

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Antelope Elementary School District **Contact (Name, Title, Email, Phone Number):** Todd Brose, Superintendent, tbrose@antelopeschools.org, 5305276700 **LCAP Year:** 2014/2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The Antelope School District involved stakeholders through the following means:</p> <p>The District Leadership Team (DLT) consisting of Teachers and Administrators representing all six schools in the District. DLT meetings were held on November 19, 2013; February 11, 2014; and March 11, 2014. The DLT reviewed data related to attendance rates, suspension rates, CST scores, D's and F's of 6-8 graders, and student and parent surveys related to school climate and safety.</p> <p>Because the District Leadership team has significant teacher representation, the local bargaining unit agreed to have the DLT provide input from the teacher stakeholder group.</p> <p>On May 13th, 2014, the DLT reviewed the Draft LCAP, and the Superintendent held a Question and Answer session with all stakeholders.</p>	<p>The DLT reviewed the eight state priorities for the LCAP. At each of its meetings, it used data to develop goals in each of the priority area. The following</p> <ol style="list-style-type: none"> 1. Proficient readers by the 3rd Grade. 2. Improved Math scores in the Middle Grades. 3. Improved relationships among students. 4. Increase in attendance rates and a decrease in suspension rates. 5. More access to intervention in both math and language arts. 6. More opportunities for enrichment with our higher scoring students. 7. Improvement can be made in Physical Education instruction at the Elementary Schools.
<p>School Site Councils (SSC) convened to review the progress of its sites through the School Accountability Report Card. The Antelope Elementary School and Berrendos Middle School convened on November 19, 2013; February 11, 2014; and March 11, 2014. The Manton Elementary School SSC convened on October 22, 2013. The Plum</p>	<p>After reviewing the progress of the school for 2012-2013, and reviewing the survey data from students and parents, the SSC developed goals in the eight state priority areas. Areas of Focus will include:</p>

Involvement Process	Impact on LCAP
<p>Valley Elementary School SSC convened on October 29, 2013. The Mineral Elementary School convened on March 24, 2014</p>	<ol style="list-style-type: none"> 1. Proficient readers by the 3rd Grade. 2. Improved Math scores in the Middle Grades. 3. Improved relationships among students. 4. Increase in attendance rates and a decrease in suspension rates. 5. More access to intervention in both math and language arts. 6. More opportunities for enrichment with our higher scoring students.
<p>Open Forums were held for Public Comment on the LCFF, LCAP, Common Core Implementation, and Smarter Balanced Assessments at Manton Elementary School on March 25, 2014; Plum Valley Elementary School on April 1, 2014; and at Antelope Elementary School on April 3, 2014. The Forums were intended to explain the LCAP process and to facilitate public input. Public input was recorded and reviewed for the purposes of creating the LCAP.</p> <p>Beginning July 1, 2014, Manton Joint Union School District, Plum Valley Elementary School District, and Mineral Elementary School District lapsed with the Antelope Elementary School District. The lapsing added three schools totaling approximately 65 students in grades K-8. The purpose of the lapsing was to keep the small schools viable and open to their small communities. The Antelope Elementary School District has been reviewing the effectiveness of the small school as it relates to student achievement. Open forums were arranged to provide public input on the structure of the three schools. Manton, Plum Valley, and Mineral are all K-8 schools ranging from 7 to 44 students.</p> <p>The Board of Trustees are analyzing the possible effects of moving middle school students to Berrendos Middle School. Other considerations have been; moving Special Education students to the larger elementary and middle school in order to provide a more consistent continuum of services, and structuring one school as a K-5 school and another as a 6-8 school.</p>	<p>Public input was charted and priorities identified were:</p> <p>Manton:</p> <ol style="list-style-type: none"> 1. Should Manton become a K-6 school? Manton community and parents disagree. 2. If Manton becomes K-6, will the district contract with the High School? There were numerous concerns about the length of the bus drive. 3. If Manton becomes K-6, Manton students could be target of bullying at Berrendos Middle School. 4. If Manton becomes K-6, there would be larger teacher to student ratio. 5. Concerns over the quality of instruction for 7th and 8th graders. 6. If the 7th and 8th graders move, the rest of the school will be shut down eventually. 7. There should be better instruction in Physical Education. 8. Parents should look into a Charter School for Manton. <p>Plum Valley and Mineral:</p> <ol style="list-style-type: none"> 1. Should Plum Valley become a K-6 school? Plum Valley community and parents agree. 2. Students would benefit from a single grade level class. 3. Bus ride is doable. Just be sure to assign seating. 4. Students would benefit from the extra curricular activities at Berrendos. 5. More opportunities for intervention and enrichment at Berrendos. <p>Antelope and Berrendos:</p> <ol style="list-style-type: none"> 1. There should be more challenging opportunities for students at both schools in course selection. 2. There is a need for technology improvements at both schools. 3. The Common Core State Standards require more professional development in teacher strategies. 4. Summer School would be a benefit to all students.
<p>The district received input from English Learner parents through the DELAC (District English Language Advisory Committee) meeting. At this meeting, parents were informed of the English Learner process, and the use of the CELDT test. Parents questions,</p>	<p>No changes in LCAP</p>

Involvement Process	Impact on LCAP
concerns, and suggestions were recorded and considered for the development of the LCAP. The meeting was held on April 3, 2014.	
On May 28th, the local CSEA unit met with administration to review the LCAP. Input was given by CSEA to include: Funding the participation in the annual Paraprofessional Conference; training in Common Core State Standards and Instructional Practices; training in Nurtured Heart and other Behavioral Practices; and hiring additional staff as needed, primarily in the area of classroom paraprofessionals.	Training for classified staff and hiring as needed.

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Need and Metric:</p> <p>CST results from the previous years show a slight increase in all students reaching proficiency in English/Language Arts:</p> <p>2011- 63.7% Proficient 2012- 64.5% Proficient 2013- 65.6% Proficient</p> <p>Further review shows that 3rd grade students have performed lower than those students in other grades.</p> <p>2011- 51% 2012- 44% 2013- 59%</p> <p>Further review shows that Students with Disabilities have performed well below those students in other grades.</p> <p>2011- 41.2%</p>	<p>The percent of Third Grade students reaching Proficiency in Reading will increase as measured by District identified Benchmark Assessments.</p> <p>The percent of Students with Disabilities reaching Proficiency in Reading will increase as measured by District identified Benchmark Assessments.</p>	<p>All</p> <p>Students With Disabilities</p>	<p>Antelope Elementary , Plum Valley Elementary , Manton Elementary , & Mineral Elementary</p>	<p>1. CST results from the previous years show a slight increase in all students reaching proficiency in English/Language Arts:</p> <p>2011- 63.7% Proficient 2012- 64.5% Proficient 2013- 65.6% Proficient</p> <p>Further review shows that 3rd grade students have performed lower than those students in other grades.</p> <p>2011- 51% 2012- 44% 2013- 59%</p>	<p>Full implementation of Common Core State Standards in 2014-2015. the District will research, review, and implement at District wide assessment system to include benchmarking at all grade levels. Professional Learning Communities will analyze benchmarking data three times a year.</p> <p>The District will continue to develop a Multi-tiered System of Support through its RtI program consisting of Learning Centers and interventions.</p> <p>Percentage of all students,</p>	<p>Full implementation of Formative and Summary Assessment System with a District wide assessment calendar.</p> <p>Full Implementation of Response to Intervention to Include: Universal Screening, Progress Monitoring, and a matrix of interventions.</p> <p>Board adopted dashboard reporting system that updates the Board of Trustees on progress towards reading proficiency.</p> <p>Continue training Learning Center staff with Susan</p>	<p>Full implementation of Formative and Summary Assessment System with a District wide assessment calendar.</p> <p>Full Implementation of Response to Intervention to Include: Universal Screening, Progress Monitoring, and a matrix of interventions.</p> <p>Board adopted dashboard reporting system that updates the Board of Trustees on progress towards reading proficiency.</p> <p>Continue training Learning Center staff with Susan</p>	<p>1, 2, & 4</p>

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2012- 46.5% 2013- 34.9% Metric: The District will monitor its progress through Benchmark, and summative assessments throughout the year.				Further review shows that Students with Disabilities have performed well below those students in other grades. 2011- 41.2% 2012- 46.5% 2013- 34.9% District Measures will include Measured Progress, AIMSweb (CBM), CELDT, Lets Go Learn (DORA for Reading), STAR Assessment, BPST, SIPPS, Core Curriculum Assessment, Universal	including Students with Disabilities, reading at grade level will increase.	Barton. Implement Susan Barton Reading in the Learning Center.	Barton. Implement Susan Barton Reading in the Learning Center.	

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				<p>Screening will happen one time a year, and Benchmarking three times a year.</p> <p>Students identified as Tier II and III will be progress monitored weekly through AIMSweb, SIPPS, and Susan Barton Reading.</p> <p>2. District Measures will include Measured Progress, AIMSweb (CBM), CELDT, Lets Go Learn (DORA for Reading),</p>				

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				<p>STAR Assessment, BPST, SIPPS, Core Curriculum Assessment,</p> <p>Universal Screening will happen one time a year, and Benchmarking three times a year.</p> <p>Students identified as Tier II and III will be progress monitored weekly through AIMSweb, SIPPS, and Susan Barton Reading.</p> <p>3. District Measures will include</p>				

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				<p>Measured Progress, AIMSweb (CBM), CELDT, Lets Go Learn (DORA for Reading), STAR Assessment, BPST, SIPPS, Core Curriculum Assessment,</p> <p>Universal Screening will happen one time a year, and Benchmarking three times a year.</p> <p>Students identified as Tier II and III will be progress monitored weekly through AIMSweb,</p>				

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				SIPPS, and Susan Barton Reading.				
<p>Need and Metric:</p> <p>CST results from the previous years show a stable rate of proficiency in Mathematics:</p> <p>2011- 71.7% 2012- 72.8% 2013- 69.7%</p> <p>Further review shows that Middle School students perform well below those students in other grades.</p> <p>2011- 44.2% 2012- 44.9% 2013- 37.3%</p> <p>Further review shows that Middle School Students identified as Hispanic, Socioeconomically Disadvantaged, have</p>	<p>The percent of 6-8 grade students reaching Proficiency in Mathematics will increase as measured by District identified Benchmark Assessments.</p> <p>The percent of students identified as Hispanic and Socioeconomically Disadvantaged will increase as measured by District identified Benchmark Assessments.</p>	All	<p>Berrendos Middle School, Plum Valley Elementary, Manton Elementary, & Mineral Elementary</p>	<p>1. CST results from the previous years show a stable rate of proficiency in Mathematics:</p> <p>2011- 71.7% 2012- 72.8% 2013- 69.7%</p> <p>Further review shows that Middle School students perform well below those students in other grades.</p> <p>2011- 44.2% 2012- 44.9% 2013- 37.3%</p> <p>Further review shows that</p>	<p>Full implementation of Common Core State Standards in 2014-2015. the District will be research, review, and implement at District wide assessment system to include benchmarking at all grade levels. Professional Learning Communities will analyze benchmarking data three times a year.</p> <p>The District will continue to pilot, evaluate, and select Common Core Math Curriculum.</p>	<p>Full implementation of Formative and Summary Assessment System with a District wide assessment calendar.</p> <p>Full Implementation of Response to Intervention to Include: Universal Screening, Progress Monitoring, and a matrix of interventions.</p> <p>Board adopted dashboard reporting system that updates the Board of Trustees on progress towards reading</p>	<p>Full implementation of Formative and Summary Assessment System with a District wide assessment calendar.</p> <p>Full Implementation of Response to Intervention to Include: Universal Screening, Progress Monitoring, and a matrix of interventions.</p> <p>Board adopted dashboard reporting system that updates the Board of Trustees on progress towards reading</p>	1, 2, & 4

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<p>performed lower than other subgroups.</p> <p>For 2013:</p> <p>Hispanics- 24.3% SD- 30.8%</p> <p>Metric:</p> <p>The District will monitor its progress through Benchmark, and summative assessments throughout the year.</p>				<p>Middle School Students identified as Hispanic, Socioeconomically Disadvantaged, have performed lower than other subgroups.</p> <p>For 2013:</p> <p>Hispanics- 24.3% SD- 30.8%</p> <p>District Measures will include Measured Progress, AIMSweb, Lets Go Learn (ADAM for Math), STAR Assessment, Core Curriculum Assessment,</p>	<p>The District will continue to develop a Multi-Tiered System of Support through its RtI program and interventions.</p> <p>Percentage of all students, including Hispanics and Low Socioeconomically Disadvantaged, will increase.</p>	<p>proficiency.</p> <p>Additional resources for Math RtI.</p>	<p>proficiency.</p> <p>Additional resources for Math RtI.</p>	

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				<p>Universal Screening will happen one time a year, and Benchmarking three times a year.</p> <p>Students identified as Tier II and III will be progress monitored weekly.</p> <p>2. District Measures will include Measured Progress, AIMSweb, Lets Go Learn (ADAM for Math), STAR Assessment, Core Curriculum Assessment,</p>				

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				<p>Universal Screening will happen one time a year, and Benchmarking three times a year.</p> <p>Students identified as Tier II and III will be progress monitored weekly.</p> <p>3. District Measures will include Measured Progress, AIMSweb, Lets Go Learn (ADAM for Math), STAR Assessment, Core Curriculum Assessment,</p>				

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				<p>Universal Screening will happen one time a year, and Benchmarking three times a year.</p> <p>Students identified as Tier II and III will be progress monitored weekly.</p>				
<p>Need and Metric:</p> <p>As reported by recent Title III reports, there is a need to increase the percentage of English learners attaining proficiency in Reading/Language Arts annually as measured by District Benchmark Assessments and CELDT Testing.</p>	The number of English Learner Students attaining the English Proficiency level on the CELDT will increase.	English Learners	All	<p>1. 30% Students who have been identified as English Learners for less than five years have attained English Proficiency as measured on the CELDT.</p>	<p>English Learners will receive appropriate language instruction through ELD instruction. Summer School will be offered to Hispanic and Socioeconomically Disadvantaged.</p> <p>The number of</p>	<p>English Learners will receive appropriate language instruction through ELD instruction. Summer School will be offered to Hispanic and Socioeconomically Disadvantaged.</p> <p>The number of</p>	<p>English Learners will receive appropriate language instruction through ELD instruction. Summer School will be offered to Hispanic and Socioeconomically Disadvantaged.</p> <p>The number of</p>	1, 4, & 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>District Measures will include Measured Progress, AIMSweb (CBM), CELDT, Lets Go Learn (DORA for Reading), STAR Assessment, BPST, SIPPS, Core Curriculum Assessment,</p> <p>Universal Screening will happen one time a year, and Benchmarking three times a year.</p> <p>Students identified as Tier II and III will be progress monitored</p>	English Learner Students attaining the English Proficiency level on the CELDT will increase.	English Learner Students attaining the English Proficiency level on the CELDT will increase. Expand summer school. Begin GLAD training with teachers at the elementary school level.	English Learner Students attaining the English Proficiency level on the CELDT will increase.	

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				<p>weekly through AIMSweb, SIPPS, and Susan Barton Reading.</p> <p>2. District Measures will include Measured Progress, AIMSweb (CBM), CELDT, Lets Go Learn (DORA for Reading), STAR Assessment, BPST, SIPPS, Core Curriculum Assessment,</p> <p>Universal Screening will happen one time a year, and</p>				

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				<p>Benchmarking three times a year.</p> <p>Students identified as Tier II and III will be progress monitored weekly through AIMSweb, SIPPS, and Susan Barton Reading.</p> <p>3. District Measures will include Measured Progress, AIMSweb (CBM), CELDT, Lets Go Learn (DORA for Reading), STAR Assessment, BPST, SIPPS, Core</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				Curriculum Assessment, Universal Screening will happen one time a year, and Benchmarking three times a year. Students identified as Tier II and III will be progress monitored weekly through AIMSweb, SIPPS, and Susan Barton Reading.				
Need and Metric: Surveys from parent and students indicate that there is a need for improvement in student to student	Students will establish positive relationships with adults and students, and participate in extra-curricular activities. The number of bullying incidents will decline, the	All	All	1. Surveys from parent and students indicate that there is a need for	The District will participate in Rachel's Challenge, a research based program promoting the	The District will participate in Rachel's Challenge, a research based program promoting the	The District will participate in Rachel's Challenge, a research based program promoting the	5, 6, & 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>relationships, and adult to student relationships:</p> <p>61% of Middle School students agree some and disagree some that students in the school help each other, even if they are not friends.</p> <p>22% of Middle School students disagree or strongly disagree that there is at least one adult at the school whom they feel comfortable talking to about things that are bothering them.</p> <p>35% of Middle School students disagree or strongly disagree that there is teacher, or some other adult, who will miss them when they are absent.</p> <p>District attendance Rates for the past three years:</p>	<p>number of suspensions will decline, and the attendance rate will rise to reach a goal of 97%..</p>			<p>improvement in student to student relationships, and adult to student relationships:</p> <p>61% of Middle School students agree some and disagree some that students in the school help each other, even if they are not friends.</p> <p>22% of Middle School students disagree or strongly disagree that there is at least one adult at the school whom they feel comfortable talking to</p>	<p>importance of positive relationships between students and students, as well as students and adults.</p> <p>The District will continue to participate in training and implementation of the Nurtured Heart Approach as it develops its Positive Behavior Intervention School system.</p> <p>Students will be able to maintain positive relationships with adults and peers, and feel safe while attending school. Attendance rates will increase to 97%.</p>	<p>importance of positive relationships between students and students, as well as students and adults.</p> <p>The District will continue to participate in training and implementation of the Nurtured Heart Approach as it develops its Positive Behavior Intervention School system.</p> <p>Students will be able to maintain positive relationships with adults and peers, and feel safe while attending school. Attendance rates will increase to 97%.</p>	<p>importance of positive relationships between students and students, as well as students and adults.</p> <p>The District will continue to participate in training and implementation of the Nurtured Heart Approach as it develops its Positive Behavior Intervention School system.</p> <p>Students will be able to maintain positive relationships with adults and peers, and feel safe while attending school. Attendance rates will increase to 97%.</p>	

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2009- 2010- 2011- 96.13% 2012- 95.98% 2013- 96.15% District Suspension rates for the past three years: 2010- 4.1% 2011- 9.4 2012- 9.1% 2013- 5.3%				about things that are bothering them. 35% of Middle School students disagree or strongly disagree that there is teacher, or some other adult, who will miss them when they are absent. District attendance Rates for the past three years: 96.13%, 95.98%, 96.15% Suspension rates for the past three years: 9.4%, 9.1%, 5.3%				

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				<p>Monthly attendance incentives will be implemented to encourage increased attendance. Increase positive relationships by attending Rachel's Challenge in service. Continue to implement Nurtured Heart Approach as schools develop its Positive Behavior Intervention System.</p> <p>Maintain the Community Day School for those students in need of Tier III behavior</p>				

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				<p>supports.</p> <p>Maintain current extra curricular activities.</p> <p>2. Monthly attendance incentives will be implemented to encourage increased attendance. Increase positive relationships by attending Rachel's Challenge in service. Continue to implement Nurtured Heart Approach as schools develop its Positive Behavior Intervention System.</p>				

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				<p>Maintain the Community Day School for those students in need of Tier III behavior supports.</p> <p>Maintain current extra curricular activities.</p> <p>3. Monthly attendance incentives will be implemented to encourage increased attendance. Increase positive relationships by attending Rachel's Challenge in service. Continue to implement Nurtured Heart</p>				

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				<p>Approach as schools develop its Positive Behavior Intervention System.</p> <p>Maintain the Community Day School for those students in need of Tier III behavior supports.</p> <p>Maintain current extra curricular activities.</p>				
<p>Need:</p> <p>There is a need for the district to increase parent participation in its Parent Trainings. The District provides two sessions of training to parents. In the Fall, a Love and Logic/Nurturing Heart</p>	The number of parents attending positive parenting techniques, and PIQE classes will increase.	All	All	1. The district provides two sessions of training to parents. In the Fall, a Love and Logic/Nurturing Heart training is	Parents will have a clearer understanding of requirements, steps, and resources that will prepare their children for college and career readiness.	Parents will have a clearer understanding of requirements, steps, and resources that will prepare their children for college and career readiness.	Parents will have a clearer understanding of requirements, steps, and resources that will prepare their children for college and career readiness.	3, 5, & 6

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<p>training is offered; and in the Spring a Parent Institute for Quality Education is offered.</p> <p>Metric:</p> <p>This year, the amount of parents attending were:</p> <p>Fall- 25 Spring- 23</p>				<p>offered; and in the Spring a Parent Institute for Quality Education is offered. This year, the amount of parents attending were:</p> <p>Fall- 25 Spring- 23</p> <p>Positive parenting classes and PIQE class schedule will be provided at Back to School Night at all school sites. These schedules will be posted on each school's website.</p> <p>All calls, and text messages</p>	Parents will have a clearer understanding of strategies that will assist their children in proper problem solving.	Parents will have a clearer understanding of strategies that will assist their children in proper problem solving.	Parents will have a clearer understanding of strategies that will assist their children in proper problem solving.	

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				<p>will be sent to promote attendance, and certificates will be provided for each parent. Attendance will be monitored closely with the goal of increasing attendance by 30%.</p> <p>2. Positive parenting classes and PIQE class schedule will be provided at Back to School Night at all school sites. These schedules will be posted on each school's website.</p>				

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				<p>All calls, and text messages will be sent to promote attendance, and certificates will be provided for each parent. Attendance will be monitored closely with the goal of increasing attendance by 30%.</p> <p>3. Positive parenting classes and PIQE class schedule will be provided at Back to School Night at all school sites. These schedules will be posted on each school's</p>				

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				<p>website.</p> <p>All calls, and text messages will be sent to promote attendance, and certificates will be provided for each parent. Attendance will be monitored closely with the goal of increasing attendance by 30%.</p>				
<p>Need:</p> <p>There is a need to decrease the number of Middle School students receiving at least two D's/F's. Reviewing the Middle School grades and course selection, the following was</p>	The number of students who receive two D's and/or F's every trimester will decrease. The District will offer A-G courses through regular classes, blended classes, and/or flipped classrooms.	All	Berrendos Middle School, Plum Valley Elementary, Manton Elementary, & Mineral Elementary	<p>1. Reviewing the Middle School grades and course selection, the following was determined:</p> <p>The number of Students</p>	<p>Teaching staffs of grades 6-8 will track D's and F's on a trimester basis.</p> <p>The District will research, evaluate, and implement blended learning</p>	<p>Teaching staffs of grades 6-8 will track D's and F's on a trimester basis.</p> <p>The District will research, evaluate, and implement blended learning</p>	<p>Teaching staffs of grades 6-8 will track D's and F's on a trimester basis.</p> <p>The District will research, evaluate, and implement blended learning</p>	1, 2, 7, & 8

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<p>determined:</p> <p>Metric:</p> <p>The number of Students receiving two D's or F's for 1st Trimester was 35. The number Students receiving two D's or F's for 2nd Trimester was 40.</p> <p>The number of A-G courses offered was 0.</p>				<p>receiving two D's or F's for 2nd Trimester was</p> <p>The number of A-G courses offered was 0.</p> <p>The Director of Curriculum and Assessment will evaluate potential on-line courses to offer students. These courses will include: Spanish, Social Science Curriculum, and Math Curriculum. These courses will be offered to Middle School Students.</p> <p>2. The Director of Curriculum and</p>	<p>classes.</p> <p>Pilot up to 30 Middle School Students.</p>	<p>classes.</p> <p>Pilot up to 30 Middle School Students.</p>	<p>classes.</p> <p>Pilot up to 30 Middle School Students.</p>	

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				<p>Assessment will evaluate potential on-line courses to offer students. These courses will include: Spanish, Social Science Curriculum, and Math Curriculum. These courses will be offered to Middle School Students.</p> <p>3. The Director of Curriculum and Assessment will evaluate potential on-line courses to offer students. These courses will include: Spanish, Social Science Curriculum, and Math Curriculum. These courses</p>				

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				will be offered to Middle School Students.				
<p>Need:</p> <p>There is a need to improve instruction in Physical Education to our Elementary School Students.</p> <p>Metric:</p> <p>Percent of 5th grade students meeting 4 out of 6 Healthy Fitness Zones:</p> <p>2009- 65.5% 2010- 69.3% 2011- 64.7% 2012- 63.7% 2013- 55.5%</p>	The number of students reaching proficiency in the 5th grade Physical Fitness test will increase.	All	Antelope Elementary , Plum Valley Elementary , Manton Elementary & Mineral Elementary	<p>1. There is a need to improve instruction in Physical Education to our Elementary School Students.</p> <p>Percent of 5th grade students meeting 4 out of 6 Healthy Fitness Zones:</p> <p>2009- 65.5% 2010- 69.3% 2011- 64.7% 2012- 63.7% 2013- 55.5%</p> <p>A certificated employee will be assigned to</p>	<p>All students will receive the proper amount of instructional minutes in PE.</p> <p>The number of students reaching proficiency in the 4th grade Physical Fitness test will increase.</p>	<p>All students will receive the proper amount of instructional minutes in PE.</p> <p>The number of students reaching proficiency in the 4th grade Physical Fitness test will increase.</p>	<p>All students will receive the proper amount of instructional minutes in PE.</p> <p>The number of students reaching proficiency in the 4th grade Physical Fitness test will increase.</p>	1, & 4

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				<p>coordinate the PE program at for the Elementary Schools. The coordinator will schedule lessons for paraprofessionals and teachers, train, and inventory/order necessary equipment. The coordinator will also assist with Physical Fitness assessment.</p> <p>2. A certificated employee will be assigned to coordinate the PE program at for the Elementary Schools. The coordinator will schedule</p>				

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				<p>lessons for paraprofessionals and teachers, train, and inventory/order necessary equipment. The coordinator will also assist with Physical Fitness assessment.</p> <p>3. A certificated employee will be assigned to coordinate the PE program at for the Elementary Schools. The coordinator will schedule lessons for paraprofessionals and teachers, train, and inventory/order necessary equipment.</p>				

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				The coordinator will also assist with Physical Fitness assessment.				

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>The percent of Third Grade students reaching Proficiency in Reading will increase as measured by District identified Benchmark Assessments.</p> <p>The percent of Students with Disabilities reaching Proficiency in Reading will increase as measured by District identified Benchmark Assessments.</p>	1, 2, & 4	<p>Staff Learning Centers with a full-time Reading Specialist and a full-time Resource Specialist to fully implement RtI.</p> <p>2. Staff Learning Centers with a full-time Reading Specialist and a full-time Resource Specialist to fully implement RtI.</p> <p>3. Staff Learning Centers with a full-time Reading Specialist and a full-time Resource Specialist to fully implement RtI.</p>			<p>Salaries for Instructional Staff. 1000-1999: Certificated Personnel Salaries Supplemental \$ 86,578</p> <p>Instructional Materials Supplemental \$ 2,000</p>	<p>Salaries for instructional staff.</p> <p>Instructional Materials.</p>	
		<p>Provide Professional Learning Communities three days for evaluating Benchmark Assessment Data for improving instruction.</p> <p>2. Provide Professional learning Communities (PLC's) three (3) days for evaluating Benchmark Assessment Data for improving instruction.</p> <p>3. Provide Professional Learning Communities three (3) days for evaluating Benchmark Assessment for improving instruction.</p>			<p>Three (3) release days per classroom teacher. 1000-1999: Certificated Personnel Salaries Base 13,110</p>	<p>Three (3) release days per classroom teacher.</p>	<p>Three (3) release days for all classroom teachers</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Implement Measured Progress and EADMS for District Benchmark Assessments for Common Core State Standards, and Identification of Tier II and Tier III students.</p> <p>2. Monitor all students with Measured Progress, and other adopted district measures, and tracked through EADMS with proper technology devices.</p> <p>3. Monitor all students with Measured Progress, and other adopted district measures, and tracked through EADMS with proper technology devices.</p>			<p>Technology 4000-4999: Books And Supplies Base 7235</p> <p>Instructional Material 4000-4999: Books And Supplies Base 2000</p> <p>Training 5800: Professional/Consulting Services And Operating Expenditures Base 1500</p>	<p>Instructional Materials 0000: Unrestricted</p> <p>Technology</p>	<p>Instructional materials</p> <p>Technology</p>
		<p>Train Paraprofessionals in Common Core State Standards.</p> <p>2. Train all Paraprofessional Classroom Assistants with Reading Interventions.</p> <p>3. Train all Paraprofessional Classroom Assistants with Reading Interventions.</p>			<p>Two (2) 3.5 hour training days for Classroom paraprofessionals 2000-2999: Classified Personnel Salaries Concentration 3,410</p> <p>Training Materials 4000-4999: Books And Supplies Concentration 2,000</p>	<p>Two (2) 3.5 hour training days for Classroom Paraprofessionals.</p>	<p>Two (2) 3.5 hour training days for Paraprofessional Classroom Assistants</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Train Learning Center staff with the Barton Reading System. 2. Train all Learning Center Staff with Susan Barton Reading. 3. Fully implement Susan Barton Reading Program.			Susan Barton training annual training, including conference and travel expenses. 5000-5999: Services And Other Operating Expenditures Base 50,000 Materials and supplies. 4000-4999: Books And Supplies Base 5,000	Training costs	Materials and supplies
		By 2015, all grades 3-8 will have Chrome Book mobile labs for use in interventions, assessment, and core classes. 2. Replace Chrome Books on an annual rotation to ensure all students in grades 3-8 have access. 3. Annual replacement of Chrome Books in grades 3-8.			Chrome Book purchases. 4000-4999: Books And Supplies Base 10,000 Charging station construction costs. 4000-4999: Books And Supplies Base 5000	Chrome Books	Chrome Books
		Antelope School will convert its computer lab to a K-2 lab to support the technology needs for students in the primary grades. This will also include increased access to intervention programs.			Computer purchase. 4000-4999: Books And Supplies Base 35,000 Furniture. 4000-4999: Books And Supplies Base 10,000 Materials and supplies. 4000-4999: Books And Supplies Base 3,000		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Transport Special Education students from Plum Valley to Antelope Elementary and Berrendos Middle School for continuum of Special Education Services.</p> <p>2. Transport Special Education students from Plum Valley School to Antelope Elementary and Berrendos Middle School for continuum of Special Education Services.</p> <p>3. Transport Special Education students from Plum Valley Elementary School to Antelope Elementary and Berrendos Middle School for continuum of Special Education Services.</p>			<p>Classified staffing for transportation 2000-2999: Classified Personnel Salaries Concentration 4735</p> <p>Fuel 4000-4999: Books And Supplies Concentration 4100</p>		
		<p>Transport students in grades 6, 7 and 8 from Plum Valley to Berrendos Middle School.</p> <p>2. Staff will evaluate the effectiveness of instructional delivery at Manton, Plum Valley, and Mineral Elementary Schools.</p> <p>3. Staff will evaluate the effectiveness of instructional delivery at Manton, Plum Valley, and Mineral Elementary Schools.</p>			<p>Classified staffing for transportation 1000-1999: Certificated Personnel Salaries Concentration 4735</p> <p>Fuel 4000-4999: Books And Supplies Concentration 4100</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Establish a Classified and Administrative Team to possibly attend the Annual Paraprofessional Conference.</p> <p>2. Hire classified staff as needed.</p> <p>3. Hire classified staff as needed.</p>					
<p>The percent of 6-8 grade students reaching Proficiency in Mathematics will increase as measured by District identified Benchmark Assessments.</p> <p>The percent of students identified as Hispanic and Socioeconomically Disadvantaged will increase as measured by District identified Benchmark Assessments.</p>	1, 2, & 4	<p>Staff the District with two (2) Math Lead Teacher that will assist in developing an RtI system for Mathematics.</p> <p>2. Staff the District with two (2) Math Lead Teacher that will assist in developing an RtI system for Mathematics.</p> <p>3. Staff the District with two (2) Math Lead Teacher that will assist in developing an RtI system for Mathematics.</p>			<p>Salaries for instructional staff. 1000-1999: Certificated Personnel Salaries Supplemental 94,699</p> <p>Materials and Supplies. 4000-4999: Books And Supplies Supplemental 2,000</p>	<p>Salaries for Instructional Staff</p> <p>Instructional Materials</p>	
		<p>Implement Measured Progress and EADMS for District Benchmark Assessments for Common Core State Standards.</p> <p>2. Implement Measured Progress and EADMS for District Benchmark Assessments for Common Core State Standards.</p>			<p>Included goal one (1). 4000-4999: Books And Supplies Base 7400</p>	<p>One day training in August. Teachers attending will earn one release day during the school year for math planning.</p>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Implement Measured Progress and EADMS for District Benchmark Assessments for Common Core State Standards.					
		Purchase and provide training with the newly adopted Math Curriculum. 2. Provide training with the newly adopted Math Curriculum. 3. Provide training for Math Curriculum.			One day training in August. Teachers attending will earn one day release day during the school year for math planning. 1000-1999: Certificated Personnel Salaries Base 1425 Instructional Materials 4000-4999: Books And Supplies Base 500		
		Provide Professional Learning Communities three days for evaluating Benchmark Assessment Data for improving instruction. 2. Provide Professional Learning Communities three days for evaluating Benchmark Assessment Data for improving instruction. 3. Provide Professional Learning Communities three days for evaluating Benchmark Assessment Data for improving instruction.			1000-1999: Certificated Personnel Salaries Base 11440		
		Provide time for teachers for Professional Learning Communities and Task Force meetings.			Included in goal one (1).		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
The number of English Learner Students attaining the English Proficiency level on the CELDT will increase.	1, 4, & 8	Provide Guided Language Acquisition Design Training for all administrators and lead teachers. 2. Provide Guided Language Acquisition Design training for 2/3 of all elementary school teachers in the district. 3. Provide Guided Language Acquisition Design Training to all staff.			Administrative and lead team introduction, training. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000 Training materials	Training costs	
		Provide Summer School with a focus on EL instruction for all EL students/ 2. Expand Summer School to ensure all EL students, including R-FEP students attend. 3. Expand Summer School to ensure all EL students and low socioeconomic students attend.			Two (2) certificated teachers 1000-1999: Certificated Personnel Salaries Supplemental 6720 One (1) classified classroom paraprofessional 2000-2999: Classified Personnel Salaries Supplemental 1970 One (1) cook 2000-2999: Classified Personnel Salaries Concentration 1660 One (1) bus driver 2000-2999: Classified Personnel Salaries Concentration 2280	Salaries Instructional materials	
		Attend Doug Fisher training for Admin and teacher leads.			Conference 5800: Professional/Consulting Services And Operating Expenditures Concentration 2500		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Students will establish positive relationships with adults and students, and participate in extra-curricular activities. The number of bullying incidents will decline, the number of suspensions will decline, and the attendance rate will rise to reach a goal of 97%..	5, 6, & 8	Continue to provide Nurtured Heart Training to all staff. 2. Continue to provide Nurtured Heart Training to all staff. 3. Continue to provide Nurtured Heart Training to all staff.			Materials and supplies 4000-4999: Books And Supplies Concentration 1000	Materials and supplies	
		Continue to fund full-time Pupil Services Coordinator to assist in implementing Positive Behavior Intervention Strategies. 2. Continue to fund full-time Pupil Services Coordinator. 3. Continue to fund full-time Pupil Services Coordinator to assist in implementing Positive Behavior Strategies.			Pupil Services Coordinator 1000-1999: Certificated Personnel Salaries Base 63350		
		Implement "Rachel's Challenge" to include one staff development day prior to the school year for training. 2. Provide one (1) "Rachel's Challenge" day at the middle school. 3. Continue with Rachel's Challenge initiative to maintain positive relationships.			Staff development- One day in August 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000 Materials 4000-4999: Books And Supplies Supplemental 1000	Staffing Technology Materials Training	
		Provide cyber-bully and bully training for staff, parents, and students.			Instructional materials 4000-4999: Books And Supplies Concentration 1000		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		2. Provide cyber-bullying and bullying training for all staff, parents, and students. 3. Provide cyber-bullying and bullying training for staff, parents, and students.					
		Add security surveillance to all schools.			Cameras and wiring 4000-4999: Books And Supplies Base 10000 Software 4000-4999: Books And Supplies Base 5000		
		Maintain Community Day School for alternative placement for students with behavioral needs. 2. Maintain Community Day School for alternative placement for students with behavioral needs. 3. Maintain Community Day School for alternative placement for students with behavioral needs.			Certificated Staffing 1000-1999: Certificated Personnel Salaries Base 80231 Classified Staffing 2000-2999: Classified Personnel Salaries Base 23500 Materials 4000-4999: Books And Supplies Base 2000 Techonology 4000-4999: Books And Supplies Base 3000		
The number of parents attending positive parenting techniques, and PIQE classes will increase.	3, 5, & 6	Participate in Gear-Up program at BMS. 2. Participate in Gear-up grant. 3. Participate in Gear-up Grant.			Pupil Services Coordinator 1000-1999: Certificated Personnel Salaries Other 1000 Activities 4000-4999: Books And Supplies Other 6500		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Schedule parenting classes, and notify parents in advance with fliers, all calls, and website notification. The two courses will be Love and Logic, and Parent Institute for Quality Education.</p> <p>2. Schedule parenting classes, and notify parents in advance with flyers, all calls, text messages, and website notification. The two courses will be Love and Logic, and Parent Institute for Quality Education.</p> <p>3. Expand PIQE and Love and Logic classes to all elementary and middle school parents.</p>			<p>Pupil Services Coordinator 1000-1999: Certificated Personnel Salaries Base 2000</p>		
		<p>Designate teachers and administrators to attend the Parent Booster Club every month.</p> <p>2. Designate teachers and administrators to attend and participate in all parent clubs.</p> <p>3. Designate teachers and administrators to attend and participate in all parent clubs.</p>					
The number of students who receive two D's and/or F's every trimester will	1, 2, 7, & 8	All schools will analyze the amount of D's and F's every grading period for Middle School Students.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
decrease. The District will offer A-G courses through regular classes, blended classes, and/or flipped classrooms.		2. All schools will analyze the amount of D's and F's every grading period for Middle School Students. 3. All schools will analyze the amount of D's and F's every grading period for Middle School Students.					
		Staff will participate in Gear-up and Expect More Berrendos conferences and trainings. 2. Staff and parents will participate in Gear-up and Expect More Berrendos conferences and trainings. 3. Staff will participate in Gear-up and Expect More conferences and trainings.			Two (2) conferences. One in fall and one in spring. 5800: Professional/Consulting Services And Operating Expenditures Other 2000 Travel expenses 4000-4999: Books And Supplies Other 2000 Materials and supplies 4000-4999: Books And Supplies Other 1000		
		The district will sponsor Honor Roll Trips every trimester. 2. The district will sponsor two (2) Honor Roll Field trips. 3. The district will sponsor two (2) honor roll field trips.			Transportation 5000-5999: Services And Other Operating Expenditures Base Field Trip Fees 5000-5999: Services And Other Operating Expenditures Base		
		Purchase at least three (3) on-line courses that may qualify for A-G. One will include Spanish. Pilot the program with 30 middle school students.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		2. Expand on-line courses for all middle school students. 3. Add to the on-line blended learning courses for Middle School to include the sciences.					
		Assign website responsibilities to staff members, provide training, and develop a system for website updates for all departments. 2. Assign website responsibilities to staff members, provide training, and develop a system for website updates for all departments. 3. Maintain a state of the art Website with accurate information for the public.					
		Middle School teachers will participate in County Wide Task Force to include partnering with the high school to develop appropriate curriculum assessments for placement.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
The number of students reaching proficiency in the 5th grade Physical Fitness test will increase.	1, & 4	<p>The District will analyze every Elementary School's Physical Education program and make recommendations to improve instruction, and meet the required minutes for Physical Education.</p> <p>2. The District will analyze every School's Physical Education program and make recommendations to improve instruction, and meet the required minutes for Physical Education.</p>			Coordinator 1000-1999: Certificated Personnel Salaries Base 5000		
		<p>The District will provide a stipend to a teacher at Antelope Elementary School to coordinate lessons and material for Paraprofessional to use for Physical Education lessons.</p> <p>2. The District will provide a stipend for a PE coordinator to assist with developing lessons, coordinating equipment, and training paraprofessionals for PE instruction.</p> <p>3. The District will provide proper training for certificated and classified staff responsible for Physical Education.</p>			Stipend		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>The District will provide proper Physical Education equipment for a variety of activities in all its elementary school programs.</p> <p>2. The District will provide proper Physical Education equipment for a variety of activities in all its programs.</p> <p>3. The District will provide proper Physical Education equipment for a variety of activities in all its programs.</p>			PE Equipment		
		The District will provide proper training for certificated and classified staff responsible for Physical Education.			Certificated Training 1000-1999: Certificated Personnel Salaries Base Classified Training 2000-2999: Classified Personnel Salaries Base		

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>The percent of Third Grade students reaching Proficiency in Reading will increase as measured by District identified Benchmark Assessments.</p> <p>The percent of Students with Disabilities reaching Proficiency in Reading will increase as measured by District identified Benchmark Assessments.</p>	1, 2, & 4						
<p>The percent of 6-8 grade students reaching Proficiency in Mathematics will increase as measured by District identified Benchmark Assessments.</p> <p>The percent of students identified as Hispanic and Socioeconomically</p>	1, 2, & 4						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Disadvantaged will increase as measured by District identified Benchmark Assessments.							
The number of English Learner Students attaining the English Proficiency level on the CELDT will increase.	1, 4, & 8						
Students will establish positive relationships with adults and students, and participate in extra-curricular activities. The number of bullying incidents will decline, the number of suspensions will decline, and the attendance rate will rise to reach a goal of 97%..	5, 6, & 8						
The number of parents attending positive parenting techniques, and PIQE classes will increase.	3, 5, & 6						
The number of students who receive two D's and/or F's every trimester will decrease. The	1, 2, 7, & 8						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
District will offer A-G courses through regular classes, blended classes, and/or flipped classrooms.							
The number of students reaching proficiency in the 5th grade Physical Fitness test will increase.	1, & 4						

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Antelope Elementary School District has a threshold of 56% unduplicated pupils. Because of this high percentage, the Local Control Funding Formula provides districts with additional funds for those students targeted as "in need". These funds are identified as supplemental and concentration funds and represent 4.43% of the total LCFF apportioned to Antelope Elementary School District for 2014-2015. The percentage of funds are referred to as the Minimum Proportionality Percentage, or the MPP. The MPP is used as a guide on what to spend on the student population that generates the supplemental and concentration additional funds. At Antelope Elementary School District, due to the high percentage of students that qualify for additional funds, the rural location and limited services available, the district-wide goals for Common Core, it is justified to spend the funds on all students. Antelope Elementary School District will spend in excess of the \$228,301 required in the MPP. Antelope Elementary School District expenditures in supplemental and concentration grants for the 2014-2015 school year will include, but not limited to:

- Addition of Literacy Lead and Math Lead for Tier II and Tier II Intervention.
- Implementation of Summer School focusing on EL, Low Socioeconomic Students, and Foster Youth.
- Guided Language Acquisition Design (GLAD) Training for teachers.
- Nurtured Heart, Rachel's Challenge, and Cyber-Bullying Training for staff to strengthen relationships.
- Transportation of Special Education Students from Plum Valley to Antelope School for increased services.
- Training for Paraprofessionals in Common Core Instruction and targeted interventions.
- Increase in technology for all grades.

Future years will maintain and increase the expenditures above. The District Leadership Team, along with School Site Councils, will monitor the progress of the LCAP. Stakeholders will be encouraged to participate in planned Open Forums throughout the year.

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

The proportionality percentage for which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils is 4.43% of the total LCFF apportioned to Antelope Elementary School District for 2014-2015. This proportionality is met through the following increased services:

- 1) The District is implementing summer school for all unduplicated students. This service will include Reading and Math instruction for all identified students.
- 2) GLAD Instruction Techniques. The district will begin its research and training in Guided Language Acquisition Design for students
- 3) The development of a Multi-Tiered System of Support, which will include a Literacy Lead and Math Lead teacher, will assist the unduplicated students as majority of those students are struggling in reading and/or math.
- 4) The improvement of student to student relationships and staff to student relationships with the continued implementation of Nurtured Heart and Rachel's Challenge.
- 5) Training to the Paraprofessionals in the area of Common Core Instruction and targeted intervention programs.

The District Leadership Team and School Site Councils will continue to monitor the success as it relates to proportionality, and will maintain the vision of support for all students.

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