

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
General Shafter Elementary School District	Mr. Chris Salyards Superintendent	chriss@generalshafter.org (661) 837-1931

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

General Shafter School District is a school district that is comprised of one K-8 school. GESD was founded in 1904 in a rural part Kern County located just south of Bakersfield. Currently GESD serves 155 students. Historically, the General Shafter Community has been a very tight group of people who are proud of their community school. GESD has a 46% EL student population and 76% Socioeconomically Disadvantaged pupil population. Many of our students succeed beyond high school and become responsible citizens that benefit our community. General Shafter School district is looking to the future with the possibility of growth via the expansion of the Tejon Grapevine Development. GESD is very proud of the accomplishments made throughout the years and this past year and look forward to continued growth through student achievement and community involvement.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

In this LCAP one would see that General Shafter School District worked very hard to grow parental and community support through various activities and expenditures. GESD utilized such things as ART shows, BBQ's and meetings to incorporate the family and community. In this LCAP student achievement was a high priority. EL pupils garnered much attention with the continued development of our EL program. Curriculum and personnel was some highlighted expenditures. Because of this hard work we witnessed tremendous growth. Also, overall student achievement was realized through the hard work of our staff and proof provided by bench marking etc. As GESD moves forward, EL pupils will remain a top priority as well as overall pupil achievement. GESD will have added emphasis on our facility needs making sure all of our pupils are being taught with the most updated resources. Professional Development will be a highlighted feature in this LCAP. Moving forward parent training, emphasis on science, creation of modern learning environments, and customer service will be key elements for improvement.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

1. Over the year our greatest progress has been realized in our English Learners through the creation of our Program Assistant position which was funded because of LCFF funds. Utilizing the State Metrics our suspension rate is "BLUE" and our SBAC math is "YELLOW". Our program assistant has been able to implement the IRead curriculum which was also funded by LCFF funds and has led to significant growth in our English Learners. In some instances students have grown a whole letter grade this year.
2. Our district has continued to make parent involvement a top priority. Through advertisements, and the creation of opportunities for parents to be on campus more our parent involvement has remained high. We look forward to this trend continuing. We are proudly looking for ways to keep our parents involved.
3. General Shafter ESD has put a greater emphasis on Professional Development. Our staff is beginning to see the rewards and benefits of such priorities.
4. General Shafter ESD students have benefited from implementation of the creation of a modern learning environment. Our district has a Chromebook for each student.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

1. According to the DATA present on the Dashboard, General Shafter ESD has no "RED" performance categories. Although, according to the 2017 DASHBOARD our English Learners were in the "BLUE" category we will continue to make English Learners a priority of our district.
2. General Shafter staff has identified technology in our classrooms as a great need. In the coming years General Shafter will address this through the creation of a goal.
3. General Shafter has identified a greater quality of customer service to our stakeholders, parents, staff and students as a need.
4. General Shafter staff and parents both have identified parent training as a priority for success of our students. We will look for ways to offer parent training.
5. A greater emphasis on the sciences especially with anticipated curriculum adoption. We look forward to providing professional development for staff members and promote growth in the area of science.
6. All classrooms in the district need to have modern learning resources, furniture etc.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

None at this time. We do intend to continue to grow in all areas.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

1. Parent Training - General Shafter ESD intends to search for an outside vendor to provide Parent Training for our community. Topics will include, understanding the school system, importance of involvement in school activities and education of their child, how to prepare for college.
2. Customer Service - General Shafter ESD will provide better customer service by way of clear communication. This will be done by added personnel to provide quality service to our stakeholders, community, staff and students.
3. Continue development of EL Program - General Shafter ESD has witnessed growth within our EL pupils. We will continue to enhance our EL program with a goal of reaching higher growth.
4. STEM - General Shafter ESD anticipates introduction to science on a new level. With newly adopted curriculum we anticipate STEM being an increased service to our district.
5. Create Modern Learning environments through the purchase of 21st century furniture and technology.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$2,845,288
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$426,500.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures for General Shafter ESD not listed in LCAP include salaries and benefits for certificated and classified staff, books and supplies, rental , lease and repairs, operating costs such as utilities, as well as services provided by outside vendors and capital expenditures.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,278,985

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

The district will provide families with opportunities for parent training, picnic days, art shows, science fairs, as well as opportunities for input into district wide decision making, and high level of customer service to Stakeholders, Parents, Students and Staff. Progress will be measured by surveys, attendance logs, and attendance at other school events.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority: #3 - Parent Involvement (A) Efforts to seek parent input in making decisions for district and school sites.

17-18

3A. 90% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events.

Baseline

By 2017 80% of district families will be actively involved in school events as measured by surveys parent club logs and attendance at other school events.

3A. 80% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events.

Metric/Indicator

Priority #3- Parent Involvement (B) How district promotes participation of parents for unduplicated pupils.

Actual

In 2017 80% of the district families have been actively involved in school events as measured by surveys parent club logs and attendance at other school events.

3A. 80% of families have been actively involved in school activities and school decision making based upon surveys, parent club, and other school events.

3B. The school district has sent flyers, emails, text, and phone trees to parents of all students including unduplicated pupils.

Expected

17-18

3B. 90% of families will be actively involved due to The school district sending flyers, emails, text, and phone trees to parents of all students including unduplicated pupils.

Baseline

3B. The school district will send flyers, emails, text, and phone trees to parents of all students including unduplicated pupils.

Metric/Indicator

Priority #3 - Parent Involvement (C) How district promotes participation of parents for pupils with exceptional needs.

17-18

3C. 90% of families will be actively involved due to General Shafter School district sending flyers, text, emails and phone trees to parents of individuals with exceptional needs.

Baseline

3C. The General Shafter School district will send flyers, text, emails and phone trees to parents of individuals with exceptional needs.

Metric/Indicator

Priority #6 - School Climate (A) Pupil Suspension Rate

17-18

6.A General Shafter's suspension rate to not exceed 2%.

Baseline

6.A General Shafter's suspension rate to not exceed 2%.

Metric/Indicator

Priority #6 - School Climate (B) Pupil Expulsion Rate

17-18

6.B Will have 0.00% Expulsions

Baseline

6.B Will have 0.00% Expulsions

Metric/Indicator

Priority #6 - School Climate (C) Other local measures on sense of safety and school connectedness

17-18

6C. 100% of General Shafter parents, students, staff and stakeholders will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.

Actual

3C. The General Shafter School district has sent flyers, text, emails and phone trees to parents of individuals with exceptional needs.

6.A General Shafter's suspension rate has not exceeded 2%.

6.B Had 0.00% Expulsions

6C. 100% of General Shafter parents, students, staff and stakeholders have felt safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.

Expected

Actual

Baseline
6C. 100% of General Shafter parents, students, staff and stakeholders will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.

Metric/Indicator
Priority: #5 - Pupil Engagement (A) School attendance rates.

17-18

5A General Shafter wants to maintain an attendance rate of at least 96.2%

Baseline

5A General Shafter wants to maintain an attendance rate of at least 96.2%

Metric/Indicator

Priority: #5 - Pupil Engagement (B) Chronic absenteeism rates.

17-18

5B Chronic Absenteeism: Reduce from 2% to 0%

Baseline

5B Chronic Absenteeism: Reduce from 2% to 0%

Metric/Indicator

Priority #6 - School Climate (A) Pupil Suspension Rate

17-18

6.A General Shafter's suspension rate to not exceed 2%.

Baseline

6.A General Shafter's suspension rate to not exceed 2%.

Metric/Indicator

Priority #6 - School Climate (B) Pupil Expulsion Rate

17-18

6.B Will have 0.00% Expulsions

Baseline

6.B Will have 0.00% Expulsions

Metric/Indicator

Priority #6 - School Climate (C) Other local measures on sense of safety and school connectedness

17-18

6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.

5A General Shafter has maintained an attendance rate of at least 96.2%

5B Chronic Absenteeism: Reduced from 2% to 0%

6.A General Shafter's suspension rate has not exceeded 2%.

6.B Had 0.00% Expulsions

6C. 100% of General Shafter families have felt safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.

Expected

Baseline
6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.

Metric/Indicator
Priority #7 Course Access (A)
100% of students are enrolled in all required areas of broad coursework.
100% of all students are enrolled in P.E.
100% of 3rd-5th grade students are enrolled in VAPA.

17-18
7A 100% of student will have access to a broad course of study

Baseline
7A 100% of student will have access to a broad course of study.

Metric/Indicator
Priority #7 Course Access (B)
100% of unduplicated students are enrolled in all required areas of broad coursework.
100% of unduplicated students are enrolled in P.E.
100% of unduplicated 3rd-5th grade students are enrolled in VAPA.

17-18
7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs.

Baseline
7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs.

Metric/Indicator
Priority: #7 - Course Access (C)
100% of students with exceptional needs are enrolled in all required areas of broad coursework.
100% of students with exceptional needs are enrolled in P.E.
100% of students with exceptional needs 3rd-5th are enrolled in VAPA.

17-18
7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.

Baseline
7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.

Actual

7A 100% of student have had 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.
100% of students with exceptional needs are enrolled in P.E.
100% of students with exceptional needs 3rd-5th are enrolled in VAPA.

Expected

Actual

<p>Metric/Indicator Priority: #5 - Pupil Engagement (C) Middle School dropout rates. 17-18 5C Middle School Dropout rate: Maintain 0% Baseline 5C Middle School Dropout rate: Maintain 0%</p>	<p>5C Middle School Dropout rate: Maintained 0%</p>
<p>Metric/Indicator Priority: #5 - Pupil Engagement (D) High School dropout rates. 17-18 5D High School Dropout rate: N/A Baseline 5D High School Dropout rate: N/A</p>	<p>5D High School Dropout rate: N/A</p>
<p>Metric/Indicator Priority: #5 - Pupil Engagement (E) High School Graduation rates. 17-18 5E High School Graduation Rate: N/A Baseline 5E High School Graduation Rate: N/A</p>	<p>5E High School Graduation Rate: N/A</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Phone System Data Forms, Newsletters Social Media</p>	<p>Phone System Data Forms, Newsletters Social Media</p>	<p>While striving to reach our goal of 90% 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 &</p>	<p>Phone: \$400.00 Data Form: \$300.00</p>

Technology 5900:
Communications Supplemental
and Concentration 10,000

Additional Printing 5000-5999:
Services And Other Operating
Expenditures Supplemental and
Concentration \$500.00

Social Media : \$0.00

Action 2

Planned
Actions/Services
Parent Training

Actual
Actions/Services
No action was taken this year.

Budgeted
Expenditures
Introduce and Implement
Outsourced parent training 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$5,000

Estimated Actual
Expenditures
Parent Training: \$0.00

Action 3

Planned
Actions/Services
Contracted with Boys and Girls
Club for After School Program

Actual
Actions/Services
The enrollment for the After School
program contracted through Boys
and Girls club was lower than
expected. Thus our budgeted
expenditures were not realized.

Budgeted
Expenditures
After School Program staffing and
supplies. Services provided by
Boys and Girls Club of America.
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental and
Concentration \$75,000

Estimated Actual
Expenditures
After School Program staffing and
supplies. Services provided by
Boys and Girls Club of America.
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental and
Concentration \$58,908

Action 4

Planned
Actions/Services
Hiring of additional office staff to
offer better customer service

Actual
Actions/Services
General Shafter School district
hired additional office staff to
provide better customer service to
our stakeholders, parents, staff
and students.

Budgeted
Expenditures
Staffing to provide quality service
to stakeholder, parents, staff and
students. 2000-2999: Classified
Personnel Salaries Supplemental
and Concentration \$30,000

Estimated Actual
Expenditures
After School Program staffing and
supplies. Services provided by
Boys and Girls Club of America.
2000-2999: Classified Personnel

Salaries Supplemental and Concentration \$35,138

3000-3999: Employee Benefits Supplemental and Concentration \$14,837

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Expansion of Fine Arts & Performing Arts

Cost for instruction was much less than anticipated. Supplies and equipment cost were down due to donations to school district.

Outsourced Instruction for the arts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,000

Outsourced Instruction for the arts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$450

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Hands on Field Trip in areas of Science and History

General Shafter students were afforded the opportunity to visit the California Science Center and the Ronald Reagan Library with LCFF funding.

Transportation to/from trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000

Transportation to/from trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,234

Field Trip Admission Fee's 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,000

Field Trip Admission Fee's 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$952

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

General Shafter School District worked hard to implement all aspects of this goal. As our district continues to value our relationship with our families and community we are striving to create opportunities for growth. We are proud of our progress and look to improve in areas we did not meet our goals.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions in this goal are proving to be effective by the progress in participation in school events. Responses from our survey and participation in events prove we are on the right track. The same surveys also let us know areas we can improve.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures were not realized in the areas of printing etc. Also, in the cost of the After School program operated by Boys and Girls club as our enrollment was down. We were not able to implement the parent training but plan to do so in the coming year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will not budget for printing cost, social media etc. We will also be continuing the After School program through the Boys and Girls club.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP . Duplicate the table as needed.

Goal 2

Districts students will make progress in Math and Language Arts. As measured by the SBAC, Benchmarking, and CELDT/ELPAC

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
Priority: #2 - State Standards (A) Implementation of CA academic and performance standards.

17-18

District students will make progress in Math and Language Arts as measured by state and local assessments.

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

Baseline

90% of Districts students will make progress in Math and Language Arts. As measured by the SBAC, Benchmarking, and CELDT/LPAC.

2A General Shafter will SUBSTANTIALLY implement the common core, NGSS, and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.

Actual

90% of Districts students have made progress in Math and Language Arts. As measured by the SBAC, Benchmarking, and CELDT/LPAC.
2A General Shafter SUBSTANTIALLY implemented the common core, NGSS, and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.

Expected

Actual

<p>Metric/Indicator Priority: #2 - State Standards (B) How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency.</p> <p>17-18 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency.</p> <p>Baseline 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency.</p>	<p>2B 100% of EL students had access to CCSS and ELD standards for the purpose of obtaining content knowledge and language proficiency.</p>
<p>Metric/Indicator Priority: #4 - Student Achievement (A) Statewide assessments.</p> <p>17-18 4A 2015-16 CAASPP results met/exceed standards: ELA (All students): 32%, (ELs): 29%. Math: (All) 38%, (ELs): 40%. Met/exceed standards percentages to increase by at least 1%.</p> <p>Baseline 4A 2014-15 CAASPP results met/exceed standards: ELA (All students): 31%, (ELs): 28%. Math: (All) 37%, (ELs): 39%. Met/exceed standards percentages to increase by at least 1%.</p>	<p>4A 2014-15 CAASPP results met/exceeded standards: ELA (All students): 31%, (ELs): 28%. Math: (All) 37%, (ELs): 39%. Met/exceeded standard percentages that increased by at least 1%.</p>
<p>Metric/Indicator Priority: #4 - Student Achievement (B) Academic Performance Index.</p> <p>17-18 4B API: N/A</p> <p>Baseline 4B API: N/A</p>	<p>4B API: N/A</p>
<p>Metric/Indicator Priority: #4 - Student Achievement (C) Percentage of pupils completing a-g or CTE sequences/programs</p> <p>17-18 4C U/C, CSU: N/A</p> <p>Baseline 4C U/C, CTE: N/A</p>	<p>4C U/C, CTE: N/A</p>
<p>Metric/Indicator Priority: #4 - Student Achievement (D) Percentage of EL pupils making progress toward English proficiency (AMAO 1).</p>	<p>4. CELDT had improvement from 51% to at least 52%</p>

Expected

Actual

<p>17-18 4D CELDT have improvement from 51% to at least 52% Baseline 4. CELDT will have improvement from 51% to at least 52%</p>	
<p>Metric/Indicator Priority: #4 - Student Achievement (E) English Learner reclassification rate (Using AMAO 2 but log reclass rate). 17-18 4E General Shafter will have a reclassification rate of 23% Baseline 4E General Shafter will have a reclassification rate of 22%</p>	<p>4E General Shafter had a reclassification rate of 22%</p>
<p>Metric/Indicator Priority: #4 - Student Achievement (F) Percentage of pupils passing AP exam with 3 or higher. 17-18 4F AP Passage: N/A Baseline 4F AP Passage: N/A</p>	<p>4F AP Passage: N/A</p>
<p>Metric/Indicator Priority: #4 - Student Achievement (G) % of pupils who participate in and demonstrate college preparedness on EAP (for other). 17-18 4G EAP: N/A Baseline 4G EAP: N/A</p>	<p>4G EAP: N/A</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Conduct needs assessment Provide Support and training to</p>	<p>Training was provided to our staff in new ELD and LA standards.</p>	<p>Training 5800: Professional/Consulting Services</p>	<p>Training 5800: Professional/Consulting Services</p>

teachers Train teachers in new ELD and LA standards and framework Comprehensive PD in ELPAC language proficiency levels, rubrics and implementation in classroom. Implement/Monitor, SBAC and Benchmarking. EL Intervention Staffing, Instructional Aide

ELPAC trains was provided to the site principal and EL coordinator.

And Operating Expenditures Supplemental and Concentration \$5,000

EL Intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,481

Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$15,000

And Operating Expenditures Supplemental and Concentration \$1,805

EL Intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,793

Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$14,837

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall achievement of our students proves that this goal is valuable to the students of our district. We will continue to strive to make progress.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Training was effective and beneficial to our staff. However, the greatest benefit was through the hiring of EL Staff who focused on the students in need. We will continue to fund EL staff through LCAP funding and look forward to continued progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgets for staffing were close to being accurate. Projected expense for salaries was a little low. The greatest difference was in the budgeted expenditures for training. We utilize free training for our staff through KCSOS office. Because of the free resources our expenditures were lower than projected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will not make any changes to this goal at this time. We would like to build upon the success and continue the constancy of dedicated services to our EL pupils. Our stakeholders are very passionate about this program.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

The district will provide full implementation of Common Core State Standards and access to technology to create a modern learning environment for all students.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator Priority: #1 - Basic (A) Teachers appropriately assigned and fully credentialed for assignment.		1A General Shafter is 100% compliant in the area of appropriately assigned and fully credentialed teachers.
17-18 1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers.		
Baseline 1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers.		
Metric/Indicator Priority: #1 - Basic (B) Pupil access to standards-aligned materials.		1B Every pupil in the General Shafter school district had access to the standards - aligned instructional materials.
17-18 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials.		
Baseline 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials.		

Expected

Metric/Indicator
Priority: #1 - Basic (C) School facilities maintained in good repair.

17-18
1C All of General Shafter facilities are in good repair and pass Williams Act inspections.

Baseline
1C All of General Shafter facilities are in good repair and pass Williams Act inspections.

Metric/Indicator
Priority: #2 - State Standards (A) Implementation of CA academic and performance standards.

17-18
2A General Shafter to continue to fully implement all state standards, including math and ELA Common Core standards. STEM will be introduced as curriculum and training becomes available. as determined by the APS and administrative observations.

Baseline
2A General Shafter to fully implement NGSS, all state standards, including math and ELA Common Core standards as determined by the APS and administrative observations.

Metric/Indicator
Priority: #2 - State Standards (B) How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency.

17-18
2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency.

Baseline
2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency.

Metric/Indicator
Priority: #8 - Other Student Outcomes (A) Pupil outcomes in subjects described in 51210/51220.

17-18
8 5th and 7th grade students to improve aerobic capacity and body composition scores by 10% from baseline scores in the identified need.

Actual

1C All of General Shafter facilities are in good repair and pass Williams Act inspections.

2A General Shafter fully implemented NGSS, all state standards, including math and ELA Common Core standards as determined by the APS and administrative observations.

2B General Shafter provided designated and integrated ELD to enable English learners to meet state standards and language proficiency.

8 All 5th and 7th grade student have improved aerobic capacity and body composition. Results have been measured by Physical Fitness testing.

Expected

Actual

Baseline
8 All 5th and 7th grade student will improve aerobic capacity and body composition. Results will be measured by Physical Fitness testing.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Purchase Chromebooks and hardware for 30 Students

Chromebooks and SMART boards were purchased.

Equipment and Software 4000-4999: Books And Supplies Supplemental and Concentration 30,000

Equipment and Software 4000-4999: Books And Supplies Supplemental and Concentration \$8,893

Equipment and Software 4000-4999: Books And Supplies Supplemental and Concentration \$40,428

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Professional Development in areas of Math and Language Arts.

Professional Development in the areas of math and Language arts.

Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000

Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,300

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

English Learner specific staffing

Teacher Salary 1000-1999: Certificated Personnel Salaries

Instructional Aide 2000-2999: Classified Personnel Salaries Title I \$13,171

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Board, Administration, 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 held a district-wide public meeting on May 17th, 2018 at 1:30pm. A meeting was held on January 29th, 30th, and February 1st, 2018, at 8:00am to discuss the goals, outcomes and receive input from representation from parent group, board of trustees, administration, classified staff, CTA as well as management.

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 May 17, 2018 at 1:30pm and discussed the progress the district made to achieve LCAP goals from 2017-18 and also receive input for goals to the 2018-19 LCAP. The Board of Trustees held a public hearing on June 7th to review the LCAP and Budget. The Board of Trustees approved the LCAP and Budget on June 19th, 2018. There were no questions that needed a written response. The LCAP will continually be reviewed for appropriate updates as needed. DELAC was consulted with on September 22nd, 2017 and May 26, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Due to the involvement of community and school stakeholders, 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. Specifically, parent engagement and participation in school activities was a top priority. Communication from the teachers to parents is a target.

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. All groups have been pleased with the progress and outcomes of the school district over the past year. However, staff and parents agreed that work need to continue specifically with parent engagement and participation in school activities. Communication from the teachers to parents is a target. The District EL program will continue to improve.



Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

The district will provide families with opportunities for parent training, picnic days, art shows, science fairs, as well as opportunities for input into district wide decision making, and high level of customer service to Stakeholders, Parents, Students and Staff. Progress will be measured by surveys, attendance logs, and attendance at other school events.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Family involvement in school activities.
Parent Training
Expansion of Fine Arts & Performing Arts
Field trips for hands on Learning in areas of science and history
Quality Customer Service

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority: #3 - Parent Involvement (A) Efforts to seek parent input in	By 2018 80% of district families will be actively involved in school events as measured by	3A. 90% of families will be actively involved in school activities and school decision making	3A. 100% of families will be actively involved in school activities and school decision making	3A. 100% of families will be actively involved in school activities and school decision making

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
making decisions for district and school sites.	surveys parent club logs and attendance at other school events. 3A. 80% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events.	based upon surveys, parent club, and other school events.	based upon surveys, parent club, and other school events.	based upon surveys, parent club, and other school events.
Priority #3- Parent Involvement (B) How district promotes participation of parents for unduplicated pupils.	3B. The school district will send flyers, emails, text, and phone trees to parents of all students including unduplicated pupils.	3B. 90% of families will be actively involved due to The school district sending flyers, emails, text, and phone trees to parents of all students including unduplicated pupils.	3B. 100% of families will be actively involved due to The school district sending flyers, emails, text, and phone trees to parents of all students including unduplicated pupils.	3B. 100% of families will be actively involved due to The school district sending flyers, emails, text, and phone trees to parents of all students including unduplicated pupils.
Priority #3 - Parent Involvement (C) How district promotes participation of parents for pupils with exceptional needs.	3C. The General Shafter School district will send flyers, text, emails and phone trees to parents of individuals with exceptional needs.	3C. 90% of families will be actively involved due to General Shafter School district sending flyers, text, emails and phone trees to parents of individuals with exceptional needs.	3C. 100% of families will be actively involved due to General Shafter School district sending flyers, text, emails and phone trees to parents of individuals with exceptional needs.	3C. 100% of families will be actively involved due to General Shafter School district sending flyers, text, emails and phone trees to parents of individuals with exceptional needs.
Priority #6 - School Climate (A) Pupil Suspension Rate	6.A General Shafter's suspension rate to not exceed 2%.	6.A General Shafter's suspension rate to not exceed 2%.	6.A General Shafter's suspension rate to not exceed 2%.	6.A General Shafter's suspension rate to not exceed 2%.
Priority #6 - School Climate (B) Pupil Expulsion Rate	6.B Will have 0.00% Expulsions	6.B Will have 0.00% Expulsions	6.B Will have 0.00% Expulsions	6.B Will have 0.00% Expulsions
Priority #6 - School Climate (C) Other local	6C. 100% of General Shafter parents,	6C. 100% of General Shafter parents,	6C. 100% of General Shafter parents,	6C. 100% of General Shafter parents,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measures on sense of safety and school connectedness	students, staff and stakeholders will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.	students, staff and stakeholders will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.	students, staff and stakeholders will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.	students, staff and stakeholders will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.
Priority: #5 - Pupil Engagement (A) School attendance rates.	5A General Shafter wants to maintain an attendance rate of at least 96.2%	5A General Shafter wants to maintain an attendance rate of at least 96.2%	5A General Shafter wants to maintain an attendance rate of at least 96.2%	5A General Shafter wants to maintain an attendance rate of at least 96.2%
Priority: #5 - Pupil Engagement (B) Chronic absenteeism rates.	5B Chronic Absenteeism: Reduce from 2% to 0%	5B Chronic Absenteeism: Reduce from 2% to 0%	5B Chronic Absenteeism: Reduce from 2% to 0%	5B Chronic Absenteeism: Reduce from 2% to 0%
Priority #6 - School Climate (A) Pupil Suspension Rate	6.A General Shafter's suspension rate to not exceed 2%.	6.A General Shafter's suspension rate to not exceed 2%.	6.A General Shafter's suspension rate to not exceed 2%.	6.A General Shafter's suspension rate to not exceed 2%.
Priority #6 - School Climate (B) Pupil Expulsion Rate	6.B Will have 0.00% Expulsions	6.B Will have 0.00% Expulsions	6.B Will have 0.00% Expulsions	6.B Will have 0.00% Expulsions
Priority #6 - School Climate (C) Other local measures on sense of safety and school connectedness	6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.	6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.	6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.	6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.
Priority #7 Course Access (A) 100% of students are enrolled in all required areas of broad coursework.	7A 100% of student will have access to a broad course of study.	7A 100% of student will have access to a broad course of study	7A 100% of student will have access to a broad course of study	7A 100% of student will have access to a broad course of study

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>100% of all students are enrolled in P.E. 100% of 3rd-5th grade students are enrolled in VAPA.</p> <p>Priority #7 Course Access (B) 100% of unduplicated students are enrolled in all required areas of broad coursework. 100% of unduplicated students are enrolled in P.E. 100% of unduplicated 3rd-5th grade students are enrolled in VAPA.</p> <p>Priority: #7 - Course Access (C) 100% of students with exceptional needs are enrolled in all required areas of broad coursework. 100% of students with exceptional needs are enrolled in P.E. 100% of students with exceptional needs 3rd-5th are enrolled in VAPA.</p>	<p>7B 100% of unduplicated pupils are enrolled in programs and services developed to met their needs.</p> <p>7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.</p>	<p>7B 100% of unduplicated pupils are enrolled in programs and services developed to met their needs.</p> <p>7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.</p>	<p>7B 100% of unduplicated pupils are enrolled in programs and services developed to met their needs.</p> <p>7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.</p>	<p>7B 100% of unduplicated pupils are enrolled in programs and services developed to met their needs.</p> <p>7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority: #5 - Pupil Engagement (C) Middle School dropout rates.	5C Middle School Dropout rate: Maintain 0%	5C Middle School Dropout rate: Maintain 0%	5C Middle School Dropout rate: Maintain 0%	5C Middle School Dropout rate: Maintain 0%
Priority: #5 - Pupil Engagement (D) High School dropout rates.	5D High School Dropout rate: N/A	5D High School Dropout rate: N/A	5D High School Dropout rate: N/A	5D High School Dropout rate: N/A
Priority: #5 - Pupil Engagement (E) High School Graduation rates.	5E High School Graduation Rate: N/A	5E High School Graduation Rate: N/A	5E High School Graduation Rate: N/A	5E High School Graduation Rate: N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Phone System Data Forms, Newsletters Social Media	Updated Website Mobile device communication Phone System Data Forms Newsletters Social Media interpreting services.	Anticipation of this goal being achieved leads to no expenditures. General Shafter will continue to monitor and make communication a priority to our parents, and stakeholders. However, we anticipate doing so without significant cost.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	5900: Communications While striving to reach our goal of 90% 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	5900: Communications While striving to reach our goal of 100% 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. Anticipated cost of web design and mobile phone programs for communication. Also, the cost of interpreting services will be anticipated. Add additional work station in office for community use. Supplies & Technology	N/A
Amount	\$500.00	500.00	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	5000-5999: Services And Other Operating Expenditures Additional Printing	5000-5999: Services And Other Operating Expenditures Printing	N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Parent Training

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Introduce and Implement Outsourced parent training	5800: Professional/Consulting Services And Operating Expenditures Partial Implementation Outsourced parent training	5800: Professional/Consulting Services And Operating Expenditures Full Implementation of Outsourced Parent Training

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Contracted with Boys and Girls Club for After School Program

2018-19 Actions/Services

Contracted with Boys and Girls Club for After School Program

2019-20 Actions/Services

Contracted with Boys and Girls Club for After School Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$75,000	\$75,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures After School Program staffing and supplies. Services provided by Boys and Girls Club of America.	5800: Professional/Consulting Services And Operating Expenditures After School Program staffing and supplies. Services provided by Boys and Girls Club of America.	5800: Professional/Consulting Services And Operating Expenditures After School Program staffing and supplies. Services provided by Boys and Girls Club of America.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Hiring of additional office staff to offer better customer service

Maintain office staffing levels to offer better customer service

Maintain office staffing levels to offer better customer service

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$32,000	\$34,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Staffing to provide quality service to stakeholder, parents, staff and students.	2000-2999: Classified Personnel Salaries Staffing to provide quality service to stakeholder, parents, staff and students.	2000-2999: Classified Personnel Salaries Staffing to provide quality service to stakeholder, parents, staff and students.

Amount	\$15,000	\$17,000	\$19,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) English Learners

Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) LEA-wide

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Modified Action	Select from New, Modified, or Unchanged for 2018-19	Unchanged Action	Select from New, Modified, or Unchanged for 2019-20	Unchanged Action
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2017-18 Actions/Services	Expansion of Fine Arts & Performing Arts	2018-19 Actions/Services	Expansion of Fine Arts & Performing Arts	2019-20 Actions/Services	Expansion of Fine Arts & Performing Arts
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Outsourced Instruction for the arts	5800: Professional/Consulting Services And Operating Expenditures Outsourced Instruction for the arts	5800: Professional/Consulting Services And Operating Expenditures Outsourced Instruction for the arts
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Equipment for the Arts	4000-4999: Books And Supplies Supplies and Equipment for the Arts	4000-4999: Books And Supplies Supplies and Equipment for the Arts

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) English Learners

Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) LEA-wide

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

New Action Unchanged Action Unchanged Action

2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services

Hands on Field Trip in areas of Science and History

Hands on Field Trip in areas of Science and History

Hands on Field Trip in areas of Science and History

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation to/from trips	5000-5999: Services And Other Operating Expenditures Transportation to/from trips	5000-5999: Services And Other Operating Expenditures Transportation to/from trips
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Field Trip Admission Fee's	5800: Professional/Consulting Services And Operating Expenditures Field Trip Admission Fee's	5800: Professional/Consulting Services And Operating Expenditures Field Trip Admission Fee's

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Districts students will make progress in Math and Language Arts. As measured by the SBAC, Benchmarking, and CELDT/ELPAC

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

EL students who have been enrolled for 3 years or more will show progress as measured by the CELDT/LPAC. 2017-18 CAASPP results met/exceed standards: ELA (All students): 44%, (ELs): 40%. Math: (All) 48%, (ELs): 50% 2017-18 AMAO 1 (one level growth) rate for ELs was 51%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority: #2 - State Standards (A) Implementation of CA academic and performance standards.	90% of Districts students will make progress in Math and Language Arts. As measured by the SBAC, Benchmarking, and CELDT/LPAC.	District students will make progress in Math and Language Arts as measured by state and local assessments. 2A General Shafter will SUBSTANTIALLY implement the common	District students will make progress in Math and Language Arts as measured by state and local assessments. 2A General Shafter will SUBSTANTIALLY implement the common	District students will make progress in Math and Language Arts as measured by state and local assessments. 2A General Shafter will SUBSTANTIALLY implement the common

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority: #2 - State Standards (B) How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency.</p>	<p>2A General Shafter will SUBSTANTIALLY implement the common core, NGSS, 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 and language proficiency.</p>	<p>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 and language proficiency.</p>	<p>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 and language proficiency.</p>	<p>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 and language proficiency.</p>
<p>Priority: #4 - Student Achievement (A) Statewide assessments.</p>	<p>4A 2014-15 CAASPP results met/exceed standards: ELA (All students): 31%, (ELs): 28%. Math: (All) 37%, (ELs): 39%. Met/exceed standards percentages to increase by at least 1%.</p>	<p>4A 2015-16 CAASPP results met/exceed standards: ELA (All students): 32%, (ELs): 29%. Math: (All) 38%, (ELs): 40%. Met/exceed standards percentages to increase by at least 1%.</p>	<p>4A 2016-17 CAASPP results met/exceed standards: ELA (All students): 33%, (ELs): 30%. Math: (All) 39%, (ELs): 41%. Met/exceed standards percentages to increase by at least 1%.</p>	<p>4A 2017-18 CAASPP results met/exceed standards: ELA (All students): 34%, (ELs): 31%. Math: (All) 40%, (ELs): 42%. Met/exceed standards percentages to increase by at least 1%.</p>
<p>Priority: #4 - Student Achievement (B) Academic Performance Index.</p>	<p>4B API: N/A</p>	<p>4B API: N/A</p>	<p>4B API: N/A</p>	<p>4B API: N/A</p>
<p>Priority: #4 - Student Achievement (C)</p>	<p>4C U/C, CTE: N/A</p>	<p>4C U/C, CSU: N/A</p>	<p>4C U/C, CSU: N/A</p>	<p>4C U/C, CSU: N/A</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of pupils completing a-g or CTE sequences/programs				
Priority: #4 - Student Achievement (D) Percentage of EL pupils making progress toward English proficiency (AMAO 1).	4. CELDT will have improvement from 51% to at least 52%	4D CELDT have improvement from 51% to at least 52%	4D CELDT have improvement from 52% to at least 53%	4D CELDT have improvement from 53% to at least 54%
Priority: #4 - Student Achievement (E) English Learner reclassification rate (Using AMAO 2 but log reclass rate).	4E General Shafter will have a reclassification rate of 22%	4E General Shafter will have a reclassification rate of 23%	4E General Shafter will have a reclassification rate of 24%	4E General Shafter will have a reclassification rate of 25%
Priority: #4 - Student Achievement (F) Percentage of pupils passing AP exam with 3 or higher.	4F AP Passage: N/A	4F AP Passage: N/A	4F AP Passage: N/A	4F AP Passage: N/A
Priority: #4 - Student Achievement (G) % of pupils who participate in and demonstrate college preparedness on EAP (for other).	4G EAP: N/A	4G EAP: N/A	4G EAP: N/A	4G EAP: N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Conduct needs assessment Provide Support and training to teachers Train teachers in new ELD and LA standards and framework Comprehensive PD in ELPAC language proficiency levels, rubrics and implementation in classroom. Implement/Monitor, SBAC and Benchmarking. EL Intervention Staffing, Instructional Aide

2018-19 Actions/Services

Conduct needs assessment Provide Support and training to teachers continue to Train teachers in ELD and LA standards and framework, Comprehensive PD in ELPAC language proficiency levels, rubrics and implementation in classroom. Implement/Monitor, SBAC and Benchmarking. Add EL intervention staff, instructional aide

2019-20 Actions/Services

Conduct needs assessment Provide Support and training to teachers continue to Train teachers in ELD and LA standards and framework, Comprehensive PD in ELPAC language proficiency levels, rubrics and implementation in classroom. Implement/Monitor, SBAC and Benchmarking. Add EL intervention staff, instructional aide

Budgeted Expenditures

Year 2017-18
Amount \$5,000

2018-19
\$5,000

2019-20
\$5,000

Source Supplemental and Concentration

Supplemental and Concentration

Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

Training

Training

\$Training

Amount	\$38,481	\$40,000	\$42,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries EL Intervention	1000-1999: Certificated Personnel Salaries EL Intervention	1000-1999: Certificated Personnel Salaries EL Staffing
Amount	\$15,000	\$17,000	\$21,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aide	2000-2999: Classified Personnel Salaries Instructional Aide	2000-2999: Classified Personnel Salaries Instructional Aide
Amount	20,000	20,000	20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

The district will provide full implementation of Common Core State Standards and access to technology to create a modern learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The district will continue to seek highly qualified teachers and well trained staff. Common Core implementation in Math and ELA is fully implemented, based on APS data and administrative observations. Our district is in need of STEM implementation and training. Updated technology devices are needed in our school to achieve our goal of a modern learning environment. Physical fitness test results indicate 5th graders need improvement: 1.5% in aerobic capacity and 42.1% in body composition. 7th graders scored 50% in both aerobic capacity and body composition.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority: #1 - Basic (A) Teachers appropriately assigned and fully credentialed for assignment.	1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers.	1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers.	1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers.	1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority: #1 - Basic (B) Pupil access to standards-aligned materials.</p>	<p>1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials.</p>	<p>1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials.</p>	<p>1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials.</p>	<p>1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials.</p>
<p>Priority: #1 - Basic (C) School facilities maintained in good repair.</p>	<p>1C All of General Shafter facilities are in good repair and pass Williams Act inspections.</p>	<p>1C All of General Shafter facilities are in good repair and pass Williams Act inspections.</p>	<p>1C All of General Shafter facilities are in good repair and pass Williams Act inspections.</p>	<p>1C All of General Shafter facilities are in good repair and pass Williams Act inspections.</p>
<p>Priority: #2 - State Standards (A) Implementation of CA academic and performance standards.</p>	<p>2A General Shafter to fully implement NGSS, all state standards, including math and ELA Common Core standards as determined by the APS and administrative observations.</p>	<p>2A General Shafter to continue to fully implement all state standards, including math and ELA Common Core standards. STEM will be introduced as curriculum and training becomes available. as determined by the APS and administrative observations.</p>	<p>2A General Shafter to continue to fully implement all state standards, including math and ELA Common Core standards. STEM will be introduced with a goal of partial implementation as curriculum and training becomes available as determined by the APS and administrative observations..</p>	<p>2A. General Shafter to continue to fully implement all state standards, including math and ELA Common Core standards, which includes a full implementation of STEM as determined by the APS and administrative observations.</p>
<p>Priority: #2 - State Standards (B) How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency.</p>	<p>2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency.</p>	<p>2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency.</p>	<p>2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency.</p>	<p>2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency.</p>
<p>Priority: #8 - Other Student Outcomes (A)</p>	<p>8 All 5th and 7th grade student will improve</p>	<p>8 5th and 7th grade students to improve</p>	<p>8 5th and 7th grade students to improve</p>	<p>8 5th and 7th grade students to improve</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil outcomes in subjects described in 51210/51220.	aerobic capacity and body composition. Results will be measured by Physical Fitness testing.	aerobic capacity and body composition scores by 10% from baseline scores in the identified need.	aerobic capacity and body composition scores by 11% from baseline scores in the identified need.	aerobic capacity and body composition scores by 12% from baseline scores in the identified need.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Purchase Chromebooks and hardware for 30 Students

2018-19 Actions/Services

Purchase Chromebooks and hardware for 35 students

2019-20 Actions/Services

Purchase Chromebooks and hardware for 40 students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000	25,000	25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Equipment and Software	4000-4999: Books And Supplies Technology & Software	4000-4999: Books And Supplies Technology and Software

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners LEA-wide All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

New Action Modified Action Modified Action

2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services

Professional Development in areas of Math and Language Arts. Professional Development in areas of Math, Language Arts and Science. Professional Development ins area of Math, Language Arts, Science and History.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$6,000.00	\$7,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2017-18 Actions/Services

English Learner specific staffing

2018-19 Actions/Services

English Learner Staffing

2019-20 Actions/Services

English Learner staffing

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salary	1000-1999: Certificated Personnel Salaries Teacher Salary	1000-1999: Certificated Personnel Salaries Teacher Salary
Amount	\$30,000	\$30,000	\$30,000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salary	1000-1999: Certificated Personnel Salaries Teacher Salary	1000-1999: Certificated Personnel Salaries Teacher Salary
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount	\$5,000	\$5,000	\$5,000
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Modern Classroom Learning Environment

2018-19 Actions/Services

Modern Classroom Learning Environment

2019-20 Actions/Services

Modern Classroom Learning Environment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,000	50,000	50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Work Surfaces	4000-4999: Books And Supplies Work Surfaces	4000-4999: Books And Supplies Work Surfaces

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$316,346

28.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

General Shafter School District has projected the following revenue amounts: 2018-19= 316.346, 2019-20=205,045, 2020-21= 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. 83% 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.

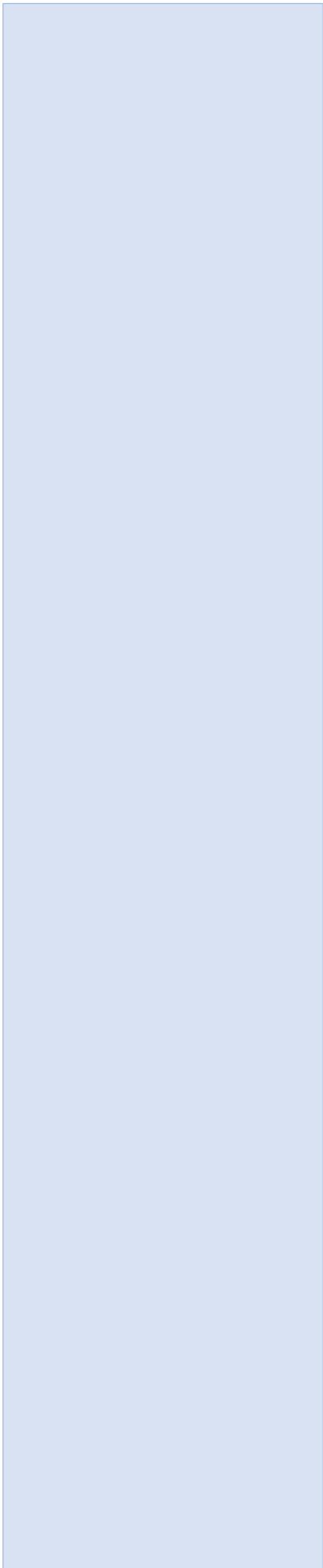
The following services provided include English Learners, Redesignated English Learners, low income and foster youth to improve as identified in above sections of this LCAP.

IMPROVED SERVICES FOR UNDUPLICATED STUDENTS = Goal #2 Specialized textbook and supplementary materials, Software for parent's involvement, Software for student achievement, Goal #3 Professional development, art supplies, testing materials, awards, quality of instruction, Modern learning environment.

INCREASED SERVICES FOR UNDUPLICATED STUDENTS = Goal #1 Additional personnel, After School program, Parent Resources, Additional Personnel, Goal #2 Elective programs, community resource center, computers, community outreach, transportation, Common Core training, tutoring, Music program.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).



Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$218,094

Percentage to Increase or Improve Services

19.43%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

General Shafter School District has projected the following revenue amounts: 2017-18 = \$218,094. 2018-19= 216,611, 2019-20= \$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 LCFE 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.

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 = Goal #2 Specialized textbook and supplementary materials, Software for parent's involvement, Software for student achievement, Goal #3 Professional development, art supplies, testing materials, awards, quality of instruction.
INCREASED SERVICES FOR UNDUPLICATED STUDENTS = Goal #1 Additional personnel, After School program, Parent Resources, Additional Personnel, Goal #2 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, 25.12% in 2016-17 and 19.43% for 2017-18.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source							
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total	
All Funding Sources	439,981.00	238,622.01	509,981.00	426,500.00	402,000.00	1,338,481.00	
Supplemental and Concentration	404,981.00	225,451.01	474,981.00	391,500.00	367,000.00	1,233,481.00	
Title I	35,000.00	13,171.00	35,000.00	35,000.00	35,000.00	105,000.00	

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	439,981.00	238,622.01	509,981.00	426,500.00	402,000.00	1,338,481.00
	80,000.00	0.00	100,000.00	20,000.00	20,000.00	140,000.00
1000-1999: Certificated Personnel Salaries	98,481.00	40,793.00	98,481.00	100,000.00	102,000.00	300,481.00
2000-2999: Classified Personnel Salaries	30,000.00	48,309.00	30,000.00	32,000.00	34,000.00	96,000.00
3000-3999: Employee Benefits	45,000.00	29,674.00	45,000.00	49,000.00	55,000.00	149,000.00
4000-4999: Books And Supplies	62,000.00	50,197.01	112,000.00	100,000.00	80,000.00	292,000.00
5000-5999: Services And Other Operating Expenditures	5,500.00	2,234.00	5,500.00	5,500.00	5,000.00	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	109,000.00	67,415.00	109,000.00	110,000.00	106,000.00	325,000.00
5900: Communications	10,000.00	0.00	10,000.00	10,000.00	0.00	20,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	439,981.00	238,622.01	509,981.00	426,500.00	402,000.00	1,338,481.00
	Supplemental and Concentration	80,000.00	0.00	100,000.00	20,000.00	20,000.00	140,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	68,481.00	40,793.00	68,481.00	70,000.00	72,000.00	210,481.00
1000-1999: Certificated Personnel Salaries	Title I	30,000.00	0.00	30,000.00	30,000.00	30,000.00	90,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	30,000.00	35,138.00	30,000.00	32,000.00	34,000.00	96,000.00
2000-2999: Classified Personnel Salaries	Title I	0.00	13,171.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	40,000.00	29,674.00	40,000.00	44,000.00	50,000.00	134,000.00
3000-3999: Employee Benefits	Title I	5,000.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	62,000.00	50,197.01	112,000.00	100,000.00	80,000.00	292,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	5,500.00	2,234.00	5,500.00	5,500.00	5,000.00	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	109,000.00	67,415.00	109,000.00	110,000.00	106,000.00	325,000.00
5900: Communications	Supplemental and Concentration	10,000.00	0.00	10,000.00	10,000.00	0.00	20,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	149,500.00	113,395.01	149,500.00	158,500.00	157,000.00	465,000.00
Goal 2	58,481.00	57,435.00	78,481.00	82,000.00	88,000.00	248,481.00
Goal 3	110,000.00	67,792.00	160,000.00	156,000.00	157,000.00	473,000.00
Goal 4	40,000.00	0.00	40,000.00	30,000.00	0.00	70,000.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6	82,000.00	0.00	82,000.00	0.00	0.00	82,000.00
Goal 7			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.