% Expulsions
 6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues..

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Update Forms Update Data System Newsletters Phone Tree | LEA- wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | While striving to reach our goal of 50% of our families being activity involved in the school events we anticipate an additional Print cost for promotion of activities, meetings, etc. Additional print cost to update forms. Purchase phone tree software and implement phone tree announcements. Staff training. Salary and Supplies Supplemental and Concentration \$5,000 |

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: 3A. 80% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events.
 3B. The school district will send flyers, emails, text, and phone trees to parents of all students including unduplicated pupils..
 3C. The General Shafter School district will send flyers, text, emails and phone trees to parents of individuals with exceptional needs.
 6.A General Shafter will have a 8% suspension rate.
 6.B 0.00% Expulsions
 6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues..

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Phone System, Data Forms, Newsletters, Social Media. | | <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 | While striving to reach our goal of 80% of our families being activity involved in the school events we anticipate an additional Print cost for promotion of activities, meetings, etc. Additional print cost to update forms. Add additional work station in office for community use. Supplies & Technology Supplemental and Concentration 10,000 |

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| | | _ Other Subgroups: (Specify) | |
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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| GOAL 2: | By 2017 100% of student population will choose to participate in visual and performing arts. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify |
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| Identified Need : | 20% of students based on a school wide survey participate in a visual and performing arts program. 5A General Shafter has a high attendance rate. 94.94%. 5B 0.00% 5C 0.00% 5D N/A 5E N/A 7A 100% of students will have access to a broad course of study. 7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs. 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs. |
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| Goal Applies to: | Schools: All Applicable Pupil Subgroups: K-8 Students |
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LCAP Year 1: 2015-16

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| Expected Annual Measurable Outcomes: | 66.6 % of Students will participate in visual and performing arts. 20% of students based on a school wide survey participate in a visual and performing arts program. 5A General Shafter has a high attendance rate. 94.94%. 5B 0.00% 5C 0.00% 5D N/A 5E N/A 7A 100% of students will have access to a broad course of study. 7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs. 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| Art Coach Student Displays Community Art Show Elective Course After School Program | LEA - wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent | While striving to reach our goal of 66.6% of our students participating in visual and performing arts we had elective Course work, and awards for shows. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000.00 |

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| | | English proficient _ Other Subgroups: (Specify) | |
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LCAP Year 2: 2016-17

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| Expected Annual Measurable Outcomes: | 100% of Students will participate in visual and performing arts. 20% of students based on a school wide survey participate in a visual and performing arts program. 5A General Shafter has a high attendance rate. 94.94%. 5B 0.00% 5C 0.00% 5D N/A 5E N/A 7A 100% of students will have access to a broad course of study. 7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs. 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| Art Coach Student Displays Community Art Show Elective Course After School Program | LEA - wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | While striving to reach our goal of 100.0% of our students participating in visual and performing arts we anticipate our cost to consist of elective Course work, supplies and awards for shows. Supplies, . Supplies. Supplemental and Concentration 5000.0 After-school Program and staffing. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,000 |

LCAP Year 3: 2017-18

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| Expected Annual Measurable Outcomes: | 100% of student population is involved with visual or performing arts. 20% of students based on a school wide survey participate in a visual and performing arts program. 5A General Shafter has a high attendance rate. 94.94%. 5B 0.00% 5C 0.00% 5D N/A 5E N/A 7A 100% of students will have access to a broad course of study. 7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs. 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| Art Coach Student Displays Community Art Show Elective Course After School Program | | <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) | While striving to reach our goal of 100.0% of our students participating in visual and performing arts we anticipate our cost to consist of elective Course work, supplies and awards for shows. Supplies, After School Program. Staffing, Supplies and transportation 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,000.00 After School Program. Staffing, Supplies and transportation 0000: Unrestricted Supplemental and Concentration 4,000.00 |

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

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| <p>GOAL 3:</p> | <p>By 2017 80% of the district's EL students in attendance 3 years or more will read, write, speak and listen in English proficiently as measured by CELDT AND ADEPT</p> | <p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Identified Need :</p> | <p>50% of 8h grade EL students are reading, writing, speaking and listening proficiently in English based upon CELDT and ADEPT scores. 2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population. 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge. 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3% Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%. 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013. 4C N/A 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA. 4E General Shafter had a reclassification rate of 3.22% 4F N/A 4G N/A</p> | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p>K-8th English learners</p> |

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 70% EL Language proficiency rates by the end of 4th grade.
 2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.
 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.
 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP
 ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%
 Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.
 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.
 4C N/A
 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.
 4E General Shafter had a reclassification rate of 3.22%
 4F N/A
 4G N/A

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor | LEA - wide | _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | While our district strives to reach our goal of 70% of EL Students being proficient by 8th grade we had expenditures for training and supplies. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,024 curriculum, additional staff salary. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,000 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 10,000 |

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: 80% EL Language proficiency rates by the end of 4th grade.
 2A General Shafter has SUBSANTIAL implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.
 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.
 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP
 ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%
 Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.
 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.
 4C N/A
 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.
 4E General Shafter had a reclassification rate of 3.22%
 4F N/A
 4G N/A

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor | LEA - wide | _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | While our district strives to reach our goal of 80% of EL Students being proficient by 4th grade we anticipate expenditures on Training, curriculum, additional staff Salary, supplies and training After school help, training, staffing, supplies. Salary, supplies, training. Supplemental and Concentration \$40,000 |

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: 90% of EL Language proficiency rate by the end of 8th grade.
 2A General Shafter has FULLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.
 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.
 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP
 ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%
 Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.
 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.
 4C N/A
 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.
 4E General Shafter had a reclassification rate of 3.22%
 4F N/A
 4G N/A

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor | | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | While our district strives to reach our goal of 90% of EL Students being proficient by 4th grade we anticipate expenditures on Training, curriculum, additional staff Salary, supplies and training After school help, training, staffing, supplies. Salary, supplies. 0000: Unrestricted Supplemental and Concentration \$28,045 |

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

| | | |
|--------------------------|---|---|
| <p>GOAL 4:</p> | <p>By 2017 90% of the district's students will score at or above proficiency in math. As measured by the SBAC and benchmark testing</p> | <p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Identified Need :</p> | <p>2013 CST data for Mathematics shows 58% of students at or above proficiency. 2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population. 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge. 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3% Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%. 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013. 4C N/A 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA. 4E General Shafter had a reclassification rate of 3.22% 4F N/A 4G N/A</p> | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p>K-8 English Learners</p> |

LCAP Year 1: 2015-16

| | |
|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>80% of Students will be proficient or above</p> <p>2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.</p> <p>2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.</p> <p>4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP</p> <p>ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%</p> <p>Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.</p> <p>4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.</p> <p>4C N/A</p> <p>4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.</p> <p>4E General Shafter had a reclassification rate of 3.22%</p> <p>4F N/A</p> <p>4G N/A</p> |
|---|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|-------------------|---|--|
| <p>Benchmarks</p> <p>Purchase General Curriculum Specialized Curriculum</p> <p>Provide Professional Development Collaborative Meetings</p> <p>After School Program</p> <p>Implementation/Monitoring</p> | <p>LEA - wide</p> | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>In striving to be to have 80% of our students proficient or above we had expenditures for training, curriculum, additional staff, supplies and training</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$35,024</p> <hr/> <p>Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$5,000</p> |

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: 85% of Students will be at or above proficient in Math.
 2A General Shafter has SUBSTANTIAL implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.
 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.
 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP
 ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%
 Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.
 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.
 4C N/A
 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.
 4E General Shafter had a reclassification rate of 3.22%
 4F N/A
 4G N/A

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| Benchmarks Purchase General Curriculum Specialized Curriculum Provide Professional Development Collaborative Meetings After School Program Implementation/Monitoring | LEA - wide | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | In striving to be to have 85% of our students proficient or above we anticipate expenditures on Training, curriculum, additional staff Salary, supplies and training, training, staffing, supplies. Salary, supplies, training. Supplemental and Concentration \$15,000 After School Program Supplemental and Concentration \$15,000 |

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: 90% of Student will be at or above proficient in math.
 2A General Shafter has FULLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.
 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.
 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP
 ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%
 Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.
 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.
 4C N/A
 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.
 4E General Shafter had a reclassification rate of 3.22%
 4F N/A
 4G N/A

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| Benchmarks Purchase General Curriculum Specialized Curriculum Provide Professional Development Collaborative Meetings After School Program Implementation/Monitoring | | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | In striving to be to have 90% of our students proficient or above we anticipate expenditures on Training, curriculum, additional staff Salary, supplies and training After School help, training, staffing, supplies, Salary. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000 Afterschool Program Supplemental and Concentration \$25,000 |

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

| | | |
|---------|---|--|
| GOAL 5: | By 2017 the CCSS and all state standards will be FULLY implemented as measured by the APS and Admin. Observation. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify |
|---------|---|--|

| | |
|-------------------|---|
| Identified Need : | Full implentation of CCSS and all state standards. 1A General Shafter was 100% compliant in the area of appropriately assigned teachers. 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials. 1C All of General Shafter facilities are in good repair and pass Williams Act inspections. 8A General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition. |
|-------------------|---|

| | | |
|------------------|-----------------------------|-----|
| Goal Applies to: | Schools: ALL | |
| | Applicable Pupil Subgroups: | K-8 |

LCAP Year 1: 2015-16

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|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | SUBSTANTIAL to Partial implementation 1A General Shafter was 100% compliant in the area of appropriately assigned teachers. 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials. 1C All of General Shafter facilities are in good repair and pass Williams Act inspections. 8A General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition. The improvement needed is for each group to increase by 5%. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| Purchase new curriculum. Professional development training for personnel. Outside consultation. Teacher evaluations. | LEA | <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) | Our district is striving to have substantial implement ion of CCSS and our expenditures reflect Training, Outside consultation and training. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,000.00 Supplies and Training 4000-4999: Books And Supplies Supplemental and Concentration \$8,000.00 |

LCAP Year 2: 2016-17

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| Expected Annual Measurable Outcomes: | Partial implementation 1A General Shafter was 100% compliant in the area of appropriately assigned teachers. 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials. 1C All of General Shafter facilities are in good repair and pass Williams Act inspections. 8A General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition. The improvement needed is for each group to increase by 7%. |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| Purchase new curriculum. Professional development training for personnel. Outside consultation. Teacher evaluations. | LEA | <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) | Our district is striving to have partial implement ion of CCSS and our expenditures reflect Training, curriculum, Outside consultation. Salary, supplies and training 4000-4999: Books And Supplies Supplemental and Concentration \$30,000 |

LCAP Year 3: 2017-18

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | Full Implementation. 1A General Shafter was 100% compliant in the area of appropriately assigned teachers. 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials. 1C All of General Shafter facilities are in good repair and pass Williams Act inspections. 8A General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition. The improvement needed is for each group to increase by 9%. |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| Purchase new curriculum. Professional development training for personnel. Outside consultation. Teacher evaluations. | | <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 | Our district is striving to have fullll implement ion of CCSS and our expenditures reflect Training, curriculum, Outside consultation. Salary, supplies 4000-4999: Books And Supplies Supplemental and Concentration 30,000 |

| | | | |
|--|--|---------------------------------|--|
| | | _ Other Subgroups: (Specify) | |
|--|--|---------------------------------|--|

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

| | | |
|--------------------------|---|---|
| <p>GOAL 6:</p> | <p>By 2017 90% of the district's students will score at or above proficiency in Language Arts. As measured by the SBAC and benchmark testing</p> | <p>Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Identified Need :</p> | <p>2013 CST data in the area of English Language Arts notes 58% of the district students are at or above proficiency. 2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population. 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge. 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3% Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%. 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013. 4C N/A 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA. 4E General Shafter had a reclassification rate of 3.22% 4F N/A 4G N/A</p> | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p>ALL</p> |

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 80% of Students will be proficient or above
 2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.
 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.
 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP
 ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%
 Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.
 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.
 4C N/A
 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.
 4E General Shafter had a reclassification rate of 3.22%
 4F N/A
 4G N/A

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| Training, curriculum, additional staff Salary, supplies and training | LEA | <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) | GSESD is striving to have 80% of our students proficient or above, expenditures include Training, curriculum, additional staff supplies and training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Salary 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$4,000 |

LCAP Year 2: 2016-17

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <p>90% of Students will be proficient or above</p> <p>2A General Shafter has SUBSTANTIAL implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.</p> <p>2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.</p> <p>4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP</p> <p>ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%</p> <p>Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.</p> <p>4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.</p> <p>4C N/A</p> <p>4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.</p> <p>4E General Shafter had a reclassification rate of 3.22%</p> <p>4F N/A</p> <p>4G N/A</p> |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| After school help, training, staffing, supplies. Salary, supplies, training. | LEA | <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) | GSESD is striving to have 90% of our students proficient or above, expenditures include Training, curriculum, additional staff Salary, supplies and training After school help, training, staffing, supplies. Salary, supplies, training. Supplemental and Concentration \$61,752 |

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: By 2017 90% of the district's students will score at or above proficiency in Language Arts. As measured by the SBAC and benchmark testing

2A General Shafter has FULLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.

2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.

4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP

ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3%

Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%.

4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013.

4C N/A

4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.

4E General Shafter had a reclassification rate of 3.22%

4F N/A

4G N/A

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| By 2017 90% of the district's students will score at or above proficiency in Language Arts. As measured by the SBAC and benchmark testing | LEA | <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) | GSESD is striving to have 90% of our students proficient or above, expenditures include Training, curriculum, additional staff Salary, supplies and training Supplemental and Concentration \$80,000 <hr/> supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2000.00 |

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 1 from prior year LCAP:</p> | <p>By 2017 50% of district families will be actively involved in school events as measured by surveys parent club logs and attendance at other school events.</p> | <p>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 : Specify</p> |
| <p>Goal Applies to: Schools: All Applicable Pupil Subgroups: K-8 Families</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>30% of Families will be actively involved in school events.</p> | <p>Actual Annual Measurable Outcomes:</p> <p>30% of Families will be actively involved in school events.</p> <p>3) *Parent Engagement 3A. 20% of families are actively involved in school activities and school decision making based upon surveys, parent club, and other school events. 3B. The school district will send flyers, emails, text, and phone trees to 100% parents of all students including unduplicated pupils.. 3C. The General Shafter School district will send flyers, text, emails and phone trees to 100% parents of individuals with exceptional needs.</p> <p>4)* Pupil Outcomes 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3% Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%. 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013. 4C N/A 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA.</p> |

| | |
|--|---|
| | <p>4E General Shafter had a reclassification rate of 3.22%</p> <p>4F N/A</p> <p>4G N/A</p> <p>5)*Pupil Engagement</p> <p>5A General Shafter has a high attendance rate. 94.94%.</p> <p>5B 0.00%</p> <p>5C 0.00%</p> <p>5D N/A</p> <p>5E N/A</p> <p>6)*School Climate</p> <p>6.A General Shafter has a 12% suspension rate. 19 suspensions</p> <p>6.B 0.00% Expulsions</p> <p>6C. 96% of General Shafter families felt safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.</p> |
|--|---|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | | | | | |
|---|---|---|--|---|------------------|----------|--|
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | | | | | |
| Update Forms Update Data System Newsletters Phone Tree | Additional Print cost for promotion of activities, meetings, etc. Additional print cost to update forms. Supplies Supplemental and Concentration \$1,000 | Forms, Newsletters, Meetings, Promotions | Printing Newsletters, Printing Forms, Food for meetings, promotions materials. Supplemental and Concentration 750.00 | | | | |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> </table> | Scope of Service | LEA-Wide | | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> </table> | Scope of Service | LEA-Wide | |
| Scope of Service | LEA-Wide | | | | | | |
| Scope of Service | LEA-Wide | | | | | | |
| <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <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) | | | | | |

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| <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>General Shafter School District will be purchasing a phone tree system that will communicate with parents in multiple languages. General Shafter will also hire trustworthy interpreters for those who need interpretation services.</p> | | |

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

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

| | | |
|---------------------------------------|--|--|
| Original GOAL 2 from prior year LCAP: | By 2017 100% of student population will choose to participate in visual and performing arts. | 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 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: K-8 Students | |
| Expected Annual Measurable Outcomes: | 33.3% of Students will participate in visual and performing arts. | <p>Actual Annual Measurable Outcomes:</p> <p>33.3% of Students will participate in visual and performing arts.</p> <p>3) *Parent Engagement 3A. 20% of families are actively involved in school activities and school decision making based upon surveys, parent club, and other school events. 3B. The school district will send flyers, emails, text, and phone trees to 100% parents of all students including unduplicated pupils.. 3C. The General Shafter School district will send flyers, text, emails and phone trees to 100% parents of individuals with exceptional needs.</p> <p>5)*Pupil Engagement 5A General Shafter has a high attendance rate. 94.94%. 5B 0.00% 5C 0.00% 5D N/A 5E N/A</p> <p>6)*School Climate 6.A General Shafter has a 12% suspension rate. 19 suspensions 6.B 0.00% Expulsions 6C. 96% of General Shafter families felt safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.</p> |

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| | | | <p>7)* Course Access 7A 100% of students will have access to a broad course of study. 7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs. 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.</p> <p>8)* Other Pupil Outcomes 8A General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition.</p> |
|--|--|--|--|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| Art Coach Student Displays Community Art Show Elective Course After School Program | Additional Art supplies. Promotion of Art Show and awards. Supplies Supplemental and Concentration \$1,000 | Community Art Show | Promotion, Art Supplies and Awards, refreshments at art show 4000-4999: Books And Supplies Supplemental and Concentration 3140.92 |
| Scope of Service: LEA-Wide | | Scope of Service: LEA-Wide | |
| X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The General Shafter Community Art show was a great success. We will continue with the art show. In the coming year, along with the art show, General Shafter will hire a performing arts instructor to put together a play for the community to enjoy. This will include a choir, and performers. |
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

| | | |
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| <p>Original GOAL 3 from prior year LCAP:</p> | <p>By 2017 80% of the district's 4th grade EL students in attendance 3 years or more will read, write, speak and listen in English proficiently as measured by CELDT AND ADEPT</p> | <p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Goal Applies to: Schools: All Applicable Pupil Subgroups: K-8th English learners</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>60% EL Language proficiency rates by the end of 4th grade.</p> | <p>Actual Annual Measurable Outcomes:</p> <p>60% EL Language proficiency rates by the end of 4th grade.</p> <p>2) *Implementation of Common Core and all adopted State Standards 2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population. 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.</p> <p>4)* Pupil Outcomes 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3% Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%. 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013. 4C N/A 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA. 4E General Shafter had a reclassification rate of 3.22% 4F N/A 4G N/A</p> |

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| | <p>5) Pupil Engagement 5A General Shafter has a high attendance rate. 94.94%. 5B 0.00% 5C 0.00% 5D N/A 5E N/A</p> <p>8)* Other Pupil Outcomes 8A General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition.</p> |
|--|--|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|--|--|--|--|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor</p> | <p>Add training for staff. Provide, curriculum Supplies and training.</p> <p style="text-align: center;">Supplemental and Concentration \$15,000</p> | <p>Conducted needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor</p> | <p>Training and Curriculum 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 7654.38</p> <p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3,000.00</p> <p>Staffing 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,000.00</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$10,000</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-WIDE</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

General Shafter will be hiring staff members for extra help with our EL population. There will also be an after school program starting in August 2015 to provide help for the EL population along with all of our students. General Shafter will be combining Goals 3 and 4 to create one goal moving forward.

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

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

| | | |
|---------------------------------------|--|---|
| Original GOAL 4 from prior year LCAP: | By 2017 80% of the districts 8th grade EL students in attendance 3 years or more will read, write, speak and listen in English proficiently as measured by CELDT AND ADEPT | Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: K-8 English Learners | |
| Expected Annual Measurable Outcomes: | 60% EL Language proficiency rates by the end of 8th grade. | <p>Actual Annual Measurable Outcomes:</p> <p>60% EL Language proficiency rates by the end of 8th grade.</p> <p>2) *Implementation of Common Core and all adopted State Standards 2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population. 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.</p> <p>4)* Pupil Outcomes 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3% Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%. 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013. 4C N/A 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA. 4E General Shafter had a reclassification rate of 3.22% 4F N/A 4G N/A</p> |

| | | 8)* Other Pupil Outcomes General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition. | |
|---|---|---|--|
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor | Add training for staff. Provide, curriculum Supplies and training. Supplemental and Concentration \$15,000 | Conducted needs assessment Provide Support and training to teachers Train teachers in new ELD standards and framework Purchase curriculum Comprehensive PD in CELDT language proficiency levels, rubrics and implementation in classroom. Implement/Monitor | Supplies 0000: Unrestricted Supplemental and Concentration 7654.38 Staffing 2000-2999: Classified Personnel Salaries Supplemental and Concentration 12000.0 Training and Curriculum 0000: Unrestricted Supplemental and Concentration 2500.0 |
| Scope of Service | LEA-Wide | Scope of Service | LEA-Wide |
| <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | General Shafter will be hiring staff members for extra help with our EL population. There will also be an after school program starting in August 2015 to provide help for the EL population along with all of our students. General Shafter will be combining Goals 3 and 4 to create one goal moving forward. | | |

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

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

| | | |
|---------------------------------------|---|--|
| Original GOAL 5 from prior year LCAP: | By 2017 90% of the district's students will score at or above proficiency in Math. As measured by the SBAC and benchmark testing. | Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 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 |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: K-8 | |
| Expected Annual Measurable Outcomes: | 70% of Students will be proficient or above | <p>Actual Annual Measurable Outcomes:</p> <p>70% of Students will be proficient or above</p> <p>2) *Implementation of Common Core State Standards 2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population. 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.</p> <p>4)* Pupil Outcomes 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3% Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%. 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013. 4C N/A 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA. 4E General Shafter had a reclassification rate of 3.22% 4F N/A 4G N/A</p> |

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| | | <p>5)* Pupil Engagement 5A General Shafter has a high attendance rate. 94.94%. 5B 0.00% 5C 0.00% 5D N/A 5E N/A</p> <p>7)*Course Access 7A 100% of students will have access to a broad course of study. 7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs. 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.</p> <p>8)* Other Pupil Outcomes General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition.</p> |
|--|--|--|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|--|--|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Benchmarks Purchase General Curriculum Specialized Curriculum Provide Professional Development Collaborative Meetings After School Program Implementation/Monitoring | Add training for staff. Provide, curriculum Supplies and training. Supplemental and Concentration \$15,000 | Curriculum, Professional Development | Purchased Curriculum and Professional development 4000-4999: Books And Supplies Supplemental and Concentration 15,422.17 |
| Scope of Service LEA Wide | | Scope of Service LEA-Wide | |
| <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English | | <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 | |

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| proficient _ Other Subgroups: (Specify) | | _ 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? | General Shafter will be hiring staff members for extra help with our student population to increase math skills. There will also be an after school program starting in August 2015 to provide help for the student population. | | |

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

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

| | | | | |
|--|---|---|--|--|
| Original GOAL 6 from prior year LCAP: | By 2017 the CCSS will be FULLY implemented as measured by the APS and Admin. Observation. | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify | |
| Goal Applies to: | Schools: ALL | ----- | | |
| | Applicable Pupil Subgroups: | ALL | | |
| Expected Annual Measurable Outcomes: | PARTIAL implementation | | Actual Annual Measurable Outcomes: | PARTIAL implementation 1) * Basic Services 1A General Shafter was 100% compliant in the area of appropriately assigned teachers. 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials. 1C All of General Shafter facilities are in good repair and pass Williams Act inspections. 3)* Parent Engagement 3A. 20% of families are actively involved in school activities and school decision making based upon surveys, parent club, and other school events. 3B. The school district will send flyers, emails, text, and phone trees to 100% parents of all students including unduplicated pupils.. 3C. The General Shafter School district will send flyers, text, emails and phone trees to 100% parents of individuals with exceptional needs. |
| LCAP Year: 2014-15 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | | |
| Purchase new curriculum. Professional development training for | Add training for staff. Provide, | Add training for staff. Provide, curriculum | Math Curriculum "Go Math" 4000- | |

| | | | | | | | |
|---|---|------------------------|---|--|------------------|----------|--|
| personnel. Outside consultation. Teacher evaluations. | curriculum Supplies and training. Supplemental and Concentration \$15,000 | Supplies and training. | 4999: Books And Supplies Supplemental and Concentration 15,422.17 | | | | |
| <table border="1"> <tr> <td data-bbox="111 313 226 370">Scope of Service</td> <td data-bbox="247 313 504 342">LEA</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Scope of Service | LEA | | <table border="1"> <tr> <td data-bbox="1047 313 1163 370">Scope of Service</td> <td data-bbox="1184 313 1497 342">LEA-Wide</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Scope of Service | LEA-Wide | |
| Scope of Service | LEA | | | | | | |
| Scope of Service | LEA-Wide | | | | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | General Shafter will once again be utilizing GO MATH. The plan is to purchase Language Arts curriculum when available. General Shafter is implementing CCSS at a gradual pace while keeping our parents informed. | | | | | | |

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

| | | |
|---------------------------------------|---|---|
| Original GOAL 7 from prior year LCAP: | By 2017 90% of the district's students will score at or above proficiency in Language Arts. As measured by the SBAC and benchmark testing | Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 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 |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: K-8 | |
| Expected Annual Measurable Outcomes: | 70% of Students will be proficient or above | <p>Actual Annual Measurable Outcomes:</p> <p>70% of Students will be proficient or above</p> <p>2) *Implementation of Common Core and all adopted State Standards 2A General Shafter has PARTIALLY implemented the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population. 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge.</p> <p>4)* Pupil Outcomes 4A General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter used the STAR test results and will be changing to the CAASP ELA Proficient – All 58.5%, Hispanic 59.8%, White 47.1, SED 61.7%, EL 59.7%, SWD 33.3% Math Proficient – All 58.5%, Hispanic 59.6%, White 52.9%, SED 63.3%, EL 62.9%, SED 41.7%. 4B General Shafter has and will continue to strive for the highest achievement while using the state measuring mechanism General Shafter had a 802 API score in 2013. 4C N/A 4D General Shafter had 63% of EL students proficient in Math and 60% of EL students proficient in ELA. 4E General Shafter had a reclassification rate of 3.22% 4F N/A</p> |

| | | | |
|--|--|--|---|
| | | | <p>4G N/A</p> <p>5)* Pupil Engagement 5A General Shafter has a high attendance rate. 94.94%. 5B 0.00% 5C 0.00% 5D N/A 5E N/A</p> <p>7)* Course Access 7A 100% of students will have access to a broad course of study. 7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs. 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.</p> <p>8)* Other Pupil Outcomes General Shafter Physical Education results were 5th grade needing improvement, 1.5% In aerobic capacity and 42.1% in body composition. 7 Grade was 50% in aerobic capacity and 50% in body composition.</p> |
|--|--|--|---|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|--|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Design, organize and implement an after school program. Build Infrastructure, Hire Personnel, Resources/, Materials, Curriculum. Parents Surveys. Transportation. | Add training for staff. Provide, curriculum Supplies and training. Supplemental and Concentration \$11,143 | | Training, Workshops., Materials, Technology Supplemental and Concentration 26,589.00 |
| Scope of Service LEA | | Scope of Service LEA -WIDE | |
| <u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English | | <u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient | |

| | | | |
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| proficient _ Other Subgroups: (Specify) | | _ 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? | General Shafter plans to adopt Language Art Curriculum and continue to offer training as well and hire extra staffing. | | |

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: | \$213,548 |
| <p>General Shafter School District has projected the following revenue amounts: 2015-16 = \$213,548, 2016-17 = 216,611, 2017-18=.\$205,045 General Shafter will use these funds in a schoolwide/districtwide manner to improve and increase expenditures by upgrading our curriculum, purchasing resources, hiring personnel, providing extra help and extracurricular activities. Based upon surveys and community and staff meetings, we feel our funds are best served by providing increased outreach to our parents and community, teacher training and new curriculum along with the implementation of an after school program. The families of the General Shafter school district will be impacted in a positive way by the increased quality of education they will receive. 82.35% of the General Shafter School District’s students are identified as either Low Income, English Learners, or Foster Youth, and as these pupils are enrolled proportionally in our one-school school district, the district determined that the most effective use of its LCFF Supplemental and Concentration Grant Funds would be to enhance all prioritized services district-wide to these students in our single school. These enhanced resources will be primarily directed to meet the need of unduplicated students.</p> | |

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.

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|--|---|
| 21.2 5 | % |
| <p>The following services provided include English Learners, Redesignated English Learners, low income and foster youth to improve as identified in above sections of this LCAP. IMPROVED SERVICES FOR UNDUPLICATED STUDENTS =New textbook and supplementary materials, Software for parent’s involvement, Software for student achievement, professional development , art supplies, testing materials, awards, quality of instruction. INCREASED SERVICES FOR UNDUPLICATED STUDENTS = Additional personnel, After School program, Parent Resources, Additional Personnel, elective programs, community resource center, computers, community outreach, transportation, Common Core training, tutoring. General Shafter Minimum Proportionality Percentage (MPP) is 13.06% for 2014-15 and 21.25% in 2015-16.</p> | |

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Section 4: Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|------------------------|----------------------|------------|------------|------------|----------------|
| Funding Source | Annual Update Budgeted | Annual Update Actual | Year 1 | Year 2 | Year 3 | Year 1-3 Total |
| All Funding Sources | 73,143.00 | 134,133.02 | 213,548.00 | 186,752.00 | 205,045.00 | 605,345.00 |
| Supplemental and Concentration | 73,143.00 | 134,133.02 | 213,548.00 | 186,752.00 | 205,045.00 | 605,345.00 |

| Total Expenditures by Object Type | | | | | | |
|---|------------------------|----------------------|------------|------------|------------|----------------|
| Object Type | Annual Update Budgeted | Annual Update Actual | Year 1 | Year 2 | Year 3 | Year 1-3 Total |
| All Expenditure Types | 1,000.00 | 134,133.02 | 213,548.00 | 111,752.00 | 180,045.00 | 505,345.00 |
| | 1,000.00 | 27,339.00 | 0.00 | 66,752.00 | 90,000.00 | 156,752.00 |
| 0000: Unrestricted | 0.00 | 10,154.38 | 2,500.00 | 0.00 | 32,045.00 | 34,545.00 |
| 1000-1999: Certificated Personnel Salaries | 0.00 | 0.00 | 80,000.00 | 0.00 | 25,000.00 | 105,000.00 |
| 2000-2999: Classified Personnel Salaries | 0.00 | 42,000.00 | 25,000.00 | 15,000.00 | 1,000.00 | 41,000.00 |
| 3000-3999: Employee Benefits | 0.00 | 10,000.00 | 19,000.00 | 0.00 | 0.00 | 19,000.00 |
| 4000-4999: Books And Supplies | 0.00 | 36,985.26 | 10,000.00 | 30,000.00 | 32,000.00 | 72,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 0.00 | 0.00 | 20,024.00 | 0.00 | 0.00 | 20,024.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 0.00 | 7,654.38 | 57,024.00 | 0.00 | 0.00 | 57,024.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|--------------------------------|------------------------|----------------------|------------|------------|------------|----------------|
| Object Type | Funding Source | Annual Update Budgeted | Annual Update Actual | Year 1 | Year 2 | Year 3 | Year 1-3 Total |
| All Expenditure Types | All Funding Sources | 1,000.00 | 134,133.02 | 213,548.00 | 111,752.00 | 180,045.00 | 505,345.00 |
| | Supplemental and Concentration | 1,000.00 | 27,339.00 | 0.00 | 66,752.00 | 90,000.00 | 156,752.00 |
| 0000: Unrestricted | Supplemental and Concentration | 0.00 | 10,154.38 | 2,500.00 | 0.00 | 32,045.00 | 34,545.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 0.00 | 0.00 | 80,000.00 | 0.00 | 25,000.00 | 105,000.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental and Concentration | 0.00 | 42,000.00 | 25,000.00 | 15,000.00 | 1,000.00 | 41,000.00 |
| 3000-3999: Employee Benefits | Supplemental and Concentration | 0.00 | 10,000.00 | 19,000.00 | 0.00 | 0.00 | 19,000.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 0.00 | 36,985.26 | 10,000.00 | 30,000.00 | 32,000.00 | 72,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 0.00 | 0.00 | 20,024.00 | 0.00 | 0.00 | 20,024.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|-----------------------------------|------------------------|----------------------|-----------|--------|--------|----------------|
| Object Type | Funding Source | Annual Update Budgeted | Annual Update Actual | Year 1 | Year 2 | Year 3 | Year 1-3 Total |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental and Concentration | 0.00 | 7,654.38 | 57,024.00 | 0.00 | 0.00 | 57,024.00 |

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).