

Local Control Accountability Plan (LCAP)



2015- 2018

District Code: 1563594

Dates of Plan Duration: July 1, 2015- June 30, 2018

Date of Local Governing Board Approval:

District Superintendent: Harrison Favereaux, Chief Administrative Officer

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Table of Contents

District Vision and Mission.....4

Introduction.....5

State Priorities.....7

Section 1: Stakeholder Engagement.....8

Section 2: Goals, Actions, Expenditures, and Progress Indicators.....14

 - Annual Update.....66

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality.....102

 - Section A.....102

 - Section B.....103

Annual Update Appendix.....104

Stakeholder Engagement 2013-14 Appendix.....106

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...

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

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Lost Hills Union School District Contact (Name, Title, Email, Phone Number): Harrison Favereaux, Superintendent, hafaver@losthills.k12.ca.us, 661-797-2941
LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions

should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

<p>Involvement Process</p> <p>The involvement process included 15 meeting dates for DAC/ELAC, SSC, parents, pupils, school personnel, local bargaining units, District Leadership Team, the community, administrators, and Board of Education.</p> <p>During these meetings the following were reviewed: LCAP process, an update on LCAP Actions, Services, Data, and 2014-15 expenditures. Stakeholders were given the opportunity to ask questions, make comments on 2014-15 progress, and give their input for LCAP updates.</p> <p>In addition, District representatives held several meetings where the 2015-18 revised LCAP was reviewed. Stakeholders were given an opportunity to ask questions and make comments prior to Board Approval of the LCAP.</p>	<p>Impact on LCAP</p> <p>Stakeholder meeting input and survey results were summarized and included in needs assessment data. The District's revised LCAP reflects such data.</p> <p>Based on stakeholder input, the District will continue to implement the following actions and services:</p> <ul style="list-style-type: none"> * Provide professional development on Common Core and 21st Century Learning. * Review, select, and purchase Common Core and ELD Curriculum as soon as it is available. * Hire an ELA and Math Coach * Implement interventions for at risk students * Provide student incentives * Maintain reduced class sizes in K-3rd. * Provide a Title I Intervention Teacher. * Provide a Paraprofessional to assist with Reading and Math intervention. * Provide additional 15 minutes for a total of 45 minutes on ELD instruction. * Implement DIBELS assessments. * Provide professional development based on EL needs and data. * Provide a district technology technician * Provide Wi-Fi in every classroom and library. * Provide professional development on technology. * Provide ongoing technology support. * Upgrade existing computer labs * Provide additional counseling services * Provide extracurricular activities and transportation. * Continue with anti-bullying program. * Provide additional custodial staff and custodial training
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	<ul style="list-style-type: none"> * Provide a parent center and parent liaison * Provide parent training, resources, and volunteering opportunities * Continue services with Aeries- Student Information System and School Announcement. <p>Based on stakeholder input , the District will implement the following new actions and services:</p> <p>See Annual Update for a list of new actions and services.</p>
<p>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:</p> <p>At the January 12, 2015, Board meeting, district administrators announced the intent to consult with stakeholders for LCAP updates.</p> <p>On January 15, 2015, 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.</p> <p>In addition to all stakeholder meetings, stakeholders were invited to complete an LCAP Survey. Survey results are included with each stakeholder input.</p> <p>Student Involvement</p> <p>On January 21, 2015, District Administrators presented the LCAP to ASB and Class</p>	<p>Annual Update:</p> <p><i>Student Input reflected in the revised LCAP goals, actions, and services include:</i></p> <ul style="list-style-type: none"> * <i>Ensure locker room restrooms have better circulation</i> * <i>Ensure all restrooms are in good repair at all times</i> * <i>Purchase a water filtration system for drinking fountains</i> * <i>Allow students to access Wifi</i> * <i>Purchase kindles</i> * <i>Update district website</i> * <i>Hire a school nurse</i> * <i>Provide more variety in cafeteria food</i> <p><i>School/ District Administrators Input reflected in the revised LCAP goals, actions, and services include:</i></p> <ul style="list-style-type: none"> * <i>Add Long Term English Learner goal</i> * <i>Implement the new English Language Development Standards</i> * <i>Ensure EL Students who enroll in our district in Kindergarten are reclassified before they enter into high school</i> * <i>Implement Next Generation Science Standards</i> * <i>Purchase a web-based students assessment system</i>

Representatives. LCAP progress was reviewed. Students gave their input for annual updates.

On March 26, 2015, student surveys were conducted. All 4th-8th grade students completed the surveys. Survey results are reflected under student input.

Parent/Community Involvement

On February 12, 2015 and March 19, 2015, School Site Council (SSC) meetings were 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 February 19, 2015 at 5:00 p.m. in the Lost Hills Community Building and on February 20, 2015 at 9:00 a.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 19, 2015, parent surveys were sent home with all students. Survey results are reflected under student input

DAC/ELAC Involvement

A meeting was scheduled for January 20, 2015. 1 ELAC member and 3 district administrators attended the meeting. Meeting was rescheduled for February 5, 2015 at 4:00 p.m.

A DAC/ELAC meeting was held on February 5, 2015. With e exception of 1 member, all other members were present. 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.

- * Purchase an energy management system
- * Update phone system

District Leadership Team Input reflected in the revised LCAP goals, actions, and services include:

- * Purchase additional expository and narrative books for student use
- * Implement PLCs for ELD Teachers
- * Purchase additional classroom computers
- * Purchase headphones class sets
- * Provide additional supervision during class transitions, after school, during recess

Certificated Input reflected in the revised LCAP goals, actions, and services include:

- * Provide additional materials such as manipulatives, markers, whiteboards, ink, classroom library books
- * Modify Goal 2 to more realistic %
- * Provide additional tablets with internet access
- * Provide honor roll incentives for younger grade levels
- * Hold parent nights and game nights

Classified Input reflected in the revised LCAP goals, actions, and services include:

- * Provide Common Core training for Instructional Aides
- * Include Instructional Aides and Paraprofessionals in Teacher Professional Development training
- * Purchase additional cleaning equipment to maintain cleaner facilities
- * Recruit classified subs
- * Purchase grounds equipment- tractor

Local Bargaining Units Input reflected in the revised LCAP goals, actions, and services include:

- * Provide additional professional development for instructional aides

Staff Involvement

On January 8, 2015, a school and district administrator’s focus group meeting was held. The LCAP progress was reviewed. Administrators gave their input for annual updates.

On February 4, 2015, a District Leadership Team (DLST) meeting has held. The LCAP progress was reviewed. DSLT gave their input for LCAP updates.

A Classified Personnel meeting has held on February 5, 2015. The LCAP process and progress were reviewed. Classified staff gave their input for LCAP revisions.

A Certificated Personnel meeting was held February 11, 2015. LCAP process and progress was reviewed. Needs assessment information was reviewed. Lessons learned were shared. Certificated staff gave their input for LCAP updates.

On February 17, 2015, 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 March 20, 2015, staff surveys were conducted. Survey results are reflected under student input

School Board

On January 12, 2015, 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.

On April 13, 2015, district administrators presented an LCAP Draft to Board Members. Board Members have their input.

On May 11, 2015, district administrators presented a revised LCAP to Board Members.

- * Provide incentives for retaining teachers
- * Provide wifi access to students
- * Purchase chrome books for 8th grade students
- * Upgrade servers
- * Provide incentives for students and parents of students with perfect attendance
- * Provide a cross walk supervisor in the mornings and afternoon for students who walk to and from school

DAC/ELAC/Parents/Community Input reflected in the revised LCAP goals, actions, and services include:

- * Upgrade the students’ soccer and baseball field
- * Provide more training for parents on the new testing system
- * Continue to hold parent meetings in the mornings and again in the afternoons
- * Provide more anti-bullying training for students and parents
- * Purchase a translating system for parent meetings

Based upon stakeholder input, the district will consolidate and rephrase its goals to the following:

Goal 1: Increase student achievement in English Language Development, Reading language arts, Mathematics, Science, and Social Science.

Goal 2: Create a safe and welcoming learning environment where students are connected to their schools.

Goal 3: Increase parent and family engagement.

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

Review of LCAP Draft

District administrators presented a Draft of the revised LCAP. Stakeholders gave their input.

DAC/ELAC: April 9, 2015 (4:00 p.m.)

School Board: April 13, 2015 (4:30 p.m.)

School Personnel, Parents, Community Meeting: April 16, 2015, 5:00 p.m. and April 17, 2015, 9:30 a.m.

Final Approval

LCAP Public Hearing and Budget Hearing was held June 8, 2015, at a regular Board Meeting; 4:30 p.m.

Budget Adoption

June 10, 2015 at a Special Board Meeting; 4:30 p.m.

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

- CST ELA Proficiency Rate
- CST 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

- * Hold talent shows*
- * Purchase more PE equipment*
- * Provide snacks in the morning*
- * Purchase a mascot for increased school pride*
- * Provide Disneyland trip for students who score well on State Assessments*
- * Provide Crossing guard in the morning and afternoon*
- * Implement class meeting in all grade levels*
- * Look into the possibility of having a school security guard to monitor when students get drop off or picked up from school*
- * Provide a school nurse*
- * Provide keyboarding skills in elementary and middle school*
- * Provide a music program*
- * Provide a bus monitor*

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

<p>GOAL: 1</p>	<p>Increase student achievement in English Language Development, Reading Language Arts, Mathematics, Science, and Social Science.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local: Specify _____</p>
<p>Identified Need:</p>	<p>Based upon State Accountability data and stakeholder input, the District is in need of increasing student achievement in the following areas:</p> <ul style="list-style-type: none"> • The California English Language Development Test (CELDT) <ul style="list-style-type: none"> - 2013-14 AMAO 1 (60.1%) Met target - AMAO 2 <ul style="list-style-type: none"> ○ Less than 5 Years Cohort (16.0%) did not meet 22.8% target ○ 5 Years or More Cohort (48.6%) did not meet 49% target • 2013 Standardized Testing and Reporting (STAR) Percent Proficient Rate <ul style="list-style-type: none"> - LEA-wide (ELA- 34%, Math- 51.8%) - Hispanic (ELA- 34.3%, Math- 52.2%) - Socioeconomically disadvantaged (ELA- 33.1%, Math- 51.4%) - English Learners (ELA- 33.9%, Math- 51.5%) - Pupils with disabilities (ELA- 36.7%, Math- 38.7%) - Foster youth (ELA- N/A, Math- N/A) • 2013 Academic Performance Index (API) (API 745, Growth -36) <ul style="list-style-type: none"> - All Students (API 745, Growth -36) - Hispanic (API 745, Growth -36) - Socioeconomically disadvantaged (API 742, Growth -39) - English Learners (API 748, Growth -33) - Pupils with disabilities (API 656, Growth +32) - Foster youth (API N/A, Growth N/A) • 2013 Adequate Yearly Progress (AYP) (Met 8 of 17 AYP Criteria) • The Academic Program Survey (APS) Items 1-5 (3.03 substantially- at least 75%) 	
<p>Goal Applies to:</p>	<p>Schools: All</p>	

Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

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 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 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%**)
 - 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 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**)
 - 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%**)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Maintain Highly Qualified Staff</p> <ul style="list-style-type: none"> • 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. (<i>See Professional Development actions and services</i>) 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8,839.00 (LCFF Base)-for additional cost to replace non HQT-Salary and benefits</p> <p>\$14,100 (LCFF Supplemental and Concentration)-for BTSA costs Services and Other Operating Exp.</p>
<p>2. Provide SBE Adopted Curriculum</p> <ul style="list-style-type: none"> • Provide all students with appropriate SBE Adopted ELA, Mathematics, English Language Development (ELD), Science, Social Science curriculum and Instruction. 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000 (LCFF Base) – For K-2nd SBE ELA/ELD Curriculum</p>

<ul style="list-style-type: none"> • Provide sufficient textbooks, instructional materials, and supplies. • Update/upgrade classroom libraries to reflect rigor and text types required by CCSS. • Purchase Literature and Informational student library books to reflect the CCSS required text. • Purchase a web-based Student Assessment System 			<p>\$2,000(LCFF Supplemental and Concentration)- to increase Classroom Resource budget. Books and Supplies</p> <p>\$8,000 (LCFF Supplemental and Concentration)- For classroom libraries. Books and Supplies</p> <p>\$8,000 (LCFF Supplemental and Concentration)- For Student Library. Books and Supplies</p>
<p>3. Maintain reduced class sizes.</p> <ul style="list-style-type: none"> • 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. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$158,899- One Kindergarten teacher and one 3rd grade teacher- (LCFF Supplemental and Concentration)- Salary and benefits.</p>

<p>4. Provide Intervention and extended learning</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,650 (LCFF Supplemental and Concentration)- DIBELS training Services and Other Operating exp.</p> <p>\$2,143 (LCFF Supplemental and Concentration)- for extended library hours. Salaries and Benefits</p> <p>\$81,955 (Title I)- Salary and benefits for Title I Reading Teacher</p> <p>\$30,045 (title I)- Salary and benefits for Title I Paraprofession al</p> <p>\$38,400 (LCFF Supplemental and Concentration)- for EL Web</p>
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			<p>based program-Imagine Learning. Services and Other Operating exp</p> <p>\$4,500 (LCFF Supplemental and Concentration)-for Big Brains-Math Software. Services and Other Operating Exp.</p> <p>\$38,880 (Title I)-For Before and after school programs- after school staff salary and benefits</p>
<p>5. Improve EL Instruction</p> <ul style="list-style-type: none"> • 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. • <i>Also see Professional Development below</i> 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$69,283 (LCFF Supplemental and Concentration)-Teacher compensation for additional 15 minutes- Salary and benefits</p> <p>\$41,754 (Title III)-Salary and benefits for Certificated ELD Coach</p>

			<p>\$41,754 (LCFF Supplemental and Concentration)- Salary and benefits for Certificated ELD Coach</p>
<p>6. Provide High Quality Professional Development</p> <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> - 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 	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$21,527 (Title I 10% PD allocation)- For Professional Development Services and Other Operating Exp</p> <p>\$22,000 (Title II)- For Professional Development Services and Other Operating exp</p> <p>\$4,000 (Title III)- For Professional Development for EL Teachers Services and Other Operating exp</p> <p>\$44,260 (EIA)- For Part-time Certificated</p>

<p>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.</p> <ul style="list-style-type: none"> • 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. • 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. 			<p>ELA and Math Coach- Salary and benefits.</p> <p>\$44,260 (EIA)- For Part-Time Certificated ELA and Math Coach- Salary and benefits.</p> <p>\$7,500 (LCFF Supplemental and Concentration)- Technology Support Costs Services and Other Operating exp</p>
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<p>7. Improve the use of technology to support implementation of CCSS and student achievement.</p> <ul style="list-style-type: none"> • 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. • <i>For additional strategies see Professional Development.</i> 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$88,300 (LCFF Supplemental and Concentration)- Technology Technician Salary and benefits.</p> <p>\$40,000 (LCFF Supplemental and Concentration)- Wi-Fi Costs: Books and supplies- Services and Other Operating exp</p> <p>\$21,000 (LCFF Supplemental and Concentration)- for classroom electronic devices. Books and Supplies</p> <p>\$40,000 (LCFF Supplemental and Concentration) Servers Upgrade: Books and Supplies- Services and Other</p>
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			Operating exp \$24,000 (LCFF Supplemental and Concentration)-replacement of computer lab devices- Lab 1 Books and Supplies
8. Provide Student Incentives <ul style="list-style-type: none"> Provide incentives for students meeting grade level standards including students in Elementary and Middle School. 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 (LCFF Supplemental and Concentration)- Student field trips. Services and Other Operating exp

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Priority 1: Basic Services</p> <ul style="list-style-type: none"> Teacher credentialing and Misassignment Rate (Ed Code 44258.9) <ul style="list-style-type: none"> 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% Maintain/increase the number/rate of core classes taught by HQTs from to 100% Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Maintain/ increase Overall Facility Rating from Facility Inspection Tool (FIT) from 98 % (Good School Rating) to 100% (Exemplary School Rating)
	<p>Priority 2: Implementation of State Standards</p>

- Maintain/increase the implementation of State Standards **to 100%** as measured by classroom observations
- Maintain/increase the implementation of State Standards **to 4.00- Fully** as measured by the Academic Program Survey data Items 1-5
- Maintain/Increase English Learners' access to the CCSS and the ELD standards to **100%**

Priority 4: Pupil Achievement

- State assessment proficient/advanced rate for the district
Increase proficiency levels by 5% in all subgroups on CAASPP over the 2015-16 levels.
 - Increase ELA proficiency levels by **5%**
 - Increase Math proficiency levels by **5%**
 - Increase Science proficiency levels by **5%**
 - Increase Social Science proficiency levels by **5%**
- API growth and score data per Ed Code 52052
 - Increase API growth for Hispanic subgroup by **5%**
 - Increase API growth for Socioeconomically disadvantaged subgroup **by 5%**
 - Increase API growth for English Learner subgroup by **5%**
 - Increase API growth for Pupils with Disabilities Subgroup by **5%**
 - Increase API growth 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**
- Increase the percent of EL students attaining AMAO 1 and 2 targets
 - Increase the percent of ELs attaining AMAO 1 by **3%**
 - Increase the percent of ELs attaining AMAO 2- less than 5 years by **3%**
 - Increase the percent of ELs attaining AMAO 2- 5 years or more by **3%**
- 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**)
- Maintain the Number/rate of course offerings for students with exceptional needs (SDC classes) at **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%**
 - 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Maintain Highly Qualified Staff</p> <ul style="list-style-type: none"> • 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. 	<p>LEA-wide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify) _____</p>	<p>\$6,059.00 (LCFF Base)- for additional cost to replace non HQT-Salary and benefits</p> <p>\$14,100 (LCFF Supplemental and Concentration)- for BTSA costs Services and</p>

<ul style="list-style-type: none"> Maintain Highly Qualified status by providing professional development and training for all personnel. 			Other Operating exp
<p>2. Provide SBE Adopted Curriculum</p> <ul style="list-style-type: none"> Provide all students with appropriate SBE Adopted ELA, Mathematics, English Language Development (ELD), Science, Social Science curriculum and Instruction. Provide sufficient textbooks, instructional materials, and supplies. Purchase additional Literature and Informational student library books to reflect the CCSS required text. Maintain a web-based Student Assessment System. 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$50,000 (LCFF Base) – For 4th-8th ELA/ELD Curriculum. Books and Supplies</p> <p>\$2,000(LCFF Supplemental and Concentration)- to increase Classroom Resource budget. Books and Supplies</p> <p>\$8,000 (LCFF Supplemental and Concentration)- For Student Library. Books and Supplies</p>

<p>3. Maintain reduced class sizes.</p> <ul style="list-style-type: none"> 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. 	<p>LEA-wide</p>	<p><u>X ALL</u></p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>\$164,298- One Kindergarten teacher and one 3rd grade teacher (LCFF Supplemental and Concentration)- Salary and benefits.</p>
<p>4. Provide Intervention and extended learning</p> <ul style="list-style-type: none"> Maintain a tiered academic intervention program for students needing strategic and intensive interventions. Maintain 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. Continue to provide Title I Paraprofessional to assist in Reading/ language arts and mathematics intervention classrooms. Continue to offer extended learning activities to support achievement of grade level standards. 	<p>LEA-wide</p>	<p><u>X ALL</u></p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>\$1,650 (LCFF Supplemental and Concentration)- DIBELS training Services and Other Operating exp</p> <p>\$2,185 (LCFF Supplemental and Concentration)- for extended library hours. Salaries and Benefits</p> <p>\$97,031.74 (Title I)- Salary and benefits for Title I Reading Teacher</p> <p>\$31,706 (title I)- Salary and benefits for Title</p>

			<p>I Paraprofession al</p> <p>\$38,400 (LCFF Supplemental and Concentration)- for EL Web based program- Imagine Learning. Services and Other Operating exp</p> <p>\$4,500(LCFF Supplemental and Concentration)- for Big Brains- Math Software Services and Other Operating exp</p>
<p>5. Improve EL Instruction</p> <ul style="list-style-type: none"> • 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. • <i>Also see Professional Development below</i> 	<p>LEA-wide</p>	<p><u>ALL</u></p> <p>-----</p> <p><u>OR:</u></p> <p><u>Low Income pupils X English Learners</u></p> <p><u>Foster Youth Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	<p>\$74,382 (LCFF Supplemental and Concentration)- Teacher compensation for additional 15 minutes- Salary and benefits</p> <p>\$45,864 (Title III)-Salary and</p>

			<p>benefits for Certificated ELD Coach</p> <p>\$45,864 (LCFF Supplemental and Concentration)- Salary and benefits for Certificated ELD Coach</p>
<p>6. Provide High Quality Professional Development</p> <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> - EDI Lesson design and delivery - Depth of Knowledge (DOK) - Close Reading - Guided Reading - Writing workshops, - Early Literacy Strategies - EL Strategies - Integrated ELD 	<p>LEA-wide</p>	<p><u>X ALL</u></p> <p>-----</p> <p><u>OR:</u></p> <p><u>Low Income pupils English Learners</u></p> <p><u>Foster Youth Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	<p>\$21,527 (Title I 10% PD allocation)-for Professional Development. Services and Other Operating exp</p> <p>\$22,000 (Title II)- For Professional Development Services and Other Operating exp</p> <p>\$45,864 (Title I)- for Part-time Certificated ELA and Math Coach-Salary and benefits.</p> <p>\$45,863.83</p>

<ul style="list-style-type: none"> - 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. Maintain an ELA and a Mathematics Coach. • Review, select, and purchase ELD curriculum aligned to CCSS (3rd – 8th grade). Train 3rd- 8th grade teachers in ELD Curriculum. • Provide staff with on-going technology support. 			<p>(EIA)- for Part-time Certificated ELA and Math Coach- Salary and benefits.</p> <p>\$6,500 (LCFF Supplemental and Concentration)- Technology Support costs Services and Other Operating exp</p>
<p>7. Improve the use of technology to support implementation of CCSS and student achievement.</p> <ul style="list-style-type: none"> • Maintain a technology technician. • Maintain Wi-Fi in every classroom and library to allow students and teachers to use mobile technology. • 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 2) • Maintain a technology inventory program. 	<p>LEA-wide</p>	<p><u>X ALL</u></p> <p>-----</p> <p><u>OR:</u></p> <p><u>Low Income pupils English Learners</u></p> <p><u>Foster Youth Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	<p>\$92,885 (LCFF Supplemental and Concentration)- Technology Technician- Salary and benefits.</p> <p>\$15,000 (LCFF Supplemental and Concentration)- for classroom electronic</p>

<ul style="list-style-type: none"> • Maintain a technology replacement program. • <i>For additional strategies see Professional Development.</i> 			<p>devices. Books and Supplies</p> <p>\$24,000 (LCFF Supplemental and Concentration)-replacement of computer lab devices-Lab 2. Books and Supplies</p>
<p>8. Provide Student Incentives</p> <ul style="list-style-type: none"> • Provide incentives for students meeting grade level standards including students in Elementary and Middle School. 	<p>LEA-wide</p>	<p><u>X ALL</u></p> <p>-----</p> <p><u>OR:</u></p> <p><u>Low Income pupils English Learners</u></p> <p><u>Foster Youth Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	<p>\$5,000 (LCFF Supplemental and Concentration)-Student field trips. Services and Other Operating exp</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic Services</p> <ul style="list-style-type: none"> • Teacher credentialing and Misassignment Rate (Ed Code 44258.9) <ul style="list-style-type: none"> - 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% - Maintain/increase the number/rate of core classes taught by HQTs from to 100% • Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119 <ul style="list-style-type: none"> - Maintain the number/rate of students lacking their own textbook at 0%
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- Well-maintained school facilities- **This metric is fully addressed under Goal 2 Actions and Services**
 - Maintain/ 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

- Maintain/increase the implementation of State Standards **to 100%** as measured by classroom observations
- Maintain/increase the implementation of State Standards **to 4.00- Fully** as measured by the Academic Program Survey data Items 1-5
- Maintain/Increase English Learners’ access to the CCSS and the ELD standards to **100%**

Priority 4: Pupil Achievement

- State assessment proficient/advanced rate for the district
Increase proficiency levels by 5% in all subgroups on CAASPP over the 2016-17 levels.
 - Increase ELA proficiency levels by **5%**
 - Increase Math proficiency levels by **5%**
 - Increase Science proficiency levels by **5%**
 - Increase Social Science proficiency levels by **5%**
- API growth and score data per Ed Code 52052
 - Increase API growth for Hispanic subgroup by **5%**
 - Increase API growth for Socioeconomically disadvantaged subgroup by **5%**
 - Increase API growth for English Learner subgroup by **5%**
 - Increase API growth for Pupils with Disabilities Subgroup by **5%**
 - Increase API growth 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**
- Increase the percent of EL students attaining AMAO 1 and 2 targets
 - Increase the percent of ELs attaining AMAO 1 by **3%**
 - Increase the percent of ELs attaining AMAO 2- less than 5 years by **3%**
 - Increase the percent of ELs attaining AMAO 2- 5 years or more by **3%**
- 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**)
 - Maintain the Number/rate of course offerings for students with exceptional needs (SDC classes) at **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%**
 - 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1. Maintain Highly Qualified Staff</p> <ul style="list-style-type: none"> 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. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,282.00 (LCFF Base)- for additional cost to replace non HQT- Salary and benefits</p> <p>\$14,100 (LCFF Supplemental and Concentration)- for BTSA costs Services and Other Operating exp</p>
<p>2. Provide SBE Adopted Curriculum</p> <ul style="list-style-type: none"> Provide all students with appropriate SBE Adopted ELA, Mathematics, English Language Development (ELD), Science, Social Science curriculum and Instruction. Provide sufficient textbooks, instructional materials, and supplies. Maintain a web-based Student Assessment System. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000 (LCFF Base) – For 4th-8th SBE ELA/ELD Curriculum. Books and Supplies</p> <p>\$2,000(LCFF Supplemental and Concentration)- to increase Classroom Resources.</p>

			Books and Supplies
<p>3. Maintain reduced class sizes.</p> <ul style="list-style-type: none"> 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. 		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$173,819- One Kindergarten teacher and one 3rd grade teacher (LCFF Supplemental and Concentration)- Salary and benefits.</p>
<p>4. Provide Intervention and extended learning</p> <ul style="list-style-type: none"> Maintain a tiered academic intervention program for students needing strategic and intensive interventions. Maintain 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. Continue to provide Title I Paraprofessional to assist in Reading/ language arts and mathematics intervention classrooms. Continue to offer extended learning activities to support achievement of grade 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,650 (LCFF Supplemental and Concentration)- DIBELS training Services and Other Operating exp</p> <p>\$2,213 (LCFF Supplemental and Concentration)- for extended library hours. Salaries and Benefits</p> <p>\$99,267 (Title</p>

<p>level standards.</p>			<p>I)- Salary and benefits for Title I Reading Teacher</p> <p>\$33,300 (title I)- Salary and benefits for Title I Paraprofession al</p> <p>\$38,400 (LCFF Supplemental and Concentration)- for EL Web based program- Imagine Learning - Services and Other Operating exp</p> <p>\$4,500 (LCFF Supplemental and Concentration)- for Big Brains- Math Software Services and Other Operating exp</p>
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<p>5. Improve EL Instruction</p> <ul style="list-style-type: none"> 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. <p><i>Also see Professional Development below</i></p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$79,626 (LCFF Supplemental and Concentration)- Teacher compensation for additional 15 minutes</p> <p>\$47,671 (Title III)- Salary and benefits for Certificated ELD Coach</p> <p>\$47,671 (LCFF Supplemental and Concentration)- Salary and benefits for Certificated ELD Coach</p>
<p>6. Provide High Quality Professional Development</p> <ul style="list-style-type: none"> 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 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$21,527 (Title I 10% PD allocation)- for Professional Development. Services and Other Operating exp</p> <p>\$22,000 (Title II)- For Professional Development Services and Other Operating exp</p>

<ul style="list-style-type: none"> - Depth of Knowledge (DOK) - Close Reading - Guided Reading - Writing workshops, - Early Literacy Strategies - EL Strategies - Integrated ELD - Designated ELD - RTi <ul style="list-style-type: none"> • 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. Maintain an ELA and a Mathematics Coach. • Provide staff with on-going technology support. 			<p>\$47,671 (Title I)- for Part-time Certificated ELA and Math Coach- Salary and benefits.</p> <p>\$47,671.39 (EIA)- for Part-time Certificated ELA and Math Coach- Salary and benefits.</p> <p>\$5,000 (LCFF Supplemental and Concentration)- Technology Support. Services and Other Operating exp</p>
<p>7. Improve the use of technology to support implementation of CCSS and student achievement.</p> <ul style="list-style-type: none"> • Maintain a technology technician. • Maintain Wi-Fi in every classroom and library to allow students and teachers to use mobile technology. • Purchase classroom computers, laptops, tablets, mobile labs and other necessary technology devices to implement Common Core and 21st Century Learning. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$97,361 (LCFF Supplemental and Concentration)- Technology Technician Salary and benefits.</p> <p>\$15,000 (LCFF Supplemental and Concentration)-</p>

<ul style="list-style-type: none"> • Upgrade existing computer labs. (Lab 1) • Maintain a technology inventory program. • Maintain a technology replacement program. • <i>For additional strategies see Professional Development.</i> 			for classroom electronic devices. Books and Supplies
<p>8. Provide Student Incentives</p> <ul style="list-style-type: none"> • Provide incentives for students meeting grade level standards including students in Elementary and Middle School. 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000 (LCFF Supplemental and Concentration)- Student field trips. 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.

<p>GOAL: 2</p>	<p>Create a safe and welcoming learning environment where students are connected to their schools.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>Based upon district data in 2012-13, 12 students served a total of 48 days of suspension, and 2 students were expelled from the district. 2012-13 suspension rate was 2.0% compared to 3.5% in 2013-14.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2015-16</p>		

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 Misassignment 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 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide counseling services for students.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,611 (Title I)- Additional Counseling-Salary and benefits.
2. Continue to provide extracurricular activities such as sports, mentoring, and arts.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$27,154 (LCFF Supplemental and Concentration)- Materials and Supplemental teacher compensation for additional hrs.- Salary and benefits.
3. Continue to provide transportation for after school tutoring and extracurricular activities.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,660 (LCFF Supplemental and Concentration)- Transportation. Services and Other Operating exp
4. Continue to provide anti-bullying training for staff, parents, and students. Continue to implement Safe School Ambassadors program (train 4 th -8 th grade students).	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 (LCFF Supplemental and Concentration)- Anti-bullying training. Services and Other

			Operating exp
5. Upgrade the soccer and softball fields.	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,000 (LCFF Supplemental and Concentration)- for irrigation system, equipment, labor. Cost objectives in Books and supplies - Services and Other Operating exp</p>
6. Upgrade/replace water fountains throughout the District. Ensure upgraded/replaced water fountains include water filter for cleaner/healthier drinking water.	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$115,000 (LCFF Supplemental and Concentration)- pipe replacement, filtration system, new drinking fountains. Cost objectives in Books and Supplies- Services and Other Operating exp</p>

<p>7. Ensure that all facilities are modernized, safe, and engaging.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$45,000 (LCFF Base)- maintaining facilities Services and Other Operating exp</p>
<p>8. Continue to implement and maintain the Comprehensive School Safety Plan.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$5,000 (LCFF Supplemental and Concentration)- for safety equipment, supplies and training. Cost Objectives; Books and Supplies - Services and Other Operating exp</p>
<p>9. Continue to provide additional custodial staff to maintain cleaner facilities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$43,937 (LCFF Supplemental and Concentration)- Custodian Salary and benefits.</p>
<p>10. Continue to provide training for custodial staff on maintaining clean facilities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$2,000 (LCFF Supplemental and Concentration)- for custodial training Services and Other Operating exp</p>

<p>11. Purchase additional custodial and grounds equipment.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$12,000 (LCFF Supplemental and Concentration)-for custodial and ground equipment. Books and Supplies/Capital Outlay</p>
<p>12. Provide additional student supervision before school, after school, during recess and class transitions.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$7,892 (LCFF Supplemental and Concentration)-compensation for additional student supervision-Salary and benefits</p>
<p>13. Implement an Energy Management System for increased safety during evening events.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$60,000 (LCFF Supplemental and Concentration)-for motion sensors throughout District facilities. Cost Objectives: Books and Supplies-Services and Other Operating exp</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>
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Priority 1: Basic Services

- **Teacher credentialing and Misassignment 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 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1. Maintain counseling services for students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$16,314 (Title I)- Additional Counseling-Counselor additional salary and benefits</p>
<p>2. Continue to provide extracurricular activities such as sports, mentoring, and arts.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$27,604 (LCFF Supplemental and Concentration)- for materials and teacher compensation for additional hrs.- Salary and benefits</p>
<p>3. Continue to provide transportation for after school tutoring and extracurricular activities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$4,754 (LCFF Supplemental and Concentration)- After school transportation Services and Other Operating exp</p>

<p>4. Continue to provide anti-bullying training for staff, parents, and students. Continue to implement Safe School Ambassadors program (train 4th-8th grade students).</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$5,000 (LCFF Supplemental and Concentration)- for anti-bullying training Services and Other Operating exp</p>
<p>5. Maintain soccer and softball fields.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$1,500 (LCFF Supplemental and Concentration)- for equipment, labor. Services and Other Operating exp</p>
<p>6. Ensure that all facilities are modernized, safe, and engaging.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$45,000 (LCFF Base)- for maintaining facilities. Services and Other Operating exp</p>

<p>7. Continue to implement and maintain the Comprehensive School Safety Plan.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$5,000 (LCFF Supplemental and Concentration)-for safety equipment, supplies and training. Services and Other Operating exp</p>
<p>8. Continue to provide additional custodial staff to maintain cleaner facilities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$45,412 (LCFF Supplemental and Concentration)-Custodian Salary and benefits</p>
<p>9. Continue to provide training for custodial staff on maintaining clean facilities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$2,000 (LCFF Supplemental and Concentration)-for custodial training. Services and Other Operating exp</p>

<p>10. Continue to provide additional or replacement of custodial and grounds equipment.</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$5,000 (LCFF Supplemental and Concentration)- for additional custodial and grounds equipment. Books and Supplies / Capital Outlay</p>
<p>11. Maintain student supervision before school, after school, during recess and class transitions.</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$8,942 (LCFF Supplemental and Concentration)- compensation for additional student supervision- Salary and benefits</p>
<p>12. Maintain an Energy Management System for increased safety during evening events.</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$15,000 (LCFF Supplemental and Concentration)- for motion sensors throughout District facilities. Cost Objectives: Books and Supplies- Services and Other Operating exp</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable</p>	<p>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.</p>		

<p>Outcomes:</p>	<p>Priority 1: Basic Services</p> <ul style="list-style-type: none"> • Teacher credentialing and Misassignment Rate (Ed Code 44258.9) – This metric is fully addressed under Goal 1 Action and Services <ul style="list-style-type: none"> - 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 Services <ul style="list-style-type: none"> - Maintain the number/rate of students lacking their own textbook at 0% • Well-maintained school facilities <ul style="list-style-type: none"> - Increase Overall Facility Rating from Facility Inspection Tool (FIT) from 98% (Good School Rating) to 100% (Exemplary School Rating) <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> - 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 <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> - Maintain/ decrease Suspension Rate to 3.5% - Maintain Expulsion Rate at 0% - Maintain/decrease Truancy Rate to 7.38% - Pupil Surveys- 98% of students in 4th-8th grade will report feeling safe, welcomed, and connected to their schools. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Maintain counseling services for students</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$17,094 (Title I)- Additional Counseling-Counselor additional salary and benefits</p>
<p>2. Continue to provide extracurricular activities such as sports, mentoring, and arts.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$28,039 (LCFF Supplemental and Concentration)- for materials and teacher compensation for additional hrs.- Salary and benefits</p>
<p>3. Continue to Provide transportation for after school tutoring and extracurricular activities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$4,851 (LCFF Supplemental and Concentration)- for after school transportation costs. Services and Other Operating exp</p>

<p>4. Continue to provide anti-bullying training for staff, parents, and students. Continue to implement Safe School Ambassadors program (train 4th-8th grade students).</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>\$5,000 (LCFF Supplemental and Concentration)- for anti-bullying training. Services and Other Operating exp</p>
<p>5. Maintain the soccer and softball fields.</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>\$1,500.00 (LCFF Supplemental and Concentration)- for equipment and labor. Services and Other Operating exp</p>
<p>6. Ensure that all facilities are modernized, safe, and engaging.</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>\$45,000 (LCFF Base)- for maintaining facilities. Books and Supplies - Services and Other Operating exp</p>
<p>7. Continue to implement and maintain the Comprehensive School Safety Plan.</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>\$5,000 (LCFF Supplemental and Concentration)- for safety equipment, supplies and training. Cost Objectives: Books and</p>

			supplies- Services and Other Operating exp
8. Continue to provide additional custodial staff to maintain cleaner facilities.	LEA-wide	<u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	\$46,725 (LCFF Supplemental and Concentration)- Custodian Salary and benefits
9. Continue to provide training for custodial staff on maintaining clean facilities.	LEA-wide	<u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	\$2,000 (LCFF Supplemental and Concentration)- for custodial training. Services and Other Operating exp
10. Provide additional or replacement of custodial and grounds equipment.	LEA-wide	<u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	\$5,000 (LCFF Supplemental and Concentration)- for additional custodial and grounds equipment. Cost Objectives: Books and

			Supplies- Services and Other Operating exp
11. Maintain student supervision before school, after school, during recess and class transitions.	LEA-wide	<u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	\$9,057 (LCFF Supplemental and Concentration)-additional pay for yard supervisors. Salaries and Benefits

GOAL: 3	Increase parent and family engagement.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 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: 2015-16		
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%)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain the Lost Hills Union School District Parent Center.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 (LCFF Supplemental and Concentration)- for supplies/equipment. Books and Supplies
2. Continue to provide a Parent Liaison.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,824 (Title I)- for part time parent liaison- Salary and benefits
3. Provide parents with resources and training to strengthen student learning at home.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$750.00 (LCFF Supplemental and Concentration)- parent resources. Services and Other Operating exp

<p>4. Provide parents with opportunities for volunteering.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>No funding needed</p>
<p>5. Continue to contract services with web-based student information system- Aeries with Eagle Software.</p> <p>Continue to contract services with Alert Solution-School Announcement System to improve school to parent communication.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$20,000 (LCFF Supplemental and Concentration)- Yearly licensing, training, and support services. Services and Other Operating exp</p>
<p>6. Purchase language interpretation system to interpret for parents' events and meetings.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1,700 (LCFF Supplemental and Concentration)- Parent interpretation system. Books and Supplies</p>

<p>7. Revise District Website to provide parents with more up-to-date resources and information related to education, the District, and their child(ren)'s schools.</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>\$7,500 (LCFF Supplemental and Concentration)-Website upgrade costs. Services and Other Operating exp</p>
<p>8. Upgrade District's/ School's Phone System. Add Telephone lines to improve communication with parents.</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>\$110,000 (LCFF Supplemental and Concentration)-replacement of current phone system. Cost Objectives: Books and Supplies-Services and Other Operating exp</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>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 15% as measured by sign in sheets</p> <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs
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- 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.**
- ELAC/ DELAC/ SSC/ Title I parent meeting attendance numbers **(Hold at least 24 parent meetings) (Increase parent meeting attendance numbers by 10%).**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain the Lost Hills Union School District Parent Center.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 (LCFF Supplemental and Concentration)- for supplies/equipment. Books and Supplies
2. Continue to provide a Parent Liaison.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,214 (LCFF Supplemental and Concentration)- for part-time parent liaison-Salary and benefits

<p>3. Continue to provide parents with resources and training to strengthen student learning at home.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$500 (LCFF Supplemental and Concentration)- for parent resources. Books and Supplies</p>
<p>4. Continue to provide parents with opportunities for volunteering.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>No funding needed</p>
<p>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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$21,000 (LCFF Supplemental and Concentration)- Yearly licensing, training, and support services. Services and Other Operating exp</p>

<p>6. 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.</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>\$6,000 (LCFF Supplemental and Concentration)-for website maintenance. Services and Other Operating exp</p>
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<p align="center">LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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</p> <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs <ul style="list-style-type: none"> - 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. - ELAC/ DELAC/ SSC/ Title I parent meeting attendance numbers (Hold at least 24 parent meetings) (Increase parent attendance numbers by 10%). 		
<p>1. Maintain the Lost Hills Union School District Parent Center.</p>	<p>LEA-wide</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)_____</u></p>	<p>\$1,000 (LCFF Supplemental and Concentration)-for supplies/equipment. Services and Other Operating exp</p>

<p>2. Continue to provide a Parent Liaison.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,475 (LCFF Supplemental and Concentration)- for part-time parent liaison- Salary and benefits</p>
<p>3. Continue to provide parents with resources and training to strengthen student learning at home</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500 (LCFF Supplemental and Concentration)- for parent resources. Books and Supplies</p>
<p>4. Continue to provide parents with opportunities for volunteering.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No funding needed</p>

<p>5. Continue to contract services with web-based student information system- Aeries with Eagle Software.</p> <p>Continue to contract services with Alert Solution-School Announcement System to improve school to parent communication.</p>	<p>LEA-wide</p>	<p><u>X ALL</u></p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$22,000 (LCFF Supplemental and Concentration)- Yearly licensing, training, and support services. Services and Other Operating exp</p>
<p>6. 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.</p>	<p>LEA-wide</p>	<p><u>X ALL</u></p> <p>-----</p> <p><u>OR:</u></p> <p><u>Low Income pupils English Learners</u></p> <p><u>Foster Youth Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u>_____</p>	<p>\$6,000 (LCFF Supplemental and Concentration)- for website maintenance. Services and Other Operating exp.</p>

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:	The district will fully implement the Common Core State Standards as defined by CDE's APS criteria.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Full implementation of English/language arts and Mathematics Common Core. Priority 1: Basic Services <ul style="list-style-type: none"> • Teacher credentialing and Misassignment Rate (Ed Code 44258.9) <ul style="list-style-type: none"> - Number/rate of teachers not fully credentialed 0% - Number/rate of teachers teaching outside of subject area competence 0% - Number/rate of teachers teaching ELs without authorization 0% - Number/rate of core classes taught by HQTs 100% • Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119 <ul style="list-style-type: none"> - Number/rate of students lacking their own textbook 0% 		Based upon classroom observations and Academic Program Survey (APS) results, the district's current level of Common Core State Standards implementation is Substantially (75%). Priority 1: Basic Services <ul style="list-style-type: none"> • Teacher credentialing and Misassignment Rate (Ed Code 44258.9) <ul style="list-style-type: none"> - Number/rate of teachers not fully credentialed 6.8% - Number/rate of teachers teaching outside of subject area competence 6.8% - Number/rate of teachers teaching ELs without authorization 6.8% - Number/rate of core classes taught by HQTs 93.2% • Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119 <ul style="list-style-type: none"> - Number/rate of students lacking their own textbook 0%

	<ul style="list-style-type: none"> • Well-maintained school facilities <ul style="list-style-type: none"> - Overall Facility rating from Facility Inspection Tool (FIT) 100%- Exemplary School Rating <p>Priority 2: Implementation of State Standards</p> <ul style="list-style-type: none"> - Observation data - Academic Program Survey data for Items 1-5 (4-Fully) <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessment proficient/advanced rate for the district (CST/SYP) <ul style="list-style-type: none"> - ELA 34% - Math 51.8% - Science 50% - Social Science 35% • API growth and score data per Ed Code 52052 (API 745, Growth -36) <ul style="list-style-type: none"> - Hispanic (API 745, Growth -36) - Socioeconomically disadvantaged (API 742, Growth -39) - English Learners (API 748, Growth -33) - Pupils with disabilities (API 656, Growth +32) - Foster youth (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 • Percent of EL students attaining AMAO 1 and 2 targets (AMAO 1- 60.1%, AMAO 2- less than 5 years 16%, AMAO 2- 5 year 		<ul style="list-style-type: none"> • Well-maintained school facilities <ul style="list-style-type: none"> - Overall Facility rating from Facility Inspection Tool (FIT) 98%- Good School Rating <p>Priority 2: Implementation of State Standards</p> <ul style="list-style-type: none"> - Observation data - Academic Program Survey data for Items 1-5 (AVG 3.03, substantially at least 75%) <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessment proficient/advanced rate for the district (CST/SYP) <ul style="list-style-type: none"> - ELA 34% - Math 51.8% - Science 50% - Social Science 35% • API growth and score data per Ed Code 52052 (API 745, Growth -36) <ul style="list-style-type: none"> - Hispanic (API 745, Growth -36) - Socioeconomically disadvantaged (API 742, Growth -39) - English Learners (API 748, Growth -33) - Pupils with disabilities (API 656, Growth +32) - Foster youth (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 • Percent of EL students attaining AMAO 1 and 2 targets (AMAO 1- 60.1%, AMAO 2-
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or more 48.6%)

- EL reclassification rate **(2012-13, 4.3%)**
- 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) **(7-8, 56%)**
 - 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 **(16%)**
 - Number/rate of course offerings for students with exceptional needs (SDC classes) **4.1%**

Priority 8: Other Pupil Outcomes

less than 5 years 16%, AMAO 2- 5 year or more 48.6%)

- EL reclassification rate **(2013-14 8.1%)**
- 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) **(7-8, 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%)**
 - Number/rate of course offerings for students with exceptional needs (SDC classes) **4.1%**

	<ul style="list-style-type: none"> Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220 <ul style="list-style-type: none"> 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 Percent of EL students making progress toward English Proficiency (AMAO 1) 60.1% AP Exam Participation Rate N/A Physical Fitness Test Results for PE (Healthy Fitness Zone Avg. 75%) 		<p>Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220 <ul style="list-style-type: none"> 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 Percent of EL students making progress toward English Proficiency (AMAO 1) 60.1% AP Exam Participation Rate N/A Physical Fitness Test Results for PE (Healthy Fitness Zone Avg. 72.5%)
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide Staff development for implementation of Common Core State Standards and 21 st Century Learning to all administrators, teachers and paraprofessionals.	\$18,000 (Title II) \$2,500 (LCFF Supplemental and Concentration)- for staff PD Services and Other Operating exp	Staff development for implementation of Common Core State Standards was provided by DataWorks Educational Research, Kern County Office of Education, and District Administrators. Professional Development included: Demystifying Common Core Assessment, Common Core Standards Training, Common Core Lesson Demonstrations, Common Core Lesson Design, Common Core Lesson Delivery with one-on-one coaching, and Instructional Effectiveness.	\$18,000.00 (Title II)- Professional Development Services and Other Operating exp \$2,500.00 (LCFF Supplemental and Concentration)-

			Professional Development Services and Other Operating exp \$30,301.73 (Common Core)- Professional Development Services and Other Operating exp \$37,110 (Program Improvement Grant)- DataWorks trainings and sub pay. Cost Objectives: Salary and Benefits-Services and Other Operating exp
Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Provide time for curriculum development and teacher collaboration.	\$4,889 (LCFF Supplemental and Concentration)- for hourly rate of	This activity will be completed by June 30 th . K- 2 nd grade teachers will be involved in this activity.	\$4,880 (LCFF Supplemental and Concentration)-

		teacher for curriculum planning Salaries and Benefits		Hourly rate of teacher for curriculum Planning (10 ½ hrs. per teacher) Salaries and Benefits
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Provide sufficient textbooks, instructional materials, and supplies. Review, select, and purchase CCSS Curriculum. Train all teachers in CCSS Curriculum.		\$0	The District did not purchase SBE Adopted curriculum. However, the District purchased literature and informational books to implement Engage NY Common Core Modules.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4. Provide on-going instructional assistance and support for teachers. Hire and ELA and a Mathematics Coach.		\$79,926 (LCFF Supplemental and Concentration)-	This year the district was not able to find a part-time ELA and/or Math Coach.	
			\$0	

		Salary for part-time ELA and Math Coach Salaries and Benefits		
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5. Train lead teachers to become content experts on ELA and Mathematics.		\$5,000 (Title I)- ELA, Math training for teachers Services and Other Operating exp	ELA and Mathematics training was provided by Dataworks Educational Group, Kern County Office of Education, and other trainings outside of the county.	\$5,000 (Title I)- for ELA and math training Services and Other Operating exp
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6. Implement a tiered academic intervention program for students needing strategic and intensive interventions.		No funding needed	The district revised school schedules in order to provide the following interventions for struggling students: Reading Intervention <ul style="list-style-type: none"> • 1st – 3rd grade • 4th-8th grade Math Intervention	No funding was needed

			<ul style="list-style-type: none"> • 3rd- 8th grade 	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7. Provide incentives for student achievement.		\$5,000 (LCFF Supplemental and Concentration)- End of semester field trips for students meeting grade level standards Services and Other Operating exp	Students with a 3.00 GPA or greater participated in a Bowling trip to Bakersfield. Another incentive trip is planned at the end of second semester.	\$5,000 (LCFF Supplemental and Concentration)- End of semester field trips for students meeting grade level standards Services and Other Operating exp
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>The District planned on hiring an ELA and a Mathematics Coach. However, the district was unable to find part time coaches.</p> <p>The District received a Common Core and a Program Improvement Grant and decided to use the funds to provide additional Professional Development for implementation of Common Core State Standards. The District also used Common Core funds to purchase literature and</p>		

information books (classroom sets) for the implementation of Common Cores State Standards. (See action step #1 and 3 for additional details).

After reviewing goals and action steps and receiving input from stakeholders the district will streamline its goals by integrating the implementation of Common Core State Standards into a new goal: *Increase student achievement in English Language Development, Reading Language Arts, Mathematics, Science, and Social Science.*

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

<p>Original GOAL from prior year LCAP:</p>	<p>80% of the district’s 3rd grade EL students will read, write, speak and listen in English proficiently by the end of 3rd grade as measured by the CELDT and other district measures.</p>	<p>Related State and/or Local Priorities: 1__ 2<u>X</u> 3__ 4<u>X</u> 5__ 6__ 7__ 8<u>X</u> COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to: Schools: <u>Lost Hills Elementary</u> Applicable Pupil Subgroups: <u>ELs</u></p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>50% EL language proficiency rates by the 3rd grade such as reading, writing, listening, and speaking.</p> <p>Priority 2: Implementation of State Standards</p> <ul style="list-style-type: none"> - Observation data (Teachers implementing CCSS ELA/Math- 100%) - Academic Program Survey data for Items 1-5 (4- Fully) <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessment proficient/advanced rate for the district (CST/SYP) <ul style="list-style-type: none"> - ELA 34% - Math 51.8% - Science 50% - Social Science 35% 	<p>2013-14, 3rd grade EL language proficiency rate-40%.</p> <p>Priority 2: Implementation of State Standards</p> <ul style="list-style-type: none"> - Observation data (75% Common Core implementation in ELA and Math classes) - Academic Program Survey data for Items 1-5 (AVG 3.03, substantially at least 75%) <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessment proficient/advanced rate for the district (CST/SYP) <ul style="list-style-type: none"> - ELA 34%

	<ul style="list-style-type: none"> • API growth and score data per Ed Code 52052 (API 745, Growth -36) <ul style="list-style-type: none"> - Hispanic (API 745, Growth -36) - Socioeconomically disadvantaged (API 742, Growth -39) - English Learners (API 748, Growth -33) - Pupils with disabilities (API 656, Growth +32) - Foster youth (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 • Percent of EL students attaining AMAO 1 and 2 targets (AMAO 1- 60.1%, AMAO 2- less than 5 years 16%, AMAO 2- 5 year or more 48.6%) • EL reclassification rate (2012-13, 4.3%) • 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 <p>Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> • Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220 <ul style="list-style-type: none"> - 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 - Percent of EL students making progress toward English Proficiency (AMAO 1) 		<ul style="list-style-type: none"> - Math 51.8% - Science 50% - Social Science 35% <ul style="list-style-type: none"> • API growth and score data per Ed Code 52052 (API 745, Growth -36) <ul style="list-style-type: none"> - Hispanic (API 745, Growth -36) - Socioeconomically disadvantaged (API 742, Growth -39) - English Learners (API 748, Growth -33) - Pupils with disabilities (API 656, Growth +32) - Foster youth (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 • Percent of EL students attaining AMAO 1 and 2 targets (AMAO 1- 60.1%, AMAO 2- less than 5 years 16%, AMAO 2- 5 year or more 48.6%) • EL reclassification rate (2013-14, 8.1%) • 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 <p>Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> • Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220 <ul style="list-style-type: none"> - CAHSEE ELA proficient rates N/A - CAHSEE Math proficient rates N/A - CAHSEE ELA 3-Year Pass rate N/A
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	<p>60.1%</p> <ul style="list-style-type: none"> - AP Exam Participation Rate N/A - Physical Fitness Test Results for PE (Healthy Fitness Zone Avg. 75%) 		<ul style="list-style-type: none"> - CAHSEE Math 3-Year Pass rate N/A - Percent of EL students making progress toward English Proficiency (AMAO 1) 60.1% - AP Exam Participation Rate N/A - Physical Fitness Test Results for PE (Healthy Fitness Zone Avg. 72.5%)
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Maintain reduced class sizes in grades K-3 rd . A focus will be placed on addressing the needs of students who are at-risk of early reading intervention.	\$74,170 (LCFF Supplemental and Concentration)- Salary for one additional Elementary Teacher Salaries and Benefits	A Kindergarten and 3 rd grade teachers were hired. This reduced Kindergarten and 3 rd grade classes sizes to 24 to 1.	\$125,649 (LCFF Supplemental and Concentration)- Total compensation for 2 teachers Salaries and Benefits
Scope of service:	Lost Hills Elementary	Scope of service:	K and 3 rd Grade
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Hire a Title I Intervention Teacher. Hire an EIA Intervention Teacher.	\$148,340 (Title I/EIA)- Salary and benefits cost for 2 additional teachers	The district was able to hire only 1 Title I Reading Intervention Teacher.	\$88,953 (Title I) – Total compensation for Title I Reading Teacher Salary and Benefits

Scope of service: Lost Hills Elementary __ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: K and 3 rd Grade __ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Hire a paraprofessional to assist in Reading/language arts and math intervention.	\$63,324 (Title I/EIA)- Salary and Benefit cost for 1 paraprofessional	1 paraprofessional was hired to assist in Reading/language arts and math intervention. With priority to Low Income Pupils.	\$29,464 (Title I)- Salary and Benefit for 1 Paraprofessional
Scope of service: Lost Hills Elementary __ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Lost Hills Elementary __ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Provide Staff Development in effective early literacy instruction for TK-3 teachers.	\$4,191 (Title I)- PD for teachers Services and Other Operating exp	TK-3 rd grade teachers are schedule to attend an Early Literacy Strategies where teachers will learn “strategies to build strong early literacy skills as well as provide ongoing practice. Giving low income students priority for extended opportunities to interact with text in multiple forms is essential to building confident readers that can employ reading strategies flexibly and capably.”	\$4,191 (Title I)- Cost for Literacy Professional Development Services and Other Operating exp
Scope of service: Lost Hills Elementary		Scope of service: Lost Hills Elementary	

service:			service:		
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
5. Implement a tiered academic intervention program for students needing strategic and intensive interventions.		No funding needed	During the 2014-15 school year, the district implemented: - 1 st -3 rd grade reading intervention provided by the Title I Teacher. - 3 rd -8 th math intervention		No funding needed
Scope of service:		LEA-wide	Scope of service:		LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> 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)_____		
6. Extend school day by 15 minutes-additional time to be added at the start of school day to allow 45 min of ELD instruction.		\$62,831(LCFF Supplemental and Concentration)-Total teacher compensation for extension of school day Salaries and Benefits	15 additional minutes were added at the beginning of school day. ELD period increased from 30 min. to 45 min.		\$66,555 (LCFF Supplemental and Concentration)-Teacher compensation for extension of school day. Salaries and Benefits
Scope of service:		LEA-wide	Scope of service:		LEA-wide

<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>7. Purchase assessments to measure the acquisition of early literacy skills such as DIBELS.</p>	<p>\$3,000 (LCFF Supplemental and Concentration)-Assessment materials/supplies</p>	<p>Voyager Sopris Learning DIBELS materials have been purchased. Training is scheduled for April 18, 2015 and April 25, 2015.</p>	<p>\$6,795 (LCFF Supplemental and Concentration)-For materials and training cost</p> <p>\$1,656 (LCFF Supplemental and Concentration)-For teacher compensation-training will take place on a Saturday</p>
<p>Scope of service: Lost Hills Elementary</p> <hr/> <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Lost Hills Elementary</p> <hr/> <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>8. Hire an ELD Coach to support classroom teachers.</p>	<p>\$24,776 (LCFF Supplemental and Concentration) Salary and Benefits</p> <p>\$55,149 (Title</p>	<p>A part-time ELD Coach was hired for the 2014-15 school year.</p>	<p>\$23,145 (LCFF Supplemental and Concentration)-Salary and Benefits for ELD Coach</p>

		III)- Salary and Benefits for ELD Coach		\$50,525.60 (Title III)- Salary and Benefits for ELD Coach
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
9. Provide professional development based upon needs assessment data. Implement research-based EL Instructional Strategies in ELD and throughout the school day, during core subject areas.		\$3,000 (EIA)- PD for EL Teachers Services and Other Operating exp	Imagine Learning Training was provided for ELD Teachers August 5, 2014. A follow up training was held January 21, 2015. EL trainings were provided by ELD Coach: writing strategies, listening strategies, reading strategies, and speaking strategies. ELD Coach attended professional development training at Kern County Office of Education, and Tulare County Office of Education.	\$2,009 (EIA)- Imagine Learning Training ELD Coach training Services and Other Operating exp
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
10. Train teachers in new ELD Standards and Framework.		\$0	ELD Coach and CELDT Coordinator received training on the new ELD Standards. ELD Coach provided new ELD Standards training	\$1,776 (Title III)- New ELD Standards Training Services and

		<p>to district teachers, paraprofessionals and instructional aides.</p> <p>Administrators and ELD Coach attended the Launching the 2014 English Language Arts/ English Language Development Framework in Fresno on February 10, 2015.</p> <p>Dataworks Educational Group provided Explicit Direct Instruction with focus on EL Strategies to all district teachers and administrators.</p>	<p>Other Operating exp</p> <p>\$899.64 (Title I)- ELD/ELA Framework Training Services and Other Operating exp</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>11. Review, select, and purchase ELD curriculum aligned to CCSS. Train all teachers in ELD Curriculum. Purchase software for EL Instruction (Imagine Learning).</p>	<p>\$13,000 (LCFF Supplemental and Concentration)- English 3D by Kate Kinsella, curriculum and training</p> <p>\$22,000 (LCFF)- software and licensing</p> <p>Books and Supplies</p>	<p>Scholastic's English 3D Curriculum (curriculum for daily instruction in academic language, writing, speaking, and listening) has been purchase. Training is scheduled for August 2015, prior to the beginning of 2015-16 school year.</p> <p>Imagine Learning software (an individualized language and literacy software program for struggling ELs) was installed July 2014. Ongoing training was provided throughout the 2014-15 school year.</p>	<p>\$19,305 (LCFF Supplemental and Concentration)- English 3D curriculum and training</p> <p>Books and Supplies</p> <p>No Cost this year.</p>

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

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

The District planned on hiring two Reading Intervention Teachers, but was able to hire only one Title I Reading Intervention Teacher.

The District budgeted \$3,000 for implementation of DIBELS. However, program cost including materials and training actual was \$8,450.69.

Also, the District budgeted \$13,000 for implementation of English 3D by Kate Kinsella curriculum and training for Long Term English Learners. Actual cost was \$19,304.55.

Additionally, the District did not allocate funds for professional development for new ELD standards and framework until 2015-16. However, California Department of Education and Kern County Office of Education provided several opportunities for New ELD Standards and ELD/ELA framework training in which the district decided to participate. Cost included \$1,776 (Title III funds) and \$899.64 (Title I funds).

After reviewing goals and action steps progress and with stakeholder input, the district decided to consolidate this goal into a more general goal: *Increase student achievement in English Language Development, Reading Language Arts, Mathematics, Science, and Social Science.*

Stakeholder groups also would like to see this goal be revised into a more realistic target such as increase EL language proficiency rates by the 3rd grade such as reading, writing, listening, and speaking by 3% each year.

<p>Original GOAL from prior year LCAP:</p>	<p>All students will have access to technology, including internet as well as electronic devices as measured by student, staff surveys and classroom walkthroughs.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>50% of all students will have access to an electronic device.</p> <p>Priority 1: Basic Services</p> <ul style="list-style-type: none"> • Teacher credentialing and Misassignment Rate (Ed Code 44258.9) <ul style="list-style-type: none"> - Number/rate of teachers not fully credentialed 0% - Number/rate of teachers teaching outside of subject area competence 0% - Number/rate of teachers teaching ELs without authorization 0% - Number/rate of core classes taught by HQTs 100% • Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119 <ul style="list-style-type: none"> - Number/rate of students lacking their own textbook 0% 	<p>Actual Annual Measurable Outcomes:</p>	<p>The District currently has 273 electronic devices compared to 565 student enrollment. 48.3% of all students have access to an electronic device at all times during the school day. 100% has access to one of two computer labs at least once per week.</p> <p>Priority 1: Basic Services</p> <ul style="list-style-type: none"> • Teacher credentialing and Misassignment Rate (Ed Code 44258.9) <ul style="list-style-type: none"> - Number/rate of teachers not fully credentialed 6.8% - Number/rate of teachers teaching outside of subject area competence 6.8% - Number/rate of teachers teaching ELs without authorization 6.8% - Number/rate of core classes taught by HQTs 93.2% • Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119 <ul style="list-style-type: none"> - Number/rate of students lacking their own textbook 0%

	<ul style="list-style-type: none"> • Well-maintained school facilities <ul style="list-style-type: none"> - Overall Facility rating from Facility Inspection Tool (FIT) 100%- Exemplary School Rating <p>Priority 2: Implementation of State Standards</p> <ul style="list-style-type: none"> - Observation data - Academic Program Survey data for Items 1-5 (4- Fully) <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessment proficient/advanced rate for the district (CST/SYP) <ul style="list-style-type: none"> - ELA 34% - Math 51.8% - Science 50% - Social Science 35% • API growth and score data per Ed Code 52052 (API 745, Growth -36) <ul style="list-style-type: none"> - Hispanic (API 745, Growth -36) - Socioeconomically disadvantaged (API 742, Growth -39) - English Learners (API 748, Growth -33) - Pupils with disabilities (API 656, Growth +32) - Foster youth (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 • Percent of EL students attaining AMAO 1 and 2 targets (AMAO 1- 60.1%, AMAO 2- less than 5 years 16%, AMAO 2- 5 year 		<ul style="list-style-type: none"> • Well-maintained school facilities <ul style="list-style-type: none"> - Overall Facility rating from Facility Inspection Tool (FIT) 98%- Good School Rating <p>Priority 2: Implementation of State Standards</p> <ul style="list-style-type: none"> - Observation data - Academic Program Survey data for Items 1-5 (AVG 3.03, substantially at least 75%) <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessment proficient/advanced rate for the district (CST/SYP) <ul style="list-style-type: none"> - ELA 34% - Math 51.8% - Science 50% - Social Science 35% • API growth and score data per Ed Code 52052 (API 745, Growth -36) <ul style="list-style-type: none"> - Hispanic (API 745, Growth -36) - Socioeconomically disadvantaged (API 742, Growth -39) - English Learners (API 748, Growth -33) - Pupils with disabilities (API 656, Growth +32) - Foster youth (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 • Percent of EL students attaining AMAO 1
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	<p>or more 48.6%)</p> <ul style="list-style-type: none"> • EL reclassification rate (2012-13, 4.3%) • 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 		<p>and 2 targets (AMAO 1- 60.1%, AMAO 2- less than 5 years 16%, AMAO 2- 5 year or more 48.6%)</p> <ul style="list-style-type: none"> • EL reclassification rate (2013-14, 8.1%) • 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
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Upgrade electrical to support increased technology in older classrooms.	\$20,750 (LCFF Supplemental and Concentration)- Classroom cabling upgrades Books and Supplies- Services and Other Operating exp	Network- Internet Cabling upgrade was completed in all classrooms.	\$154,873 (LCFF Supplemental and Concentration)- Cabling upgrade Books and Supplies- Services and Other Operating exp
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Hire a technology teacher/coach.	\$88,293 (LCFF Supplemental	The Technology Technician job description and salary were Board Approved March 9, 2015. The	\$20,605 (LCFF Supplemental

		and Concentration)- Salary and Benefits for technology teacher/coach	position was opened immediately after Board Approval. The position is expected to be filled by April 2015.	and Concentration)- Salary and Benefits for Technology Technician for mid April-June.
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Provide Wi-Fi in every classroom and library.		\$0	Although this event is planned for year 2, the district set one classroom with Wi-Fi (STEM Classroom) in 2014-15.	Expenditure is included in Tech Support action #6.
Scope of service:	LEA-wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)	
4. Purchase classroom computers, laptops, tablets, mobile labs and other necessary technology devices.		\$0	3 laser jet printers were purchased for K-2 nd grade classroom use. A 30 Unit Laptop Cart was purchased for STEM Class	\$1,414 (LCFF Supplemental and Concentration)-for printers and laptop cart

			Books and Supplies
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5. Provide professional development on appropriate and innovative uses of technology as well as instructional technology and student use of technology.	\$5,000 (Title II)-for technology PD Services and Other Operating exp	This activity has not taken place.	\$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6. Provide teachers with on-going technology support.	\$15,000 (LCFF Supplemental and Concentration)-Technology PD	Because our district does not currently have a technology coordinator, technology support was provided by Carneys Technology Center.	\$20,557 (LCFF Supplemental and Concentration)-for on-going

		and on-going support for teachers Services and Other Operating exp		technology support Services and Other Operating exp
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7. Upgrade existing computer labs.		\$0	This is an LCAP year 2 activity.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
8. Establish a technology inventory program.		No funding needed	The district has established a scan system for all electronic devices.	
Scope of	LEA-wide		Scope of	LEA-wide

service:			service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
9. Establish a technology replacement program		No funding needed- year 1	This is an LCAP year 2 activity. Once the Technology Technician is hired, this person will research technology replacement programs.		\$0
Scope of service:		LEA-wide	Scope of service:		LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>After an intense analyzes of the District's technological needs, the District decided to hire a technology technician rather than hiring a technology teacher.</p> <p>Implementation of Wi-Fi was a year 2 activity. However, with the implementation of a STEM program, it was necessary to set one classroom up with Wi-fi. All other classrooms will follow in 2015-16.</p> <p>Under action step 1, Network- Internet Cabling upgrade, the district had budgeted \$20,750 for 2014-15. Actual expenditure was \$154, 873. Originally the district planned on extending this project over a period of 3 years. However, due to the fact that the district was not able to hire a Math and ELA Coach and complete other activities, we decided to utilize the funds to complete the cabling project.</p>			

In order to streamline its goals, the District has decided to incorporate this technology goal into a more general goal: *Increase student achievement in English Language Development, Reading Language Arts, Mathematics, Science, and Social Science.*

Original GOAL from prior year LCAP:	95% of all students will report feeling safe, welcomed, and connected to their schools as measured by student surveys, attendance, and suspension rates.	Related State and/or Local Priorities: 1__ 2__ 3 X 4 X 5 X 6 X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	75% of all students will report feeling safe, welcomed, and connected to their schools. Priority 3: Parental Involvement <ul style="list-style-type: none"> How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs <ul style="list-style-type: none"> - Number of meetings held/ number of opportunities provided to parents to be involved at the school (in 2013-14, 24 opportunities where provided to parents to be involved at the school. Opportunities such as SSC, ELAC, DELAC, Migrant, 1 Title I, and LCAP 	Actual Annual Measurable Outcomes:	Based on student surveys administered March 2015, 80.74% of 4 th -8 th grade students reported looking forward to coming to school each day. 81.48% reported feeling safer this year while at school than last year. 67.41% reported that their school is clean, safe and in good condition, (such as the bathrooms and drinking fountains). Priority 3: Parental Involvement <ul style="list-style-type: none"> How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs <ul style="list-style-type: none"> - Number of meetings held/ number of opportunities provided to parents to be involved at the school (as of March 2015, 25 opportunities have been provided to
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meetings.

- How promotions were made (**promotions were made via flyers, and parent letters**)
- ELA/ DELAC/ SSC/ Title I parent meeting attendance numbers (**During 2013-14, the average parent attendance numbers were 11 parents per meeting**).

Priority 4: Pupil Achievement

- State assessment proficient/advanced rate for the district (CST/SYP)
 - ELA **34%**
 - Math **51.8%**
 - Science **50%**
 - Social Science **35%**
- API growth and score data per Ed Code 52052 (**API 745, Growth -36**)
 - Hispanic (**API 745, Growth -36**)
 - Socioeconomically disadvantaged (**API 742, Growth -39**)
 - English Learners (**API 748, Growth -33**)
 - Pupils with disabilities (**API 656, Growth +32**)
 - Foster youth (**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**
- Percent of EL students attaining AMAO 1 and 2 targets (**AMAO 1- 60.1%, AMAO 2- less than 5 years 16%, AMAO 2- 5 year or more 48.6%**)

parents to be involved at the school. Opportunities include: SSC, ELAC, DELAC, Migrant, and LCAP meetings.

- How promotions were made (**promotions were made via flyers, parent letters, and our new parent notification system-School Announcement which sends out emails, text messages, and voice mails.**)
- ELA/ DELAC/ SSC/ Title I parent meeting attendance numbers (**In 2014-15, the average parent attendance number is 12 per meeting**).

Priority 4: Pupil Achievement

- State assessment proficient/advanced rate for the district (CST/SYP)
 - ELA **34%**
 - Math **51.8%**
 - Science **50%**
 - Social Science **35%**
- API growth and score data per Ed Code 52052 (**API 745, Growth -36**)
 - Hispanic (**API 745, Growth -36**)
 - Socioeconomically disadvantaged (**API 742, Growth -39**)
 - English Learners (**API 748, Growth -33**)
 - Pupils with disabilities (**API 656, Growth +32**)
 - Foster youth (**API N/A, Growth N/A**)
- Percent of students completing UC/CSU required courses **N/A**
- Percent of students completing a CTE

	<ul style="list-style-type: none"> • EL reclassification rate (2012-13, 4.3%) • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> - Attendance Rate (2013-14, 97.16%) - Chronic Absenteeism Rate (2012-13, 0.82%) - Middle School Dropout Rate (8th grade, 0%; 9th grade 0%) - High School Dropout Rate NA - High School Graduation Rate NA <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> - Suspension Rate (2012-13, 1.98%) - Expulsion Rate (2012-13, 0%) - Truancy Rate (2012-13, 20.46%) - Pupil Surveys (2013-14, 91.43% of 4th-8th grade students reported looking forward to coming to school each day. 92.86% reported feeling safe while at school. 62.86% reported that their school is clean, safe and in good condition.) 		<p>Course Sequence N/A</p> <ul style="list-style-type: none"> • Percent of EL students attaining AMAO 1 and 2 targets (AMAO 1- 60.1%, AMAO 2- less than 5 years 16%, AMAO 2- 5 year or more 48.6%) • EL reclassification rate (2013-14, 8.1%) • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> - Attendance Rate (2014-15, 97.13%) - Chronic Absenteeism Rate (2013-14, 0.8%) - Middle School Dropout Rate (8th grade, 0%; 9th grade 0%) - High School Dropout Rate NA - High School Graduation Rate NA <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> - Suspension Rate (2013-14, 3.5%) - Expulsion Rate (2013-14, 0%) - Truancy Rate (2013-14, 7.38%) - Pupil Surveys (2014-15, 80.74% of 4th-8th grade students reported looking forward to coming to school each day. 81.48% reported feeling safer this year while at school than last year. 67.41% reported that their school is clean, safe and in good condition)
LCAP Year: 2014-15			
Planned Actions/Services	Actual Actions/Services		

		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide additional counseling services for students.		\$8,552 (Title I) \$8,552 (LCFF Supplemental and Concentration)- Counselor salary and Benefits for additional counseling services	At the beginning of 2014-15 the district lost its school counselor and was not able to find a replacement. The school psychologist and College Community Services provided counseling to students. The District purchased Grief Support Curriculum	\$0 \$0 \$134 (LCFF Supplemental and Concentration)- Grief Support Curriculum Services and Other Operating exp
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> 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 additional extracurricular activities such as sports, mentoring, and arts.		\$20,000 (LCFF Supplemental and Concentration)- Salary and Benefits for coaches/instructors	The following after school classes were provided to 4 th - 8 th grade students beginning in February 2015. <ul style="list-style-type: none"> • Art Class • Organic Science • STEM Class The following supplies were purchase to support instruction:	\$10,392 (LCFF Supplemental and Concentration)- Teacher hourly rate/ program supplies and materials. Salaries and Benefits-Books and Supplies

		<ul style="list-style-type: none"> - Organic Gardening Supplies (Botanicare.com/ backtotheroots.com) - STEM (Vex Robotics Classroom Kits) - Art- Sketch Pads (Office Depot) - Goal Post for Soccer Players (US. Games) 	
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3. Provide additional before school, after school, Saturday School tutoring, Summer School, and homework assistance for struggling learners.</p>	<p>\$414,160 (Migrant)</p> <p>\$69,920 (Title I)-hourly teacher rates for supplemental instruction/tutoring</p> <p>Salaries and Benefits</p>	<p>The Migrant and Title I Programs offered the following services to qualifying students during the regular school year:</p> <ul style="list-style-type: none"> • Homework Assistance- before school • Homework Assistance- after school • Extended library hours • Reading Intervention • Math Intervention <p>Other Migrant Services include: Saturday School, Winter and Spring Institutes, and Summer School.</p>	<p>\$19,411 (Title I)- Teachers and support staff hourly rate. Salaries and Benefits</p> <p>\$406.213 (Migrant)- Teachers and support staff salaries and program supplies. Salaries and Benefits - Books and Supplies</p> <p>\$34,600 (Migrant)- Transportation cost for Migrant Program.</p>

				Services and Other Operating exp	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Provide transportation for after school tutoring and extracurricular activities.		\$96,696 (Migrant) \$17,064 (LCFF Supplemental and Concentration)- Transportation cost for 2 days per week Salaries and Benefits	The district provided transportation for extracurricular activities beginning on February 2015, two days per week on Tuesday and Thursday. Migrant expenditure was removed from Migrant District Service Agreement. Therefore, the District was unable to utilize Migrant funds for this activity.		\$3,224 (LCFF-Supplemental and Concentration)- Transportation costs Salaries and Benefits
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5. Provide anti-bullying training for staff. Implement anti-bullying program-Safe School Ambassadors.		\$9,000 (LCFF Supplemental and Concentration)- Staff training for program	20 6 th -8 th grade students, 4 teachers, and the school psychologist were trained in Safe School Ambassadors Program. The program was implemented immediately after training was completed.		\$5,074 (LCFF Supplemental and Concentration)- for staff and students training

	implementation Services and Other Operating exp	The Kern County Sheriff Department provided anti-bullying training/assemblies for our students and staff at no cost.	Services and Other Operating exp
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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)_____	
6. Hire additional custodial staff to maintain a cleaner school campus.	\$45,697 (LCFF Supplemental and Concentration)-Custodial salary and Benefit cost	1 full-time custodian was hired February 2015. Additional summer staff will be hired for detail cleaning of all classrooms.	\$42,346 (LCFF Supplemental and Concentration)-For 1 custodian salary and Benefit cost for summer staff.
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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. Provide training for custodial staff on maintaining clean facilities	\$1,000 (LCFF Supplemental and Concentration)-training for custodial staff. Services and	Custodial staff received the following training during 2014-15: - Team cleaning - Proper waxing and mopping procedures - Proper use of equipment - One-to-one modeling and coaching	\$5,228 (LCFF Supplemental and Concentration)-Custodial/maintenance training

		Other Operating exp			Services and Other Operating exp
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District lost its school counselor and was not able to find a replacement. The school psychologist and College Community Services provided counseling to students. (See action step #1).</p> <p>Under action step 4, the Migrant Education Program removed all after school programs and transportation for 2014-15. Therefore, this activity did not occur. Other afterschool activities and tutoring began on February rather than on Septembers as we had originally planned. Consequently, we only spent \$3,224 out of the original \$17,064 amount budgeted.</p> <p>The District will keep this goal as a separate goal, but will reword it to: <i>Create a safe and welcoming learning environment where students are connected to their schools.</i></p>
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Original GOAL from prior year LCAP:	80% of all parents and families will be actively engaged in supporting student success in school as measured by parent surveys and event sign-in sheets.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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<p>Expected Annual Measurable Outcomes:</p>	<p>40% of all parents and families will be actively engaged in supporting student success in school.</p> <p>Priority 1: Basic Services</p> <ul style="list-style-type: none"> • Teacher credentialing and Misassignment Rate (Ed Code 44258.9) <ul style="list-style-type: none"> - Number/rate of teachers not fully credentialed 0% - Number/rate of teachers teaching outside of subject area competence 0% - Number/rate of teachers teaching ELs without authorization 0% - Number/rate of core classes taught by HQTs 100% • Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119 <ul style="list-style-type: none"> - Number/rate of students lacking their own textbook 0% • Well-maintained school facilities Overall Facility rating from Facility Inspection Tool (FIT) 100%- Exemplary School Rating <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs <ul style="list-style-type: none"> - Number of meetings held/ number of opportunities provided to parents to be involved at the school (in 2013-14, 24 	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1: Basic Services</p> <ul style="list-style-type: none"> • Teacher credentialing and Misassignment Rate (Ed Code 44258.9) <ul style="list-style-type: none"> - Number/rate of teachers not fully credentialed 6.8% - Number/rate of teachers teaching outside of subject area competence 6.8% - Number/rate of teachers teaching ELs without authorization 6.8% - Number/rate of core classes taught by HQTs 93.2% • Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119 <ul style="list-style-type: none"> - Number/rate of students lacking their own textbook 0% • Well-maintained school facilities Overall Facility rating from Facility Inspection Tool (FIT) 98%- Good School Rating <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs <ul style="list-style-type: none"> - Number of meetings held/ number of opportunities provided to parents to be involved at the school (as of March 2015,
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opportunities where provided to parents to be involved at the school. Opportunities such as SSC, ELAC, DELAC, Migrant, 1 Title I, and LCAP meetings.

- How promotions were made (**promotions were made via flyers, and parent letters**)
- ELA/ DELAC/ SSC/ Title I parent meeting attendance numbers (**During 2013-14, the average parent attendance numbers were 11 parents per meeting**).

Priority 4: Pupil Achievement

- State assessment proficient/advanced rate for the district (CST/SYP)
 - ELA **34%**
 - Math **51.8%**
 - Science **50%**
 - Social Science **35%**
- API growth and score data per Ed Code 52052 (**API 745, Growth -36**)
 - Hispanic (**API 745, Growth -36**)
 - Socioeconomically disadvantaged (**API 742, Growth -39**)
 - English Learners (**API 748, Growth -33**)
 - Pupils with disabilities (**API 656, Growth +32**)
 - Foster youth (**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**

25 opportunities have been provided to parents to be involved at the school. Opportunities include: SSC, ELAC, DELAC, Migrant, and LCAP meetings.

- How promotions were made (**promotions were made via flyers, parent letters, and our new parent notification system- School Announcement which sends out emails, text messages, and voice mails.**)
- ELA/ DELAC/ SSC/ Title I parent meeting attendance numbers (**In 2014-15, the average parent attendance number is 12 per meeting**).

Priority 4: Pupil Achievement

- State assessment proficient/advanced rate for the district (CST/SYP)
 - ELA **34%**
 - Math **51.8%**
 - Science **50%**
 - Social Science **35%**
- API growth and score data per Ed Code 52052 (**API 745, Growth -36**)
 - Hispanic (**API 745, Growth -36**)
 - Socioeconomically disadvantaged (**API 742, Growth -39**)
 - English Learners (**API 748, Growth -33**)
 - Pupils with disabilities (**API 656, Growth +32**)
 - Foster youth (**API N/A, Growth N/A**)
- Percent of students completing UC/CSU required courses **N/A**

	<ul style="list-style-type: none"> Percent of EL students attaining AMAO 1 and 2 targets (AMAO 1- 60.1%, AMAO 2- less than 5 years 16%, AMAO 2- 5 year or more 48.6%) EL reclassification rate (2012-13, 4.3%) 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 		<ul style="list-style-type: none"> Percent of students completing a CTE Course Sequence N/A Percent of EL students attaining AMAO 1 and 2 targets (AMAO 1- 60.1%, AMAO 2- less than 5 years 16%, AMAO 2- 5 year or more 48.6%) EL reclassification rate (2013-14, 8.1%) 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
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Establish a parent center.		\$7,000 (LCFF)-supplies, materials, and furniture Books and Supplies	\$7,000 (LCFF)-Supplies, materials, and furniture
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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. Hire a Parent Liaison.		\$29,100 (Title I/EIA)	\$ 1,536 (Title I)- Parent Liaison

		\$29,100 (LCFF)- Parent Liaison salary and Benefits	in February 2015. A Parent Liaison is expected to be hired by April 2015.	Salary and Benefits
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> 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. Provide parents with resources and training to strengthen student learning at home.		No funding required- Parent Liaison will provide these services	Some parent trainings were provided by the principal. In future LCAP years, Parent Liaison will provide additional trainings.	No funding required at this time.
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> 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. Contract services with web-based student information system software company to improve parent and school communication. (Aeries, Blackboard Connect.)		\$59,500 (LCFF)- Software, license, and support services. Services and Other Operating exp	The district implemented Aeries Student Information System. Training was provided to administrators, teachers, and support staff. Parent training for Parent Portal will follow.	\$19,573 (LCFF)- Software, license, and support services. Services and Other Operating exp
			The district contracted services with Alert	\$1,781(LCFF)-

<p>5. Provide parents with opportunities for volunteering.</p>	<p>No Funding Needed</p>	<p>Solutions and implemented School Announcement Rapid Notification System. Throughout the year schools sent announcements such as school closings, event reminders, schedule changes, and meeting notifications.</p>	<p>Alert Solutions services. Services and Other Operating exp</p> <p>No Funding Needed</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will have completed all action steps in this goal. However, parent participation in committees and academic events continue to be low. With the input of all stakeholder groups, additional actions will be added to this goal.</p> <p>Stakeholders agreed that his goal should be rephrased and percentage should be lowered to a more realistic outcome. The district will continue to keep this as a separate goal, but will rephrase it to: <i>Increase parent and family engagement.</i></p>		

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:	<u>\$1,183,162</u>
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Lost Hills Union School District (LHUSD) has an unduplicated rate of 99.1197%. 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 2015-16 school year, the District is projected to received \$1,183,162 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 and technology support a positive learning environment. 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.

The amount of supplemental and concentration grant funds and the MPP shown in 3A and 3B are using the May revision DOF gap percentage. However, in section 2 the actions and services reflect the original expenditures released and consistent with stakeholder input.

Additional funds will be utilized to increase the following actions/services already planned with stakeholder input:

Goal 1: Increase student achievement in English Language Development, Reading Language Arts, Mathematics, Science, and Social Science.

Action/service #2- provide all students with appropriate SBE adopted ELA, Mathematics, English Language Development, Science, Social Science curriculum will increase from \$25,00 to \$50,000 in 2015-16; \$50,000 in 2016-17, and \$50,000 in 2017-18.

Action/service #3- maintain reduced class sizes in grades TK-3 will increase from \$158,899 to \$167,002 in 2015-16; \$172,810 in 2016-17; and \$179,342 in

2017-18.

Action/service #4- offer extended learning activities to support achievement of grade level standards will increase by \$6,908 in 2015-16; \$7,015 in 2016-17; and \$7,121 in 2017-18.

Action/service #5- Improve EL Instruction- continue to provide an ELD Coach to support classroom teachers will increase from \$41,754 to \$43,667 in 2015-16; \$47,175 in 2016-17; and \$49,028 in 2017-18.

Action/service #6- Provide High Quality Professional Development- provide staff with on-going technology support will increase from \$7,500 to \$15,000 in 2015-16; \$10,000 in 2016-17; and \$7,500 in 2017-18.

Goal 2: Create a safe and welcoming learning environment where students are connected to their schools.

Action/service #6- upgrade/replace water fountains throughout the District. Ensure upgraded/replaced water fountains include water filter for cleaner/healthier drinking water will be increased from \$115,000 to \$250,000 in 2015-16.

Action/service #11- purchase additional custodial and grounds equipment will increase from \$12,000 to \$20,000 in 2015-16; \$7,500 in 2016-17; and \$7,500 in 2017-18.

Action/service #12- provide additional student supervision before school, after school, during recess and class transitions will increase from \$7,892 to \$20,852 in 2015-16; \$23,342 in 2016-17; and \$25,617 in 2017-18.

Goal 3: Increase parent and family engagement.

Action/service #3- provide parents with resources and training to strengthen student learning at home will increase from \$750 to \$8,467 in 2015-16; \$8,095 in 2016-17; and \$8,180 in 2017-18.

Action/service #7- revise District Website to provide parents with more up-to-date resources and information related to education, the District, and their child(ren)'s schools will increase from \$7,500 to \$15,000 in 2015-16; \$6,000 in 2016-17; and \$6,000 in 2017-18.

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.

29.85	%
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Lost Hills Union School District has a 29.85% MPP. Lost Hills Union School District has and EL rate of 87.5% and low income rate of 98.3%. During the 2014-15 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.

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

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).

Stakeholder Engagement 2013-14 Appendix

Involvement Process	Impact on LCAP
<p>The Lost Hills Union School District involved stakeholders in the development of this LCAP through the following processes:</p> <p>Student Involvement</p> <p>January 29-30, 2014, the district began conducting surveys for grades 4-8 students regarding the needs and goals of their schools.</p> <p>Parent/Community Involvement</p> <p>On January 16, 2014, the district notified parents via a flyer, in English and Spanish, of a special parent meeting in which the LCFF/LCAP would be introduced. Stakeholder engagement session dates were announced for parent committees. On January 16, 2014, the district sent home parent surveys regarding the needs and goals of the district</p> <p>February 4 , 2014, the district conducted a special parent meeting (evening session- 5:00 p.m.) in which the LCFF and LCAP were introduced. Results of the parent survey were shared. Parents gave their input regarding the LCAP goals and activities</p> <p>February 6, 2014, the district conducted a special meeting (morning session- 9:00 a.m.) in which the LCFF/LCAP were introduced. Results of the parent survey were shared. Parents gave their input regarding the LCAP goals and activities.</p> <p>May 6, 2014, in a special meeting district representatives presented to staff, parents, and community the summarized results of all surveys, focus group sessions, and analysis of student data with recommendations for LCFF goals.</p> <p>May 8, 2014, a DAC/SSC meeting was held. District representatives presented, to DAC/ SSC members, review of LCFF and LCAP requirements, summary of survey results and focus groups, analysis of student data, recommended goals and possible action steps. DAC/SSC members were provided an opportunity to respond to the data, goals, and action steps.</p>	<p><i>The January 13, 2014 Board meeting announced to all stakeholders the intent of the district to seek input from stakeholders, conduct a needs assessment, and establish goals for the LCFF funds.</i></p> <p><i>Results of the surveys were included and summarized in needs assessment data.</i></p> <p><i>Student survey themes reflected in the LCAP goals, actions, and services include:</i></p> <ul style="list-style-type: none"> <i>Computer/technology classes</i> <i>More after school activities/programs</i> <i>Incentives for students who work hard</i> <i>Help with homework</i> <i>More time to understand and explain</i> <i>Cleaner facilities</i> <p><i>Parent survey themes reflected in the LCAP goals, actions, and services include:</i></p> <ul style="list-style-type: none"> <i>More technology/computer classes</i> <i>Address bullying issues</i> <i>Prepare students for college and career</i> <i>Provide transportation for after school activities</i> <i>Provide parent classes on how to help their children succeed</i> <p><i>Staff survey themes reflected in the LCAP goals, actions, and services include:</i></p> <ul style="list-style-type: none"> <i>Smaller class sizes</i>

May 12, 2014, district representatives presented a draft of its Local Control Accountability Plan (LCAP) at a regularly scheduled Board meeting. The Board, as well as the community, was given an opportunity to ask questions regarding the LCAP draft.

ELAC Involvement

May 5, 2015, an ELAC meeting was held. District representatives presented, to ELAC members, review of LCFF and LCAP requirements, summary of survey results and focus groups, analysis of student data, recommended goals and possible action steps. ELAC members were provided an opportunity to respond to the data, goals, and action steps.

Staff Involvement

January 29, 2014, the district began conducting surveys for certificated staff regarding the needs and goals of the district.

February 6, 2014, the district conducted a special certificated staff meeting in which the LCFF and LCAP were introduced. Results of the certificated staff surveys were shared. Certificated staff gave their input regarding the LCAP goals and activities.

March 6, 2014, the district began conducting surveys for classified staff regarding the needs and goals of the district.

May 1, 2014, the district conducted a special classified meeting in which the LCFF and LCAP were introduced. Results of the classified staff surveys were shared. Classified staff gave their input regarding the LCAP goals and activities.

School Board

May 21, 2014, district representatives presented the completed LCAP at a special Board meeting of the school Board.

June 9, 2014, the district held a public hearing for the LCAP and Budget at a regular scheduled Board meeting of the school Board.

During a special Board meeting of the School Board, the Board adopted the LCAP

*More individualized help for students who struggle
More technology in the classroom including equipment and internet access
Structured computer/technology classes with a highly qualified teacher
Updated computer lab
More parent classes*

The district compiled and summarized the input from stakeholder meetings.

The district reviewed meeting notes, survey results, and student academic data to draft LCFF goals. The district confirmed alignment of the proposed goals with the district’s vision and mission. The district then designed the Local Control Accountability Plan (LCAP).

Based upon stakeholder input and other quantitative data, the district identified the following goals (1-5)

Goal #1: Fully Implement the Common Core State Standards

Goal #2: Increase EL Students reading, writing, speaking, and listening proficiency by the end of 3rd grade.

Goal #3: Increase student and staff access/use of technology

Goal #4: Create a safe and welcoming learning environment where students are connected to their school.

Goal #5: Increase engagement of parents and families in supporting student success in school.

and Budget.

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

- CST ELA Proficiency Rate
- CST 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 or DELAC.

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

- Invite guest speakers/professionals to speak to students about different careers*
- More pullout programs*
- Bring back electives such as woodworking, home economics*
- Offer a typing class for at least 40 minutes each day*
- Upgrade drinking fountains*
- Upgrade soccer field*