Local Control Accountability Plan (LCAP)

LOST HILLS Union School District

2016- 2019

District Code: 1563594

Dates of Plan Duration: July 1, 2016- June 30, 2019

Date of Local Governing Board Approval: June 13, 2016

District Superintendent: Harrison Favereaux, Chief Administrative Officer

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Lost Hills Union School District Vision

It is the vision of the Lost Hills Union School District that the united efforts of students, staff, and community will develop students who...

- o value themselves
- o come to school ready to learn
- o speak and write effectively
- o are engaged in nature and science
- o compute and problem solve both individually and in a group setting
- o value personal health and fitness
- o interact respectfully within the school society and community
- o use resources of information and technology
- o value visual and performing arts

Lost Hills students, parents, and staff will strive for high quality student work within a safe enriched environment, utilizing a wide variety of resources and strategies.

Mission

It is the mission of Lost Hills Union School District to maintain an instructional program designed to allow each student to attain his or her full potential.

Introduction:

LEA: Lost Hills Union Elementary School District   Contact (Name, Title, Email, Phone Number): Harrison Favereaux, Superintendent, hafaver@losthills.k12.ca.us, 661-797-2941   LCAP Year:2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
The involvement process included 17 meeting dates for DAC/ELAC, SSC, parents, pupils, school personnel, local bargaining units, District Leadership Team, the community, administrators, and Board of Education. During these meetings the following were reviewed: LCAP process, an update on LCAP Actions, Services, Data, Metrics and 2015-16 expenditures. Stakeholders were given the opportunity to ask questions, make comments on 2015-16 progress, and give their input for LCAP updates. In addition, District representatives held several meetings were the 2016-19 revised LCAP was reviewed. Stakeholders were given an opportunity to ask questions and make comments prior to Board Approval of the LCAP. The Lost Hills Union School District consulted with DAC/ELAC, SSC, parents, pupils, school personnel, local bargaining units, District Leadership Team, administrators, Board of Education, and the community through the following process: At the January 11, 2016, Board meeting, district administrators announced the intent to consult with stakeholders for LCAP updates. Flyers were sent to all school personnel and parents inviting them to attend LCAP review and input sessions. Flyers included dates, times, and locations for each stakeholder session. The flyer was followed by parent letters, memorandums, and automated phone calls and text messages reminding stakeholders of LCAP meetings. In addition to all stakeholder meetings, stakeholders were invited to complete an LCAP Survey. Survey results are included with each stakeholder input. On February 4, 2016, student surveys were conducted. All 4th-8th grade students completed the surveys. Survey results are reflected under student input. On March 16, 2016, and April 20, 2016, District Administrators presented the LCAP	Stakeholder meeting input and survey results *were* summarized and included in needs assessment data. The District's revised LCAP reflects such data. Based on stakeholder input, the District will continue to implement the following actions and services: Goal 1: 1. Provide Beginning Teacher Support and Assessment (BTSA) 2. Review, select, and purchase Common Core and ELD Curriculum for 3rd- 5th 3. Increase classroom resource budget 4. Maintain reduced class sizes in K-3rd. 5. Provide ongoing DIBELS training 6. Provide extended library hours 7. Provide a Reading Intervention Teacher. 8. Provide a Paraprofessional to assist with Reading and Math intervention. 9. Provide and ELD Web Based Program (Imagine Learning) 10. Provide a Math Web Program (Big Brains) 11. Provide Before and After School Tutoring 12. Provide additional 15 minutes for a total of 45 minutes on ELD instruction. 13. Add an additional day to the teachers work calendar for professional development or an additional day of instruction 13. Maintain a part-time ELD Coach 14. Provide Common Core and 21st Century Skills Professional Development for teachers 15. Hire an ELA and Math Coach

to ASB and Class Representatives. LCAP progress was reviewed. Students gave their input for annual updates.

Parent/Community Involvement

On May 12, 2016 School Site Council (SSC) meeting was held. District administrators reviewed the LCAP process and progress. Lessons' learned were shared. Needs assessment data was shared. Goals were reviewed. SSC members have their input.

Parent/Community meetings were held March 31, 2016 at 6:00 p.m. in the Lost Hills School Cafeteria, on April 19, 2016 at 9:00 a.m. and 6:00 p.m. at Lost Hills Elementary School. District administrators reviewed the LCAP process and progress. Needs assessment data and lessons learned were shared. Parents and community members gave their input for LCAP updates.

On February 4, 2016, parent surveys were sent via an automated text and email system. Parent surveys were completed at parent-teacher conferences on March 30-31, 2016 for parents who did not have access to the internet at home. Survey results are reflected under student input

Student Involvement
Student meetings were held on March 16, 2016, and April 27, 2016. District administrators reviewed the 2015-16 LCAP Goals, Actions, Services and budget. Student data was shared. Students gave their input for LCAP annual updates.

DAC/ELAC Involvement
DAC/ELAC meetings were held on March 17, 2016; April 14, 2016. Other EL parents were also present at this meeting. LCAP progress was reviewed, lessons learned were shared, and needs assessment information was shared. All members and parents present gave their input for LCAP annual updates.

Staff Involvement
On January 5, 2016, a school and district administrator's focus group meeting was held. The LCAP progress was reviewed. Administrators gave their input for annual

16. Provide technology support
17. Continue to provide a technology technician
18. Upgrade existing computer labs
19. Provide student incentives
20. Provide a web-based Student Assessment System

Goal 2:
1. Provide additional counseling services
2. Provide extracurricular activities and transportation.
3. Continue with anti-bullying program.
4. Upgrade water fountains throughout the district
5. Continue to modernize school facilities
6. Continue to implement the Comprehensive Safety Plan
7. Maintain additional custodial staff and custodial training
8. Provide additional custodial and grounds equipment
9. Provide additional student supervision
10. Implement a smart energy management system

Goal 3:
1. Maintain the parent center and parent liaison
2. Provide parent training, resources, and volunteering opportunities
3. Continue services with Aeries- Student Information System and School Announcement.
4. Maintain District Website

Based on stakeholder input , the District will implement the following new actions and services:

See Annual Update for a list of new actions and services.

updates.

On April 13, 2016, a District Leadership Team (DLST) meeting has held. The LCAP progress was reviewed. DSLT gave their input for LCAP updates.

Classified Personnel meetings were held on March 3, 2016, and April 7, 2016. The LCAP process and progress were reviewed. Classified staff gave their input for LCAP revisions.

Certificated Personnel meetings were held March 16, 2016, and April 6, 2016. LCAP process and progress was reviewed. Needs assessment information was reviewed. Lessons learned were shared. Certificated staff gave their input for LCAP updates.

On April 22, 2016, an LCAP meeting was held with local bargaining units. District administrators reviewed the revised LCAP Regulations, and LCFF vision and goals. LCAP process, progress, and lessons' learned were reviewed. Bargaining Units gave their input for LCAP updates.

On February 4, 2016, staff surveys were conducted. Survey results are reflected under staff input.

School Board
On March 14, 2016, district administrators presented the LCAP to Board Members. LCAP progress was reviewed. Lessons Learned were shared. Revised LCFF regulations were shared and reviewed. Board Members gave their input.

Review of LCAP Draft

School Board: On May 18, 2016, district administrators presented the LCAP Draft to Board Members. Board Members have their input.

DAC/ELAC: On May 26, 2016, district administrators presented the LCAP Draft to ELAC Committees.

SSC: On May 12, 2016, district administrators presented the LCAP Draft to School Site Council Committee.

School Personnel: On May 11, 2016, district administrators presented the LCAP Draft to teacher leaders (Leadership Team).

Public Hearing

On May 31, 2016, an LCAP Public Hearing and Budget Public Hearing were held at a special Board Meeting.

Final Approval

On June 15, 2016, at a Special Board Meeting, the Board adopted the 2016-2019 LCAP and Budget.

In addition to Stakeholder input, the LEA used the following quantitative data for the goal setting process:

CAASPP ELA Proficiency Rate
CAASPP Mathematics Proficiency Rate
Academic Performance Index (API)
Adequate Yearly Progress (AYP)
CELDT Proficiency Rate
English Learner Reclassification Rate
Long Term English Learner Rate
Course Enrollment Data
Attendance Rate
Suspension Rate
Expulsion Rate
High Quality Teacher Status
Teacher Assignment
Academic Program Surveys
Facility Inspection Data

Superintendent will respond, in writing, to any questions from DAC/ELAC.

Annual Update:	**Annual Update:**
The Lost Hills Union School District consulted with DAC/ELAC, SSC, parents, pupils, school personnel, local bargaining units, District Leadership Team, administrators, Board of Education, and the community through the following process:	*Student Input reflected in the revised LCAP goals, actions, and services include:* 1. Provide rewards for students who perform well

At the January 11, 2016, Board meeting, district administrators announced the intent to consult with stakeholders for LCAP updates.

Flyers were sent to all school personnel and parents inviting them to attend LCAP review and input sessions. Flyers included dates, times, and locations for each stakeholder session. The flyer was followed by parent letters, memorandums, and automated phone calls and text messages reminding stakeholders of LCAP meetings.

In addition to all stakeholder meetings, stakeholders were invited to complete an LCAP Survey. Survey results are included with each stakeholder input.

 On February 4, 2016, student surveys were conducted. All 4th-8th grade students completed the surveys. Survey results are reflected under student input.

On March 16, 2016, and April 20, 2016, District Administrators presented the LCAP to ASB and Class Representatives. LCAP progress was reviewed. Students gave their input for annual updates.

Parent/Community Involvement

On May 12, 2016 School Site Council (SSC) meeting was held. District administrators reviewed the LCAP process and progress. Lessons' learned were shared. Needs assessment data was shared. Goals were reviewed. SSC members have their input.

Parent/Community meetings were held March 31, 2016 at 6:00 p.m. in the Lost Hills School Cafeteria, on April 19, 2016 at 9:00 a.m. and 6:00 p.m. at Lost Hills Elementary School. District administrators reviewed the LCAP process and progress. Needs assessment data and lessons learned were shared. Parents and community members gave their input for LCAP updates.

 On February 4, 2016, parent surveys were sent via an automated text and email system. Parent surveys were completed at parent-teacher conferences on March 30-31, 2016 for parents who did not have access to the internet at home. Survey results are reflected under student input

Student Involvement
Student meetings were held on March 16, 2016, and April 27, 2016. District administrators reviewed the 2015-16 LCAP Goals, Actions, Services and

academically.
2. Increase counseling services for students
3. Provide snacks and childcare to increase parent attendance at meetings.

School/ District Administrators Input reflected in the revised LCAP goals, actions, and services include:
1. Purchase ELA and ELD Curriculum for 3rd- 5th grade.
2. Implement mandatory interventions for students who are most at risk
3. Implement a literacy program to increase student reading fluency and comprehension.
4. Increase counseling services for students
5. Hire a math intervention teacher
6. Provide recognition for parents who participate in parent committees

District Leadership Team Input reflected in the revised LCAP goals, actions, and services include:
1. Purchase SBE Curriculum for 3-5th grade.
2. Implement Read Naturally to improve reading fluency
3. Provide each teacher with project funds
4. Hold parent-student meetings with all EL students/parents to monitor progress.
5. Provide rewards for students who meet reclassification requirements.
6. Provide mandatory interventions for students not meeting standards
7. Hire a math intervention teacher
8. Provide additional supervision during student lunches and elementary recess

Certificated Input reflected in the revised LCAP goals, actions, and services include:
1. Implement Read Naturally to increase reading fluency and comprehension.
2. Provide professional development for new curriculum

budget. Student data was shared. Students gave their input for LCAP annual updates.

DAC/ELAC Involvement
DAC/ELAC meetings were held on March 17, 2016; April 14, 2016. Other EL parents were also present at this meeting. LCAP progress was reviewed, lessons learned were shared, and needs assessment information was shared. All members and parents present gave their input for LCAP annual updates.

Staff Involvement
On January 5, 2016, a school and district administrator's focus group meeting was held. The LCAP progress was reviewed. Administrators gave their input for annual updates.

On April 13, 2016, a District Leadership Team (DLST) meeting has held. The LCAP progress was reviewed. DSLT gave their input for LCAP updates.

Classified Personnel meetings were held on March 3, 2016, and April 7, 2016. The LCAP process and progress were reviewed. Classified staff gave their input for LCAP revisions.

Certificated Personnel meetings were held March 16, 2016, and April 6, 2016. LCAP process and progress was reviewed. Needs assessment information was reviewed. Lessons learned were shared. Certificated staff gave their input for LCAP updates.

On April 22, 2016, an LCAP meeting was held with local bargaining units. District administrators reviewed the revised LCAP Regulations, and LCFF vision and goals. LCAP process, progress, and lessons' learned were reviewed. Bargaining Units gave their input for LCAP updates.

On February 4, 2016, staff surveys were conducted. Survey results are reflected under staff input.

School Board
On March 14, 2016, district administrators presented the LCAP to Board Members. LCAP progress was reviewed. Lessons Learned were shared. Revised LCFF

3. Hire more intervention teachers
4. Provide 2 way radios for all teachers conducting recess duty.
5. Provide snacks for parents during meetings
6. Provide additional translators for parent conferences

Classified Input reflected in the revised LCAP goals, actions, and services include:
1. Provide math tutoring to increase math scores
2. Conduct more non-planned safety drills
3. Conduct random inspection of backpacks and lockers
4. Provide two way radios to all staff during supervision duty times.
5. Hold Parent days during the school year
6. Provide snacks during parent meetings

Local Bargaining Units Input reflected in the revised LCAP goals, actions, and services include:
1. Hire math intervention teachers
2. Provide recognition for parents who are consistently involved in their children's education
3. provide snacks for parents at meetings

DAC/ELAC/Parents/Community Input reflected in the revised LCAP goals, actions, and services include:
1. Pick up students when not in school to increase student engagement
2. Conduct random backpack searches
3. Provide rewards for students when their parents attend most parent meetings.
4. Hire more teachers to improve math scores
5. Increase counseling services for students

Based upon stakeholder input, the district will rephrase Goal 1 to:

Goal 1: All students on target for college or career

regulations were shared and reviewed. Board Members gave their input.

Review of LCAP Draft

School Board: On May 18, 2016, district administrators presented the LCAP Draft to Board Members. Board Members have their input.

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CELDT Proficiency Rate
English Learner Reclassification Rate
Long Term English Learner Rate
Course Enrollment Data
Attendance Rate
Suspension Rate

readiness.

Other stakeholder suggestions gathered through surveys and consultation meetings, which may be addressed in future LCAP years are:

* Provide a GATE program all year round
* Provide additional Special Education staff
* Provide evening transportation for parent events
* Conduct parent and student duo classes
* Provide teacher incentives
* Purchase chrome books for all 3rd-8th grade students
* Purchase a safe
* Increase the Family Resource Center (FRC) preschool hours to full day and provide transportation
* Provide more library books
* Provide a newcomers class
* Purchase math curriculum
* Provide additional bilingual teacher aides
* Restructure the Kindergarten building to have restrooms and sinks outside the building rather than inside
* Renovate the bus loading area
* Provide professional development for Healthy Fit Zone for K-4th grade teachers
* Decrease students' wait time for afternoon transportation

| Expulsion Rate
High Quality Teacher Status
Teacher Assignment
Academic Program Surveys
Facility Inspection Data

Superintendent will respond, in writing, to any questions from DAC/ELAC. | |

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	All students on tract for college and/or career readiness.	Related State and/or Local Priorities: 1**X**_ 2**X**_ 3__ 4**X**_ 5__ 6__ 7**X**_ 8**X**

Identified Need :	Based upon State Accountability data and stakeholder input, the District is in need of increasing student achievement in the following areas:
	
	• The California English Language Development Test (CELDT)
	  - 2014-15 AMAO 1 **(56.9%) Target not met**
	  - AMAO 2
	     o Less than 5 Years Cohort **(16.8%) did not meet 24.2% target**
	     o 5 Years or More Cohort **(54.4%) Target Met**
	
	• 2014-15 California Assessment of Student Performance and Progress (CAASPP) Percent Met or Exceeded Standard
	  - LEA-wide **(ELA- 16%, Math- 10%)**
	  - Hispanic **(ELA- 16%, Math- 10%)**
	  - Socioeconomically disadvantaged **(ELA- 15%, Math- 10%)**
	  - English Learners **(ELA- 8%, Math- 5%)**
	  - Pupils with disabilities **(ELA- 0%, Math- 0%)**
	  - Foster youth **(ELA- N/A, Math- N/A)**
	
	• Academic Performance Index (API) **(N/A)**
	  - All Students **(N/A)**
	  - Hispanic **(N/A)**
	  - Socioeconomically disadvantaged **(N/A)**
	  - English Learners **(N/A)**
	  - Pupils with disabilities **(N/A)**
	  - Foster youth **(N/A)**
	
	• Adequate Yearly Progress (AYP) **(Met 8 of 9 AYP Criteria)**
	The Academic Program Survey (APS) Items 1-5 (**3.00 substantially- at least 75%**)

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	**Priority 1: Basic Services** Teacher credentialing and Missassignment Rate (Ed Code 44258.9) - Decrease the number/rate of teachers not fully credentialed **from 10% to 0%**

- Decrease the number/rate of teachers teaching outside of subject area competence **from 10% to 0%**
- Decrease the number/rate of teachers teaching ELs without authorization **from 10% to 0%**

- Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119
  - Maintain the number/rate of students lacking their own textbook at **0%**

- Well-maintained school facilities**- This metric is fully addressed under Goal 2 Actions and Services**
  - Increase Overall Facility Rating from Facility Inspection Tool (FIT) from **95% (Good School Rating) to 100% (Exemplary School Rating)**

Priority 2: Implementation of State Standards
- Maintain the implementation of State Standards at **100%** as measured by classroom observations
  Increase the implementation of State Standards from **3.00-substantially (at least 75%) to 4.00- Fully** as measured by the Academic Program Survey data Items 1-5
- Increase English Learners' access to the CCSS and the ELD standards from **75% to 100%** as measured by classroom observation.

Priority 4: Pupil Achievement
- State assessment standards met or nearly met rate for the district
  Increase proficiency levels by 5% in all subgroups on CAASPP over the 2015-16 proficiency levels
  2014-15 CAASPP proficiency levels
  - Increase ELA proficiency level by 5%
  - Increase Math proficiency level by 5%
  - Increase Science proficiency level by 5%
  - Increase Social Science proficiency – N/A

- API growth and score data per Ed Code 52052
  - API for Hispanic subgroup- **N/A**
  - API for Socioeconomically disadvantaged subgroup- **N/A**
  - API for English Learner subgroup- **N/A**
  - API for Pupils with Disabilities subgroup- **N/A**
  - API for Foster Youth subgroup **N/A**

- Percent of students completing UC/CSU required courses **N/A**
- Percent of students completing a CTE Course Sequence **N/A**
- Percent of EL students attaining AMAO 1 and 2 targets

- Increase the percent of ELs attaining AMAO 1from **56.9% to 63.5% (Increase by 6.6% to attain State target)**
- Increase the percent of ELs attaining AMAO 2- less than 5 years from **16.8 % to 27.2 (Increase by 10.4% to attain State target)**
- Increase the percent of ELs attaining AMAO 2- 5 years or more from **54.4% to 57.4% (State Target was exceeded by 3.5% in 2015-16)**
- Increase Rate of EL reclassification **by 3%** over the 2015-16 rate.
- Percent of students who passed AP exams with a score of 3 or higher **N/A**
- Early Assessment Project (EAP) College Ready rates for math and ELA **N/A**

Priority 7: Course Access
- The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Ed Code Section 51210 (grades 1-6) and Section 51220 (grades 9-12), as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.
  - A. Maintain the percentage of students that have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220(a) at 100%
  - B. Maintain programs and services developed and provided to 100% of unduplicated pupils. All courses open to all unduplicated students.
  - C. Maintain programs and services developed and provided to 100% of individuals with exceptional needs, through SDC and RSP classrooms.

Priority 8: Other Pupil Outcomes
- Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220
  - CAHSEE ELA proficient rates **N/A**
  - CAHSEE Math proficient rates **N/A**
  - CAHSEE ELA 3-Year Pass rate **N/A**
  - CAHSEE Math 3-Year Pass rate **N/A**
  - AP Exam Participation Rate **N/A**
  - Increase the percentage of students meeting the Healthy Fitness Zone by 5% (increase from **63%** to 68% as measured by the Physical Fitness Test Results for PE**.)**
  - Increase the percentage of 1st-3rd grade students at or above benchmark as measured by DIBELS by 5% (increase from 34% to 39%).
  - Increase the percentage of 1st -8th grade students mastering grade level mathematics standards by 5% as measured by local benchmarks (increase from 13% to 18%)
  - Increase the percentage of 1st – 8th grade students mastering grade level ELA standards by 5% as

		measured by local benchmarks (increase from 6% to 11%)		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. Increase student achievement in English Language Development.
 	
   a) LHUSD will hire and maintain fully credentialed and appropriately assigned teachers, Administrators, and Support Staff to implement its Educational Program effectively.
     i. Continue to partner with Kern County Office of Education to provide Beginning Teacher Support and Assessment (BTSA) Induction for teachers who need to clear their Preliminary Credentials.
 	
   b) Purchase SBE ELD Adopted Curriculum for 3rd- 5th Grade
 	
   c) Continue to provide 15 minutes of extended time for a total of 45 minutes for ELD Instruction
 	
   d) Provide an ELD Web Based Program- Imagine Learning.
 	
   e) Provide High Quality Professional Development for administrators, teachers and support staff in the areas of:
     ii. EDI lesson design and delivery
     iii. Integrated ELD
     iv. Designated ELD
 	
   f) Maintain a part-time ELD Coach to support
	District-wide	___ALL
		
		OR:
		__Low Income pupils X English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			1a) i. $10,000.00 (S&C) for BTSA costs services and other operating exp.
			
			1b). $80,000.00 (Base) for TK, and 3rd-5th SBE ELA/ELD Curriculum- for Books and Supplies
			
			1c). $71,321.00 (S&C) for teacher compensation for additional 15 minutes- certificated salary and benefits
			
			1d). $38,663.00 (S&C) for EL Web based program- Imagine Learning. Services and Other Operating exp
			
			1e). $3,000.00

classroom teachers. g) Implement quarterly ELD Benchmarks to monitor EL student progress h) Provide incentives for students meeting reclassification requirements i) Hold parent-student meetings with all EL students/parents to monitor progress (2 meetings per year)			(Title I, Title II) for certificated professional development. Services and other Operating exp. 1f). $44,174.00 (Title III) (S&C)for certificated salary and benefits for a part-time ELD Coach 1g). $1,000.00 (S&C) for paper and ink costs. Books and supplies 1h). $1,000.00 (S&C) for student incentives- books and supplies 1i). No funding needed.
2. Increase student achievement in English Language Arts/Literacy. a) Maintain fully credentialed and appropriately assigned teachers. b) Provide all students with appropriate SBE	District-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a). $22,660.00 (Base)- for additional cost to replace necessary certificated salary and

Adopted ELA curriculum and Instructional materials.

c) Provide sufficient textbooks, instructional materials, and supplies

d) Maintain reduced class sizes in grades K-3rd grade. A focus will be placed on addressing the needs of students who are most at risk.

e) Purchase additional Informational Text-Weekly Readers

f) Maintain a web-based Student Assessment System for quarterly benchmarks.-Illuminate Education

g) Maintain a part-time ELA Coach to support classroom teachers

h) Maintain a Reading Intervention Teacher to support Early Literacy in K-3rd Grade

i) Maintain DIBELS Assessment to measure the acquisition of early literacy skills in K-3rd
    I.   Provide training for new teachers and instructional aides

j) Maintain a Paraprofessional to assist in reading/language arts intervention classrooms.

k) Implement an ELA Tier Intervention Program for students needing strategic intervention

benefits

2b). Budgeted under 1b.

2c). $2,000.00 (S&C) for additional supplemental instructional materials and supplies- increase resource budget- Books and supplies

2d). $183,999.00 (S&C) for one Kindergarten teacher and one 3rd grade teacher-certificated salary and benefits

2e). $7,000.00 (S&C) for books and supplies

2f. $5,000.00 (S&C) Services and other Operating exp. ($2,222.00); professional service- ($300.00); Supplies ($578.00); certificated

l) Provide incentives for students meeting grade level standards including students in Elementary and Middle School.

m) Continue to offer extended learning activities to support achievement of grade level standards.

    i. Provide mandatory before school, after school, Saturday school and summer school for at risk students

n) Continue to provide 1 hr per week for grade level Professional Learning Communities

o) Provide High Quality Professional Development for administrators, teachers and support staff in the areas of:
    i. EDI lesson design and delivery
    ii. Depth of Knowledge (DOK)
    iii. Close Reading
    iv. Guided Reading
    v. Writing Workshops
    vi. Early Literacy Strategies
    vii. Integrated ELD
    viii. RTI

p) Implement a K-8th grade literacy program to increase student reading fluency and comprehension (possibly- Read Naturally).

q) Provide each teacher with project funds to implement project based activities in the classroom.

r) Add an additional professional development day for teachers.

salary and benefits- ($1,900.00)

2g). $44,174.00 (S&C) for a part-time ELA Coach- certificated salary and benefits

2h). $104,792.00 (Title I) for a Reading Teacher- certificated salary and benefits

2i) i. $1,500.00 (S&C) for DIBELS training services and other operating exp.

2j). $31,706.00 (Title I) for a Paraprofessional- classified salary and benefits

2k). No Cost

2l). $9,000.00 (S&C) for supplies

2m)i.

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$43,151.80 (Title I,) for extended learning- certificated staff salary and benefits; $47,833(S&C) for Summer School- certificated salary and benefits- ($36,118.00); classified salary and benefits- ($11,715.00)

2n). No cost. PLC schedule already incorporated in teachers regular schedule

2o). $79,021.90 (Title I- $20,075.9; Title II- $20,500.00; Educator Effectiveness- $38,446)- for certificated professional development

2p). $39,500.00 (S&C) for supplemental reading fluency program- Books and supplies

			2q). $15,500.00 (S&C) for project based classroom activities- books and supplies
			2r). $9,230.00 (S&C) for teacher compensation for an additional day- certificated salary and benefits
3. Increase student achievement in Mathematics. a) Maintain Highly Qualified Teachers b) Provide sufficient textbooks, instructional materials, and supplies. c) Maintain reduced class sizes in grades K-3rd grade. A focus will be placed on addressing the needs of students who are most at risk. d) Maintain a part-time math coach to support classroom teachers e) Provide a math intervention teacher to provide supplemental instruction to 3th -8th grade at risk students. f) Provide a web based math program- Big Brains g) Maintain a Paraprofessional to assist in	District-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a). Budgeted under 1a. 3b). Budgeted under 2c. 3c). Budgeted under 2d. 3d). $46,061.00 (S&C) for a part-time math coach- certificated salary and benefits 3e). $94,551.00 (EIA) for math intervention teacher- certificated salary and benefits. 3f). No Cost- 3 year contract already paid.

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math intervention classrooms h) Implement a tiered academic intervention program for math students needing strategic and intensive intervention i) Provide incentives for students meeting grade level standards including students in Elementary and Middle School. j) Continue to offer extended learning activities to support achievement of grade level standards. i. Provide mandatory before school, after school, Saturday school and summer school for most at risk students k) Provide each teacher with project funds to implement project based activities in the classroom.			3g). Budgeted under 2j 3h). No cost 3i). Budgeted under 2l. 3j). Budgeted under 2m. 3k). Budgeted under 2q.
4. Increase student achievement in Science. a) Maintain Highly Qualified Teachers b) Provide sufficient textbooks, instructional materials, and supplies c) Fully implement the Next Generation Science Standards (NGSS)- provide professional development	District-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4a). Budgeted under 1a. 4b). Budgeted under 2c. 4c). $7,000.00 (Educator Effectiveness) for professional development- for services and other operating exp.

5. Improve the use of technology to support implementation of CCSS and student achievement.
 	
  a) Maintain a technology technician.
 	
  b) Expand Wi-Fi for the Migrant Building, Family Resource Center, and District Office
 	
  c) Purchase classroom computers, laptops, tablets, chrome books, mobile labs and other necessary technology devices to implement Common Core and 21st Century Learning. –(focus on 3rd-8th grade)
 	
  d) Upgrade existing computer labs. (Lab 2)
 	
  e) Maintain a technology inventory program.
 	
  f) Maintain a technology replacement program.
    i. Replace classroom Smart Board Technology
    ii. Replace classroom printers
 	
  g) Provide ongoing technology support
	District-wide	X ALL
		OR:
		__Low Income pupils ___English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups: (Specify)_____
			5a). $92,169.00 (S&C) for technology technician-classified salary and benefits
			
			5b). $30,000.00 (Base) for Wi-Fi costs: services and other operating exp.
			
			5c). $80,000.00 (S&C) for classroom electronic devices- books and supplies
			
			5d). $27,500.00 (S&C) for replacement of computer lab devices- lab 2 books and supplies
			
			5e). No cost
			
			5f)i. $80,000.00 (S&C) for new Smart Boards- books and supplies
			
			5f)ii. $7,500.00 (S&C) for new classroom printers cost

	5g). $7,500.00 (Base) for technology support costs services and other operating exp- outside contract

LCAP Year 2: 2017-2018	

Expected Annual Measurable Outcomes:	**Priority 1: Basic Services**
	Teacher credentialing and Misassignment Rate (Ed Code 44258.9)
	    - Maintain the number/rate of teachers not fully credentialed **at 0%**
	    - Maintain the number/rate of teachers teaching outside of subject area competence **at 0%**
	    - Maintain the number/rate of teachers teaching ELs without authorization **from at 0%**
	
	    • Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119
	    - Maintain the number/rate of students lacking their own textbook at **0%**
	
	    • Well-maintained school facilities**- This metric is fully addressed under Goal 2 Actions and Services**
	    - Maintain the Overall Facility Rating from Facility Inspection Tool (FIT) at **100% (Exemplary School Rating)**
	
	Priority 2: Implementation of State Standards
	    - Maintain the implementation of State Standards at **100%** as measured by classroom observations as measured by classroom observations
	    - Maintain the implementation of State Standards at **4.00- Fully** as measured by the Academic Program Survey data Items 1-5
	    - Maintain English Learners' access to the CCSS and the ELD standards **at 100%** as measured by classroom observation.
	
	Priority 4: Pupil Achievement
	    • State assessment standards met or nearly met rate for the district
	    Increase proficiency levels by 5% in all subgroups on CAASPP over the 2016-17 proficiency levels
	    - Increase ELA proficiency level by 5%
	    - Increase Math proficiency level by 5%
	    - Increase Science proficiency level by 5%

- Increase Social Science proficiency – N/A

- API growth and score data per Ed Code 52052
  - API for Hispanic subgroup- **N/A**
  - API for Socioeconomically disadvantaged subgroup- **N/A**
  - API for English Learner subgroup- **N/A**
  - API for Pupils with Disabilities subgroup- **N/A**
  - API for Foster Youth subgroup **N/A**

- Percent of students completing UC/CSU required courses **N/A**
- Percent of students completing a CTE Course Sequence **N/A**
- Percent of EL students attaining AMAO 1 and 2 targets
  - Increase the percent of ELs attaining AMAO 1 by 3% over the 2016-17 results
  - Increase the percent of ELs attaining AMAO 2- less than 5 years by 3% over the 2016-17 results
  - Increase the percent of ELs attaining AMAO 2- 5 years or more by 3% over the 2016-17 results
- Increase Rate of EL reclassification **by 3%** over the 2016-17 rate.
- Percent of students who passed AP exams with a score of 3 or higher **N/A**
- Early Assessment Project (EAP) College Ready rates for math and ELA **N/A**

Priority 7: Course Access
- The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Ed Code Section 51210 (grades 1-6) and Section 51220 (grades 9-12), as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.
  - A. Maintain the percentage of students that have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220(a) at 100%
  - B. Maintain programs and services developed and provided to 100% of unduplicated pupils. All courses open to all unduplicated students.
  - C. Maintain programs and services developed and provided to 100% of individuals with exceptional needs, through SDC and RSP classrooms.

Priority 8: Other Pupil Outcomes
- Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220
  - CAHSEE ELA proficient rates **N/A**
  - CAHSEE Math proficient rates **N/A**
  - CAHSEE ELA 3-Year Pass rate **N/A**

- CAHSEE Math 3-Year Pass rate **N/A**
- AP Exam Participation Rate **N/A**
- Increase the percentage of students meeting the Healthy Fitness Zone by 5% over the 2016-17 results as measured by the Physical Fitness Test Results for PE**.)**
- Increase the percentage of 1st-3rd grade students at or above benchmark by 5% over the 2016-17 scores as measured by DIBELS
- Increase the percentage of 1st -8th grade students mastering grade level mathematics standards by 5% over the 2016-17 scores as measured by local benchmarks
- Increase the percentage of 1st – 8th grade students mastering grade level ELA standards by 5% over the 2016-17 scores as measured by local benchmarks

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase student achievement in English Language Development. a) LHUSD will hire and maintain fully credentialed and appropriately assigned teachers, Administrators, and Support Staff to implement its Educational Program effectively. v. Continue to partner with Kern County Office of Education to provide Beginning Teacher Support and Assessment (BTSA) Induction for teachers who need to clear their Preliminary Credentials. b) Purchase SBE ELD Adopted Curriculum for 6rd- 8th Grade c) Continue to provide 15 minutes of extended time for a total of 45 minutes for ELD Instruction d) Provide an ELD Web Based Program-	District-wide	___ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a) i. $10,000.00 (S&C) for BTSA costs services and other operating exp. 1b). $80,000.00 (Base) 6th – 8th SBE ELA/ELD Curriculum- for Books and Supplies 1c). $76,611.00 (S&C) for teacher compensation for additional 15 minutes- certificated salary and benefits

Imagine Learning.
 	
e) Provide High Quality Professional Development for administrators, teachers and support staff in the areas of:
  vi.   EDI lesson design and delivery
  vii.   Integrated ELD
  viii. Designated ELD
 	
f) Maintain a part-time ELD Coach to support classroom teachers.
 	
g) Implement quarterly ELD Benchmarks to monitor EL student progress
 	
h) Provide incentives for students meeting reclassification requirements
 	
i) Hold parent-student meetings with all EL students/parents to monitor progress (2 meetings per year)
			1d). $38,663.00 (S&C) for EL Web based program- Imagine Learning. Services and Other Operating exp
			
			1e). $3,000.00 (Title I, Title II) for Services and Other Operating exp
			
			1f). $45,803.00 (Title III) (S&C)for certificated salary and benefits for a part-time ELD Coach
			
			1g). $1,000.00 (S&C) for paper and ink costs.
			
			1h). $500.00 (S&C) for books and supplies
			
			1i). No funding needed.

2. Increase student achievement in English Language Arts/Literacy. a) Maintain Highly Qualified Teachers	District-wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a). $22,660.00 (Base)- for additional cost to replace

b) Provide all students with appropriate SBE Adopted ELA curriculum and Instructional materials.

c) Provide sufficient textbooks, instructional materials, and supplies

d) Maintain reduced class sizes in grades K-3rd grade. A focus will be placed on addressing the needs of students who are most at risk.

e) Purchase additional Informational Text-Weekly Readers

f) Maintain a web-based Student Assessment System for quarterly benchmarks.-Illuminate Education

g) Maintain a part-time ELA Coach to support classroom teachers

h) Maintain a Reading Intervention Teacher to support Early Literacy in K-3rd Grade

i) Maintain DIBELS Assessment to measure the acquisition of early literacy skills in K-3rd
    II.   Provide training for new teachers and instructional aides

j) Maintain a Paraprofessional to assist in reading/language arts intervention classrooms.

k) Implement an ELA Tier Intervention Program for students needing strategic

necessary certificated salary and benefits

2b). Budgeted under 1b.

2c). $2,000.00 (S&C) for additional supplemental instructional materials and supplies- increase resource budget

2d). $190,037.00 (S&C) for one Kindergarten teacher and one 3rd grade teacher- certificated salary and benefits

2e). $7,000.00 (S&C) for books and supplies

2f. $5,000.00 (S&C) services and other operating exp. ($2,222.00); professional service- ($300.00); Supplies

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intervention

l) Provide incentives for students meeting grade level standards including students in Elementary and Middle School.

m) Continue to offer extended learning activities to support achievement of grade level standards.

    ii. Provide mandatory before school, after school, Saturday school and summer school for at risk students

n) Continue to provide 1 hr per week for grade level Professional Learning Communities

o) Provide High Quality Professional Development for administrators, teachers and support staff in the areas of:
   i. EDI lesson design and delivery
   ii. Depth of Knowledge (DOK)
   iii. Close Reading
   iv. Guided Reading
   v. Writing Workshops
   vi. Early Literacy Strategies
   vii. Integrated ELD
   viii. RTI

p) Implement a K-8th grade literacy program to increase student reading fluency and comprehension (possibly- Read Naturally).

q) Provide each teacher with project funds to implement project based activities in the classroom.

($578.00); certificated salary and benefits- ($1,900.00)

2g). $45,803.00 (S&C) for a part-time ELA Coach- certificated salary and benefits

2h). $107,917.00 (Title I) for a Reading Teacher- certificated salary and benefits

2i) i. $1,500.00 (S&C) for DIBELS training services and other operating exp.

2j). $33,055.00 (Title I) for a Paraprofessional- classified salary and benefits

2k). No Cost

2l). $9,000.00 (S&C) for student

r) Add an additional professional development day for teachers.

incentives, field trips, services and other operating exp.

2m)i. $43,151.80 (Title I,) for extended learning-certificated staff salary and benefits; $47,833(S&C) for Summer School-certificated salary and benefits-($36,118.00); classified salary and benefits-($11,715.00)

2n). No cost. PLC schedule already incorporated in teachers regular schedule

2o). $40,575.9 (Title I-$20,075.90; Title II-$20,500.00) for Services and Operating exp

2p). $26,000.00 supplemental reading fluency program- Books

			and supplies
			2q). $15,500.00 (S&C) for project based classroom activities- books and supplies
			2r). $10,998.00 (S&C) for teacher compensation for an additional day- certificated salary and benefits
3. Increase student achievement in Mathematics. a) Maintain Fully credential and appropriately assigned teachers b) Provide sufficient textbooks, instructional materials, and supplies. c) Maintain reduced class sizes in grades K-3rd grade. A focus will be placed on addressing the needs of students who are most at risk. d) Maintain a part-time math coach to support classroom teachers e) Provide a math intervention teacher to provide supplemental instruction to 3th -8th grade at risk students. f) Provide a web based math program- Big	District-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a). Budgeted under 1a. 3b). Budgeted under 2c. 3c). Budgeted under 2d. 3d). $47,720.00 (S&C) for a part-time math coach-certificated salary and benefits 3e). $96,386.00 (EIA) for math intervention teacher-certificated salary and benefits.

Brains			3f). No Cost- 3 year contract already paid.
g) Maintain a Paraprofessional to assist in math intervention classrooms			3g). Budgeted under 2j
h) Implement a tiered academic intervention program for math students needing strategic and intensive intervention			3h). No cost
i) Provide incentives for students meeting grade level standards including students in Elementary and Middle School.			3i). Budgeted under 2l.
j) Continue to offer extended learning activities to support achievement of grade level standards.			3j). Budgeted under 2m.
i. Provide mandatory before school, after school, Saturday school and summer school for most at risk students			3k). Budgeted under 2q.
k) Provide each teacher with project funds to implement project based activities in the classroom.			
4. Increase student achievement in Science. a) Maintain Fully credential and appropriately assigned teachers b) Provide sufficient textbooks, instructional materials, and supplies c) Fully implement the Next Generation Science Standards (NGSS)- provide professional development	District-wide	X ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4a). Budgeted under 1a. 4b). Budgeted under 2c. 4c). $7,000.00 (Educator Effectiveness) for certificated professional development

5. Improve the use of technology to support implementation of CCSS and student achievement.
 	
   a) Maintain a technology technician.
 	
   b) Purchase classroom computers, laptops, tablets, chrome books, mobile labs and other necessary technology devices to implement Common Core and 21st Century Learning. –(focus on 3rd-8th grade)
 	
   c) Upgrade existing computer labs. (Lab 1)
 	
   d) Maintain a technology inventory program.
 	
   e) Maintain a technology replacement program.
  i. Replace classroom Smart Board Technology
 	
   f) Provide ongoing technology support
	District-wide	X ALL	5a). $96,976.00 (S&C) for technology technician-classified salary and benefits
			
			5b). $80,000.00 (S&C) for classroom electronic devices- books and supplies
			
			5c). $27,500.00 (S&C) for replacement of computer lab devices- lab 2 books and supplies
			
			5d). No cost
			
			5f)i. $80,000.00 (S&C) for new Smart Boards- for books and supplies
			
			5g). $7,500.00 (Base) for technology support costs services and other operating exp-outside contract

Priority 1: Basic Services
Teacher credentialing and Misassignment Rate (Ed Code 44258.9)
- Maintain the number/rate of teachers not fully credentialed **at 0%**
- Maintain the number/rate of teachers teaching outside of subject area competence **at 0%**
- Maintain the number/rate of teachers teaching ELs without authorization **from at 0%**

- Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119
  - Maintain the number/rate of students lacking their own textbook at **0%**

- Well-maintained school facilities**- This metric is fully addressed under Goal 2 Actions and Services**
  - Maintain the Overall Facility Rating from Facility Inspection Tool (FIT) at **100% (Exemplary School Rating)**

Priority 2: Implementation of State Standards
- Maintain the implementation of State Standards at **100%** as measured by classroom observations as measured by classroom observations
- Maintain the implementation of State Standards at **4.00- Fully** as measured by the Academic Program Survey data Items 1-5
- Maintain English Learners' access to the CCSS and the ELD standards **at 100%** as measured by classroom observation.

Priority 4: Pupil Achievement
- State assessment standards met or nearly met rate for the district
  Increase proficiency levels by 5% in all subgroups on CAASPP over the 2017-18 proficiency levels
  - Increase ELA proficiency level by 5%
  - Increase Math proficiency level by 5%
  - Increase Science proficiency level by 5%
  - Increase Social Science proficiency – N/A

- API growth and score data per Ed Code 52052
  - API for Hispanic subgroup- **N/A**
  - API for Socioeconomically disadvantaged subgroup- **N/A**
  - API for English Learner subgroup- **N/A**
  - API for Pupils with Disabilities subgroup- **N/A**
  - API for Foster Youth subgroup **N/A**

Expected Annual Measurable Outcomes:

- Percent of students completing UC/CSU required courses **N/A**
- Percent of students completing a CTE Course Sequence **N/A**
- Percent of EL students attaining AMAO 1 and 2 targets
  - Increase the percent of ELs attaining AMAO 1 by 3% over the 2017-18 results
  - Increase the percent of ELs attaining AMAO 2- less than 5 years by 3% over the 2017-18 results
  - Increase the percent of ELs attaining AMAO 2- 5 years or more by 3% over the 2017-18 results
- Increase Rate of EL reclassification **by 3%** over the 2017-18 rate.
- Percent of students who passed AP exams with a score of 3 or higher **N/A**
- Early Assessment Project (EAP) College Ready rates for math and ELA **N/A**

Priority 7: Course Access
- The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Ed Code Section 51210 (grades 1-6) and Section 51220 (grades 9-12), as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.
  - A. Maintain the percentage of students that have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220(a) at 100%
  - B. Maintain programs and services developed and provided to 100% of unduplicated pupils. All courses open to all unduplicated students.
  - C. Maintain programs and services developed and provided to 100% of individuals with exceptional needs, through SDC and RSP classrooms.

Priority 8: Other Pupil Outcomes
- Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220
  - CAHSEE ELA proficient rates **N/A**
  - CAHSEE Math proficient rates **N/A**
  - CAHSEE ELA 3-Year Pass rate **N/A**
  - CAHSEE Math 3-Year Pass rate **N/A**
  - AP Exam Participation Rate **N/A**
  - Increase the percentage of students meeting the Healthy Fitness Zone by 5% over the 2017-18 results as measured by the Physical Fitness Test Results for PE**.)**
  - Increase the percentage of 1st-3rd grade students at or above benchmark by 5% over the 2017-18 scores as measured by DIBELS
  - Increase the percentage of 1st -8th grade students mastering grade level mathematics standards by 5% over the 2017-18 scores as measured by local benchmarks

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. Increase student achievement in English Language Development.
 	
  a) LHUSD will hire and maintain fully credential and appropriately assigned teachers Highly Qualified Teachers (HQT), Administrators, and Support Staff to implement its Educational Program effectively.
    ix. Continue to partner with Kern County Office of Education to provide Beginning Teacher Support and Assessment (BTSA) Induction for teachers who need to clear their Preliminary Credentials.
 	
  b) Purchase SBE MATH Adopted Curriculum for K - 5th Grade
 	
  c) Continue to provide 15 minutes of extended time for a total of 45 minutes for ELD Instruction
 	
  d) Provide an ELD Web Based Program- Imagine Learning.
 	
  e) Provide High Quality Professional Development for administrators, teachers and support staff in the areas of:
    x. EDI lesson design and delivery
    xi. Integrated ELD
	District-wide	___ALL
		
		OR:
		__Low Income pupils X English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			1a) i. $10,000.00 (S&C) for BTSA costs services and other operating exp.
			
			1b). $80,000.00 (Base) for K-5th SBE MATH Curriculum- for Books and Supplies
			
			1c). $82,051.00 (S&C) for teacher compensation for additional 15 minutes-certificated salary and benefits
			
			1d). $38,663.00 (S&C) for EL Web based program-Imagine Learning. Services and Other Operating exp

xii. Designated ELD f) Maintain a part-time ELD Coach to support classroom teachers. g) Implement quarterly ELD Benchmarks to monitor EL student progress h) Provide incentives for students meeting reclassification requirements i) Hold parent-student meetings with all EL students/parents to monitor progress (2 meetings per year)			1e). $3,000.00 (Title I, Title II) for Services and operating exp 1f). $47,470.00 (Title III) (S&C)for certificated salary and benefits for a part-time ELD Coach 1g). $1,000.00 (S&C) for paper and ink costs. 1h). $500.00 (S&C) for student incentives-books and supplies 1i). No funding needed.
2. Increase student achievement in English Language Arts/Literacy. a) Maintain Highly Qualified Teachers b) Provide all students with appropriate SBE Adopted ELA curriculum and Instructional materials. c) Provide sufficient textbooks, instructional	District-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a). $22,660.00 (Base)- for additional cost to replace necessary certificated salary and benefits 2b). Budgeted under 1b.

materials, and supplies

d) Maintain reduced class sizes in grades K-3rd grade. A focus will be placed on addressing the needs of students who are most at risk.

e) Purchase additional Informational Text-Weekly Readers

f) Maintain a web-based Student Assessment System for quarterly benchmarks.-Illuminate Education

g) Maintain a part-time ELA Coach to support classroom teachers

h) Maintain a Reading Intervention Teacher to support Early Literacy in K-3rd Grade

i) Maintain DIBELS Assessment to measure the acquisition of early literacy skills in K-3rd
   III. Provide training for new teachers and instructional aides

j) Maintain a Paraprofessional to assist in reading/language arts intervention classrooms.

k) Implement an ELA Tier Intervention Program for students needing strategic intervention

l) Provide incentives for students meeting grade level standards including students in Elementary and Middle School.

2c). $2,000.00 (S&C) for additional supplemental instructional materials and supplies-increase resource budget

2d). $194,888.00 (S&C) for one Kindergarten teacher and one 3rd grade teacher-certificated salary and benefits

2e). $7,000.00 (S&C) for books and supplies

2f. $5,000.00 (S&C) Service and operating exp ($2,222.00); professional service-($300.00); Supplies ($578.00); certificated salary and benefits-($1,900.00)

m) Continue to offer extended learning activities to support achievement of grade level standards.

    iii.   Provide mandatory before school, after school, Saturday school and summer school for at risk students

n) Continue to provide 1 hr per week for grade level Professional Learning Communities

o) Provide High Quality Professional Development for administrators, teachers and support staff in the areas of:
    i.   EDI lesson design and delivery
    ii.   Depth of Knowledge (DOK)
    iii.   Close Reading
    iv.   Guided Reading
    v.   Writing Workshops
    vi.   Early Literacy Strategies
    vii.   Integrated ELD
    viii.   RTI

p) Implement a K-8th grade literacy program to increase student reading fluency and comprehension (possibly- Read Naturally).

q) Provide each teacher with project funds to implement project based activities in the classroom.

r) Add an additional professional development day for teachers.

2g). $47,470.00 (S&C) for a part-time ELA Coach- certificated salary and benefits

2h). $110,277.00 (Title I) for a Reading Teacher- certificated salary and benefits

2i) i. $1,500.00 (S&C) for DIBELS training services and other operating exp.

2j). $34,243.00 (Title I) for a Paraprofessional- certificated salary and benefits

2k). No Cost

2l). $9,000.00 (S&C) for student incentives, field trips, services and other operating exp.

2m)i. 43,151.80 (Title I,) for extended

44

learning-certificated staff salary and benefits; $47,833(S&C) for Summer School-certificated salary and benefits-($36,118.00); classified salary and benefits-($11,715.00)

2n). No cost. PLC schedule already incorporated in teachers regular schedule

2o). $40,575.9 (Title I-$20,075.90; Title II-$20,500.00) for Services and operating exp

2p). $26,000.00 supplemental reading fluency program- Books and supplies

2q). $15,500.00 (S&C) for project based classroom activities- books and supplies

45

			2r). $11,785.00 (S&C) for teacher compensation for an additional day- certificated salary and benefits

3. Increase student achievement in Mathematics.
 	
  a) Maintain Fully credential and appropriately assigned teachers
 	
  b) Provide sufficient textbooks, instructional materials, and supplies.
 	
  c) Maintain reduced class sizes in grades K-3rd grade. A focus will be placed on addressing the needs of students who are most at risk.
 	
  d) Maintain a part-time math coach to support classroom teachers
 	
  e) Provide a math intervention teacher to provide supplemental instruction to 3th -8th grade at risk students.
 	
  f) Provide a web based math program- Big Brains
 	
  g) Maintain a Paraprofessional to assist in math intervention classrooms
 	
  h) Implement a tiered academic intervention program for math students needing
	District-wide	X ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			3a). Budgeted under 1a.
			
			3b). Budgeted under 2c.
			
			3c). Budgeted under 2d.
			
			3d). $49,414.00 (S&C) for a part-time math coach-certificated salary and benefits
			
			3e). $98,247.00 (EIA) for math intervention teacher-certificated salary and benefits.
			
			3f). No Cost- 3 year contract already paid.
			
			3g). Budgeted under 2j
			
			3h). No cost

strategic and intensive intervention			3i). Budgeted under 2l.
i) Provide incentives for students meeting grade level standards including students in Elementary and Middle School.			3j). Budgeted under 2m.
j) Continue to offer extended learning activities to support achievement of grade level standards.			3k). Budgeted under 2q.
i. Provide mandatory before school, after school, Saturday school and summer school for most at risk students			
k) Provide each teacher with project funds to implement project based activities in the classroom.			
4. Increase student achievement in Science. a) Maintain Fully credential and appropriately assigned teachers b) Provide sufficient textbooks, instructional materials, and supplies c) Fully implement the Next Generation Science Standards (NGSS)- provide professional development	District-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4a). Budgeted under 1a. 4b). Budgeted under 2c. 4c). $7,000.00 (Educator Effectiveness) for services and operating exp
5. Improve the use of technology to support implementation of CCSS and student achievement. a) Maintain a technology technician.	District-wide	X ALL	5a). $101,266.00 (S&C) for technology technician-classified salary and benefits

b) Upgrade existing computer labs. (Lab 2) c) Maintain a technology inventory program. d) Maintain a technology replacement program. i. Replace classroom Smart Board Technology e) Provide ongoing technology support		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5b). $27,500.00 (S&C) for replacement of computer lab devices- lab 2 books and supplies 5c). No cost 5d)i. $80,000.00 (S&C) for new Smart Boards- for books and supplies 5e). $7,500.00 (Base) for technology support costs services and other operating exp- outside contract
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL:	Create a safe and welcoming learning environment where students are connected to their schools.	Related State and/or Local Priorities: 1**X** 2__ 3__ 4__ 5**X** 6**X** 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Based upon district data in 2014-15, 11 students were suspended, and 0 students were expelled from the district. 2013-14 suspension rate was 3.5%.	
Goal Applies to:	Schools:	All

	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	95% of students in 4th -8th grade will report feeling safe, welcomed, and connected to their schools as measured by student surveys, attendance, and suspension rates.
	
	Priority 1: Basic Services
	• Teacher credentialing and Missassignment Rate (Ed Code 44258.9) **– This metric is fully addressed under Goal 1 Action and Services**
	  - Decrease the number/rate of teachers not fully credentialed from **10% to 0%**
	  - Decrease the number/rate of teachers teaching outside of subject area competence from 10**% to 0%**
	  - Decrease the number/rate of teachers teaching ELs without authorization from **10% to 0%**
	
	• Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119**- This metric is fully addressed under Goal 1 Action and Services**
	  - Maintain the number/rate of students lacking their own textbook at **0%**
	
	Well-maintained school facilities
	  - Increase Overall Facility Rating from Facility Inspection Tool (FIT) from **95% (Good School Rating) to 100% (Exemplary School Rating)**
	
	Priority 5: Pupil Engagement
	  - Increase Attendance Rate from **97%** to **98%**
	  - Maintain Chronic Absenteeism Rate to **1%**
	  - Maintain/decrease Truancy Rate to **7.89%**
	  - Maintain Middle School Dropout Rate **(8th grade- 0%; 9th grade- 0%)**
	  - High School Dropout Rate **N/A**
	  - High School Graduation Rate **N/A**
	
	Priority 6: School Climate
	  - Maintain Suspension Rate **at 1.8%**
	  - Maintain Expulsion Rate **at 0%**
	  - Pupil Surveys- **95%** of students in 4th-8th grade will report feeling safe, welcomed, and connected to their schools.

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures

1. Increase student safety
 	
  a) Provide additional counseling services for students (2 additional days)
 	
  b) Continue to provide anti-bullying training for staff, parents, and students. Implement Safe School Ambassadors program (train 4th-8th grade students) and Box Out Bullying.
 	
  c) Ensure that all facilities are modernized, safe, and engaging.
 	
  d) Continue to implement and maintain the Comprehensive School Safety Plan.
    i. Provide Active Shooter training
    ii. Purchase safety supplies
 	
  e) Continue to provide additional custodial staff to maintain cleaner facilities.
 	
  f) Provide professional development for classified staff.
 	
  g) Provide additional student supervision before school, after school, during recess and class transitions.
 	
  h) Provide 2 way radios for all teachers conducting recess duty.
 	
  i) Conduct more non-planned safety drills (at least 3 additional safety drills per year).
 	
  j) Pick up students from home when not ill
	District-wide	X ALL
		-- 	
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			1a). $36,000.00 (S&C)- Additional Counseling- Certificated Salary and benefits.
			
			1b). $7,000.00 (S&C) for anti-bullying training for students, staff and parents- Professional Services- outside vendor
			
			1c). $45,000.00 (Base)- maintaining facilities Services and Other Operating exp
			
			1d). $15,000.00 (S&C) for safety supplies ($7,000.00) and Services and operating exp ($8,000.00). Cost Objectives; Books and Supplies
			
			1e). $47,271.00 (S&C) for custodian-classified salary and benefits

and not in school.

k) Upgrade/replace water fountains throughout the District. Ensure upgrade/replaced water fountains include water filter for cleaner/healthier drinking water.

l) Implement Smart Energy Management System for increased safety during various school events.

m) Upgrade student soccer field #1

1f). $1,500.00 (S&C) for classified-custodian and grounds staff professional development

1g). $20,000.00 (S&C) compensation for additional student supervision-classified salary and benefits.

1h). $1,500.00 (S&C)for additional 2 way radios-supplies

1i). No funding needed

1j). No funding needed

1k). $222,382.00 (S&C) for pipe replacement filtration system, new drinking fountains-Services and operating exp

1l). $35,000.00 (Base) for motion sensors

			throughout district facilities- services and other operating exp. 1m). $36,759.00 (S&C) for services and operating exp ($4,700) Services and Operating exp ($32,059.00)

2. Increase student engagement
 	
   a) Continue to provide extracurricular activities such as sports, mentoring, and arts.
      i. Soccer
      ii. Art- PS Arts
      iii. Book Clubs
 	
   b) Continue to provide transportation for after school tutoring and extracurricular activities.
	District-wide	X ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			2a). $10,000.00 (S&C) for materials ($2,000) and teacher compensation ($8,000) for additional hrs.- certificated salary and benefits
			
			2b). $5,027.00 (S&C) for After school transportation Services and Other Operating exp

LCAP Year 2: 2017-2018

| Expected Annual Measurable Outcomes: | 98% of students in 4th -8th grade will report feeling safe, welcomed, and connected to their schools as measured by student surveys, attendance, and suspension rates.

Priority 1: Basic Services
- Teacher credentialing and Missassignment Rate (Ed Code 44258.9) **– This metric is fully addressed under Goal 1 Action and Services**
  - Maintain/Decrease the number/rate of teachers not fully credentialed to 0%
  - Maintain/ Decrease the number/rate of teachers teaching outside of subject area competence **to 0%**
  - Maintain/Decrease the number/rate of teachers teaching ELs without authorization **to 0%**

- Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119**- This metric is fully addressed under Goal 1 Action and Services**
  - Maintain the number/rate of students lacking their own textbook at **0%**

Well-maintained school facilities
  - Maintain/Increase Overall Facility Rating from Facility Inspection Tool (FIT) **to 100% (Exemplary School Rating)**

Priority 5: Pupil Engagement
- Maintain/Increase Attendance Rate to **98%**
- Maintain/Decrease Chronic Absenteeism Rate to **1%**
- Maintain/Decrease Truancy Rate to **7.89%**
- Maintain/Decrease Middle School Dropout Rate **(8th grade- 0%; 9th grade- 0%)**
- High School Dropout Rate **N/A**
- High School Graduation Rate **N/A**

Priority 6: School Climate
- Maintain/Decrease Suspension Rate **at 1.8%**
- Maintain/Decrease Expulsion Rate **at 0%**
- Pupil Surveys- **98%** of students in 4th-8th grade will report feeling safe, welcomed, and connected to their schools. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase student safety	District-	X ALL	1a). $36,000.00

a) Provide additional counseling services for students (2 additional days)

b) Continue to provide anti-bullying training for staff, parents, and students. Implement Safe School Ambassadors program (train 4th-8th grade students) and Box Out Bullying.

c) Ensure that all facilities are modernized, safe, and engaging.

d) Continue to implement and maintain the Comprehensive School Safety Plan.
   iii. Provide Active Shooter training
   iv. Purchase safety supplies

e) Continue to provide additional custodial staff to maintain cleaner facilities.

f) Provide professional development for classified staff.

g) Provide additional student supervision before school, after school, during recess and class transitions.

h) Provide 2 way radios for all teachers conducting recess duty.

i) Conduct more non-planned safety drills (at least 3 additional safety drills per year).

j) Pick up students from home when not ill and not in school.

wide

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

(S&C)- Additional Counseling- certificated salary and benefits.

1b). $7,000.00 (S&C) for anti-bullying training for students, staff and parents- Professional Services- outside vendor

1c). $45,000.00 (Base)- maintaining facilities Services and Other Operating exp

1d). $5,000.00 (S&C) for safety Books and Supplies

1e). $48,452.00 (S&C) for custodian- classified salary and benefits

1f). $1,500.00 (S&C) for classified custodian and grounds staff professional development

k) Upgrade student soccer field #2			1g). $20,000.00 (S&C) compensation for additional student supervision-classified salary and benefits. 1h). $1,500.00 (S&C)for additional 2 way radios- for supplies 1i). No funding needed 1j). No funding needed 1k). $16,000.00 (S&C) for irrigation system, equipment, labor. Supplies ($4,700) Services and Other Operating exp ($11,300.00)
2. Increase student engagement a) Continue to provide extracurricular activities such as sports, mentoring, and arts. iv. Soccer	District-wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	2a). $7,000.00 (S&C) compensation for additional hrs.- certificated salary and

55

			benefits
v. Art- PS Arts vi. Book Clubs b) Continue to provide transportation for after school tutoring and extracurricular activities.		__Other Subgroups:(Specify)_____	2b). $5,069.00 (S&C) for After school transportation Services and Other Operating exp

<table>
<tr><td colspan="2" align="center">LCAP Year 3: 2018-2019</td></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
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100% of students in 4th -8th grade will report feeling safe, welcomed, and connected to their schools as measured by student surveys, attendance, and suspension rates.

Priority 1: Basic Services
- Teacher credentialing and Missassignment Rate (Ed Code 44258.9) **– This metric is fully addressed under Goal 1 Action and Services**
  - Maintain/Decrease the number/rate of teachers not fully credentialed to 0%
  - Maintain/ Decrease the number/rate of teachers teaching outside of subject area competence **to 0%**
  - Maintain/Decrease the number/rate of teachers teaching ELs without authorization **to 0%**

- Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119**- This metric is fully addressed under Goal 1 Action and Services**
  - Maintain the number/rate of students lacking their own textbook at **0%**

Well-maintained school facilities
  - Maintain/Increase Overall Facility Rating from Facility Inspection Tool (FIT) **to 100% (Exemplary School Rating)**

Priority 5: Pupil Engagement
  - Maintain/Increase Attendance Rate to **98%**
  - Maintain/Decrease Chronic Absenteeism Rate to **1%**
  - Maintain/Decrease Truancy Rate to **7.89%**
  - Maintain/Decrease Middle School Dropout Rate **(8th grade- 0%; 9th grade- 0%)**

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- High School Dropout Rate **N/A**
- High School Graduation Rate **N/A**

Priority 6: School Climate
- Maintain/Decrease Suspension Rate **at 1.8%**
- Maintain/Decrease Expulsion Rate **at 0%**
- Pupil Surveys- **100%** of students in 4th-8th grade will report feeling safe, welcomed, and connected to their schools.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. Increase student safety
 	
  a) Provide additional counseling services for students (2 additional days)
 	
  b) Continue to provide anti-bullying training for staff, parents, and students. Implement Safe School Ambassadors program (train 4th-8th grade students) and Box Out Bullying.
 	
  c) Ensure that all facilities are modernized, safe, and engaging.
 	
  d) Continue to implement and maintain the Comprehensive School Safety Plan.
     v. Provide Active Shooter training
     vi. Purchase safety supplies
 	
  e) Continue to provide additional custodial staff to maintain cleaner facilities.
 	
  f) Provide professional development for classified staff.
 	
  g) Provide additional student supervision
	District-wide	X ALL
		-- 	
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			1a). $40,000.00 (S&C)- Additional Counseling-certificated salary and benefits.
			
			1b). $7,000.00 (S&C) for anti-bullying training for students, staff and parents- Professional Services- outside vendor
			
			1c). $45,000.00 (Base)- maintaining facilities Services and Operating exp
			
			1d). $5,000.00 (S&C) for safety supplies
			
			1e). $49,288.00 (S&C) for

57

before school, after school, during recess and class transitions. h) Conduct more non-planned safety drills (at least 3 additional safety drills per year). i) Pick up students from home when not ill and not in school. j) Upgrade student football field			custodian-classified salary and benefits 1f). $1,500.00 (S&C) for classified custodian and grounds staff services and operating exp 1g). $20,000.00 (S&C) compensation for additional student supervision-classified salary and benefits. 1h). No funding needed 1i). No funding needed 1j). $16,000.00 (S&C) for Supplies ($4,700) Services and Operating exp ($11,300.00)
2. Increase student engagement a) Continue to provide extracurricular activities such as sports, mentoring, and arts. vii. Soccer	District-wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	2a). $7,000.00 (S&C) compensation for additional hrs.- certificated salary and

viii. Art- PS Arts ix. Book Clubs b) Continue to provide transportation for after school tutoring and extracurricular activities.		benefits 2b). $5,110.00 (S&C) for After school transportation Services and Other Operating exp

		Related State and/or Local Priorities:
GOAL:	Increase parent and family engagement.	1__ 2__ 3**X** 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Based upon student, school personnel, and parent surveys, the school/district does not seek parent input into the decisions related to their child's education.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017	
Expected Annual Measurable Outcomes:	LHUSD will increase the active participation of parents in School Site Council (SSC), English Learner Advisory Committee, District English Learner Advisory Committee and parent information events by 10% as measured by sign in sheets **Priority 3: Parental Involvement** • How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs - Number of meetings held/ number of opportunities provided to parents to be involved at the school - How promotions were made: (**Promoted through flyers, letters, and automated phone system (text messages, voice mails, emails). Send reminders.** - DAC/ELAC/ DELAC/ SSC/ Title I parent meeting attendance numbers **(Hold at least 24 parent meetings) (Increase parent meeting attendance numbers by 10%). Base line numbers will be collected 2016-17.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. Increase parent engagement
 	
  a) Maintain the Lost Hills Union School District Parent Center
 	
  b) Continue to provide a Parent Liaison
 	
  c) Provide parents with the resources and training to strengthen student learning at home
 	
  d) Provide parents with opportunities for volunteering
 	
  e) Provide interpretation at all parent conferences for parents who do not speak English.
 	
  f) Provide snacks and childcare during parent meetings.
 	
  g) Provide recognition for parents who are consistently involved in their children's education.
	District-wide	X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			1a). $2,000.00 (S&C) for supplies/equipment. Books and Supplies
			
			1b). $21,669.00 (S&C) for part-time parent liaison-classified salary and benefits
			
			1c). $10,000.00 (S&C) for parent resources. Books and Supplies
			
			1d). No funding needed.
			
			1e). $1,551.00 (S&C) for Supplemental pay for 10 instructional aides-interpreters-classified salary and benefits
			
			1f). $2,000.00 (S&C) for supplies for 24 parent meetings-$8,000 classified salary

			and benefits 1g). $2,000.00 (S&C) for parent incentives-certificates, plaques, skirts etc. – Books and supplies

2. Improve home to school communication
 	
  a) Continue to contract services with web-based student information system- Aeries Eagle Software.
 	
  b) Continue to contract services with Alert Solutions- School Announcement System
 	
  c) Maintain District Website to provide parents with more up-to-date resources and information related to education, the district, and their child(ren)'s schools.
 	
  d) Upgrade District's/School's Phone System. Add telephone lines.
	District-wide	X ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			2a). $22,000.00 (S&C)- Yearly licensing, training, and support services. Services and Other Operating exp
			
			2b). $1,500.00 (S&C) Yearly licensing, training, and support services. Services and Other Operating exp
			
			2c). $7,500.00 (S&C) for website maintenance-services and other operating exp.
			
			2d). $110,000.00 (S&C) replacement of current phone

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			system cost-equipment replacement, professional services

<table>
<tr><td colspan="4" align="center">LCAP Year 2: 2017-2018</td></tr>
<tr>
<td rowspan="2">Expected Annual Measurable Outcomes:</td>
<td colspan="3">LHUSD will increase the active participation of parents in School Site Council (SSC), English Learner Advisory Committee, District English Learner Advisory Committee and parent information events by 20% as measured by sign in sheets

Priority 3: Parental Involvement
• How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs
- Number of meetings held/ number of opportunities provided to parents to be involved at the school
- How promotions were made: (Promoted through flyers, letters, and automated phone system (text messages, voice mails, emails). Send reminders.
- DAC/ELAC/
DELAC/ SSC/ Title I parent meeting attendance numbers (Hold at least 24 parent meetings) (Increase parent meeting attendance numbers by 15%)</td>
</tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. Increase parent engagement
 	
  a) Maintain the Lost Hills Union School District Parent Center
 	
  b) Continue to provide a Parent Liaison
 	
  c) Provide parents with the resources and training to strengthen student learning at home
 	
  d) Provide parents with opportunities for
	District-wide	X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			1a). $2,000.00 (S&C) for supplies/equipment. Books and Supplies
			
			1b). $22,147.00 (S&C) for part-time parent liaison-classified salary and benefits
			
			1c). $10,000.00 (S&C) for

volunteering e) Provide interpretation at all parent conferences for parents who do not speak English. f) Provide snacks and childcare during parent meetings. g) Provide recognition for parents who are consistently involved in their children's education.			parent resources. Books and Supplies 1d). No funding needed. 1e). $1,736.00 (S&C) for Supplemental pay for 10 instructional aides-interpreters-classified salary and benefits 1f). $10,000.00 (S&C) for snacks and childcare for 24 parent meetings-classified salary and benefits 1g). $2,000.00 (S&C) for parent incentives-certificates, plaques, skirts etc. Books and supplies
2. Improve home to school communication a) Continue to contract services with web-based student information system- Aeries Eagle Software. b) Continue to contract services with Alert	District-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a). $22,000.00 (S&C)- Yearly licensing, training, and support services. Services and Other

			Operating exp
c) Maintain District Website to provide parents with more up-to-date resources and information related to education, the district, and their child(ren)'s schools.			2b). $1,500.00 (S&C) Yearly licensing, training, and support services. Services and Other Operating exp 2c). $7,500.00 (S&C) for website maintenance- services and other operating exp.

LCAP Year 3: 2018-2019	
	LHUSD will increase the active participation of parents in School Site Council (SSC), English Learner Advisory Committee, District English Learner Advisory Committee and parent information events by 25% as measured by sign in sheets
Expected Annual Measurable Outcomes:	**Priority 3: Parental Involvement** • How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs - Number of meetings held/ number of opportunities provided to parents to be involved at the school - How promotions were made: (**Promoted through flyers, letters, and automated phone system (text messages, voice mails, emails). Send reminders.** - DAC/ELAC/ DELAC/ SSC/ Title I parent meeting attendance numbers **(Hold at least 24 parent meetings) (Increase parent meeting attendance numbers by 20%)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. Increase parent engagement
 	
   a) Maintain the Lost Hills Union School District Parent Center
 	
   b) Continue to provide a Parent Liaison
 	
   c) Provide parents with the resources and training to strengthen student learning at home
 	
   d) Provide parents with opportunities for volunteering
 	
   e) Provide interpretation at all parent conferences for parents who do not speak English.
 	
   f) Provide snacks and childcare during parent meetings.
 	
   g) Provide recognition for parents who are consistently involved in their children's education.
	District-wide	X ALL
		-- 	
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			1a). $2,000.00 (S&C) for supplies/equipment. Books and Supplies
			
			1b). $22,428.00 (S&C) for part-time parent liaison-classified salary and benefits
			
			1c). $10,000.00 (S&C) for parent resources. Books and Supplies
			
			1d). No funding needed.
			
			1e). $1,835.00 (S&C) for Supplemental pay for 10 instructional aides-interpreters-classified salary and benefits
			
			1f). $2,000.00 (S&C) for supplies $8,000 Classified salary and benefits
			
			1g). $2,000.00

			(S&C) for parent incentives-certificates, plaques, skirts etc. Books and supplies

2. Improve home to school communication
 	
  a) Continue to contract services with web-based student information system- Aeries Eagle Software.
 	
  b) Continue to contract services with Alert Solutions- School Announcement System
 	
  c) Maintain District Website to provide parents with more up-to-date resources and information related to education, the district, and their child(ren)'s schools.
	District-wide	<u>X-</u> ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			2a). $22,000.00 (S&C)- Yearly licensing, training, and support services. Services and Other Operating exp
			
			2b). $1,500.00 (S&C) Yearly licensing, training, and support services. Services and Other Operating exp
			
			2c). $7,500.00 (S&C) for website maintenance-services and other operating exp.

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Increase student achievement in English Language Development, Reading Language Arts, Mathematics, Science, and Social Science.		Related State and/or Local Priorities: 1 **X** 2 **X** 3__ 4 **X** 5__ 6__ 7 **X** 8 **X** COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools		
	Applicable Pupil Subgroups: All Subgroups		

Expected Annual Measurable Outcomes:	**Priority 1: Basic Services**
	• Teacher credentialing and Misassignment Rate (Ed Code 44258.9)
	  - Decrease the number/rate of teachers not fully credentialed from **6.8% to 0%**
	  - Decrease the number/rate of teachers teaching outside of subject area
		Actual Annual Measurable Outcomes:	**Priority 1: Basic Services**
			Teacher credentialing and Misassignment Rate (Ed Code 44258.9)

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Rate of teacher not fully	6.8%	0%	10%	Target was not

competence from **6.8% to 0%**
- Decrease the number/rate of teachers teaching ELs without authorization from **6.8% to 0%**
- Increase the number/rate of core classes taught by HQTs from **93.2% to 100%**

- Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119
  - Maintain the number/rate of students lacking their own textbook at **0%**

- Well-maintained school facilities**- This metric is fully addressed under Goal 2 Actions and Services**
  - Increase Overall Facility Rating from Facility Inspection Tool (FIT) from **98% (Good School Rating) to 100% (Exemplary School Rating)**

Priority 2: Implementation of State Standards
- Increase the implementation of State Standards from **75% to 100%** as measured by classroom observations
- Increase the implementation of State Standards from **3.03-substantially (at least 75%) to 4.00- Fully** as measured by the Academic Program Survey data Items 1-5
- Increase English Learners' access to the CCSS and the ELD standards to **100%**

Priority 4: Pupil Achievement
- State assessment proficient/advanced rate

				met (-10%)
credentialed				
Rate of teachers teaching outside of subject area competence	6.8%	0%	10%	Target was not met (-10%)
Rate of teachers teaching ELs without authorization	6.8%	0%	10%	Target was not met (-10%)
Rate of core classes taught by HQT	93.2%	100%	90%	Target was not met (-10%)

- Access to standards- aligned instructional materials as defined in Ed Code 60119

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Rate of students lacking their own textbook	0%	0%	0% as per Academic Program Survey	Target was met

- Well-maintained school facilities.

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Overall Facility Rating	98%	100%	95%	Target was not met (-5%)

Priority 2: Implementation of State Standards

for the district
Increase proficiency levels by 5% in all subgroups on CAASPP over the 2014-15 Baseline.
- Increase ELA proficiency levels by 5%
- Increase Math proficiency levels by 5%
- Increase Science proficiency levels by 5% (2012-13 CST Proficiency level was **50%** for 5th/8th)
- Increase Social Science proficiency levels by 5%
- API growth and score data per Ed Code 52052 **(2012-13 API 745, Growth -36)**
  - Increase API growth for Hispanic subgroup by 5% **(2012-13 API 745, Growth -36)**
  - Increase API growth for Socioeconomically disadvantaged subgroup by 5% **(2012-13 API 742, Growth -39)**
  - Increase API growth for English Learner subgroup by 5% **(2012-13 API 748, Growth -33)**
  - Increase API growth for Pupils with Disabilities Subgroup by 5% **(2012-13 API 656, Growth +32)**
  - Increase API growth for Foster Youth Subgroup **(API N/A, Growth N/A)**
- Percent of students completing UC/CSU required courses **N/A**
- Percent of students completing a CTE Course Sequence **N/A**
- Increase the percent of EL students attaining AMAO 1 and 2 targets
  - Increase the percent of ELs attaining AMAO 1 by **3% (2013-14 AMAO 1 was**

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Implementation of State Standards as measured by classroom observations	75%	100%	100%	Target was
Implementation of State Standards as measured by Academic Program Survey data items 1-5	3.03% - substantially (at least 75%)	4.00%- Fully	75%	Target was not met (-1.00%)
English Learner's access to the CCSS and the ELD standards as measured by classroom observations	75%	100%	100%	Target was met

Priority 4: Pupil Achievement
- State assessment standard met or nearly met rate for the district
  2014-15 CAASPP proficiency levels

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted

60.1%)
  - Increase the percent of ELs attaining AMAO 2- less than 5 years by **3% (2013-14 AMAO 2- less than 5 years was 16%)**
  - Increase the percent of ELs attaining AMAO 2- 5 years or more by **3% (2013-14 AMAO 2- 5 year or more was 48.6%)**
- Increase the percent of EL reclassification rate by **3%**
- Percent of students who passed AP exams with a score of 3 or higher **N/A**
- Early Assessment Project (EAP) College Ready rates for math and ELA **N/A**

Priority 7: Course Access
- The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Ed Code Section 51210 (grades 1-6) and Section 51220 (grades 9-12), as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.
  - Rate of students enrolled in CTE courses (grades 7-12) **54%**
  - Rate of students enrolled in UC/CSU required courses (grades 9-12) **N/A**
  - Number of AP courses offered (grades 9-12) **N/A**
  - Rate of students enrolled in AP courses **N/A**
  - Rate of remedial course enrollment **(26%Math and ELA Intervention)**

ELA proficiency level	N/A	N/A	16%	N/A
Math proficiency level	N/A	N/A	10%	N/A
Science proficiency level (5th/8th)	50%	55%	30%	Target not met (-25%)
Social Science proficiency	N/A	N/A	N/A	N/A

- API growth and score data per Ed Code 52052

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
API for Hispanic subgroup-	N/A	N/A	N/A	N/A
API for Socioeconomically disadvantaged subgroup	N/A	N/A	N/A	N/A
API for English Learner subgroup	N/A	N/A	N/A	N/A
API for Pupils with Disabilities subgroup	N/A	N/A	N/A	N/A
API for Foster Youth subgroup	N/A	N/A	N/A	N/A

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted

-	Maintain the Number/rate of course offerings for students with exceptional needs (SDC classes) from **4.1% to 4.1%**

Priority 8: Other Pupil Outcomes
- Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220
    - CAHSEE ELA proficient rates **N/A**
    - CAHSEE Math proficient rates **N/A**
    - CAHSEE ELA 3-Year Pass rate **N/A**
    - CAHSEE Math 3-Year Pass rate **N/A**
    - Increase the percent of EL students making progress toward English Proficiency (AMAO 1) by 3% **(2013-14 proficiency rate was 60.1%)**
    - AP Exam Participation Rate **N/A**
    - Increase the percentage of students meeting the Healthy Fitness Zone by **3%** as measured by the Physical Fitness Test Results for PE **(2013-14 Healthy Fitness Zone Avg. was 72.5%)**

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Percent of students completing UC/CSU	N/A	N/A	N/A	N/A

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Percent of students completing a CTE Course Sequence	N/A	N/A	N/A	N/A

- Percent of EL students attaining AMAO 1 and 2 targets

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Percent of ELs attaining AMAO 1	**60.1%**	63.1%	**56.9%**	Target was not met (-6.2%)
Percent of ELs Attaining AMAO 2- Less than 5 years	**16%**	19%	**16.8 %**	Target was not met (-2.2%)
Percent of ELs attaining AMAO 2- 5 years or more	**48.6%**	51.6%	**54.4%**	Target was exceeded by +2.8%

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Rate of EL Reclassification	8.1% (2013-14)	13.1%	5% (2014-15)	Target not met (-8.1%)

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted

Percent of students who passed AP exams with a score of 3 or higher	N/A	N/A	N/A	N/A

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Early Assessment Project (EAP) College Ready rates for math and ELA	N/A	N/A	N/A	N/A

Priority 7: Course Access
- The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Ed Code Section 51210 (grades 1-6) and Section 51220 (grades 9-12), as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.

  A.   100% of students have access to broad course of study that included all subject areas in section 512100 and 51220(a)

  B. Programs and services are developed and provided to 100% of unduplicated pupils. All unduplicated students have access to all courses, including intervention, and before and after school instruction.

C. Programs and services are developed and provided to 100% of individuals with exceptional needs, through SDC and RSP classrooms.

Priority 8: Other Pupil Outcomes
- Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
CAHSEE ELA proficient rates	N/A	N/A	N/A	N/A
CAHSEE Math proficient rates	N/A	N/A	N/A	N/A
CAHSEE ELA 3-Year Pass rate	N/A	N/A	N/A	N/A
CAHSEE Math 3-Year Pass rate	N/A	N/A	N/A	N/A
AP Exam Participation Rate	N/A	N/A	N/A	N/A
Percentage of students meeting the Healthy Fitness Zone as measured by the Physical Fitness Test Results for	72.5%	3%	63%	Target was not met (-12.5%)

			N/A	N/A		N/A
		PE				
		Percentage of 1st- 8th grade students mastering grade level ELA standards as measured by local benchmarks	N/A	N/A	6%	N/A
		Percentage of 1st-8th grade students mastering grade level math standards as measured by local benchmarks	N/A	N/A	13%	N/A
		Percentage of 1st- 3rd grade students attaining above benchmark on DIBELS	N/A	N/A	34%	N/A

LCAP Year: 2015-16	
Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Maintain Highly Qualified Staff • LHUSD will hire and maintain Highly Qualified Teachers (HQT), Administrators, and Support Staff to implement its Educational Program effectively. • Continue to partner with Kern County Office of Education to provide Beginning Teacher Support and Assessment (BTSA) Induction for teachers who need to clear their Preliminary Credentials. Maintain Highly Qualified status by providing professional development and training for all personnel. *(See Professional Development actions and services)*	$8,839.00 (LCFF Base)- for additional cost to replace non HQT- Salary and benefits $14,100 (LCFF Supplemental and Concentration)- for BTSA costs Services and Other Operating Exp.	• Two fully credential Teachers were hired. • Beginning Teacher Support and Assessment (BTSA) was provided for two qualifying teachers.	$7,184.66 (LCFF Base) additional cost to replace non HQT- Salary and benefits $9,900.00 (LCFF Supplemental and Concentration) for BTSA costs services and other operating exp.
Scope of service: LEA- wide		Scope of service: LEA- wide	
X ALL		X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Provide SBE Adopted Curriculum • Provide all students with appropriate SBE Adopted ELA, Mathematics, English	$50,000 (LCFF Base) – For K-2nd SBE ELA/ELD Curriculum	Additional ELD student books were purchased. K-2nd grade ELA/ELD Curriculum was purchased. The District selected	$82,781.93 (LCFF Base) – For K-2nd SBE ELA/ELD

Language Development (ELD), Science, Social Science curriculum and Instruction. • Provide sufficient textbooks, instructional materials, and supplies. • Update/upgrade classroom libraries to reflect rigor and text types required b CCSS. • Purchase Literature and Informational student library books to reflect the CCSS required text. Purchase a web-based Student Assessment System	$2,000(LCFF Supplemental and Concentration)- to increase Classroom Resource budget. Books and Supplies $8,000 (LCFF Supplemental and Concentration)- For classroom libraries. Books and Supplies $8,000 (LCFF Supplemental and Concentration)- For Student Library. Books and Supplies	National Geographic. Additional classroom supplies were purchase in order to fully implement the Explicit Direct Instruction model. Classroom supplies consisted of white boards and dry erase markers for all classrooms. $383.00 was allocated to each teacher for purchasing student books for classroom libraries. Literature and informational student library books were purchased and made available for students to checkout. Illuminate Education, a web-based Student Assessment system, was purchased. Assessment system is used for formative and summative assessments.	Curriculum $1,483.64 (LCFF Supplemental and Concentration)- to increase Classroom Resource budget. Books and Supplies $ 6,098.15 (LCFF Supplemental and Concentration)- For classroom libraries. Books and Supplies $7,928.63 (LCFF Supplemental and Concentration)- for Student Library Books- Books and Supplies $12,369.51 (LCFF Supplemental and Concentration) licensing, support services and equipment. Services and Other Operating exp

Scope of service:	LEA- Wide		**Scope of service:**	LEA- Wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Maintain reduced class sizes. LHUSD will maintain reduced class sizes in grades TK-3rd. A focus will be placed on addressing the needs of students who are most at-risk.	$167,000.00 - One Kindergarten teacher and one 3rd grade teacher- (LCFF Supplemental and Concentration)- Salary and benefits.		A Kindergarten and a third grade teacher were maintained in order to keep reduced class sizes in TK-3rd grade.	$164,242.46 (LCFF Supplemental and Concentration)- salary and benefits for 2 teachers.
Scope of service:	LEA- Wide		**Scope of service:**	LEA- Wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Provide Intervention and extended learning • Implement a tiered academic intervention program for students needing strategic and intensive interventions. • Implement DIBELS Assessments to measure the acquisition of early literacy skills in K-3rd. • Continue to provide a Title I Reading Intervention Teacher to support Early Literacy in grades K-3rd.	$1,650 (LCFF Supplemental and Concentration)- DIBELS training Services and Other Operating exp. $2,143 (LCFF Supplemental and		Tiered academic intervention was implemented in several elementary classrooms. DIBELS Assessment training was provided to all K-5th grade teachers. DIBELS Assessment was implemented in 1st – 3rd grade classrooms. A Title I Reading was maintained in order to provide Supplemental Early Literacy instruction to K-3rd grade students in need of additional support.	No cost $1,518.00 (Supplemental and Concentration) DIBELS training cost $90,383.42 (Title I) Title I Reading Teacher Salary

• Continue to provide Title I Paraprofessional to assist in Reading/ language arts and mathematics intervention classrooms. Offer extended learning activities to support achievement of grade level standards.	Concentration)-for extended library hours. Salaries and Benefits $81,955 (Title I)-Salary and benefits for Title I Reading Teacher $30,045 (title I)-Salary and benefits for Title I Paraprofessional $38,400 (LCFF Supplemental and Concentration)-for EL Web based program-Imagine Learning. Services and Other Operating exp $4,500 (LCFF Supplemental and Concentration)-for Big Brains-Math Software. Services and Other Operating Exp. $38,880 (Title I)-For Before and after school	A Title I Paraprofessional was maintained in order to provide assistance in reading language arts and mathematics intervention classrooms. Extended library hours were provided for all students. The school library was available to students an additional one hour before school and two hours after school. Tutors were available to assist students with homework. Imagine Learning- an ELD web based program was provided for EL students in need of additional one to one instruction. Big Brains- a math software program was provided for students in need of additional math practice. The program was purchased for a period of three years. Teacher Tutors were hired to provide tutoring and homework assistance to low achieving students.	and Benefits- $28,873.64 (Title I) for Paraprofessional salary and benefits $2,252.24 (Supplemental and Concentration) for extended library hours $38,663.00 (Supplemental and Concentration) for Imagine Learning Program $13,500.00 (Supplemental and Concentration) for Big Brains $ 37,665.47 (Title I) supplemental teacher compensation for before school tutoring

		programs- after school staff salary and benefits		
Scope of service: LEA- wide			Scope of service: LEA- Wide	
X ALL			X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Improve EL Instruction • Continue to provide 15 minutes of extended time for a total of 45 minutes for ELD Instruction. • Continue to provide an ELD Coach to support classroom teachers. • Implement English 3D for 5th-8th grade Long Term English Language Learners. *Also see Professional Development below*		$69,283 (LCFF Supplemental and Concentration)- Teacher compensation for additional 15 minutes- Salary and benefits $43,667 (Title III)-Salary and benefits for Certificated ELD Coach $41,754 (LCFF Supplemental and Concentration)- Salary and benefits for Certificated ELD Coach	15 minutes of additional ELD Instruction were maintained. Teachers were compensated for the additional time added to their work day. A part-time ELD Coach was maintained. ELD Coach provided instructional support to all ELD Teachers. English 3D was implemented in 4th –8th grade ELD Classrooms.	$75,757.34 (Supplemental and Concentration)- Salary and benefits $23,890.69 (Title III) for part-time ELD Coach salary and benefits No cost this year.
Scope of service: LEA- wide			Scope of service: LEA- Wide	
__ALL			__ALL	
OR: __Low Income pupils **X** English Learners			OR: __Low Income pupils X English Learners	

__Foster Youth **X** Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth **X** Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

6. Provide High Quality Professional Development
 	
• Administrators, teachers, and support staff will participate in a variety of professional development opportunities, based upon needs assessment data, to support the implementation of Common Core State Standards (CCSS), 21st Century Learning Skills, New English Language Development Standards (ELDS), and Next Generation Science Standards (NGSS)
  - EDI Lesson design and delivery
  - Depth of Knowledge (DOK)
  - Close Reading
  - Guided Reading
  - Writing workshops,
  - Early Literacy Strategies
  - EL Strategies
  - Integrated ELD
  - Designated ELD
  - RTi
• Administrators, Teachers, and support staff will also participate in Professional Development on appropriate and innovative uses of technology as well as instructional technology and student use of technology to better design, deliver, and evaluate student learning.
• Provide on-going instructional assistance and support for teachers. Hire an ELA and a Mathematics Coach.
• Train teachers on English 3D Long Term English Language Learners' curriculum.
	$21,527 (Title I 10% PD allocation)- For Professional Development Services and Other Operating Exp
	
	$22,000 (Title II)- For Professional Development Services and Other Operating exp
	
	$4,000 (Title III)- For Professional Development for EL Teachers Services and Other Operating exp
	
	$44,260 (EIA)- For Part-time Certificated ELA and Math Coach- Salary and benefits.
	
	$44,260 (EIA)- For Part-Time Certificated ELA and Math Coach- Salary and benefits.
	
	$15,000.00 (LCFF
		Professional Development was provided within the district and outside of the district. Teachers received the following training: New English Language Development Standards, Next Generation Science Standards, EDI Lesson Design and delivery, Depth of Knowledge, Close Reading, Guided Reading, Writing workshops, Early Literacy Strategies, Integrated ELD, Designated ELD, RTi, and CAASPP.
		
		Additional Literacy and mathematics professional development will be provided in the summer.
		
		Teachers and technology technician provided professional development on the use of iPads in the classroom. Teachers and administrators received extensive training on the use of the new student assessment system for formative and summative assessments.
		
		A part-time ELA Coach was hired to provide teachers with additional classroom support.
		
		A part-time Math Coach was hired to provide teachers with additional math support.
		
		4th-8th grade teachers, coaches, paraprofessionals, and administrators received training on the implementation of English 3D Long Term English Language Learners' curriculum. English 3D was fully implemented in grades 4th - 8th.
		
		The district established a Curriculum Committee for the review and selection of new ELA/ELD Curriculum. The committee was composed of 14 members: a teacher representing each grade level, coaches, Principal, and Assistant Superintendent. In April 2016, the committee selected National Geographic Learning Curriculum for grades K-5th.
		
		Technology support was provided by the district's Technology Technician and outside vendors.
			$18,904.21 (Title I 10% PD allocation)- For Professional Development Services and Other Operating Exp
			
			$0 (Title II)- For Professional Development Services and Other Operating exp
			
			$0 (Title III)- For Professional Development for EL Teachers Services and Other Operating exp
			
			$40,857.12(EIA)- For Part-time Certificated Math Coach- Salary and benefits.
			
			$43,921.89 (EIA)- For Part-Time Certificated ELA Coach- Salary and benefits.
			
			$19,861.28 (LCFF

• Review, select, and purchase ELD curriculum aligned to CCSS (K-2nd grade). Train K-2nd grade teachers in ELD Curriculum. Provide staff with on-going technology support.	Supplemental and Concentration)-Technology Support Costs Services and Other Operating exp			Supplemental and Concentration)-Technology Support Costs Services and Other Operating exp

Scope of service:	LEA- wide		Scope of service:	LEA- Wide	
X ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

7. Improve the use of technology to support implementation of CCSS and student achievement. • Maintain a technology technician. • Provide Wi-Fi in every classroom and library to allow students and teachers to use mobile technology. • Upgrade/replace District Servers • Purchase classroom computers, laptops, tablets, mobile labs and other necessary technology devices to implement Common Core and 21st Century Learning. • Upgrade existing computer labs. (Lab 1) • Establish a technology inventory program. • Establish a technology replacement program. *For additional strategies see Professional Development.*	$88,300 (LCFF Supplemental and Concentration)-Technology Technician Salary and benefits. $40,000 (LCFF Supplemental and Concentration)-Wi-Fi Costs: Books and supplies-Services and Other Operating exp $21,000 (LCFF Supplemental and Concentration)-for classroom electronic	A full-time technology technician was maintained. Wi-Fi access was established and provided for all classrooms and school library. Classroom electronic devices will be purchased in the summer. Expenditure will take place in July.	$88,204.05 (LCFF Supplemental and Concentration)-Technology Technician Salary and benefits $39,654.20 (LCFF Supplemental and Concentration)-Wi-Fi Costs: Books and supplies-Services and Other Operating exp $0 (LCFF Supplemental and

	devices. Books and Supplies $40,000 (LCFF Supplemental and Concentration) Servers Upgrade: Books and Supplies- Services and Other Operating exp $24,000 (LCFF Supplemental and Concentration)- replacement of computer lab devices- Lab 1 Books and Supplies	District servers were upgraded. All Computer Lab 1 computers were replaced. Existing computers were distributed to classrooms.	Concentration)- for classroom electronic devices. Books and Supplies $39,153.18 (LCFF Supplemental and Concentration) Servers Upgrade: Books and Supplies- Services and Other Operating exp $25,560.70 (LCFF Supplemental and Concentration)- replacement of computer lab devices- Lab 1 Books and Supplies
Scope of service: LEA- wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Provide Student Incentives Provide incentives for students meeting grade level standards including students in Elementary and Middle School.	$5,000 (LCFF Supplemental and Concentration)- Student field trips. Services	Ice Skating- 1st Semester Field Trip for students with 3.00 GPA or higher. End of the year student incentives for students with 3.00 GPA or higher, perfect attendance and students attaining their Accelerated Reader targets.	$2,940.99 (LCFF Supplemental and Concentration)- Student field trips. Services

		and Other Operating exp	Trophies for students attaining reclassification requirements.	and Other Operating exp
Scope of service:	LEA-wide		Scope of service:	LEA- Wide	
X ALL			X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After reviewing goals and action steps progress and with stakeholder input, the district decided to consolidate this goal into a more general goal, "All students will be on track for college and/or career readiness." The District evaluation of effectiveness is included in the actual measurable outcome chart. Goal 1, #2: K-2nd grade ELA/ELD Curriculum was purchased. The Curriculum Advisory Committee selected National Geographic. Originally the district allocated $50,000 for this activity. However, the total expenditure was $82,781.93 ($32,781.93 over budget). Goal 1, #2: Illuminate Education, a web-based Student Assessment system, was purchased. Assessment system is used for formative and summative assessments. Originally the district included this action under this goal (goal 1). However, no allocation was attached to the activity. After purchasing licensing, equipment, and providing staff training, the district spent $12,369.51. Goal 1, #4: Big Brains- a math software program was provided for students in need of additional math practice. The district budgeted $4,500.00 for a one year license. However, the district purchased the program for a period of three years for an amount of $13,500.00. Goal 1, #5: The district was only able to hire a part-time ELD Coach. ELD Coach provided instructional support to all ELD Teachers. Goal 1 #6: Title II and Title III professional development funds were not used during the regular school year. However, Literacy and mathematics professional development will be provided in the summer. Goal 1 #7: Classroom electronic devices will be purchased in the summer. This expenditure will

	not take effect until July. Therefore, it has been postponed until 2016-17.

Original GOAL from prior year LCAP:	Create a safe and welcoming learning environment where students are connected to their schools.	Related State and/or Local Priorities: 1 **X** 2__ 3__ 4__ 5 **X** 6 **X** 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All School
	Applicable Pupil Subgroups: All Subgroups

Expected Annual Measurable Outcomes:	85% of students in 4th -8th grade will report feeling safe, welcomed, and connected to their schools as measured by student surveys, attendance, and suspension rates. **Priority 1: Basic Services** • Teacher credentialing and Missassignment Rate (Ed Code 44258.9) – **This metric is fully addressed under Goal 1 Action and Services** - Decrease the number/rate of teachers not fully credentialed from **6.8% to 0%** - Decrease the number/rate of teachers teaching outside of subject area competence from **6.8% to 0%** - Decrease the number/rate of teachers teaching ELs without authorization from **6.8% to 0%** - Increase the number/rate of core classes taught by HQTs from **93.2% to 100%** • Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119- **This metric is fully addressed under Goal 1 Action and**	Actual Annual Measurable Outcomes:	**Priority 1: Basic Services**

Priority 1: Basic Services
• Teacher credentialing and Missassignment Rate (Ed Code 44258.9) – **This metric is fully addressed under Goal 1 Action and Services**

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Rate of teacher not fully credentialed	6.8%	0%	10%	Target was not met (-10%)
Rate of teachers teaching outside of subject area competence	6.8%	0%	10%	Target was not met (-10%)
Rate of teachers teaching ELs without authorization	6.8%	0%	10%	Target was not met (-10%)

• Sufficient access to standards- aligned

Services
- Maintain the number/rate of students lacking their own textbook at **0%**

- Well-maintained school facilities
  - Increase Overall Facility Rating from Facility Inspection Tool (FIT) from **98% (Good School Rating) to 100% (Exemplary School Rating)**

Priority 5: Pupil Engagement
- Maintain/increase Attendance Rate at **98%**
- Maintain/Decrease Chronic Absenteeism Rate to **1%**
- Maintain Middle School Dropout Rate **(8th grade- 0%; 9th grade- 0%)**
- High School Dropout Rate **N/A**
- High School Graduation Rate **N/A**

Priority 6: School Climate
- Maintain/ decrease Suspension Rate **to 3.5%**
- Maintain Expulsion Rate **at 0%**
- Maintain/decrease Truancy Rate to **7.38%**
- Pupil Surveys- **95%** of students in 4th-8th grade will report feeling safe, welcomed, and connected to their schools.

instructional materials as defined in Ed Code 60119- **This metric is fully addressed under Goal 1 Action and Services**

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Rate of students lacking their own textbook	0%	0%	0% as per Academic Program Survey	Target was met

- Well-maintained school facilities.

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Overall Facility Rating	98%	100%	95%	Target was not met (-5%)

Priority 5: Pupil Engagement

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Attendance Rate	97.13% (2014-15)	98%	96.64% (2015-16)	Target not met (-1.6%)
Chronic Absenteeism Rate	0.8% (2013-14)	0.8%	7.1% (2014-15)	Target not met (-6.3%)
Truancy Rate	7.38% (2013-14)	7.38%	7.89% (2014-15)	Target was not met (-0.51%)
Middle School Dropout Rate	0%	0%	0%	Target was met
High School Dropout Rate (8th-9th)	0%	0%	0%	Target was met
High School	N/A	N/A	N/A	N/A

| | | Graduation Rate | | | | |

Priority 6: School Climate

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Suspension Rate	3.5% (2013-14)	3.5%	1.81% (2014-15)	Target was met (+1.69%)
Expulsion Rate	0% (2013-14)	0%	0% (2014-15)	Target was met
Rate of pupils reporting feeling safe, welcome, and connected to their schools	81.48%	95%	87.74%	Target not met (-7.26%)

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Provide counseling services for students.	$15,611 (Title I)-Additional Counseling-Salary and benefits.	Additional Counseling Services were provided to students.		$10,255.22(Title I)- Additional Counselor salary and benefits.
Scope of service: LEA- wide		Scope of service: LEA- Wide		
X ALL		X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Continue to provide extracurricular activities such as sports, mentoring, and arts.	$27,154 (LCFF Supplemental	The district was not able to fill any after school positions this year. This funding will be utilized to provide extracurricular activities during the summer (June).		$27,154(LCFF Supplemental and

	and Concentration)- Materials and Supplemental teacher compensation for additional hrs.- Salary and benefits.			Concentration)- Materials and Supplemental teacher compensation for additional hrs.- Salary and benefits.
Scope of service: LEA- wide **X** ALL ------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA- Wide X ALL ------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Continue to provide transportation for after school tutoring and extracurricular activities.	$4,660 (LCFF Supplemental and Concentration)- Transportation. Services and Other Operating exp	Since the district was not able to fill any after school positions, transportation was not necessary. This funding will be utilized to provide Summer School Services for at risk students. Activity will be completed June 30th.		$4,660 (LCFF Supplemental and Concentration)- Transportation. Services and Other Operating exp
Scope of service: LEA-wide **X** ALL ------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA- Wide X ALL ------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4. Continue to provide anti-bullying training for staff, parents, and students. Continue to implement Safe School Ambassadors program (train 4th-8th grade students).	$5,000 (LCFF Supplemental and Concentration)- Anti-bullying training. Services and Other Operating	Anti-bullying training was provided to students and staff. Training consisted of 4 days of classroom presentations, core team training, a staff meeting, and 3 student assemblies. Students and staff learned what bullying is; how bullying affects students; and possible interventions and consequences. 4th -8th grade students, teachers, were trained on the Safe		$4,500.00 (Supplemental and Concentration) for Box Out Bullying training. Services and Other Operating

		exp	School Ambassadors program.	exp
				$ 250.00 (Supplemental and Concentration) for Safe School Ambassadors training. Services and Other Operating exp
Scope of service: LEA- wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** LEA- Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Upgrade the soccer and softball fields.		$30,000 (LCFF Supplemental and Concentration)- for irrigation system, equipment, labor. Cost objectives in Books and supplies - Services and Other Operating exp	This activity will be completed in the summer. Expenditure will be moved to July/August 2016-17.	$0
Scope of service: LEA-wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** LEA- Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

6. Upgrade/replace water fountains throughout the District. Ensure upgraded/replaced water fountains include water filter for cleaner/healthier drinking water.	$250,000.00 (LCFF Supplemental and Concentration)-pipe replacement, filtration system, new drinking fountains. Cost objectives in Books and Supplies-Services and Other Operating exp	This activity was not completed this year. Additional research is needed in this area.	$0
Scope of service: LEA-wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Ensure that all facilities are modernized, safe, and engaging.	$45,000 (LCFF Base)-maintaining facilities Services and Other Operating exp	Kindergarten shade structure was replaced.	$43,780.00 (LCFF Base)-maintaining facilities Services and Other Operating exp
Scope of service: LEA-wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Continue to implement and maintain the Comprehensive School Safety Plan.	$5,000 (LCFF Supplemental and	Front office staff was trained on safety procedures. Safety supplies were purchased. Self expiring visitor passes were implemented.	$1,247.99 (LCFF Supplemental and

	Concentration)- for safety equipment, supplies and training. Cost Objectives; Books and Supplies - Services and Other Operating exp		Concentration)- for safety equipment, supplies and training. Cost Objectives; Books and Supplies - Services and Other Operating exp
Scope of service: LEA-wide **X** ALL ------------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide X ALL ------------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
9. Continue to provide additional custodial staff to maintain cleaner facilities.	$43,937 (LCFF Supplemental and Concentration)- Custodian Salary and benefits.	An additional custodian was maintained from previous LCAP years linked to school climate as a result of student and parent input.	$46,028.65 (Supplemental and Concentration) Custodian Salary and Benefits
Scope of service: LEA-wide **X** ALL ------------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide X ALL ------------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
10. Continue to provide training for custodial staff on maintaining clean facilities.	$2,000 (LCFF Supplemental and Concentration)- for custodial training Services and Other Operating exp	Training was provided for grounds and custodial staff. Training for grounds staff consisted of safety awareness when using equipment and proper lifting techniques. Custodian training involved proper use of chemicals and cleaning techniques.	$850.00 (LCFF- Supplemental and Concentration)- for custodial training Services and Other Operating exp

Scope of service:	LEA-wide		Scope of service:	LEA- Wide	
X ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
11. Purchase additional custodial and grounds equipment.		$20,000.00 (LCFF Supplemental and Concentration)- for custodial and ground equipment. Books and Supplies/Capital Outlay	An Aerator and motorized scrubber were purchased.		$10,583.39 (LCFF Supplemental and Concentration)- for custodial and ground equipment. Books and Supplies/Capital Outlay
Scope of service:	LEA-wide		Scope of service:	LEA- Wide	
X ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
12. Provide additional student supervision before school, after school, during recess and class transitions.		$20,852.00 (LCFF Supplemental and Concentration)- compensation for additional student supervision- Salary and benefits	Personnel were hired to provide an additional hour of supervision before school and after school.		$17,865.68 (LCFF – Supplemental and Concentration)- Supplemental pay for 4 yard supervisors- 1 hr. per day 5 days per week.
Scope of service:	LEA- wide		Scope of service:	LEA- Wide	
X ALL			X ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
13. Implement an Energy Management System for increased safety during evening events.		$60,000 (LCFF Supplemental and Concentration)- for motion sensors throughout District facilities. Cost Objectives: Books and Supplies- Services and Other Operating exp	A smart energy management system was implemented district wide.	$73,280.70 (LCFF- Supplemental and Concentration) for motion sensors throughout District facilities. Cost Objectives: Books and Supplies- Services and Other Operating exp
Scope of service:	LEA-wide		Scope of service:	LEA- Wide	
X ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District evaluation of effectiveness is included in the actual measurable outcome chart. Goal 2, #2: The district was not able to fill any after school positions this year. As per the stakeholder engagement input, this funding will be utilized to provide extracurricular activities during the summer (June). The full amount of $27,154.00 will be utilized. Goal 2, #3: Since the district was not able to fill any after school positions, transportation was not necessary. This funding will be utilized to provide Summer School extracurricular activities, as suggested by the stakeholders. The full amount of $4,660.00 will be used. Goal 2, #5: The upgrade of the soccer field will not be completed until July. Consequently the

expenditure of $30,000. 00 will be moved to 2016-17.

Goal 2, #6: Additional research is needed in the area of upgrading and/or replacing the water fountains throughout the district. The district is currently gathering the necessary data in order to complete this activity. As per stakeholder input this activity will be moved to 2016-17.

Goal 2, #13: The district allocated $60,000.00 for the implementation of the district wide Energy Management System. However, final expenditure was $73,280.70 ($13,280.7 over budget).

Original GOAL from prior year LCAP:	Increase parent and family engagement.	Related State and/or Local Priorities: 1__ 2__ 3 **X** 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: All Subgroups

Expected Annual Measurable Outcomes:	LHUSD will increase the active participation of parents in School Site Council (SSC), English Learner Advisory Committee, District English Learner Advisory Committee and parent information events by 10% as measured by sign in sheets. **Priority 3: Parental Involvement** • How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs - Number of meetings held/ number of opportunities provided to parents to be involved at the school - How promotions were made: (**Promoted through flyers, letters, and automated phone system (text messages, voice**	Actual Annual Measurable Outcomes:	LHUSD will increase the active participation of parents in School Site Council (SSC), English Learner Advisory Committee, District English Learner Advisory Committee and parent information events by 10% as measured by sign in sheets. **Priority 3: Parental Involvement** • How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs - Number of meetings held/ number of opportunities provided to parents to be involved at the school - How promotions were made: (**Promoted through flyers, letters, and automated phone system (text messages, voice mails, emails). Send reminders.**

mails, emails). Send reminders. - DAC/ELAC/ DELAC/ SSC/ Title I parent meeting attendance numbers **(Hold at least 24 parent meetings) (Increase parent meeting attendance numbers by 10%)**	- DAC/ELAC/ DELAC/ SSC/ Title I parent meeting attendance numbers **(24 parent meetings have been held) Parent attendance was - avg 10 parents per meeting.**

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Maintain the Lost Hills Union School District Parent Center.	$2,000 (LCFF Supplemental and Concentration)- for supplies/equipment. Books and Supplies	Office supplies were purchased for the Parent Center.	$1,625.27 (LCFF- Supplemental and Concentration) for supplies/equipment. Books and Supplies
Scope of service: LEA- wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA- Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Continue to provide a Parent Liaison.	$19,824 (Title I)- for part time parent liaison- Salary and benefits	A part-time Parent Liaison was maintained.	$23,106.15 (Title I) Part-time salary and benefits.
Scope of service: LEA- Wide **X** ALL OR: __Low Income pupils __English Learners		Scope of service: LEA- Wide X ALL OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Provide parents with resources and training to strengthen student learning at home.	$8,467 (LCFF Supplemental and Concentration)- parent resources. Services and Other Operating exp	The Parent Liaison attended several professional development trainings in the area of Leadership Development and Parent Project. Curriculum and materials were purchased for Parent Classes. Computers and informational material on how to help their children at home use were purchased.	$5,478.56 (LCFF- Supplemental and Concentration)
Scope of service: LEA- Wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Provide parents with opportunities for volunteering.	No funding needed	Parents were provided with the opportunity to volunteer in the classroom, school events, fundraisers, and field trips.	No funding needed
Scope of service: LEA- wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Continue to contract services with web-based student information system- Aeries with Eagle Software. Continue to contract services with Alert Solution- School Announcement System to improve school to parent communication.	$20,000 (LCFF Supplemental and Concentration)- Yearly licensing, training, and support services. Services and Other Operating exp	Eagle Software yearly license was purchased. Training for staff was also provided. Alert Solution- School Announcement licensing was purchased.	$ 23,730.25 (LCFF Supplemental and Concentration)- Eagle Software Yearly licensing, training, and support services. Services and

			Other Operating exp $1,581.25 (LCFF Supplemental and Concentration)- Alert Solutions Yearly licensing, training, and support services. Services and Other Operating exp
Scope of service: LEA- wide **X** ALL OR: __Low Income pupils ___English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Purchase language interpretation system to interpret for parents' events and meetings.	$1,700 (LCFF Supplemental and Concentration)- Parent interpretation system. Books and Supplies	Interpretation services were provided for parents who do not speak English.	$1,581.25 (LCFF Supplemental and Concentration)- Parent interpretation system. Books and Supplies
Scope of service: LEA- wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Revise District Website to provide parents	$15,000 (LCFF Supplemental and	New District and Schools Websites were established.	$11,004.00 (LCFF Supplemental

with more up-to-date resources and information related to education, the District, and their child(ren)'s schools.	Concentration)- Website upgrade costs. Services and Other Operating exp		and Concentration)- Website upgrade costs. Services and Other Operating exp
Scope of service: LEA- wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Upgrade District's/ School's Phone System. Add Telephone lines to improve communication with parents.	$110,000 (LCFF Supplemental and Concentration)- replacement of current phone system. Cost Objectives: Books and Supplies- Services and Other Operating exp	This activity did not occur this year. The district is conducting additional research in this area.	$0
Scope of service: LEA-wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA- Wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	District met goal of holding 24 parent meetings. Base line for parent attendance has not yet been established. Goal 3, #8: Additional research is needed in the area of upgrading the district's phone system. The district is currently gathering data for vendors to determine the extent of the project.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$1,473,609.00
Lost Hills Union School District (LHUSD) has an unduplicated rate of 98.8%. The District has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance the services for all students. For the 2016-17 school year, the District is projected to received $1,473,609.00 in supplemental and concentration funds. LHUSD will be using supplemental and concentration funds principally directed towards unduplicated students on a district wide basis. This decision is grounded based on research showing that increased in extracurricular services (Everson and Millsap, (2005). *Extracurricular activities and Student Achievement: Everyone Gains)* and technology support a positive learning environment(Linda Darling-Hammond, Molly B. Ziellezinski, and Shelley Goldman (2014). *Use of Technology to support At-Risk Student's Learning*) . The district has added certificated and classified personnel, staff development, curriculum, instructional materials, electronic devices, upgraded electronic equipment, and upgraded facilities and systems to provide these additional services.	

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

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

| 36.06% | % |

Lost Hills Union School District has a 36.06% MPP. Lost Hills Union School District has and EL rate of 75.20% and low income rate of 98%. During the 2015-16 school year no Foster Youth students were identified. LHUSD will augment EL services by providing additional extracurricular activities, extended learning time, providing transportation for extracurricular activities, maintain ELD period at 45 minutes, hiring additional personnel, and increasing technology use.

LHUSD will enhance services provided to EL students and reclassified students by maintaining and ELD Coach to support ELD instruction, hiring an ELA and Math Coach to support EL instruction in core subjects, providing professional development for teachers and support staff, and upgrading and purchasing electronic devices. The District has determined that the most effective use of its LCFF supplemental and concentration funds would be to enhance services for all students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

01-13-15 [California Department of Education]