

**GOAL Goal 2A: AMAO 1 -Annual Progress Learning English**

An increasing percentage of English Learners will make annual progress in learning English. By January 2015, the percentage of English Learners learning English will increase from 60.1% to 60.5%, in order to move towards state defined growth expectations as measured by CELDT.

Filing Cabinet Count	0	Budgeted:	\$109,597.00
Resources and state requirements for this goal Available	3	Actual:	\$108,309.00

**STRATEGY Yearly Needs Assessments**

Annually conduct needs assessments.

Filing Cabinet Count	2	Budgeted	\$500.00
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**ACTION STEP Academic Program Survey (APS)**

Annually conduct the Academic Program Survey (APS).

Status	Completed 04/30/2015	Filing Cabinet Count	4
Start-End Dates	09/01/2013 - 09/30/2015		

TASKS 1 of 1 Complete

<b>Analyze APS</b>	Completed	Due 10/30/2015
The District Leadership Team will analyze the data from the APS.		Fidelina Saso (LEA)

**ACTION STEP English Language Subgroup Self Assessment (ELSSA)**

Annually conduct the English Language Subgroup Self Assessment.

Status	Completed 04/30/2015	Filing Cabinet Count	3
Start-End Dates	10/01/2013 - 10/30/2015	Budgeted	\$500.00
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

TASKS 1 of 1 Complete

<b>Outside Technical Support</b>	Completed	Due 10/30/2015
The District will contract with Multiple Measures Online Assessment Reporting System (MMARS) for the accumulation of data necessary to complete the ELSSA.		Fidelina Saso (LEA)

**Lost Hills Union Elementary - 1563594000000**

**GOAL Goal 2A: AMAO 1 -Annual Progress Learning English**

**STRATEGY Yearly Needs Assessments**

**ACTION STEP District Assessment Survey**

Annually conduct the District Assessment Survey (DAS).

Status	Completed 04/30/2015	Filing Cabinet Count	0
Start-End Dates	11/01/2013 - 11/30/2015		
Persons Responsible	Fidelina Saso		

TASKS 1 of 1 Complete

<b>District Assessment Survey</b>	Completed	Due 11/30/2015
The District Leadership Team analyses the DAS data.		Fidelina Saso (LEA)

**STRATEGY Modify English Language Development Program**

Filing Cabinet Count	4	Budgeted	\$62,831.00
		Actual	\$66,555.00

**ACTION STEP Morning English Language Development Program**

Add and additional 15 minutes of daily English Language Development instruction to the ELD Period. Students will receive 45 minutes of daily English Language Development Instruction.

Status	Completed 07/25/2012	Filing Cabinet Count	2
Start-End Dates	08/12/2013 - 06/30/2015		Budgeted \$62,831.00
Tags	T3Y4	Actual	\$66,555.00
Persons Responsible	Fidelina Saso		

**Lost Hills Union Elementary - 1563594000000**

GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**

STRATEGY **Modify English Language Development Program**

ACTION STEP **Morning English Language Development Program**

TASKS 2 of 2 Complete

<b>Instructional Minutes</b>	Completed	Due 8/12/2013
District administrators will add 15 minutes to the current English Language Development Program. All EL students will receive 45 minutes of daily, uninterrupted ELD instruction.		
		Fidelina Saso (LEA)

<b>ELD Schedule</b>	Completed	Due 8/12/2013
Administrators will develop and implement a new instructional minutes schedule for Grades TK-8th grade in which ELD instruction will occur the first 45 minutes of the school day.		
		Fidelina Saso (LEA)

STRATEGY **ELD Coach/ Consultant**

The District will hire an ELD Coach/Consultant to support classroom teachers.

Filing Cabinet Count	1	Budgeted	\$46,266.00
		Actual	\$41,754.00

ACTION STEP **ELD Coach/Consultant**

The District will hire an ELD Coach/Consultant. This Coach/Consultant will provide Professional Development training for teachers and classroom support.

Status	Completed 10/30/2014	Filing Cabinet Count	1
Start-End Dates	04/01/2014 - 05/29/2015	Budgeted	\$46,266.00
Tags	T3Y4	Actual	\$41,754.00
Persons Responsible	Fidelina Saso		

STRATEGY **Effective ELD Instruction**

Filing Cabinet Count	1
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ACTION STEP **EL Data Analysis**

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**GOAL Goal 2A: AMAO 1 -Annual Progress Learning English**

**STRATEGY Effective ELD Instruction**

**ACTION STEP EL Data Analysis**

The CELDT Coordinator along with all ELD teachers will clearly analyze CELDT data to determine the strengths and weaknesses of the ELD instructional program.

Status	Completed 04/30/2015	Filing Cabinet Count	2
Start-End Dates	01/31/2014 - 06/04/2015		
Persons Responsible	Fidelina Saso		

TASKS 1 of 1 Complete

<b>Professional Development</b>	Completed	Due 1/30/2015
The district will create a professional development schedule based on the CELDT data needs assessment.		Fidelina Saso (LEA)

**ACTION STEP Consistent use of ELD Instructional Materials**

Teachers will receive training on the proper implementation of daily use of ELD curriculum.

Status	Completed 05/21/2015	Filing Cabinet Count	4
Start-End Dates	04/01/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

TASKS 2 of 2 Complete

<b>Instructional Rounds</b>	Completed	Due 5/30/2015
The District Leadership Team will conduct classroom Instructional Rounds in order to analyze and implement the consistent use of ELD instructional materials.		Fidelina Saso (LEA)
<b>Teacher Training</b>	Completed	Due 6/30/2015
ELD teachers will be trained to analyze instructional practices during the Instructional Rounds.		Fidelina Saso (LEA)

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**GOAL Goal 2B: AMAO 2 - English Proficiency**

An increasing percentage of English Learners will attain language proficiency annually. By January 2013, the percentage of English Learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 12.9% to 21.4%, in order to move toward state-defined expectations for meeting the CELDT criterion for English language proficiency. By January 2013, the percentage of English Learners in language instruction educational programs 5 or more years attaining English-language proficiency will increase from 41% to 47%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

Filing Cabinet Count	9	Budgeted:	\$2,625.00
Resources and state requirements for this goal Available	3	Actual:	\$19,595.00

**STRATEGY Progress Monitoring of English Language Learners**

Filing Cabinet Count	13	Budgeted	\$1,325.00
		Actual	\$290.00

**ACTION STEP Quarterly English Development Assessment.**

The district will use ADEPT to monitor progress in the Listening and Speaking Domains two times per academic year.

Status	Completed 06/16/2014	Filing Cabinet Count	17
Start-End Dates	08/12/2013 - 06/04/2015	Budgeted	\$1,325.00
Tags	T3Y4	Actual	\$290.00
Persons Responsible	Fidelina Saso		

TASKS 0 of 1 Complete

<b>ADEPT Training</b>	In Progress	Due 9/30/2015
All teachers will be trained in using the "A Developmental English Proficiency Test" (ADEPT).		Fidelina Saso (LEA)

**STRATEGY Fewer than 5 years ELs**

Filing Cabinet Count	0
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**ACTION STEP Fewer than 5 years ELs**

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**GOAL Goal 2B: AMAO 2 - English Proficiency**

**STRATEGY Fewer than 5 years ELs**

**ACTION STEP Fewer than 5 years ELs**

Teachers will receive specific training for students who have been in the educational programs fewer than 5 years. The focus will be on developing and implementing effective lessons that address all CELDT domains. (Listening, Speaking, Reading, and Writing). In addition, teachers will receive additional training on the development of rich targeted oral language and instruction in SDAIE (e.i. sentence frames, structured academic instruction, and think-pair-report) for use throughout the instructional day.

Status	Completed 04/30/2015	Filing Cabinet Count	0
Start-End Dates	03/31/2014 - 06/04/2015		
Timeline Notes	Training will be provided by ELD Coach/Consultant.		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

**TASKS 1 of 1 Complete**

<b>Identification of ELs not making progress</b>	Completed	Due 1/30/2015
All teachers will identify EL students in the language instruction educational program fewer than 5 years and their CELDT levels. Teachers will also compare these scores to the CST scores to determine further intervention instruction.		Fidelina Saso (LEA)

**STRATEGY Long Term ELs**

To ensure that the specific needs of Long Term English Learners are met, the district will explore the possible adoption of a new program designed particularly for these students.

Filing Cabinet Count	0	Budgeted	\$1,300.00
		Actual	\$19,305.00

**ACTION STEP 5 Years or more ELs**

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**GOAL Goal 2B: AMAO 2 - English Proficiency**

**STRATEGY Long Term ELs**

**ACTION STEP 5 Years or more ELs**

All teachers will identify EL students in the language instruction educational programs 5 years or longer. They will also identify students' CELDT levels and will compare these scores to the CST scores to determine program placement.

Status	Completed 04/30/2015	Filing Cabinet Count	2
Start-End Dates	01/13/2014 - 06/04/2015	Budgeted	\$1,300.00
Tags	T3Y4	Actual	\$19,305.00
Persons Responsible	Fidelina Saso		

**TASKS 2 of 2 Complete**

<b>English 3D</b>	Completed	Due 8/11/2014
The District will research the English 3D Program for possible implementation. (Kate Kinsella)		Fidelina Saso (LEA)
<b>Visit other schools</b>	Completed	Due 8/11/2014
District Leadership Team will visit schools which have adopted and implemented English 3D. Materials and training will be purchased and provided as necessary. The team will observe other Long Term English Achievement strategies.		Fidelina Saso (LEA)

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**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

An increasing percentage of English Learners will attain proficiency in Reading/Language Arts and Mathematics annually. By August 2015, the percentage of English Learners attaining proficiency in Reading/Language Arts will increase from 33.9% to 43.9%, as measured by the end of the year District Benchmark Assessment, and/or CAPA, in order to move toward state-defined expectations for proficiency in Reading/Language Arts. By August 2015, the LEA will meet the 95% participation rate for English Learners assessed in Reading/Language Arts. By August 2015, the percentage of English learners attaining proficiency in Mathematics will increase from 51.5% to 61.5%, as measured by the end of the year District Benchmark Assessment and/or CAPA, in order to move toward state-defined expectations for proficiency in Mathematics. By August 2015, the LEA will meet the 95% participation rate for English Learners assessed in Mathematics.

Filing Cabinet Count	1	Budgeted:	\$50,483.00
Resources and state requirements for this goal Available	3	Actual:	\$50,801.73

**STRATEGY Research-Based Training with Focus on ELs.**

All reading/language arts teachers will be trained on the proper implementation of EDI, Scaffolding, Differentiated Instruction, and Integrated ELD Instruction.

Filing Cabinet Count	5	Budgeted	\$50,483.00
		Actual	\$50,801.73

**ACTION STEP Monitor Use of Research-Based EL Strategies in RLA**

Teachers will provide EL students access to the core content through the use of EDI, scaffolded content instruction, and Integrated ELD during the rest of the day. All English Learners will receive instruction in reading/language arts that is differentiated to meet the language proficiency and content needs of English Learners.

Status	Completed 04/30/2015	Filing Cabinet Count	0
Start-End Dates	10/01/2014 - 05/29/2015	Budgeted	\$50,483.00
Tags	T3Y4	Actual	\$50,801.73
Persons Responsible	Fidelina Saso		

**TASKS 1 of 1 Complete**

<b>Monitor Use of EL Strategies in ELA</b>	Completed	Due 5/29/2015
The Leadership Team and the Principal will monitor the use of EDI, scaffolded instruction, and Integrated ELD in the core reading/ language arts, intervention, science, social studies, and physical education classrooms.		Fidelina Saso (LEA)



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**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

**STRATEGY Additional Support for ELs in ELA**

English Learners who experience difficulties while in the core reading/language arts program will receive additional targeted small group instruction at least two hours per week.

Filing Cabinet Count 0

**ACTION STEP EL Students in Core RLA in need of Additional Sup**

EL Students who experience difficulties in the core reading/language arts program will receive additional before school or after school support to prevent their future placement in intensive intervention programs. These students will be placed in a two times per week one hour tutoring session. During this tutoring session, students will receive targeted instruction by a Highly Qualified Teacher.

Status	Completed 04/30/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

TASKS 1 of 1 Complete

<b>Monitor EL Progress</b>	Completed	Due 5/29/2015
Reading/language arts, science, social studies teachers and the Principal will monitor EL students and their progress every 5 weeks. Students who are not making progress will be assigned before or after school tutoring.		Fidelina Saso (LEA)

**STRATEGY Identify ELs who are BB or FBB in 4-8th.**

Each school site will identify students in need of intensive RLA intervention using District Benchmark Assessments, and teacher observations.

Filing Cabinet Count 0

**ACTION STEP ELs RLA Placement**

Students identified as performing Below Basic or Far Below Basic will be assessed, and if necessary they will be placed in the Language! Program.

Status	Completed 04/30/2015	Filing Cabinet Count	0
Start-End Dates	06/06/2014 - 06/05/2015		
Persons Responsible	Fidelina Saso		

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**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

**STRATEGY Additional Support for ELs in RLA Intervention**

English Learners who do not make progress after being placed in the Intensive Reading/Language Arts Intervention Program will receive additional targeted small group instruction at least two hours per week.

Filing Cabinet Count 0

**ACTION STEP Additional RLA instruction for Struggling ELs.**

EL Students who fail to make progress in the Reading/ Language Arts Intervention Program will be placed in a two times per week one hour tutoring session. During this tutoring session, students will receive targeted instruction by a Highly Qualified Teacher. Students will be placed in this tutoring session based on their progress reports and teacher recommendation.

Status	Completed 04/30/2015	Filing Cabinet Count	0
Start-End Dates	08/29/2014 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

**ACTION STEP Monitor EL Progress in RLA Intervention**

Reading/Language Arts Intervention Teachers and the Principal will monitor EL students and their progress every 5 weeks. Students who do not make progress will be assigned after school tutoring twice per week.

Status	Completed 04/30/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

**STRATEGY Monitor Use of EL Strategies in Math**

Teacher will provide EL students access to the core content through the use of EDI, scaffolded instruction, and ELD Integration instruction. All ELs will receive instruction in mathematics that is differentiated to meet the language proficiency and content needs of ELs.

Filing Cabinet Count 0

**ACTION STEP Monitor Use of EL Strategies in Core Math**

**Lost Hills Union Elementary - 1563594000000**

**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

**STRATEGY Monitor Use of EL Strategies in Math**

**ACTION STEP Monitor Use of EL Strategies in Core Math**

The Leadership Team and the Principal will monitor the use of EDI, scaffolding, differentiated instruction, and Integrated ELD in the core math and intervention classrooms. This will be evidenced by Principal and Leadership Team notes.

Status	Completed 04/30/2015	Filing Cabinet Count	0
Start-End Dates	10/31/2014 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

**TASKS 1 of 1 Complete**

<b>EL Strategies Training for Math Teachers</b>	Completed	Due 5/29/2015
All math teachers will be trained on the proper implementation of EDI, scaffolding, differentiated instruction, and ELD Integration.		Fidelina Saso (LEA)

**STRATEGY Additional Support for ELs in Math**

English Learners who experience difficulties in core math will receive additional targeted small group instruction.

Filing Cabinet Count	0
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**ACTION STEP ELs in Need of Additional Instruction in Math.**

EL Students who experience difficulties in the core math program will receive additional before or after school support to prevent their future placement in intensive intervention programs. These students will be placed in a two times per week one hour tutoring session. During this tutoring session, students will receive targeted instruction by a Highly Qualified Teacher.

Status	Completed 05/22/2015	Filing Cabinet Count	0
Start-End Dates	08/29/2014 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

**ACTION STEP Monitor EL Progress in Math**

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**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

**STRATEGY Additional Support for ELs in Math**

**ACTION STEP Monitor EL Progress in Math**

Core math teachers and the Principal will monitor EL students and their progress every 5 weeks. Students who do not make progress will be assigned before school or after school tutoring twice per week.

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Status	Completed 05/22/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

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**ACTION STEP EL Math Intervention**

Math teachers will identify and place 4th-8th grade EL students performing two or more years below grade level in math intervention.

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Status	Completed 06/16/2014	Filing Cabinet Count	0
Start-End Dates	10/31/2013 - 06/05/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

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**STRATEGY Additional Support for ELs in Math Intervention**

English Learners who do not make progress after being placed in the Intensive Mathematics Intervention Program will receive additional targeted small group instruction.

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Filing Cabinet Count 0

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**ACTION STEP Additional Math Instruction for ELs**

EI Students who fail to make progress in the Mathematics Intervention Program will be placed in a two times per week one hour tutoring session. During this time, students will receive targeted instruction by a Highly Qualified Teacher. Students will be placed in this tutoring session based on their progress report cards and teacher recommendation.

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Status	Completed 05/22/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

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**ACTION STEP Monitor EL Progress in Math Intervention**

**Lost Hills Union Elementary - 1563594000000**

**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

**STRATEGY Additional Support for ELs in Math Intervention**

**ACTION STEP Monitor EL Progress in Math Intervention**

Mathematics Intervention Teachers and the Principal will monitor EL Students and their progress every 5 weeks. Students who do not make progress will be assigned before school or after school tutoring twice per week.

Status	Completed 05/22/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

**STRATEGY Conduct Classroom Observations**

The District Leadership Team and the Principal will conduct classroom observations to monitor the implementation of intervention strategies (SDAIE) to ensure differentiation of instruction for English Language Learners while providing access to the core curriculum focusing on the Common Core State Standards 8 Mathematical Practices.

Filing Cabinet Count	1
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**ACTION STEP Quarterly Instructional Rounds**

ELA, math, science, and social studies instructional rounds will be conducted by the District Leadership Team. The findings will be shared with all teachers and other stakeholders. The information gathered will be used for further professional development.

Status	Completed 05/22/2015	Filing Cabinet Count	1
Start-End Dates	08/29/2014 - 06/05/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

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**GOAL Goal 2D: High Quality Professional Development**

The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English Learners. By January 2015, 100% of LEA teachers will receive professional development on research-based strategies to improve English Learner attainment of English-language proficiency and/or achievement in Reading/Language Arts and/or Mathematics, as determined by the LEA needs assessment. By January 2015, 90% of LEA administrators will receive professional development on research-based strategies to improve English Learner attainment of English-language proficiency and/or achievement in Reading/Language Arts and/or Mathematics, as determined by the LEA needs assessment. By January 2015, 100% of teachers of English Language Development will be authorized to teach ELD. By January 2015 of Reading/Language Arts and Mathematics teachers of English Learners will be both highly qualified in the content area(s) and authorized to teach English Learners.

Filing Cabinet Count	0	Budgeted:	\$13,000.00
Resources and state requirements for this goal Available	1	Actual:	\$7,810.00

**STRATEGY Professional Learning Communities**

Filing Cabinet Count	3	Budgeted	\$10,000.00
		Actual	\$5,801.00

**ACTION STEP Establish Professional Learning Communities**

Schools will have a master schedule clearly identifying time for Professional Learning Communities.

Status	Completed 10/23/2012	Filing Cabinet Count	2
Start-End Dates	08/31/2012 - 06/30/2013		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Fidelina Saso		

**ACTION STEP Professional Learning Communities Training**

All members of the Professional Learning Communities at both sites including all administrators will be trained on the proper implementation of PLCs.

Status	Completed 06/16/2014	Filing Cabinet Count	1
Start-End Dates	08/30/2012 - 06/30/2015	Budgeted	\$10,000.00
Tags	PI_Yr1, T3Y2	Actual	\$5,801.00
Persons Responsible	Fidelina Saso		

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GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **Staff Training: Research-based EL Strategies**

Filing Cabinet Count	2	Budgeted	\$3,000.00
		Actual	\$2,009.00

**ACTION STEP Implementation of research-based strategies**

Following the completion of each in-service, teachers will be monitored by administrators to ensure that the implementation of the strategies has occurred.

Status	Completed 06/20/2013	Filing Cabinet Count	1
Start-End Dates	05/31/2012 - 06/30/2013	Budgeted	\$3,000.00
Tags	PI_Yr3, T3Y4	Actual	\$2,009.00
Persons Responsible	Fidelina Saso		

TASKS 1 of 2 Complete

<p><b>ELD Walkthroughs</b></p> <p>ELD walkthroughs will be conducted by the District Leadership Team. The findings will be shared with all ELD teachers and all other stakeholders. The information gathered will be used for further professional development.</p>	<p>In Progress</p>	<p>Due 4/30/2014</p> <p>Fidelina Saso (LEA)</p>
<p><b>Additional Professional Development</b></p> <p>Teachers in need of additional professional support in the implementation of ELD materials and strategies will conduct classroom observations of peers.</p>	<p>Completed</p>	<p>Due 3/30/2013</p> <p>Fidelina Saso (LEA)</p>

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**GOAL Goal 2E: Parent and Community Participation**

The LEA will promote the involvement of parents and community members in the education of English Learners. By January 2015, the LEA will improve and increase parent outreach strategies so the an increase of 30% of parents are active participants in the education of their children.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

**STRATEGY Strategies for Increasing Parent Participation**

Filing Cabinet Count	2
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**ACTION STEP School Related Activities for Parents**

The District will utilize popular events (Back to School, Conferences, Fall Parade, Winter Program, Open House, Awards Assemblies, Educational Assemblies) to enhance two way communication and to solicit parent ideas for increasing parent involvement; promote parent participation in advisory committees (School Site Council, Migrant, District English Learner Advisory Committee) and the decision making process.

Status	Completed 06/19/2013	Filing Cabinet Count	7
Start-End Dates	01/01/2012 - 06/30/2013		
Tags	PI_Yr3, T3Y4, Parent		



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**GOAL Goal 2E: Parent and Community Participation**

**STRATEGY Strategies for Increasing Parent Participation**

**ACTION STEP School Related Activities for Parents**

TASKS 6 of 6 Complete

<b>Parent Attendance at Board Meetings</b>	Completed	Due 1/1/2012
District administrators will invite parents serving on advisory committees to make reports at the District Board Meetings.		
<b>Parent Interest Survey</b>	Completed	Due 2/29/2012
The District will conduct annual parent interest's surveys and will use the information to formulate a parent involvement activities calendar.		
<b>Parent Classes</b>	Completed	Due 4/30/2012
District Leadership Team will explore the possibility of conducting parent classes based on the data gathered from the Parent Interest Survey.		
<b>Family Nights</b>	Completed	Due 4/30/2012
Quarterly Family Nights will be conducted. Different grade level teachers will help in determining the topics.		
<b>Career/ College Night</b>	Completed	Due 4/30/2012
The District Leadership Team along with the Lost Hills Family Resource Center will conduct an annual College Night and Job Fair for all students, parents, and community members.		
<b>Interpretation</b>	Completed	Due 1/9/2012
The District will ensure that Spanish interpretation is provided at all school and district meetings.		

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**GOAL Goal 2F: Parental Notification**

The LEA will provide required communications to parents in a timely manner. By August 2015, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand: Identification as EL; Program placement notification; English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; academic achievement level; and redesignation information.

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Filing Cabinet Count	9
Resources and state requirements for this goal Available	1

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**STRATEGY Required Parent Communications**

All required parent communications will be sent to parents in a timely manner and in a language they can understand, via mail.

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Filing Cabinet Count	2
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**ACTION STEP Required Parent Communications**

The LEA will sent all required communication to parents via mail.

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Status	Completed 10/30/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2014 - 06/04/2015		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Fidelina Saso		

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**GOAL Goal 2G: Services for Immigrant Students**

The LEA will provide high quality instruction and Support Services to all Immigrant Students. By September 2015, enhanced instructional opportunities will be provided to 80% of immigrant students and their families.

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Filing Cabinet Count 0  
Resources and state requirements for this goal Available 1

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**STRATEGY Additional Support for Immigrant Students**

Additional staff will provide targeted Language Development and literacy instruction to immigrant students.

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Filing Cabinet Count 0

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**ACTION STEP Additional Instruction for Immigrant Students.**

Immigrant Students will receive additional instruction in ELD and literacy twice per week.

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Status	Completed 05/21/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 06/04/2015		
Tags	T3Y4		
Persons Responsible	Fidelina Saso		

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**GOAL Goal 1A: Proficiency in Reading/Language Arts**

All students will attain proficiency or better in Reading/Language Arts by 2013-2014. By August 2012, the percentage of all students, second through eighth grade, including all student groups (English Learners, Socio-economically disadvantaged, and Hispanic or Latino) scoring at proficiency and above will increase according to the following targets as measured by the Reading/Language Arts portion of the California Standards Test (CST):

All students from 41.5% to 78.4%; English Learner (EL) from 40.2% to 78.4%; Socio-economically disadvantaged (SED) from 40.9% to 78.4%; Hispanic or Latino from 40.9% to 78.4%.

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	5

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GOAL **Goal 1B: Proficiency in Mathematics**

All students will attain proficiency or better in Mathematics by 2013-2014.

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	4

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GOAL **Goal 5A: Increase Graduation Rates**

N/A

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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GOAL **Goal 5B: Decrease Dropout Rates**

N/A

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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**Lost Hills Union Elementary - 1563594000000**

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GOAL **Goal 3: Highly Qualified Teachers**

Results from our analysis of the distribution of highly qualified teachers indicate that \_\_\_\_\_ .

Based on these data, our district goal is \_\_\_\_\_ .

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Filing Cabinet Count            0

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<b>TOTAL PLAN FUNDS:</b>	<b>\$187,405.00</b>
Budgeted	\$175,705.00
Actual	\$186,515.73