

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



LEA: Lompoc Unified School District

LCAP Year: 2015-2016

Contact: Trevor McDonald, Superintendent; mcdonald.trevor@lusd.org, 805.742.3300

Local Control and Accountability Plan and Annual Update

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?

Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>1. How have stakeholders been involved in development, review and support of LCAP? Has their inclusion been timely?</p> <ul style="list-style-type: none"> • Every school held a meeting with their School Site Council (SSC) to review the LCAP development process and LCFF information. • All schools (except Crestview Elementary) held a meeting with their English Learner Advisory Committee (ELAC) to review the LCAP development process and LCFF information. • Schools with an active PTSA held meetings with their PTSA to review the LCAP development process and LCFF information. • The District English Language Acquisition Committee (DELAC) participated through review of LCAP/LCFF process and review of student data. • Meetings with county's Family Services Agency (FSA) • Meetings with county's Transitional Youth and Americorps Director • Meetings with Northern Santa Barbara County United Way • Meeting with First 5 Santa Barbara County • Lompoc Valley Community Health Organization (LVCHO) Partnership • Lompoc Hispanic Chamber of Commerce • The Categorical Connection Meeting (CCM) provided administrative clerks and budget analysts with opportunity to discuss the LCAP. • An online LCAP community survey was created and posted on the LUSD webpage that identified LUSD's Board of Education goals and focused questions organized around eight state priorities – over 500 responses gathered. • LUSD's Collective Impact Model participants met on a monthly basis in whole group or sub-groups to consider ideas and suggestions to improve the academic program for LUSD students. • The Superintendent's Advisory Committee on LCAP (site administration, Lompoc Federation of Teachers (LFT), California School Employees Association (CSEA), district administration) met 10 times to review and prioritize survey data, as well as align goals and resources. • Staff meetings were held at every school where classified and certificated staff was invited to provide input for LCAP priorities. • Secondary student presentations were delivered at Lompoc High School and Cabrillo High School student groups that included AVID, English learners, leadership and foster youth. • The Superintendent (or designee) met with the following groups: Principal Leadership Team, LFT, CSEA, Chamber of Commerce, Lompoc City Council and Northern Santa Barbara United Way. • PTSA Meeting 6/4/15 • DELAC Meeting 6/4/15 • Posted on district website: www.lusd.org 5/27/15 through 6/11/15 • The LUSD Board of Education conducted a public hearing on 6/9/15 and adopted the LCAP on 6/15/15. <p>2. The information that was shared with the stakeholders was as follows:</p> <p>The following data was shared for all pupils: AMAOs 1 & 2, API three-year average, Early Assessment Program data, CAHSEE results, STAR reading & math assessment data, reclassification English fluent proficient (RFEP) data, attendance, suspensions, expulsions, truancy data, course access data, UC/CSU requirement completion by end of the 12th grade, Advanced Placement data, CTE data and intervention/remedial course enrollment rate.</p> <p>3. The following changes were made in the LCAP prior to submission for adoption in June 2015: Plan for systematic restoration of library technician hours at elementary sites that were originally reduced as a result of 2009 budget cuts.</p> <p>4. Actions taken to engage with parents of English learners, low income or foster youth:</p> <ul style="list-style-type: none"> • District English Language Advisory Committee meetings. • Twelve school site ELAC meetings (as noted above) with parents of English learner pupils • ELD Leadership Group • Community Liaison for Transitional and Foster Youth 	<p>Input from the community and stakeholders yielded several themes and priorities resulting in the development of the identified needs and resultant goals in LUSD's LCAP.</p> <ul style="list-style-type: none"> • Universally, stakeholders spoke of the need to improve school facilities. Stakeholders were very clear that the level of cleanliness in District classrooms is unacceptable. As well, overwhelming input cited the need to address facility landscaping throughout the District. LUSD's Maintenance and Operations Department created a PowerPoint that identified proposed systematic changes that included channeling custodial hours from "pre" to "post" dismissal, review of task based cleaning for motion economy, equipment upgrades, and shifting supervisor's role to focus on night custodians. • The need to prepare and inspire LUSD's diverse student body to achieve academic excellence and make positive contributions to our society. Ensure all students develop the necessary critical thinking skills, possess technological competence and collaborative skills for college and career readiness. • Ensure all students, especially low income, English learners and foster youth, have access to technology. Integrate technology into school and classroom practices so that students acquire information and communication technology literacy skills. • Expand instructional STEAM implementation pathway for teachers and administrators to pilot, build, implement and deliver in District elementary schools. • The need for development of career pathways, linked learning opportunities and certifications. • Provide students with more opportunities for experiences in the arts. • Focus is required in the areas of behavior, social and emotional support of District's elementary and secondary students. • Provide additional support for the academic success of English learners and low income students.

Annual Update: 2014-2015

Maximizing the academic achievement of students and preparing them to be college and career ready is a high priority goal for Lompoc Unified School District. The recent announcement of Cabrillo and Lompoc High School's Gold Ribbons (replacement program for Distinguished School award) reflect a dedication to the goal and a genuine commitment to providing the youth of this community with a quality education. Lompoc High School was selected for its Literacy Initiative for Targeted Success (LIFTS) which employs literacy improvement in every class including courses like auto shop and physical education. Cabrillo High captured two Gold Ribbons – one for its nationally acclaimed aquarium and the other for excellence in elective offerings. The Cabrillo aquarium promotes cross-curricular hands-on education and emphasizes its message of “global marine awareness.” Cabrillo offers a robust slate of high level electives that include Aquarium/Tourism, Viticulture/Horticulture, Graphic Design, Auto, Sports Medicine, Photography, Computer Science and Finance.

As part of the LCAP annual update, LUSD participated in a number of program implementation updates. Each site principal made SPSA presentations to the Lompoc Board of Education on progress made towards achieving targets and developing initial benchmarks for targets related to LCAP goals. An LCAP community presentation was created to educate community members (e.g. DELAC, Lompoc City Council, Categorical Connection Meeting, Lompoc Chamber of Commerce, and the Superintendent's Advisory Committee on LCAP) about LCFF and LCAP. To ensure effective and efficient review of District LCAP goals and progress towards those goals, stakeholder groups at all schools were involved. PTSAs, ELACs, SSCs and staff meetings (certificated and classified) engaged in meaningful discussions about whether or not progress was made based on this year's goals. Student engagement in the process yielded insightful and at times, critical assessments of academic programs and facility conditions. District coaches provided weekly updates to the superintendent and school board about supplemental support program usage, growth in language and literacy development and reading comprehension levels. LUSD made gains in standardizing the utilization of supplemental support programs across the District. Transition to the New California State Standards/ELD/ELD was reflected in a robust slate of professional development opportunities for District teachers in and outside the District. Next year, professional development will be planned using a more cohesive approach that is singularly focused on training for the District's math adoption and “Building Expert, Independent Learners.” LUSD is contracting with SBCEO to deliver a series of staff development days in 2015-2016 identifying expected New California State Standards/ELD knowledge and key instructional strategies and representations across grade levels. A team of four instructional coaches provided teacher guidance and lesson modeling related to New California State Standards/ELD. Elementary and Secondary Common Core Councils met on a monthly basis to discuss lesson development, assessment (SBAC and Illuminate), writing, ELA/ELD framework, grade level scope and sequence, pacing, and text adoption for mathematics. PD360 provided LUSD with a “lessons learned” opportunity. PD360 is an online program that was offered to District teachers to support professional development desires in a variety of areas. The intention was for teachers to use the program in a way that individualized teacher specific needs and interests. In theory, the program's training capability appeared to be tailor made for teachers, but in practice, was not utilized in any sufficient manner to justify the expenditure. The rollout of SBAC's digital library and current online tools more than offer the same professional development capabilities and they are “no cost.” Economy of scale, data analysis facilitation and reduced staff training needs were a few of the benefits associated with a more coherent system of supplemental support programs. Of particular note was the agreement of elementary principals to select either Lexia or Imagine Learning for use in grades K-3 in 2015-2016. Both Lexia and Imagine Learning essentially target the same literacy skills and use of both programs at a site was inefficient and made comparisons difficult across grade levels. Regular walk-throughs of EL classrooms and implementation of Systematic ELD reflected a genuine focus on reducing disparity levels of achievement among our EL students. A dedicated EL coach worked with teachers to hone teaching strategies that focused on language acquisition, while continuing to provide access to the core content. Nevertheless, more work needs to be done to ensure the District's English learners make more progress in gaining English proficiency levels. The Title III report did not reflect adequate gains. An additional ELD instructional coach position is required to adequately monitor and support implementation of Systematic ELD.

Annual Update: 2014-2015

Communication among students, staff and the community was aided by the monthly edition of the Lompoc Vision and weekly updates to all staff on District initiatives. LUSD has made great strides in engaging our community and stakeholders on behalf of the success of our students. We have implemented a new community center at the El Camino campus that includes the following residents: LUSD Adult Education, California School Age Families Education (CalSAFE), Center for Employment Training (CET), Dorothy Jackson Family Resource Center, El Puente Community School (Lompoc Unified School District Community School in 2015-2016), Migrant Preschool and State Preschool and Workforce Investment Board (WIB). LUSD engaged the City of Lompoc in a positive partnership (i.e. Compressed Natural Gas (CNG) outlet located in front of District kitchen), and joined Northern Santa Barbara County's United Way in a regional collaborative literacy initiative called WALI. LUSD also partnered with Hancock college to identify and build pathways for our students to receive an AA, health and technical certifications, as well as advanced college standing. LUSD's Collective Impact Model (with over 25 active members) leveraged collective efforts in support of student achievement. Currently, the subgroups include: Academic Support Programs; Early Childhood Education; Economic Development; Community Support Services; and Health and Wellness. The efforts of the LUSD Collective Impact initiative benefit the District by facilitating communication among various groups by leveraging and aligning resources towards explicitly targeted goals that address the academic and socio-emotional needs of our students. The LUSD Collective Impact work integrated a very diverse group of partners in education. The group totaled over 50 participants. Representative groups included: SBCEO (Child Development Programs); Santa Barbara Foundation; City of Lompoc (Economic Development Committee); Central Coast Literacy Council; Think Through Math; Renaissance Learning; Lompoc Valley Community Healthcare Organization, Healthy Lompoc Coalition; United States Air Force (Vandenberg Air Force Base); Orfalea Foundation; School Improvement Network; Migrant Education; Lompoc Valley Chamber of Commerce; Workforce Investment Board; Dorothy Jackson Resource Center; North County Volunteer Corps; The Lompoc Vision; Imagine Learning; United Boys and Girls Club of Lompoc; Lexia Reading; Juvenile Court Community Schools; The Ware Group; Barbareno Chumash Council Chumash Nation; National College of Technical Instruction; Art of Peace Imagine; First 5 Santa Barbara County; Center for Employment Training; Allan Hancock College; Cal-SOAP; Children's Resource Network; Lompoc Valley YMCA; United Way; and the American Association of University Women.

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?

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?

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

GOAL:	1. Maximize academic achievement of all students with performance at or above grade level in ELA and math; and reduce disparity in levels of achievement among low income, English learners and foster youth.		Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Continuous improvement of student achievement; address persistent achievement gaps for significant subgroups; identify a consistent, coherent system of assessment metrics for all students and subgroups; build capacity in administration and teachers to effectively use formative data to inform and improve instruction.			
Goal Applies to:	Schools:	All schools and grade levels.		
	Applicable Pupil Subgroups:	Low Income, English Learners, Foster Youth and RFEP Pupils		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Professional development for New California State Standards/ELD, establish baseline on CAASPP, AMAO 1 +3% to 50.2%, AMAO 2 (<5yrs) +3% to 19.8% and AMAO 2 (>5yrs) +3% to 48%, EAP-English +5% to 29% and EAP-Math +5% to 10% college readiness, District STAR reading + 1 month growth to 1.3 months and STAR math + 1 month growth to 10 months, RFEP rate + 1% to 10.10%, UC/CSU required courses completion rate, AP pass rate (3 or higher) + 3% to 69.2%, CTE course sequence completion +3% to 100% for CHS and 90% for LHS, AP course enrollment rate +3% to 20.1%, AP courses offered, CTE course enrollment rate +3% to 72.48% for CHS and 73% for LHS, intervention/remedial course enrollment rate decrease 1% to 11.3%, UC/CSU required course enrollment rate CHS +1% to 70.48%, LHS +1% to 64.28%, CAHSEE ELA 3 year pass rate 3% to 85%, CAHSEE ELA proficient rate +3% to 52%, CAHSEE math 3 year pass rate +3% to 83%, CAHSEE math proficient rate +3% to 54% and AP exam participation rate +3% to 47.4%.			
Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Plan District-wide collaboration schedule to allow for instruction and curriculum alignment to New California State Standards/ELD and Next Generation Science Standards (NGSS).		District	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Provide teachers and classified staff with ongoing, research-based professional development related to instructional practices, implementation of New California State Standards/ELD, Next Generation Science Standards (NGSS) and technology integration.		District	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I (1000-3000) \$72,000 Title II (1000-3000) \$35,000 Title III (1000-3000) \$80,207 Supp/Con (5200) \$32,791 LCFF Base (5200) \$26,842
All English learner students receive instruction that includes explicit and integrated English language development – Systematic English Language Development (SELD), Milestones, Edge and Inside.		District	__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$400,888 Title III (1000-3000) \$65,000
Elementary and Secondary Common Core Councils continue to meet monthly to articulate and plan instructional content and pacing that is coherent and aligned with New California State Standards/ELD.		District	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-3000) \$10,000

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

Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teacher release time to implement New California State Standards/ELD aligned math curriculum in K-12. (McGraw Hill's My Math (K-5) and CA Math (6), Math Vision Project (9-12) and Engage New York (7-8))	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$88,544
Utilize supplemental programs for targeted support based upon need and assessment data. <ul style="list-style-type: none"> • Imagine Learning • Lexia • Power Reading • Renaissance Place (STAR Reading, STAR Math, AR Reading, AR Math, Early Literacy, Spanish STAR Reading) • Learning Dynamics • Think Through Math 	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (4200) \$285,000
District coaches (4) provide ongoing support to all teachers in implementing New California State Standards/ELD and NGSS, including development of scope and sequence; identification of instructional materials; development of lessons/units, development and implementation of common formative assessments; analysis of district assessment data.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$310,000 Title I (1000-3000) \$100,000
Lompoc Apprentice Teacher Support System (LATSS) teachers (3) provide ongoing mentoring and guidance in core instructional practices to new teachers.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$125,000 Title II (1000-3000) \$227,880
Special Education staff trained on how to write Individualized Education Program goals aligned to New California State Standards/ELD and NGSS.	District	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Special Education </u>	LCFF Base Contribution Special Ed. (1000-3000) \$30,000
English Language Development Leadership Team meets monthly to articulate and plan instructional content and pacing that is coherent and aligned with New California State Standards/ELD.	District	__ALL OR: __Low Income pupils <u> X </u> English Learners __Foster Youth <u> X </u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$15,000 Title III (1000-3000) \$4,000
Utilize a data management program for District and site level assessment data collection.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (5800) \$15,000

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

Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District English learner coaches (2) support EL instruction for teachers so that all English learner students are re-classified as Re-designated English Proficient (RFEP) within five years of instruction in the District.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (1000-3000) \$200,000 Title III (1000-3000) \$108,500
Home School Liaisons (12 liaisons at 30 hours per week). (District .5 FTE provides support to homeless and foster youth.)	District	<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (2000-3000) \$572,900
Two Spanish bilingual instructional assistants support academic needs of English learner students.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (2000-3000) \$82,500 Title I (2000-3000) \$28,500
A Hmong bilingual instructional assistant supports academic needs of English learner students.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (2000-3000) \$27,000
English Learner secondary sections (34) provide support for specialized EL programs.	Secondary	<u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	LCFF Base (1000-3000) Supp/Con (1000-3000) \$221,000
Increase library technician hours at all elementary sites to five (5) hours per day for a total of twenty-five (25) per week.	Elementary	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (2000-3000) \$32,000
Purchase/upgrade computers in support of 21 st century skills for District students and ensure teachers have access to reliable technology. Provide opportunities for LUSD's Information Technology department to obtain professional development in current industry standards and practices.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con \$50,000

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

Actions/Services 2015-2016 - Goal 1 State Priority #4: Pupil Achievement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize SBAC interim assessments, SBAC Digital Library, CAASPP, CELDT, supplemental program and STAR test data to inform instruction and lesson/unit planning.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Implement coherent partnership between LUSD and Allan Hancock Community College with articulated pathways and opportunities for high school students to receive an AA degree concurrently with their high school diploma.	Cabrillo Lompoc	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Offer a required College and Career Readiness course for all high school freshmen using "Get Focused, Stay Focused" curriculum.	Cabrillo Lompoc	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Achievement teachers (4-6) support site based priorities for student achievement.	Elementary	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$767,615
All site administrators engage in professional development to ensure that all TK-12 teachers deliver effective New California State Standards/ELD -aligned instruction in ELA, math, and ELD.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II (1000-3000) \$18,000 Title I (1000-3000) \$18,000
Professional development opportunities (e.g. Stanford Design School, STEM and NGSS symposium) for teachers and administrators in NGSS and classroom technology integration strategies.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II (5200) \$15,00 Supp/Con (5200) \$15,000
Support secondary AVID program with one release period for each AVID teacher and attendance at AVID Summer Institute (3 teachers per site at LHS, LVMS and VMS. Provide two release periods for secondary AVID director. (CHS is new program and required to send 8 teachers to Summer Institute.)	Secondary	__ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$75,000 Title II (1000-3000) \$40,000
Support a computer lab instructional assistant (IA) at all sites (13 IA's at 30 hours per week) to optimize efficiency and effectivity of District computer based technology programs. Instructional assistants support New California State Standards/ELD 21st century technology skills.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (2000-3000) \$442,000
Implement an ongoing EL progress monitoring system that gives teachers and administrators easy access to relevant EL student information (e.g. Bench-mark assessment results, CELDT, CAASPP, CAHSEE, years in District, etc.).	District	__ALL OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

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

Actions/Services 2015-2016 - Goal 1 State Priority #7: Course Access	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a formal outreach and mentoring program to under-represented students to increase enrollment in A-G course work.	Cabrillo Lompoc	<u>ALL</u> OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>Other</u> Subgroups:(Specify) _____	Supp/Con (Site) (5800) \$5,000
Set-up after school tutoring and mentoring at Cabrillo and Lompoc High Schools.	Cabrillo Lompoc	<u>ALL</u> OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>Other</u> Subgroups:(Specify) <u>SPED</u>	Supp/Con (Site) (1000-3000) \$10,000
Provide opportunities for students to retake courses for credit recovery purposes (APEX).	Cabrillo Lompoc Maple Community Day	<u>ALL</u> OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>Other</u> Subgroups:(Specify) <u>Lompoc Community Day School</u>	Supp/Con (1000-3000) \$30,000
Cabrillo High School Success Academy teams core content teachers with at-risk students and provides additional support through academic study skills course.	Cabrillo	<u>ALL</u> OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>at-risk students</u>	None
Implement Equal Opportunity School's recommendations for Lompoc High School to increase under-served student enrollment in Advanced Placement (AP) courses and offer summer boot camp to prepare students for rigor of AP coursework.	Lompoc	<u>ALL</u> OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>Redesignated</u> fluent English proficient <u>Other</u> Subgroups:(Specify) _____	Supp/Con (Site) (1000-3000) \$3,000
Partner with science enrichment organizations including environmental literacy organizations.	District	<u>X ALL</u> OR: <u>Low</u> Income pupils <u>English</u> Learners <u>Foster</u> Youth <u>Redesignated</u> fluent English proficient <u>Other</u> Subgroups:(Specify) _____	None

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

Actions/Services 2015-2016 - Goal 1 State Priority #8: Other Outcomes	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support initial implementation of a Visual and Performing Arts program at Los Berros Elementary with professional development opportunities for integrating the arts in content areas, providing release time for secondary music teacher to teach beginning band and/or strings and purchase of materials and supplies.	Los Berros	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (Site) (4300) \$15,000 (100-3000) \$5,000
Increase grade level expansion of Two-way Dual Immersion magnet program.	Hapgood	<u> ALL </u> OR: <u> X </u> Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (Site) (1000-3000) \$10,000 Title III (1000-3000) \$5,000
Support initial implementation steps for a technology focused school with materials and professional development opportunities for integrating technology in content areas. Hire a dedicated technology teacher using site funds approved by SSC to work with all grade levels to integrate new California state and technology standards across content areas.	Fillmore	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I (1000-3000) \$50,000 Supp/Con (Site) (1000-3000) \$50,000
Students are healthy and physically fit as evidenced by performance in the California fitness exams.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Provide ongoing support to established Model Tech classrooms for professional development (e.g. CUE, SBCEO, Google), interactive projectors and sub costs for meetings and model lessons.	Crestview Fillmore La Honda La Canada	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (4300) \$36,000
Add five Model Tech classrooms to include hardware and professional development.	Buena Vista Clarence Ruth Los Berros Miguelito	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (4400) \$95,000
Materials for Cabrillo and Lompoc High Schools' ROP programs.	Cabrillo Lompoc	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (4300) \$50,000
Investment for ROP Design Innovation courses.	Cabrillo	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$78,000
Provide extended day opportunities targeting EL students needing additional support in ELD or in mastering content standards.	District	<u> ALL </u> OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III (1000-3000) \$20,000

Actions/Services 2015-2016 - Goal 1 State Priority #8: Other Outcomes	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Start-up investment for ROP Health Information Technologists Certification.	Lompoc	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$20,000
LUSD will provide start-up materials in support of a new California State Pre-School operated in conjunction with SBCEO.	La Canada	__ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (4300) \$36,000
Support VMS hardware and software upgrade for <i>Growing Up Ready</i> -- a family and consumer science education program. Integrated Instructional Units (IIUs) reinforce core academic skills while exposing students to current career opportunities. Throughout the learning system, students incorporate technology while gaining knowledge and skills they need to be successful at home, in school and at work. The IIUs include content to help students learn to cope with social issues, overcome obstacles, and gain valuable life skills.	Vandenberg	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (4200) \$20,000
Continue development of District STEAM initiative, prioritizing needs for successful implementation and integration of STEAM instructional strategies, identifying ways to assess progress and define benchmarks and timelines. Provide materials funding for LVMS and VMS Aerospace Modeling courses.	La Honda Lompoc Valley Vandenberg Miguelito	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$50,000
Implement a uniform web-based K-12 program to provide general education staff and pre-referral teams a resource that provides immediate support for struggling students through research-based intervention strategies.	District	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____SPED_____	LCFF Contribution to SPED (5800) \$25,400
Provide resources for District to participate in STEAM Festival.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (5200) \$10,000
Offer opportunities to extend science learning outside classroom in grades 1-6 at all elementary sites. (e.g. clubs, lunchtime activities, science education in the garden, field trips, maker spaces, etc.)	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$27,000

Section 2: Goals, Actions, Expenditures, and Progress Indicators**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	Improve CAASPP performance score (5%), professional development for New California State Standards/ELD, AMAOs 1 & 2, API (3 year average), EAP ELA and math college readiness, District STAR reading and math, RFEP rate, UC/CSU required courses completion rate, AP pass rate (3 or higher), CTE course sequence completion, AP course enrollment rate, AP courses offered, CTE course enrollment rate, intervention/remedial course enrollment rate, UC/CSU required course enrollment rate, CAHSEE ELA 3 year pass rate, CAHSEE ELA proficient rate, CAHSEE math 3 year pass rate, CAHSEE math proficient rate and AP exam participation rate.		
Actions/Services 2016-2017 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue District-wide collaboration schedule to allow for instruction and curriculum alignment to New California State Standards/ELD and Next Generation Science Standards (NGSS).	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	None
Provide teachers and classified staff with ongoing, research-based professional development related to instructional practices, implementation of New California State Standards/ELD, Next Generation Science Standards (NGSS) and technology integration.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Title I (1000-3000) \$72,000 Title II (1000-3000) \$35,000 Title III (1000-3000) \$80,207 Supp/Con (1000-3000) \$32,791 LCFF Base (1000-3000) \$26,842
All English learner students receive instruction that includes explicit and integrated English language development – Systematic ELD, Milestones, Edge and Inside.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$400,888 Title III (1000-3000) \$65,000
Elementary and Secondary Common Core Councils continue to meet monthly to articulate and plan instructional content and pacing that is coherent and aligned with New California State Standards/ELD.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$10,000
Adopt New California State Standards/ELD aligned English language arts curriculum in K-12.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	LCFF Base IMFRP (4100) \$1,000,000

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

Actions/Services 2016-2017 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize supplemental programs for targeted support based upon need and assessment data. <ul style="list-style-type: none"> • Imagine Learning • Lexia • Power Reading • Renaissance Place (STAR Reading, STAR Math, AR Reading, AR Math, Early Literacy, Spanish STAR Reading) • Learning Dynamics • Think Through Math 	District	<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) _____	Supp/Con (4200) \$285,000
District coaches (4) provide ongoing support to all teachers in implementing New California State Standards/ELD and NGSS, including development of scope and sequence; identification of instructional materials; development of lessons/units, development and implementation of common formative assessments; analysis of district assessment data.	District	<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) _____	Title I (1000-3000) \$100,000 Supp/Con (1000-3000) \$310,000
Lompoc Apprentice Teacher Support System (LATSS) teachers (3) provide ongoing mentoring and guidance in core instructional practices to new teachers.	District	<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) _____	Supp/Con (1000-3000) \$125,000 Title II (1000-3000) \$227,880
Special Education staff trained on how to write Individualized Education Program goals aligned to New California State Standards/ELD and NGSS.	District	<input 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	Title II (1000-3000) \$5,000
English Language Development Leadership Team meets monthly to articulate and plan instructional content and pacing that is coherent and aligned with New California State Standards/ELD.	District	<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) _____	Supp/Con (1000-3000) \$15,000 Title III (1000-3000) \$5,000
Utilize a data management program for District and site assessment data collection.	District	<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) _____	LCFF Base (5800) \$15,000
District English learner coaches (2) to support EL instruction for teachers so that all English learner students are re-classified as Re-designated English Proficient (RFEP) within five years of instruction in the district.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Supp/Con (1000-3000) \$200,000

Actions/Services 2016-2017 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Home School Liaisons (12 liaisons at 30 hours per week). (District .5 FTE provides support to homeless and foster youth.)	District	<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) <input type="checkbox"/> Special Education	Supp/Con (2000-3000) \$572,900
Two Spanish bilingual instructional assistants support academic goals of English learner students.	District	<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)	Supp/Con (2000-3000) 50% \$57,000 Title I (2000-3000) 25% \$28,500 LCFF Base (2000-3000) 25% \$28,500
Review need for English Learner secondary sections to provide support for specialized EL programs.	Secondary	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	None
A Hmong bilingual instructional assistant to provide support of academic goals of English Learner students.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supp/Con (2000-3000) \$27,000
Increase library technician hours at all elementary sites to six (6) hours per day.	Elementary	<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)	Supp/Con (2000-3000) \$56,000
Purchase/upgrade computers in support of 21 st century skills for District students and ensure teachers have access to reliable technology. Provide opportunities for LUSD's Information Technology department to obtain professional development in current industry standards and practices.	District	<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)	Supp/Con (4000) \$50,000

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

Actions/Services 2016-2017 - Goal 1 State Priority #4: Pupil Achievement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize SBAC interim assessments, SBAC Digital Library, CAASPP, CELDT, supplemental program and STAR test data to inform instruction and lesson/unit planning.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Continue implementing coherent partnership between LUSD and Allan Hancock Community College with articulated pathways and opportunities for high school students to receive an AA degree concurrently with their high school diploma.	Cabrillo Lompoc	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Offer a required College and Career Readiness course for all high school freshmen using "Get Focused, Stay Focused" curriculum.	Cabrillo Lompoc	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Achievement teachers (4-6) support site based priorities for student achievement.	Elementary	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$767,615
All site administrators engage in professional development to ensure that all TK-12 teachers deliver effective New California State Standards/ELD aligned instruction in ELA and math.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II (1000-3000) \$18,000 Title I (1000-3000) \$18,000
Professional development opportunities (e.g. Stanford Design School, STEM and NGSS symposium.) for teachers and administrators in NGSS and classroom technology integration strategies.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II (1000-3000) \$15,000 Supp/Con (1000-3000) \$15,000
Support secondary AVID program with one release period for each AVID teacher and attendance at AVID Summer Institute (3 teachers per site at CHS, LHS, LVMS and VMS. Provide two release periods for secondary AVID director.	Secondary	__ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$75,000 Title II (1000-3000) \$40,000

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

Actions/Services 2016-2017 - Goal 1 State Priority #4: Pupil Achievement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support a computer lab instructional assistant (IA) at all sites (13 IA's at 30 hours per week) to optimize efficiency and effectivity of District computer based technology programs. Instructional assistants support New California State Standards/ELD 21 st century technology skills.	District	<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)_____	Supp/Con (2000-3000) \$442,000
Continue an ongoing EL progress monitoring system that gives teachers and administrators easy access to relevant EL student information (e.g. Bench-mark assessment results, CELDT, CAASPP, CAHSEE, years in District, etc.).	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None

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

Actions/Services 2016-2017 - Goal 1 State Priority #7: Course Access	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue a formal outreach and mentoring program to under-represented students to increase enrollment in A-G course work and Advanced Placement courses.	Lompoc	<u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (Site) (5800) \$5,000
Continue after school tutoring and mentoring at Cabrillo and Lompoc High Schools.	Cabrillo Lompoc	<u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (Site) (1000-3000) \$10,000
Provide opportunities for students to retake courses for credit recovery purposes (APEX).	Cabrillo Lompoc Maple Community Day	<u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (1000-3000) \$30,000
Cabrillo High School Success Academy teams core content teachers with at-risk students and provides additional support through academic study skills course.	Cabrillo	<u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) <u>at-risk students</u> _____	None
Implement Equal Opportunity School's recommendations for Lompoc High School to increase under-served student enrollment in Advanced Placement (AP) courses and offer summer boot camp to prepare students for rigor of AP coursework.	Lompoc	<u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (Site) (1000-3000) \$3,000
Partner with science enrichment organizations including environmental literacy organizations.	District	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	None

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

Actions/Services 2016-2017 - Goal 1 State Priority #8: Other Outcomes	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students are healthy and physically fit as evidenced by performance in the California fitness exams.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Continue development of District STEAM initiative, and integration of STEAM instructional strategies. Provide materials funding for LVMS and VMS Aerospace Modeling courses.	La Honda Miguelito Lompoc Valley Vandenberg	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$50,000
Support ongoing implementation of a Visual and Performing Arts program at Los Berros Elementary with professional development opportunities for integrating the arts in content areas, providing release time for secondary music teacher to teach beginning band and/or strings and purchase of materials and supplies.	Los Berros	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (Site) (4300) \$15,000 (1000-3000) \$45,000
Increase grade level expansion of Two-way Dual Immersion magnet program.	Hapgood	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (Site) (1000-3000) \$10,000 Title III (1000-3000) \$5,000
Continue support for a technology focused school with materials and professional development opportunities for integrating technology in content areas. Continue to use (if approved by SSC) a dedicated site funded, technology teacher to work with all grade levels to integrate New California State Standards/ELD technology standards across content areas.	Fillmore	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (Site) (1000-3000) \$50,000 Title I (Site) (1000-3000) \$50,000
Provide ongoing support to established Model Tech classrooms for professional development (e.g. CUE, SBCEO, Google), and sub costs for meetings and model lessons.	Elementary	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (4300) \$20,000
Add two middle school Model Tech classrooms.	Lompoc Valley Vandenberg	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (4400) \$38,000

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

Actions/Services 2016-2017 - Goal 1 State Priority #8: Other Outcomes	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Materials for Cabrillo and Lompoc High Schools' ROP programs.	Cabrillo Lompoc	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	LCFF Base (4300) \$75,000
LUSD will provide materials in support of a California State Pre-School operated in conjunction with SBCEO.	La Canada	<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Supp/Con (Site) (4300) \$5,000
Continue a uniform web-based K-12 program to provide general education staff and pre-referral teams a resource that provides immediate support for struggling students through research-based intervention strategies.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SPED _____	LCFF Contribution to SPED (5800) \$25,400
Provide resources for District to participate in STEAM Festival.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	LCFF Base (5200) \$10,000
Offer opportunities to extend science learning outside classroom in grades 1-6 at all elementary sites. (e.g. clubs, lunchtime activities, science education in the garden, field trips, maker spaces, etc.)	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$27,000

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

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:		Improve CAASPP performance score (5%), professional development for New California State Standards/ELD, AMAOs 1 & 2, API (3 year average), EAP ELA and math college readiness, District STAR reading and math, RFEP rate, UC/CSU required courses completion rate, AP pass rate (3 or higher), CTE course sequence completion, AP course enrollment rate, AP courses offered, CTE course enrollment rate, intervention/remedial course enrollment rate, UC/CSU required course enrollment rate, CAHSEE ELA 3 year pass rate, CAHSEE ELA proficient rate, CAHSEE math 3 year pass rate, CAHSEE math proficient rate and AP exam participation rate.	
Actions/Services 2017-2018 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue District-wide collaboration schedule to allow for instruction and curriculum alignment to New California State Standards/ELD and Next Generation Science Standards (NGSS).	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	None
Provide teachers and classified staff with ongoing, research-based professional development related to instructional practices, implementation of New California State Standards/ELD, Next Generation Science Standards (NGSS) and technology integration.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Title I (1000-3000) \$72,000 Title II (1000-3000) \$35,000 Title III (1000-3000) \$80,207 Supp/Con (5200) \$32,791 LCFF Base (5200) \$26,842
All English learner students receive instruction that includes explicit and integrated English language development – Systematic English Language Development (SELD), Milestones, Edge and Inside.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (1000-3000) \$400,000 Title III (1000-3000) \$65,000
Elementary and Secondary Common Core Councils continue to meet monthly to articulate and plan instructional content and pacing that is coherent and aligned with New California State Standards/ELD.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	LCFF Base (1000-3000) \$10,000
Adopt New California State Standards/ELD and (NGSS) aligned science curriculum in K-8.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	IMFRP (4000) \$1,000,000
Utilize supplemental programs for targeted support based upon need and assessment data. <ul style="list-style-type: none"> • Imagine Learning • Lexia • Power Reading • Renaissance Place (STAR Reading, STAR Math, AR Reading, AR Math, Early Literacy, Spanish STAR Reading) • Learning Dynamics • Think Through Math 	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Supp/Con (4200) \$285,000

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

Actions/Services 2017-2018 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District coaches (4) provide ongoing support to all teachers in implementing New California State Standards/ELD and NGSS, including development of scope and sequence; identification of instructional materials; development of lessons/units, development and implementation of common formative assessments; analysis of district assessment data.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (1000-3000) \$310,000 Title I (1000-3000) \$100,000
Lompoc Apprentice Teacher Support System (LATSS) teachers (3) provide ongoing mentoring and guidance in core instructional practices to new teachers.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Title II (1000-3000) \$227,880
Special Education staff trained on how to write Individualized Education Program goals aligned to New California State Standards/ELD and NGSS.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) Special Education	Title II (1000-3000) \$5,000
English Language Development Leadership Team meets monthly to articulate and plan instructional content and pacing that is coherent and aligned with New California State Standards/ELD.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	LCFF Base (1000-3000) \$15,000
District English learner coaches (2) to support EL instruction for teachers so that all English learner students are re-classified as Re-designated English Proficient (RFEP) within five years of instruction in the district.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) Special Education	Supp/Con (1000-3000) \$200,000
Home School Liaisons (12 liaisons at 30 hours per week). (District .5 FTE provides support to homeless and foster youth.)	District	<u> </u> ALL OR: <u> X </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (2000-3000) \$572,900
Two district Spanish bilingual liaisons support academic needs of English learner students.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (2000-3000) 50% \$57,000 Title I (2000-3000) 25% \$28,500 LCFF Base (2000-3000) 25% \$28,500
One district Hmong bilingual liaison support needs of English Learner students.	District	<u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (2000-3000) \$27,200

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

Actions/Services 2017-2018 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review need for English Learner secondary sections to provide support for specialized EL programs.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	None
Utilize a data management program for District and site level assessment data collection.	District	<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) _____	LCFF Base (5800) \$15,000
Continue funding six (6) hours per day of library technician support at elementary sites.	Elementary	<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) _____	Supp/Con (2000-3000) \$693,492
Purchase/upgrade computers in support of 21 st century skills for District students and ensure teachers have access to reliable technology. Provide opportunities for LUSD's Information Technology department to obtain professional development in current industry standards and practices.	District	<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) _____	Supp/Con (4000) \$50,000

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

Actions/Services 2017-2018 - Goal 1 State Priority #4: Pupil Achievement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize SBAC interim assessments, SBAC Digital Library, CAASPP, CELDT, supplemental program and STAR test data to inform instruction and lesson/unit planning.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Continue implementing coherent partnership between LUSD and Allan Hancock Community College with articulated pathways and opportunities for high school students to receive an AA degree concurrently with their high school diploma.	Cabrillo Lompoc	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Offer a required College and Career Readiness course for all high school freshmen using "Get Focused, Stay Focused" curriculum.	Cabrillo Lompoc	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Achievement teachers (4-6) support site based priorities for student achievement.	Elementary	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$767,615
All site administrators engage in professional development to ensure that all TK-12 teachers deliver effective New California State Standards/ELD aligned instruction in ELA and math.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II (1000-3000) \$18,000 Title I (1000-3000) \$18,000
Professional development opportunities (e.g. Stanford Design School, NGSS and STEM symposium) for teachers and administrators in NGSS and classroom technology integration strategies.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II (5200) \$15,000 Supp/Con (5200) \$15,000
Support secondary AVID program with one release period for each AVID teacher and attendance at AVID Summer Institute (3 teachers per site at CHS, LHS, LVMS and VMS. Provide two release periods for secondary AVID director.	Secondary	__ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$75,000 Title II (1000-3000) \$40,000

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

Actions/Services 2017-2018 - Goal 1 State Priority #4: Pupil Achievement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support a computer lab instructional assistant (IA) at all sites (13 IA's at 30 hours per week) to optimize efficiency and effectivity of District computer based technology programs. Instructional assistants support New California State Standards/ELD 21 st century technology skills.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (2000-3000) \$442,000
Continue an ongoing EL progress monitoring system that gives teachers and administrators easy access to relevant EL student information; e.g. Bench-mark assessment results, CELDT, CAASPP, CAHSEE, years in District etc.	District	__ALL OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

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

Actions/Services 2017-2018 - Goal 1 State Priority #7: Course Access	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue a formal outreach and mentoring program to under-represented students to increase enrollment in A-G course work and Advanced Placement courses.	Cabrillo Lompoc	<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (Site) (5800) \$5,000
Continue after school tutoring and mentoring at Cabrillo and Lompoc High Schools.	Cabrillo Lompoc	<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SPED <u> </u>	Supp/Con (Site) (1000-3000) \$10,000
Provide opportunities for students to retake courses for credit recovery purposes (APEX).	Cabrillo Lompoc Maple Community Day	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (1000-3000) \$40,000
Cabrillo Success Academy teams core content teachers with at-risk students and provides additional support through academic study skills course.	Cabrillo	<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> at-risk students <u> </u>	None
Implement Equal Opportunity School's recommendations for Lompoc High School to increase under-served student enrollment in Advanced Placement (AP) courses and offer summer boot camp to prepare students for rigor of AP coursework.	Lompoc	<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (Site) (1000-3000) \$3,000
Partner with science enrichment organizations including environmental literacy organizations.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None

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

Actions/Services 2017-2018 - Goal 1 State Priority #8: Other Outcomes	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue development of District STEAM initiative and integration of STEAM instructional strategies. Provide materials funding for LVMS and VMS Aerospace Modeling courses.	La Honda Miguelito Lompoc Valley Vandenberg	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$50,000
Provide ongoing support of a Visual and Performing Arts program at Los Berros Elementary with professional development opportunities for integrating the arts in content areas, providing release time for secondary music teacher to teach beginning band and/or strings and purchase of materials and supplies.	Los Berros	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (Site) (4300) \$15,000 (1000-3000) \$5,000
Provide support for a technology focus at Fillmore with materials and professional development opportunities for integrating technology in content areas.	Fillmore	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (Site) (1000-3000) \$10,000
Students are healthy and physically fit as evidenced by performance in the California fitness exams.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Increase grade level expansion of Two-way Dual Immersion magnet program.	Hapgood	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (Site) (1000-3000) \$10,000 Title III (1000-3000) \$10,000
Provide ongoing support to established Model Tech classrooms for professional development and sub costs for meetings and model lessons.	Elementary and Middle Schools	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$20,000
Add three high school Model Tech classrooms.	Cabrillo Lompoc Maple	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (4400) \$57,000
Materials for Cabrillo and Lompoc High School ROP programs.	Cabrillo Lompoc	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (4300) \$75,000

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

Actions/Services 2017-2018 - Goal 1 State Priority #8: Other Outcomes	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LUSD will provide materials in support of a California State Pre-School operated in conjunction with SBCEO.	La Canada	<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Supp/Con (Site) (4300) \$5,000
Continue a uniform web-based K-12 program to provide general education staff and pre-referral teams a resource that provides immediate support for struggling students through research-based intervention strategies.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> SPED </u>	LCFF Contribution to SPED (5800) \$25,400
Provide resources for District to participate in STEAM Festival.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	LCFF Base (5200) \$10,000
Offer opportunities to extend science learning outside classroom in grades 1-6 at all elementary sites. (e.g. clubs, lunchtime activities, science education in the garden, field trips, maker spaces, etc.)	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$27,000

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

GOAL:	2. Promote effective communication among students, staff, community and stakeholders		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Productive community partnerships to improve student achievement and participation of parents in decision making regarding school and district priorities.		
Goal Applies to:	Schools:	All schools and grade levels.	
	Applicable Pupil Subgroups:	Low Income, English Learners, Foster Youth and RFEP Pupils	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Increase parent attendance in school site organizations (PTSA, DELAC, ELAC and GATE Advisory) through community outreach. Establish protocol for tracking parent attendance data at Back to School Nights, Open House and teacher conferences. Increase participation rate for completion of online community stakeholder involvement survey by 10% to 550 and EL participants by 100% to 36 respondents. Provide 12 monthly LUSD sections for editions of Lompoc Vision, continue Weekly Education Services Update to LUSD staff and monthly Collective Impact Meetings. Maintain District website and continue LUSD Twitter messaging.		
Actions/Services 2015-2016 - Goal 2 State Priority # 3: Parental Involvement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain contract with Lompoc Vision newspaper to promote and inform the community about LUSD's programs, student accomplishments and activities.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	LCFF Base (5000) \$18,000
Use ParentLink to increase parent, family and community engagement for K-12 students. Emergency messaging, language translation, surveys and custom messages give LUSD and its schools a tool to get school related information to parents and families.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	None
Produce EdConnection newsletter to provide information and updates to LUSD staff and community members.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	None
Weekly Good News email to classified and certificated staff members.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	None
Nixle registration availability on District website to keep parents and community up-to-date with relevant information about local public safety and schools.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	None
Maintain District webpage with information such as upcoming events, calendars, services, menus, New California State Standards/ELD, Smarter Balanced Assessment (SBAC), Dual Immersion Magnet Program and LCAP.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	None

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

Actions/Services 2015-2016 - Goal 2 State Priority # 3: Parental Involvement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training for parents to further equip them to effectively support their children's progress in acquiring English and mastering content standards.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (2000-3000) \$3,500 (5000) \$2,500
Leadership and parental involvement training will be offered to DELAC members.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (2000-3000) \$5,750
Adult Literacy/ESL classes will be provided to parents through LUSD adult education programs. Provide classes for parents to develop skills, techniques and strategies to assist their children at home.	District Adult Education	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (1000-3000) \$2,000
Ensure that all school information sent home are translated into major languages represented at the schools. Provide oral translation for advisory meetings and parent conferences at the District level. Provide simultaneous translation technology and training for interpreters.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (2000-3000) \$10,000
Provide resources and supports for Family Science Nights or Festivals.	District	<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) _____	LCFF Base (4000) \$5,000

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

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Increase parent attendance in school site organizations (PTSA, DELAC, ELAC and GATE Advisory) through community outreach. Monitor parent attendance data at Back to School Nights, Open House and teacher conferences. Increase participation rate by 5% for completion of online community stakeholder involvement survey. Provide 12 monthly LUSD sections for editions of Lompoc Vision, continue Weekly Education Services Update to LUSD staff and monthly Collective Impact Meetings. Maintain District website and continue LUSD Twitter messaging.		
Actions/Services 2016-2017 - Goal 2 State Priority #3: Parental Involvement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain contract with Lompoc Vision newspaper to promote and inform the community about LUSD's programs, student accomplishments and activities.	District	<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)_____	LCFF Base (5000) \$18,000
Use ParentLink to increase parent, family and community engagement for K-12 students. Emergency messaging, language translation, surveys and custom messages give LUSD and its schools a tool to get school related information to parents and families.	District	<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)_____	None
Produce EdConnection newsletter to provide information and updates to LUSD staff and community members.	District	<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)_____	None
Weekly Good News email to classified and certificated staff members.	District	<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)_____	None
Nixle registration availability on District website to keep parents and community up-to-date with relevant information about local public safety and schools.	District	<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)_____	None
Maintain District webpage with information such as upcoming events, calendars, services, menus, New California State Standards/ELD, Smarter Balanced Assessment (SBAC), Dual Immersion Magnet Program and LCAP.	District	<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)_____	None

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

Actions/Services 2016-2017 - Goal 2 State Priority # 3: Parental Involvement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training for parents to further equip them to effectively support their children's progress in acquiring English and mastering content standards.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (2000-3000) \$3,500 (5000) \$2,500
Leadership and parental involvement training will be offered to DELAC members.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (2000-3000) \$5,750
Adult Literacy/ESL classes will be provided to parents through LUSD adult education programs. Provide classes for parents to develop skills, techniques and strategies to assist their children at home.	District Adult Education	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (1000-3000) \$2,000
Ensure that all school information sent home are translated into major languages represented at the schools. Provide oral translation for advisory meetings and parent conferences at the District level. Provide simultaneous translation technology and training for interpreters.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (2000-3000) \$10,000
Provide resources and supports for Family Science Nights or Festivals.	District	<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) _____	LCFF Base (4000) \$5,000

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

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Increase parent attendance in school site organizations (PTSA, DELAC, ELAC and GATE Advisory) through community outreach. Monitor parent attendance data at Back to School Nights, Open House and teacher conferences. Monitor baseline participation rate for completion of online community stakeholder involvement survey by 5%. Provide 12 monthly LUSD sections for editions of Lompoc Vision, continue Weekly Education Services Update to LUSD staff and monthly Collective Impact Meetings. Maintain District website and continue LUSD Twitter messaging.		
Actions/Services 2017-2018 - Goal 2 State Priority #3: Parental Involvement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain contract with Lompoc Vision newspaper to promote and inform the community about LUSD's programs, student accomplishments and activities.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (5000) \$18,000
Use ParentLink to increase parent, family and community engagement for K-12 students. Emergency messaging, language translation, surveys and custom messages give LUSD and its schools a tool to get school related information to parents and families.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Produce EdConnection newsletter to provide information and updates to LUSD staff and community members.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Weekly Good News email to classified and certificated staff members.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Nixle registration availability on District website to keep parents and community up-to-date with relevant information about local public safety and schools.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Maintain District webpage with information such as upcoming events, calendars, services, menus, New California State Standards/ELD, Smarter Balanced Assessment (SBAC), Dual Immersion Magnet Program and LCAP.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

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

Actions/Services 2017-2018 - Goal 2 State Priority # 3: Parental Involvement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training for parents to further equip them to effectively support their children's progress in acquiring English and mastering content standards.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (2000-3000) \$3,500 (5000) \$2,500
Leadership and parental involvement training will be offered to DELAC members.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (2000-3000) \$5,750
Adult Literacy/ESL classes will be provided to parents through LUSD adult education programs. Provide classes for parents to develop skills, techniques and strategies to assist their children at home.	District Adult Education	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (1000-3000) \$2,000
Ensure that all school information sent home are translated into major languages represented at the schools. Provide oral translation for advisory meetings and parent conferences at the District level. Provide simultaneous translation technology and training for interpreters.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Title III (2000-3000) \$10,000
Provide resources and supports for Family Science Nights or Festivals.	District	<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) _____	LCFF Base (4000) \$5,000

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

GOAL:	3. Develop capacity of all staff to meet the academic needs of all students.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Teachers credentialed and assigned appropriately, students have access to materials and school facilities are maintained in good repair.		
Goal Applies to:	Schools:	All schools and grade levels.	
	Applicable Pupil Subgroups:	Low Income, English Learners, Foster Youth and RFEP Pupils	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Increase credentialed teacher rate by 1.5% to 100%, reduce credentialed teacher teaching outside of subject area rate by 1% to 2.467%, improve highly qualified teacher rate by .07% to 100%, continue 100% most recently adopted textbooks rate, maintain overall facility rating of good, maintain 0% of students lacking own copy of textbook rate, and continue 0% of teacher missassignment rate.		
Actions/Services 2015-2016 - Goal 3 State Priority #1: Basic Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve level of LUSD facility maintenance and cleanliness by adjusting custodial staff distribution by 11 Full Time Equivalents (FTE's) for a total of 57 FTE's.	District	<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) _____	LCFF Base (2000-3000) \$462,000
Increase LUSD grounds maintenance staffing by 5 FTE's for a total of 16.	District	<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) _____	LCFF Base (2000-3000) \$224,000
Ensure 100% of all teachers are appropriately credentialed and assigned.	District	<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) _____	None
The District will conduct an analysis of facility needs to determine if additional staff is required to maintain appropriate conditions of learning and develop a prioritized list of facility upgrades with planned schedule of completion.	District	<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) _____	None
Ensure all students have access to most recently adopted textbooks.	District	<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) _____	None

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

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:		Credentialed teacher rate, credentialed teacher teaching outside of subject area rate, highly qualified teacher rate, most recently adopted textbooks rate, overall facility rating, student lacking own copy of textbook rate, and teacher missassignment rate.	
Actions/Services 2016-2017 - Goal 3 State Priority #1: Basic Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to improve level of LUSD facility maintenance and cleanliness by monitoring custodial staff distribution.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (2000-3000) \$462,000
Continue to improve LUSD grounds maintenance.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (2000-3000) \$224,000
Implement/monitor schedule of prioritized facility upgrades.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Ensure 100% of all teachers are appropriately credentialed and assigned.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Ensure all students have access to most recently adopted textbooks.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

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

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:		Credentialed teacher rate, credentialed teacher teaching outside of subject area rate, highly qualified teacher rate, most recently adopted textbooks rate, overall facility rating, student lacking own copy of textbook rate, and teacher missassignment rate.	
Actions/Services 2017-2018 - Goal 3 State Priority #1: Basic Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to improve level of LUSD facility maintenance and cleanliness by monitoring custodial staff distribution.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (2000-3000) \$462,000
Continue to improve LUSD grounds maintenance.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base (2000-3000) \$224,000
Monitor schedule of prioritized facility upgrades.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Ensure 100% of all teachers are appropriately credentialed and assigned.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Ensure all students have access to most recently adopted textbooks.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

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

GOAL:	4. Provide a safe and respectful learning environment for students and staff.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase school attendance district wide. Decrease chronic absenteeism at all schools. Decrease dropout rates of all pupils. Increase graduation rates for all pupils. Decrease suspension and expulsion rates for all pupils. Increase the level of school connectedness of pupils, staff and parents. Increase level of sense of safety of pupils, staff and parents.		
Goal Applies to:	Schools:	All schools and grade levels.	
	Applicable Pupil Subgroups:	Low Income, English Learners, Foster Youth and RFEP Pupils	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Decrease high school cohort dropout rate by .5% to 6.4%, increase high school cohort graduation rate by 2% to 89.48%, continue 0% middle school dropout rate, maintain 1% or less expulsion rate, decrease suspension rate by .3% to 5%, reduce truancy rate by 6.8% to 30%, increase attendance rate by .74% to 95% and reduce chronic absenteeism rate by 1.37% to 10%.		
Actions/Services 2015-2016 - Goal 4 State Priority #5: Pupil Engagement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase all school attendance rates by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Conn (2000-3000) \$10,000
Decrease chronic absenteeism at all schools. Site administration team performs monthly attendance review and schedules SSTs for chronically absent students to evaluate and implement individualized action plan.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Decrease dropout rates of all students. Site administration team performs regular attendance review, grade analysis and behavior history for at risk students and schedules SSTs to evaluate and implement individualized action plan.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Increase graduation rates for all students. Conduct an extensive data-driven evaluation to identify the critical factors of high school graduation with recommendations to increase graduation rate.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Convene a District Task Force of secondary and elementary representatives to study high levels of truancy incidences.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (1000-3000) \$10,000

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

Actions/Services 2015-2016 - Goal 4 State Priority #6: School Climate	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Decrease suspension rates for all students by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Decrease expulsion rates for all students by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Increase level of school connectedness of students, staff and parents through analysis of annual community stakeholder survey responses.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Support Restorative Justice model by training school site teacher leaders and administrators.	Lompoc Valley	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (Site) (5000) \$2,500
Contract with Family Services Agency (FSA) to provide social/emotional support for students and families.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (Site) (5000) \$50,000
District Wellness Committee promotes health and wellness and updates Wellness Policy as required.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Schools monitor and enforce site safety plans and conduct disaster drills in accordance with district policy.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
District Safety Committee meets monthly to review safety policy and procedures and maintains ongoing interface with local law enforcement agencies.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	None

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

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	High school cohort dropout rate, high school cohort graduation rate, middle school dropout rate, expulsion rate, suspension rate, truancy rate, attendance rate and chronic absenteeism rate.		
Actions/Services 2016-2017 - Goal 4 State Priority #5: Pupil Engagement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase all school attendance rates by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (2000-3000) \$10,000
Decrease chronic absenteeism at all schools. Site administration team performs monthly attendance review and schedules SSTs for chronically absent students to evaluate and implement individualized action plan.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Decrease dropout rates of all students. Site administration team performs regular attendance review, grade analysis and behavior history for at risk students and schedules SSTs to evaluate and implement individualized action plan.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Increase graduation rates for all students. Utilize recommendations from prior year's data-driven evaluation to identify the critical factors of high school graduation with recommendations to increase graduation rate.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
District Truancy Task Force identifies causes of truancy and makes remediation recommendations.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (5000) \$10,000

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

Actions/Services 2016-2017 - Goal 4 State Priority #6: School Climate	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Decrease suspension rates for all students by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Decrease expulsion rates for all students by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Increase level of school connectedness of students, staff and parents through analysis of annual community stakeholder survey responses.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Expand Restorative Justice model at VMS by training school site teacher leaders and administrators.	Vandenberg	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (Site) (1000-3000) \$2,500
Contract with Family Services Agency (FSA) to provide social/emotional support for students and families.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (5000) \$50,000
District Wellness Committee promotes health and wellness and updates Wellness Policy as required.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Schools monitor and enforce site safety plans and conduct disaster drills in accordance with district policy.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
District Safety Committee meets monthly to review safety policy and procedures and maintains ongoing interface with local law enforcement agencies.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	None

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

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	High school cohort dropout rate, high school cohort graduation rate, middle school dropout rate, expulsion rate, suspension rate, truancy rate, attendance rate and chronic absenteeism rate.		
Actions/Services 2017-2018 - Goal 4 State Priority #5: Pupil Engagement	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase all school attendance rates by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp/Con (2000-3000) \$10,000
Decrease chronic absenteeism at all schools. Site administration team performs monthly attendance review and schedules SSTs for chronically absent students to evaluate and implement individualized action plan.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Decrease dropout rates of all students. Site administration team performs regular attendance review, grade analysis and behavior history for at risk students and schedules SSTs to evaluate and implement individualized action plan.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Increase graduation rates for all students by continuously evaluating the critical factors of high school graduation with recommendations to increase graduation rate.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Implement recommendations to increase graduation rate following data driven evaluations.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None
Monitor truancy rates through District Truancy Task Force.	District	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

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

Actions/Services 2017-2018 - Goal 4 State Priority #6: School Climate	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Decrease suspension rates for all students by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Decrease expulsion rates for all students by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Increase level of school connectedness of students, staff and parents through analysis of annual community stakeholder survey responses.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
Expand Restorative Justice model to high schools by training school site teacher leaders and administrators.	Cabrillo Lompoc	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (Site) (5000) \$5,000
Contract with Family Services Agency (FSA) to provide social/emotional support for students and families.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Supp/Con (5000) \$50,000
District Wellness Committee promotes health and wellness and updates Wellness Policy as required.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	None
Schools monitor and enforce site safety plans and conduct disaster drills in accordance with district policy.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None
District Safety Committee meets monthly to review safety policy and procedures and maintains ongoing interface with local law enforcement agencies.	District	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	None

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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Section 2: Annual Update 2014 - 2015

Original GOAL from prior year LCAP:	1. Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Low income, English learners and foster youth.		
Expected Annual Measurable Outcomes:	CAASPP, CAHSEE, CELDT, RFEP rates and coordinated local measures aligned to new CCSS and current ELD frameworks.		Actual Annual Measurable Outcomes:	AMAO 1 49.9%, AMAO 2 (<5 yrs) 16.8%, AMAO 2 (>5 yrs) 45%, EAP English 24% ready for college, EAP math 5% ready for college, Systematic ELD walk-throughs, RFEP rate 9.10%, District STAR Reading and STAR Math, Power Reading, Imagine Learning and Lexia performance data, Advanced Placement pass rates (3 or higher) 66.22%, AP test participation 44.4%, AP enrollment 17.1%, graduation rate 87.48%, Career Tech (CTE)/ROP course sequence completion rate - CHS at 97% and LHS at 87%, AP courses offered-17, UC/CSU required course enrollment rate- CHS 69.48% and LHS 63.28%, CAHSEE ELA 3 year pass rate 2013-2014 82%, CAHSEE Math 3 year pass rate 2013-2014 80%, CAHSEE ELA proficient rate 2013-2014 49%, CAHSEE Math proficient rate 2013-2014 51%.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Educational Services will provide teachers with ongoing, research-based professional development.		LUSD teachers were provided with robust opportunities to participate in professional development opportunities related to supplemental programs (Imagine Learning, Lexia, Power Reading, Renaissance Place STAR Reading and Math), technology integration, New California State Standards/ELD and Next Generation Science Standards and English Language Development.	Title II (1000-3000) \$498,421 (4000) \$2,120 (5000) \$63,495	
Scope of service:		Scope of service:		
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Ensure that students use instructional materials that are state-adopted (TK-8) and are current with the appropriate grade level and course level.	Restricted Lottery \$315,000 IMFRP \$592,072	Instructional materials and textbooks were provided as required. A number of Advanced Placement textbooks were purchased in order to align with new AP tests. Purchase of core textbooks for district special education students allowed for alignment of instruction across the District.	Restricted Lottery (4100) \$379,487 LCFF Sup/Con (4100) \$1,071,198	
Scope of service:		Scope of service:		
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Utilize formative and interim assessments (SBAC and local) to inform instruction and lesson/unit planning, teacher and administrator professional development and resource acquisition.		In absence of SBAC interims, Illuminate was selected to provide the District with student performance data aligned to New California State Standards/ELD. Elementary Common Core Councils and secondary departments reviewed Illuminate grade level tests, rearranged order of questions in some instances and administered one iteration of the test. Technology issues and difficulty in manipulating data resulted in the suspension of Illuminate interims in favor of a planned rollout of SBAC interim and block assessments in 2015-2016.	None
Scope of service:		Scope of service:	
<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Engage in ongoing Elementary Common Core Council and secondary department articulation and planning to ensure coherence and alignment of instructional content and pacing.	LCFF Base 1000-3000	Monthly Common Core Council meetings were held at the District office to address alignment of instructional content and pacing, district common assessments, textbook adoptions and provide professional development related to supplemental support programs.	None
Scope of service:		Scope of service:	
<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide computer lab instructional assistants (IAs) at each school to support and facilitate the delivery of all technology-based programs and initiatives.	LCFF Base \$404,056 1000-3000	A computer lab instructional assistant (IA) was assigned at all elementary schools to optimize efficiency and effectivity of District computer based technology programs. Instructional assistants supported New California State Standards/ELD 21 st century technology skills.	Supp/Con (2000-3000) \$442,000
Scope of service:		Scope of service:	
<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Deliver a variety of academic support programs to meet the differentiated needs of all students (Power Reading, Learning Dynamics, Lexia, Imagine Learning).	LCFF Base \$143,000 (Power Reading) Supp/Con \$58,384 (Lexia) \$437,000 (Imagine Learning)	Academic support programs used in the District included Power Reading, Learning Dynamics, Lexia, Imagine Learning, AR Reading, AR Math, STAR Math, STAR Reading and Think Through Math. Weekly performance data for each program was used to track usage at each school site and measure academic growth throughout the district. Reports were provided to the superintendent and board members on a weekly basis.	LCFF Base \$143,000 (Power Reading) Supp/Con \$58,384 (Lexia) \$437,000 (Imagine Learning)
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Integrate a technology based program (PD360) for certificated and classified staff to provide for a self-directed, reflective formative program of professional development.		PD360 is an online program that was offered to District teachers to support professional development desires in a variety of areas. The intention was for teachers to use the program in a manner that individualized teacher-specific needs and interests. In theory, the program's training capability appeared to be tailored made for teachers, but in practice, was not utilized in any sufficient manner to justify the expenditure. The rollout of SBAC's digital library and current online tools more than offer the same professional development capabilities and they are "no cost."	LCFF Base (5800) \$160,000
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Facilitate and deliver a comprehensive coaching-based teacher and administrator focused support program.	Title I \$392,664 Academic Coaches (4)	District coaches were utilized to provide individualized teacher support through self-selection and/or recommendation by a site administrator. The coaching model was time intensive requiring teachers to regularly engage with coaches to reflect on practice and pedagogy. The efficiency and effectivity of the coaching model requires restructuring to help teachers master the new skills needed to implement New California State Standards/ELD.	Title I (1000-3000) \$392,664 Academic Coaches (4) (Function 2140)
Scope of service:		Scope of service:	
<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)_____		<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)_____	

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue District GATE programs.	LCFF Base \$30,308	GATE programs were funded based on the number of identified GATE students at a site. Professional development (e.g. CAG Conference) and Advanced Placement instructional materials were purchased.	LCFF Base (0140) \$30,874
Scope of service:		Scope of service:	
<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) _____		<input 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE</u>	
Offer APEX online credit recovery to District secondary students.	LCFF Base \$1,400	APEX was used to provide secondary students with an online credit recovery option. The digital curriculum of rigorous coursework was standards-based and delivered in a manner that offered students an engaging experience.	(5800) \$15,850
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL (High School) 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) _____		<input checked="" type="checkbox"/> ALL (High School) 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) _____	
Implement a required College and Career Readiness course for all high school freshmen using Get Focused, Stay Focused curriculum.	LCFF Base \$21,952	Both secondary schools required their high school freshmen to enroll in a College and Career Readiness course. The course replaced driver's education.	None
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL (High School) 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) _____		<input checked="" type="checkbox"/> ALL (High School) 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) _____	
Forge TK-14 LUSD and Allan Hancock Community College Consortium (AB86) with articulated pathways and opportunities for high school students to receive an AA degree concurrently with their high school diploma.		An instructional services agreement was signed by Allan Hancock and LUSD outlining admissions and registration, courses, faculty requirements, assessment and evaluation for a concurrent enrollment program that allows District high school students to take college-credit bearing courses taught by college-approved high school teachers.	None
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL (High School) 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) _____		<input checked="" type="checkbox"/> ALL (High School) 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) _____	

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide additional planning time for a comprehensive AVID program.	Supp/Con \$60,000	One AVID planning section was provided to LHS, LVMS and VMS for duties associated with ongoing implementation of program requirements. The VMS AVID teacher is also the District AVID director and received an additional two sections for duties related to District level administration responsibilities.	Supp/Con (5200) \$75,000
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Implement TK-12 horizontal and vertical alignment groups to ensure curriculum alignment and collaboration.		District Common Core Councils provided the structure (on a monthly basis) for elementary grade level chairs and secondary department chairs to collaborate on topics related to New California State Standards/ELD, SBAC, curriculum alignment, and common assessments.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Engage in ongoing Collective Impact work that incorporates and includes community, college and business partners.		LUSD's collective impact group included 30 district and community members whose work was complex and positively impacted our students and community. Collective impact membership gained traction and momentum during regular monthly sessions that focused on integrating the five conditions of collective success that include: <ol style="list-style-type: none"> 1. Common Agenda 2. Shared Measurement Systems 3. Mutually Reinforcing Activities 4. Continuous Communication 5. Backbone Support Organizations 	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide parents a series of professional development to facilitate familiarity and support for District educational programs.		Parents were offered opportunities to obtain professional development training on supplemental support programs at the site and District level (e.g. Renaissance Learning products and Power Reading). Familiarity with educational programs was facilitated by monthly Lompoc Vision section, LUSD's Weekly Good News, weekly site bulletins, collective impact meetings and two educational community events.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Utilize new student assessment data management system.	LCFF Base \$59,200	Teachers and principals were trained in the administration of Illuminate common assessments. After one administration of the test in November, the decision was made to table further tests until SBAC's interim and block assessments were released. Unease with the program and a lack of technology in the form of computers hampered implementation efforts. Much discussion and disagreement over the quality and efficacy of the tests, as well as data retrieval for reporting purposes created a negative perception.	LCFF Base (5800) \$59,200
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Engage and utilize educational partners and consultants for targeted support based upon need and assessment data.		A United Way employee provided regular support for Power Reading to sites, participated in professional development on staff development days and collected performance data on a weekly basis – at no cost to the District as part of the licensing agreement. Lexia's professional development contract went largely unused because teachers already possessed program knowledge and/or utilized a District coach for support when needed. Imagine Learning's support was built into their contract and utilized regularly, especially with technology related issues early on in the year. Think Through Math at the middle schools received two days of training. Renaissance Learning product training and program trouble shooting was handled in-house by a District coach.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Improve access to healthy food during break and lunch times such that students are well fed and have consistent nutrition for improved academic performance.	1.2 M Orfalea Foundation and Cafeteria Fund.	The District's kitchen remodel was completed, resulting in the district's ability to prepare more items from scratch.	1.2 M Orfalea Foundation and Cafeteria Fund
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Include classified instructional support staff in all appropriate curricular and programmatic professional development to support instruction and learning.		Classified staff participated in District wide technology fair, supplemental program support training as appropriate and the 7 Habits of Highly Effective People training.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Fund 17 secondary English learner sections.	LCFF Supp/Con \$221,000 (0791)	Historically, a total of 34 English learner sections have been allocated by the District to secondary sites (10 sections per high school and 7 per middle school). The LUSD Finance Manager recommends a review of these section allocations based on number of English learners at each site and EL programs offered.	LCFF Supp/Con (1000-3000) \$285,423
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement new ELD standards and the required integrated ELD standards	District Administrator \$145,524.44 20% Title II 20% LEP 60% Supp/Con	District administrator provided oversight of implementation program in K-6 at 8 elementary sites.	LCFF Supp/Con (1000-3000) \$119,467 Title II (1000-3000) \$33,132
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	Budgeted Expenditures		Estimated Actual Annual Expenditures
English Learner professional development.	Supp/Con (1000-3000) \$116,000	Professional learning on ELD strategies was accomplished via "Constructing Meaning" training for LHS and LVMS and systematic ELD training for elementary teachers.	Title III (1000-3000) \$68,604
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Provide teachers with ongoing, research-based professional development on SBAC interim assessments and existing baseline assessments in Power Reading, Ren Place, Lexia and Imagine Learning. Utilize EL data to inform District leadership on needs for appropriate actions and resources required.		Multiple teachers were trained in SELD and began to utilize EL data to better inform student instructional needs. Teachers attended District and site sponsored professional development as well as trainings and seminars on supplemental programs in support of English learners.	Title III (1000-3000) \$62,695
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Ensure that students use instructional materials that are state adopted (TK-8) and are current with appropriate grade and course level.		Williams Act compliance was met to ensure students' access to instructional materials that were state-adopted (TK-8) and are current with appropriate grade and course level.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Deliver a strategic scope and sequence of professional development to meet the needs of staff in collaboration with educational partners and with input from school sites.		LUSD's supplemental programs offered many opportunities for professional development. The challenge was finding a common time among sites to offer various levels of training (e.g. beginning or advanced).	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Plan and deliver monthly Principal Forum sessions to build the capacity of site administrators so that they effectively facilitate the supervision of staff and development of teachers and classified staff.		Regular Principal Forums were held to address operational topics, issues as needed, secondary and elementary principals collaborated in individual groups to maximize efficiency. Next year, the academic achievement of District English learners will be a recurring agenda item.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Provide additional FTE 4-6 th for class reduction for intensive ELA and EL instruction.		An Achievement teacher was hired for every elementary school. Each site determined the priorities and focus of the teacher.	Supp/Con (1000-3000) \$829,431
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Utilize data and our District platform to facilitate the capturing and analysis of student data to assist in student placement, teacher professional development and the acquisition of appropriate materials to support student learning.		Individual student data was accessed via supplemental support programs. A centralized District platform was not implemented but is planned next year.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Implement the new ELD standards, (along with CCSS K-12) and the required Integrated ELD. Provide professional development K-12.	Elementary Site \$20,000 Supp/Con Title III	Constructing Meaning, Inside, Milestones and Edge are programs used to provide all EL students instruction that includes explicit and integrated ELD.	Title III (4800) \$24,698
Scope of service:		Scope of service:	
<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)_____		<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)_____	

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement the new ELD standards and the required designated ELD. Materials: SELD units.) Provide staff with professional development.	Title III \$120,000 Supp/Con \$40,000	Implementation of Systematic ELD was a priority. All elementary sites are delivering curriculum in a consistent manner.	Title III (1000-3000) \$182,157 (400) \$63,375 (5000) \$24,050
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Facilitate on-going site/classroom walkthroughs by site and District administrators to ensure the effective delivery of ELD program.		Regular walkthroughs by site and District administrators occurred with observation data shared with teachers.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Addition of Hmong Bilingual Assistant.	Supp/Con (2000-3000) \$27,200	A Hmong bilingual assistant provided services to English learner parents and families.	Supp/Con (2000-3000) \$27,000
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Language census translation.	Supp/Con (2000-3000) \$51,400	Language census translation services were provided to English learner students and parents.	Supp/Con (2000-3000) \$141,000
Scope of service:		Scope of service:	
<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)_____		<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)_____	

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	Budgeted Expenditures		Estimated Actual Annual Expenditures
District Bilingual Liaisons.	Supp/Con (2000-3000) \$28,000	District bilingual liaisons provided support to parents of English learners.	Supp/Con (2000-3000) \$82,500 Title I (2000-3000) \$28,500
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Strengthen and expand AVID program and plan for the future implementation of the AVID EXCEL program.	None	The AVID program was strengthened by providing release time (2 sections) for AVID Director and a plan to expand to Cabrillo and Maple High Schools.	Supp/Con (1000-3000) \$24,000
Scope of service:		Scope of service:	
<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)_____		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Facilitate on-going coaching of staff and site administrators corresponding to the effective delivery and implementation of an impactful ELD program/classroom.	None	EL coach and District Administrator regularly visited ELD classrooms to ensure fidelity to ELD programs throughout the District.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	

Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.

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

Supplemental Support Programs

District instructional coaches were assigned responsibility for a technology-based program and regularly worked with school sites in facilitating training needs and assisting with progress monitoring. Every week a technology-based support program update identifying usage and growth data was provided to the superintendent. Regular presentations to the Board of Education occurred throughout the year for each of the programs as well. Data analysis for Lexia and Imagine Learning was hampered by a lack of standardization for student placement decisions between sites and whether or not each program was used for “whole class” or “intervention” needs. Further complicating efficiency and effectivity determinations were technology problems inherent in such a large scale ramping up of technology such as we experienced in the District this year. Since Lexia and Imagine Learning essentially target the same grade levels and skill sets, all sites were advised that next year they would have to choose one or the other, with the plan to make a District-wide determination based on cost and achievement gains in 2016-2017. Interestingly, all but one site made the decision to use Lexia as their supplemental reading program for students in grades TK-3 in 2015-2016. Intervention students and “whole class” students will be in separate, clearly identified groups so their data can be compared with “like” students across different sites. As of June 5, 2015 District data reflects:

Imagine Learning

- Students using 5 hours or more – 1458
- Percent growth in literacy – 89%
- Percent growth in oral language 53%

Lexia

- Total students accessing program for medium and strong usage
- K: 92% on or above grade level
- 1st: 91% on or above grade level
- 2nd: 76% on or above grade level

Power Reading

- Total students enrolled – 1943
- Total students on or close to schedule – 1542 (79%)
- District average gain in reading level – 2.0 grade level

Renaissance Place (STAR Reading, AR Reading, STAR Math)

- STAR Reading level increase – 1.2 months growth
- Total number of students scoring 85% or above on AR Reading tests – 1849
- STAR Math level increase – 0.9 months growth

Think Through Math (Piloted at middle schools for math intervention)

- Percent grade level lessons passed (LVMS @ 21% and VMS @ 37%)
- Percent below grade level lessons passed (LVMS @ 53% and VMS @ 62%)

Illuminate Interim Common Assessments

Improving student achievement cannot take place without teachers, principals and the District knowing where students are in real time. As a result, LUSD attempted to deliver interim Common Core-based assessments using *Illuminate* as the assessment platform to deliver 45-90-135 day assessments. It was hoped that these Common Core aligned assessments would provide teachers, principals and the District office a measurement of where our students were during the course of the instructional year in order to effectively plan, adjust and deliver the appropriate instruction and curriculum to maximize achievement as measured by the new SBAC assessments. Unfortunately, it was too much too soon and after the first 45-day assessment was administered, a decision was made to suspend the remaining assessments. Operational challenges occurred in terms of concurrently supporting supplemental programs along with *Illuminate*'s requirement to use computers three times a year for large blocks of time. Coupled with concern about curriculum pacing alignment not matching the *Illuminate* tests, the determination to wait for SBAC interims was made. Next year, STAR Reading and Math (TK-10th) will be used as a progress monitoring metric along with two SBAC performance tasks.

Get Focused, Stay Focused

Cabrillo and Lompoc High School's initiative, Get Focused, Stay Focused, is designed to provide every student with the necessary information and experiences to develop college and career readiness skills and to facilitate the development of an online 10-year Career & Education Plan. Once students complete their online 10-year Plans in 9th grade, targeted classroom-based lessons in 10th, 11th, and 12th grades ensure students stay focused on their goals. Each student will be able to answer the three most important questions to be successful on their college or career path: Who am I? What do I want? And How do I get it?

Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.

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

Systematic English Language Development (SELD)

The development of a plan to facilitate and improve academic outcomes for our English learners centered around the District's SELD initiative in elementary schools. The plan included a formative focus on three levels; the teacher, site administrator and the District. The structure allowed for targeted assessment and support for the teachers and schools that were delivering the SELD program. Systematic ELD curriculum units were purchased in the summer of 2014 and three District teachers completed training as EL Achieve SELD trainers. Local teacher trainers were now able to support new and veteran teachers in the delivery of the SELD curriculum. District administration and site administrators were involved in the direct observation and populating of the assessment and feedback tools. Periodic classroom walk-throughs and site visitations, along with review of ongoing formative data and feedback, improved overall program fidelity and helped to maintain the District's priority for academic improvement of our English learners. Additionally, the English learner instructional coach conducted regular walk-through visits in all elementary and secondary ELD classrooms and scheduled debriefing sessions with each of the principals. The monitoring raised awareness of the need to include designated ELD instruction in the schools' daily schedules.

Constructing Meaning (Lompoc High School and Lompoc Valley Middle School)

Constructing Meaning is a program at Lompoc High School and Lompoc Valley Middle School that provides explicit language for content instruction through a detailed framework for infusing academic language instruction into secondary content area classrooms. The framework introduces and recommends a research-based approach for teaching vocabulary, text structures, and discourse patterns relevant to a wide range of academic purposes. Particularly, Constructing Meaning addresses academic English instruction specific to grade level content standards that infuses explicit language support. That support is integrated into content instruction enabling students to think, discuss, read, and write about the content topic. Constructing Meaning equips students with the language and literacy skills needed to access the academic content in their courses of study and express the sophistication of their thinking for college and career. Though designed for English Language Learners, the goal is to create cohesive and coordinated Constructing Meaning literacy practices infused throughout the curriculum, which enhances the literacy skills of all students.

AMAO 1

In the fall of 2014, LUSD tested 1977 English learners. Forty-nine percent (986) of these students made at least one level growth on the California English Language Development Test (CELDT) from the last test administration in the fall of 2013. The result reflects a decline of 6.7% in the progress rate for LUSD students. The proficiency rate also dropped from 18.2% for students in the country for 5 years or less to 16.8%. For students who were in the country for 5 years or longer, the proficiency rate dropped from 49.7% in 2013-2014 to 45% in 2014-2015. It should be noted that the CELDT was administered before the beginning of the 2014-2015 school year for the first time. Secondary students in grades 7-12 were invited to schedule the test at the LUSD Education Center, a centrally located facility in Lompoc, to allow students to test without having to miss instruction. Elementary students continued to test during class time.

AMAO II

LUSD tested 1221 students in the US for less than 5 years and 16.8% achieved CELDT level 4 or 5, demonstrating proficiency -- the goal was 24.2%. Of the students in the US for five or more years, 45% achieved proficiency, but the target for the cohort was 50.9% in 2014-2015.

ELD Leadership Team

Five meetings of the ELD Leadership Team included fifteen representatives from elementary, middle and high schools. Major discussions centered on the implementation of the Systematic ELD Units and how the skills taught might transfer into the core. Another topic of discussion included the importance of monitoring the implementation of all ELD programs and the need for ongoing classroom observations.

Elementary Achievement Teachers (4-6)

The utilization of the 4-6 Achievement teachers was based on site dependent needs. The schedules were devised by the principals in collaboration with the 4th-6th grade teachers to equalize teacher contact time and allow for intervention, enrichment, or core instruction. The principals reported on the challenges such a schedule presents as well as the benefits to students. The Achievement teachers provided instruction in hands-on science, arts, PE or health/fitness, and writing/math workshops where students engaged in Common Core performance tasks. At some sites, the Achievement teachers worked with small groups to support students through math and language arts interventions.

Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.

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

Science, Technology, Engineering, Arts & Math (STEAM)

The District's STEAM initiative gained traction in 2014-2015. Two secondary teachers were provided release time (two sections each) to generate an instructional pathway for teachers and administrators to pilot, build, implement and deliver a STEAM program that supports New California State Standards/ELD and NGSS. Four STEAM units were developed and made available to 2-5 grade teachers, along with a white paper that identified key learning, anticipated challenges and applications for the implementation of STEAM in classrooms, school sites and district-wide. Professional development opportunities and STEAM activities included:

- STEM Symposium in San Diego--12 LUSD teachers and 5 administrators
- NSTA Regional Conference in Long Beach--8 teachers
- Introduction to NGSS--approximately 60 teachers in October, 50 in November and another 150 in February
- STEM Focus Group training with Hancock College and Endeavour Center--14 teachers
- Weekly collaboration with teachers at La Honda and Miguelito to discuss implementation of STEAM lessons & units using NGSS and New California State Standards/ELD as a guide.
- Teacher led PD for entire school site to help foster better understanding of NGSS and STEAM.
- STEAM Curriculum and other resources were adapted for use in classrooms including "Engineering is Elementary" and "California Education and the Environment Initiative."
- Database in Google Drive (shared with teachers) to help in development of STEAM lessons and units.
- STEM webpage with links to help teachers more efficiently develop STEAM lessons that integrate NGSS and New California State Standards/ELD.
- Arrangement of field trips to Cal Poly (March 13th) and Imerys (May 21st) where 4th through 6th grade students engaged in hands-on STEM.
- End of year STEM Expo (Science Fair and Engineering demonstrations) hosted by Lompoc High School (LHS) and sponsored by a partnership of American Institute of Aeronautics and Astronautics (AIAA), Endeavour Center and LUSD.
- STEAM Festival hosted by LHS to celebrate STEAM activities that students district wide are engaged in and to raise awareness within the community of the motivational power of STEAM to engage students in science, technology, engineering, art, and math.
- Miguelito teachers and administration developed a Family Science Night which successfully drew a large crowd of students and parents to celebrate and participate in a variety of hands-on activities.
- STEMCubed Consulting worked with La Honda Elementary to lay the groundwork for a STEAM magnet school, first identifying vision and mission statements, gathering data through a site climate survey, and then defining measurable outcomes.

Concurrent Enrollment with Allan Hancock College

A memorandum of understanding (MOU) was signed by Lompoc Unified School District and Allan Hancock College that sets forth an agreement for a Concurrent Enrollment Program. The MOU identifies proposed courses, instructor qualifications, grading, scheduling and coding of courses. The opportunity for LUSD high school students to receive college credit is a significant step forward in the District.

Two-Way Dual Immersion Program

The LUSD Dual Immersion Magnet program is located at Arthur Hapgood Elementary School. The 90:10 immersion model is structured to include 90% of instruction taught in Spanish and 10% in English in K-1, with English instruction increasing each year until 50% of instruction is in English and Spanish by fifth grade. Classes are comprised of 1/3 native Spanish speakers, 1/3 native English speakers and 1/3 of students who are bilingual. In 2014-2015, 3 kindergarten, 2 first grade and 2 second grade classes comprised the program.

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Original GOAL from prior year LCAP:	2. Promote effective communication among students, staff, community and stakeholders.		Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low income, English learners and foster youth.		
Expected Annual Measurable Outcomes:	Zangle, Parent Link, Newsletters, LUSD website, community events, agendas/attendance records for collective impact groups and other partnerships or evidence of impact of local involvement.	Actual Annual Measurable Outcomes:	Zangle, Parent Link, Newsletters, LUSD website, fall and spring community literacy events, agendas/attendance records for Collective Impact groups, 12 editions of Lompoc Vision and LCAP Stakeholder Online Survey (500 completed via individual school site ELACs, SSCs and PTSA's).	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Utilize Parent Connect, Nixle and other electronic mass communication tools.		Parent Connect (a secure app that helps parents get timely attendance, grades, h/w, and discipline reports on iPads/iPhones) was used to provide district parents with a single view to see all of their children's academic progress. Students had the capability to log in to view their individual data as well. Nixle, a community info service, was used to keep parents up-to-date with relevant information about local safety and schools. Information was immediately available over text messaging, by email and over the web.	None	
Scope of service:		Scope of service:		
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Partner with the Lompoc Vision in facilitating the effective messaging of school and district initiatives, progress and outreach.	Title I \$18,000	LUSD purchased monthly space (four pages) in the Lompoc Vision, a local publication that validates positive activities and events in the Lompoc Valley. The goal was to inform, educate and validate the District's education programs.	Title I (5000) \$20,000	
Scope of service:		Scope of service:		
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

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Planned Actions/Services		Actual Actions/Services	
Promote effective communication among students, staff, community and stakeholders.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Schedule multiple opportunities for parent input utilizing existing parent group schedules, as well as hold on-going parent meetings hosted by District support programs.		Parent input was actively solicited through site school site councils (SSC), ELACs, PTSAs, GATE parent meetings, math pathway parent nights, LCAP stakeholder involvement survey, DELAC and Special Ed parent meetings.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Fold the Superintendent's Fiscal Policy Committee into the Superintendent's Advisory Committee on LCAP.		The Superintendent's Advisory Committee (comprised of LFT, CSEA, DELAC, management and a board of education member met twice a month) to review data and determine LCAP priorities based on stakeholder input.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Provide language census and translation services to District families.	Supp/Con Language Census \$51,400 CELDT Testing \$90,000	Spanish and Hmong translation services were provided for District initiatives and needs, but often, services were extended to sites and to our ASES providers at the Boys and Girls Club and the YMCA. A new test administration schedule for CELDT, where students were tested in the summer, was intended to reduce the amount of time students were out of class.	Supp/Con Language Census (2000-3000) \$69,220 CELDT Testing (2000-3000) \$183,957
Scope of service:		Scope of service:	
<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)_____		<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)_____	
District bilingual liaison assists with translation needs of site and district meetings, written communication, and phone and community outreach tasks.	Supp/Con \$28,500	District bilingual liaison assists with translation needs of site and district meetings, written communication, and phone and community outreach tasks.	Title II (2000-3000) \$27,152
Scope of service:		Scope of service:	
<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)_____		<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)_____	

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Planned Actions/Services		Actual Actions/Services	
Promote effective communication among students, staff, community and stakeholders.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Identify and recruit tenants for the El Camino Campus Community Center that will provide services in the areas of a community day school, programs for teenage mothers, adult education, migrant education, Workforce Investment Board, ROP, Center for Employment Training, Emergency Medical Training, Sports based programs and cultural dance.		LUSD procured multiple tenants for the El Camino Campus Community Center – Adult Ed, El Puente Community Day School, migrant education, Workforce Investment Board (WIB), and Center for Employment Training.	None
Scope of service:		Scope of service:	
<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Participate in community-based events and activities (Flower Festival, Old Town Market and Community Fairs).		Two well attended community literacy fairs sponsored by LUSD were held at the El Camino Community Center. The District also manned an education booth at Lompoc's Old Town Market during the summer months.	None
Scope of service:		Scope of service:	
<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Partner with support programs to create videos that effectively communicate and facilitate the messaging of our District/school programs and initiatives.		Imagine Learning created a video starring a La Honda Elementary student to demonstrate elements of the program and targeted population. Power Reading created a video that highlighted Fillmore Elementary students using the program. A video message from the superintendent is on the District's website.	None
Scope of service:		Scope of service:	
<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Plan, schedule and deliver on-going parent meetings that are hosted by District supplemental program providers.		The parent meetings hosted by supplemental program providers occurred as a result of their participation in community literacy events.	None
Scope of service:		Scope of service:	
<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

Promote effective communication among students, staff, community and stakeholders.

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

Promoting effective communication among students, staff, community and stakeholders was one of the District's biggest achievements in 2014-2015. Firstly, a genuine effort to solicit stakeholder input for the development of the Local Control Accountability Plan (LCAP) was accomplished. All schools were provided with an LCFF/LCAP PowerPoint to present to their School Site Council meetings, ELACs, and PTsAs. At both high schools, student groups actively participated in discussions around what they viewed as priorities for their education. A memorable exchange with a student over the Basic Services priority occurred when the physically impaired 12th grader asked if fixing sidewalk cracks throughout the campus was an appropriate suggestion. Poignantly, the student struggled throughout his high school career to navigate the campus because the facility was not maintained in good repair. An active exchange with DELAC parents occurred when presented with information on the new Local Control Funding Formula (LCFF) and LCAP. More outreach is required on the part of the District to obtain input from Spanish speaking parents about how we can better support the education of their children. Eighteen Spanish speaking parents filled out the online survey and twelve completed the hard copy survey. In comparison, 507 English speaking parents submitted survey responses.

A major initiative in promoting effective communication was established with the unveiling of LUSD's first Collective Impact Model. The Model is intended to bring all sectors of community together in partnership aimed at improving student achievement. Collective Impact Models are partnerships between groups of stakeholders who come together to resolve complex social problems by aligning resources and policies toward a common goal. In the case of Lompoc Unified, the partnership includes a wide variety of more than two dozen stakeholders, including the City of Lompoc, Santa Barbara County Office of Education, YMCA, the Boys and Girls Club, Workforce Investment Board, Center for Employment Training, and a number of education and after school service providers, all of whom have pledged to unite behind the common goal of improving student performance and outcomes. It marks the first time in the region's history that so many stakeholders have joined together to affect change throughout the community. "Given the complexity of many of the issues that our students face on a daily basis, it is critical that we create a safety net for our students here in Lompoc," said Lompoc Unified School District Superintendent Trevor McDonald. "Having the support of our community partners to ensure our students are in the best position to arrive to school each day ready to learn allows the District to focus more attention and resources on our students' academic performance in the classroom. The model we have created is a much more holistic approach to education, demonstrating the understanding of all of our partners that there are a number of factors that determine our students' relative success, and that we need to work together to give our students the best chance of achieving their dreams." In order for the Collaborative Impact Model to be successful, a number of specific conditions had to be met by all participating parties, including adopting common agendas and shared measurement systems, engaging in continuous communication, coordinating activities and services, and agreeing that the Lompoc Unified School District will be the anchor organization that will coordinate each Collective Impact Model member's efforts. LUSD's Education Services Department coordinated efforts between all of the Collective Impact Model members. The 1st Annual Community and Education Fair took place on Saturday, August 9, 2014 at the El Camino Community Center and the Spring Celebration for Literacy was a wonderful community event on Saturday, May 30, 2015. Our students are fortunate to have so many stakeholders and organizations vested in their success. The District looks forward to proving the success of this collaboration and, ultimately, establishing it as a national model for how communities can rally together to improve student learning and help prepare them for the challenges and opportunities that await them in college and in the workforce.

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Original GOAL from prior year LCAP:	3. Implement Common Core State Standards to ensure 21st Century skills.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low income, English learners and foster youth.		
Expected Annual Measurable Outcomes:	Graduation rates, A-G course completion, Career Tech (CTE)/ROP enrollment, partnership academy grants, analysis of appropriate infrastructure to support technology integration, access to current technology and instructional practices.	Actual Annual Measurable Outcomes:	AMAOs 1 & 2, API 3-year average, District STAR Reading and math, RFEP rate, UC/CSU course completion, AP Pass Rate (3 or higher). (See Goal #1 for data metrics.)	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Student learning will improve through implementation of the Common Core State Standards and strategic planning for College and Career pathways (e.g. bi-literacy and STEAM, physical education and health) in collaboration with local agencies and institutions of higher learning.		Note: Goal #3 was identified in Section 2 of last year's LCAP, but actual actions and services for this goal were captured under Goal #1 -- Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups. Implementing CCSS to ensure 21 st century skills is a priority, captured under goal #1 of the annual update.	None	
Scope of service:		Scope of service:		
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		

Implement Common Core State Standards to ensure 21st Century skills.

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

Twenty-first century learning environments and opportunities are essential to prepare all students for the challenges of work, life, and citizenship in the 21st century and beyond, as well as ensure ongoing innovation in our economy and the health of our democracy. They are essential for success in today's world and include the 4Cs of critical thinking and problem solving, communication, collaboration and creativity and innovation. In LUSD, these skills are developed while students study core subjects. As today's students face higher expectations in both school and the workforce, 21st century skills help to prepare students for what they will need to know and be able to do in school and college, at work and throughout all aspects of personal and civic life.

Technology is integral to a student's ability to attain 21st century skills. Prior to this year, LUSD, along with countless other districts, did not have the fiscal resources to support technology infrastructure. Purchases and/or computer upgrades, LCD projectors, Smart Boards, and document cameras were deemed non-essential in an environment where most were struggling to maintain fiscal solvency. Couple years of no funding for the systematic replacement of district technology, technological advances coming faster than replacements could be made and the introduction of SBAC, our district faced significant challenges in this foundational element of 21st century skills and assessment accountability preparedness. We know that simply buying computers on a 2:1 or even 1:1 basis will not ensure 21st century skills. It's the application of technology standards as a necessary component of New California State Standards/ELD that will lead to students prepared to meet 21st century challenges. Importantly, this year has seen vital improvements in our district's ability to provide students with technology capabilities. Starting with the hiring of an Information Technology Director, LUSD established short term and long range goals required to support the instructional shifts associated with New California State Standards/ELD. To begin the year, all teachers were provided with a new Laptop computer. New student computers were deployed across the district to support supplemental reading and math programs, technology standards lessons and administration of Illuminate and SBAC assessments. Seven model technology classrooms were created at four different elementary sites where teachers utilized Code.org, Schoology and Edmodo, Padlet and Prezi. The mobile app *Parent Link LUSD* was launched providing parents with instant updates right to parents' mobile phones. Wi-Fi capability more than doubled the previous year's capacity at all sites, allowing for New California State Standards/ELD instruction with integrated and embedded use of technology. District technology professional development offerings included multiple workshops and even a LUSD Tech Expo for all district employees. Google, Ed Camp, CUE, CETPA were a few of the conferences that LUSD personnel attended. Next year, more emphasis will be focused on providing teachers with professional development opportunities that integrate the use of technology as a necessary component in the acquisition of New California State Standards/ELD skills.

The following is a list of District technology procurements/upgrades/trainings and does not include individual site purchases:

Deployed

665 Lenovo ThinkPad Tablets - Touchscreen Windows 8.1(Students)
 600 Toshiba 13.3" Chromebooks (Students)
 15 Epson 595wi Short Throw Interactive Projectors
 700 Dell Laptops to all Teachers

Implement Common Core State Standards to ensure 21st Century skills.

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

Infrastructure Upgrades and Improvements

Building and Installing Wireless Network
 Bandwidth increase from 100mb to 1 gigabits per Elementary and Middle School site
 Bandwidth increase from 1 gigabit to 10 gigabits to both Comprehensive High Schools
 Installed 300 Cisco Wireless Access Points distributed throughout the schools
 From 3 schools having wireless – to the entire district (15 schools)
 Upgraded Server Rooms and Servers at both High Schools
 Upgraded Server Rooms at 2 Elementary Schools
 Installed 5 Media Servers throughout the district
 Installed Unified Wireless Control from the District Office
 Increased internet bandwidth from 140 megabit to 500 megabits
 Upgraded from Cisco Firewall to Palo Alto Layer 7 Firewall
 Built 8 additional Computer Labs at all secondary Schools for Smarter Balanced Testing

Programming

- Deployed Imagine Learning Literacy Intervention and Vocabulary program to all students at all sites
- Renaissance Place Literacy and Math to all students at all sites
- Power Reading/ Reading Plus Literacy Intervention Program to all students at all sites and parents or community members
- Lexia Core 5 to all students at all sites
- Illuminate Data and Assessment System for all students, teachers and administrators at all sites
- ParentLink – Branded LUSD Mobile App – to all
 Also – social media hosting
 Parent notification system

Developed

- 7 Model Technology Classrooms -- These classes have access to technology every day with their own set of computers.

Professional Development

- Held a District wide Professional Development – Technology Expo for all staff – running 20 technology sessions per hour during an all-day Professional Development Day
- Provided 21st Century Digital Literacy Skills to all Elementary Teachers on Common Minimum Days
- Offered Coding Courses for teachers - to teach their students
- Google Chrome Training 33 teachers
- Google Summit Training for 7 leads
- Beginning of the Year Training for all High School and Middle School Teachers on Illuminate Data and Assessment System
- Beginning of the Year Training for all Elementary School Teachers 21st Century Common Core Technology Integration Training

Next year, LUSD will continue to support the systematic acquisition of technology and the development of teachers' curricular strategies that integrate technology standards as a necessary component of New California State Standards/ELD. Specifically, new goals include:

1. Increasing the Model Technology Schools from 7 to 12 – there will be at least one Model Technology Classroom at every elementary school.
2. Facilitate observations of Model Technology Teachers to provide examples of what integrated technology looks like in the classroom- this can then be replicated in all classrooms.
3. Model Technology Teachers will receive release time to go and provide sample lessons to other classrooms so that teachers can see what the process looks like from beginning to end taking their own students and moving them forward.
4. Provide EdCamp unconference opportunities at least one time per month for any and all teachers needing support on integrating technology, using web 2.0 tools and supporting teachers in their instruction.
5. Provide webinars from our vendor and software partners so that these programs may be utilized in the most efficient manner.
6. Using our professional development days to provide quality relevant training that supports integrating technology, using media and communicating with media.

Supporting teachers with curriculum coaching that includes 21st century digital citizenship, web 2.0 tools and all media integration through meetings, modeling, conferencing and training.

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Original GOAL from prior year LCAP:	4. Develop the capacity of all staff to meet the academic needs of all students.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low income, English learners and foster youth.		
Expected Annual Measurable Outcomes:	Student learning will be supported through purposeful professional development of school personnel, both certificated and classified.	Actual Annual Measurable Outcomes:	Credentialed teacher rate 98.57%, Credentialed teacher teaching outside subject area rate 3.46%, Highly Qualified teacher rate 99.93%, most recently adopted textbooks rate 100%, overall facility rate (good), students lacking own copy of textbook rate (none), and teacher misassignment rate (none).	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Ensure District instructional staff is highly qualified as required by federal and state statute. Utilize PD 360 with certificated and classified staff as an online digital library resource to improve instructional strategies. Lompoc Apprentice Teacher Support System Teachers (LATSS) work with new teachers to improve instructional strategies, curriculum alignment and classroom management skills.	LATSS Teacher \$99,324 –swept 01-0271 PAR dollars. Three LATSS teachers - \$272,862 (Title II)	Ensured District instructional staff was highly qualified as required by federal and state statute. Utilized PD 360 with certificated and classified staff as an online digital library resource to improve instructional strategies. Lompoc Apprentice Teacher Support System Teachers (LATSS) worked with new teachers to improve instructional strategies, curriculum alignment and classroom management skills.	Supp/Con (1000-3000) \$332,860	
Scope of service:		Scope of service:		
<u>X</u> ALL __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Deliver a strategic series of PDs for each District academic support program (foundational through advanced) to develop capacity of teachers, site administrators, and appropriate classified staff.		Delivered a strategic series of PDs for each District academic support program (foundational through advanced) to develop capacity of teachers, site administrators, and appropriate classified staff.	None	
Scope of service:		Scope of service:		
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Monthly Principal Forums are planned and delivered to build the capacity of site administrators so that they effectively facilitate the supervision of staff and development of teachers and classified staff		Monthly Principal Forums were planned and delivered to build the capacity of site administrators so that they could effectively facilitate the supervision of staff and development of teachers and classified staff.	None	
Scope of service:		Scope of service:		
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

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Planned Actions/Services		Actual Actions/Services	
Develop the capacity of all staff to meet the academic needs of all students.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Plan and deliver a monthly series of common minimum days at elementary schools. Collaboratively plan middle school and high school professional development (PD) days.	LCFF Base \$30,000	Planned and delivered a monthly series of common minimum days at elementary schools. Collaboratively planned middle school and high school professional development (PD) days.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Support on-going PD by outside educational experts in the areas of ELD, Common Core, Instructional pedagogy, content area(s), assessment, coaching, supervision and staff development. Engage in collaborative PD sessions with partners from business and higher education.		Supported on-going PD by outside educational experts in the areas of ELD, Common Core, Instructional pedagogy, content area(s), assessment, coaching, supervision and staff development. Engaged in collaborative PD sessions with partners from business and higher education.	LCFF Supp/Con (5000) \$37,125
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Facilitate entry planning by site administrators to ensure the impactful educational activities, initiatives and operations at each school. Build capacity in the area of instruction and learning of site administrators through the use of case studies.		Entry planning by site administrators was not implemented as planned. Capacity was built in the area of instruction and learning of site administrators through ongoing professional development opportunities.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Teachers and principals participate in ongoing formative conversations around teaching and learning.		Teachers and principals participated in ongoing formative conversations around teaching and learning.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	

Develop the capacity of all staff to meet the academic needs of all students.

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

Developing the capacity of all staff to meet the academic needs of all students is integral to the District's vision to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career and life. Significantly, the shift to New California State Standards/ELD requires professional development opportunities for teachers – opportunities that will help them enhance their knowledge and develop new instructional practices. LUSD's introduction of PD360 (a professional learning platform available on nearly any device) was intended to provide teachers with tools and resources to implement New California State Standards/ELD. The program's Common Core resources included unlimited access to a library (400+) of standard-specific training videos as well as Common Core-aligned lesson guides. However well-intentioned the idea to offer District teachers a library of training videos, utilization of the program was insufficient to warrant renewal of the PD360 contract. The rollout of SBAC's digital library and the availability of countless other web-based resources provide as much or more opportunities for teachers to access resources aligned to New California State Standards/ELD that are "no cost" to the district.

Like other districts, LUSD was engaged in a major transition in 2014-2015. The dramatic instructional shifts required to implement New California State Standards/ELD, the advent of a Local Control Accountability Plan (LCAP), a new Local Control Funding Formula (LCFF), Smarter Balanced Assessment Consortium (SBAC) and significant organizational changes challenged stakeholders to take a step back and review, and even simplify the community's vision for the education of our students. While important work was accomplished, the LCAP development process made explicitly clear a desire on the part of stakeholders to concentrate on what New California State Standards/ELD looks like in classrooms – not theory, but actual lessons that incorporate critical thinking, collaboration, communication and creativity. Next year the District will focus its vision of teaching and learning to include an emphasis on what New California State Standards/ELD (including technology integration) looks like across grade levels. Common Core Councils will be utilized for collaboration around curricular strategies, lesson studies, common formative assessments and data analysis. Instructional coaches will be content centered with an emphasis on practical application of New California State Standards/ELD standards in math, Next Generation Science Standards and English Language Arts and English Language Development. Planning is underway with Santa Barbara County Office of Education to deliver a series of professional development opportunities for teachers that concentrates on providing practical skills and strategies that can be readily applied in day to day lessons. Finally, while we recognize the need to train teachers and classified staff in the use of the District's supplemental support programs, the District must do a better job to ensure supplemental program needs do not obscure the importance of developing teacher capacity in delivering New California State Standards/ELD lessons.

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Original GOAL from prior year LCAP:	5. Provide a safe and respectful learning environment for all students and staff.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low income, English learners and foster youth.		
Expected Annual Measurable Outcomes:	Student suspension rates, student expulsion rates, Williams Act Report, Healthy Kids Survey, Attendance/SARB and pre/post school bullying assessments.	Actual Annual Measurable Outcomes:	High school cohort dropout rate 6.9%, high school cohort graduation rate 87.3%, middle school dropout rate 0%, expulsion rate 0.1%, suspension rate 5.3%, truancy rate 36.8%, attendance rate 94.26%, and chronic absenteeism rate 11.37%.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Utilize District, city and county safety resources to insure safe campus security and safety procedures.		The District teamed with the Lompoc Police Department to conduct an active shooter exercise at the El Camino Community Campus. Lompoc Police Chief delivered a presentation at a Principal Forum that discussed the importance of establishing a "trust factor" between officers and citizens in local law enforcement relationships. Monthly meetings of the district's safety committee addressed site safety and emergency preparedness procedures. District administration attended a two-day training for models of safe schools using guidelines/procedures discussed in the National Education Security Initiative (NESI).	None	
Scope of service:		Scope of service:		
<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Extend anti-bullying program called <i>Stand Tall</i> to additional school sites.	\$10,000 LCFF Base Grant/Swept 01-0405 Safety dollars.	Principals were introduced to <i>Stand Tall</i> at a community breakfast sponsored by the United Boys and Girls Club. The initial purchase of Stand Tall curriculum was enough to provide support to elementary schools who were interested in maintaining the program from the prior year.	None	
Scope of service:		Scope of service:		
<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

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Planned Actions/Services		Actual Actions/Services	
Provide a safe and respectful learning environment for all students and staff.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Two school resource officers assigned to the District's high schools will provide support as needed.	LCFF Base Grant \$110,000	The resource officers provided law enforcement and police services to LHS and CHS. Besides investigating allegations of criminal incidents, officers established and maintained a close partnership with school administrators. Officers were visible within the school community and built relationships with staff as well as with student and parent groups.	LCFF Base (2000-3000) \$154,778
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Provide student transportation training days for the District's bus drivers.	LCFF Base Grant/Swept 01-0405 Safety dollars \$20,000	District bus drivers were provided training to ensure they possessed the necessary tools to safely transport students. Driver attitude, student management, loading and unloading and emergency evacuation were topics addressed.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Institute Peace Chair Program to help students develop conflict resolution skills.	LCFF Base Grant 5000-5999 \$10,000	The Peace Chair Program was instituted to help students develop conflict resolution skills and to provide opportunities for dialogue around anti-bullying and conflict.	LCFF Base (5000) \$10,000
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Institute Solutions for People Program to provide at-risk students with counseling support. The program's mission is to provide solutions for people with addictions, through prevention, education, intervention and treatment.	LCFF Base Grant 5000-5999 \$10,000	The program was not offered in the District.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	

Section 2: Annual Update 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
Provide a safe and respectful learning environment for all students and staff.	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue the partnership with local safety agencies to allow high school students and their parents to participate in the Every 15 Minutes program.	Minimal	Cabrillo High School participated in the Every 15 Minutes program. Expenses were covered by community donations and nominal site discretionary monies.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Facilitate on-going professional development to ensure fidelity and the effective delivery of all programmatic initiatives that support a respectful and safe learning environment for all students.	LCFF Base	Individual sites implemented programmatic initiatives that supported a respectful and safe learning environment for all students. For instance, WEB (Where Everybody Belongs) at LVMS, Conq Camp at CHS, multiple BEST programs and a secondary conflict resolution class are examples of the district's awareness of the need to maintain a positive learning environment.	None
Scope of service:		Scope of service:	
<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)_____		<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)_____	
Partner with Lompoc Valley Community Health Care Organization to offer the Safe Routes to School (STRS) Program to improve the health and well-being of children by enabling and encouraging them to walk and bicycle to school		The SRTS program was in operation all year at 7 of the District's elementary schools. Program monitors examined conditions around schools and conducted projects and activities that worked to improve safety and accessibility, and reduce traffic and air pollution in the vicinity of schools.	Safety \$\$ LCFF Base (5800) \$4,750 (4300) \$9,774
Scope of service:		Scope of service:	
<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)_____		<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)_____	

Provide a safe and respectful learning environment for all students and staff.

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

Providing a safe and respectful learning environment has never been more important. Violence or the fear of violence can cause concern within schools, even if they are not directly affected by the events. It is important that Lompoc Unified School District provide leadership and communication in reassuring students, staff, and parents that our schools are very safe places for children and youth. Formal reviews for all school safety policies and procedures to ensure that emerging school safety issues are adequately covered in current school crisis plans and emergency response procedures are conducted. A review of the communication systems within our district and with community responders to address how and where parents will be informed in the event of an emergency was an element of a jointly planned "active shooter" exercise with the Lompoc Police Department. While there are a number of steps our administrators take to reinforce the fact that Lompoc schools are safe environments, student and adult comfort levels are enhanced when administrators, teachers and staff are a visible, welcoming presence at school, greeting students and parents and visiting classrooms.

Lompoc Unified School District would benefit from the re-energizing of the Building Effective Schools Together (BEST) program throughout District schools. The BEST Program provides a standardized staff development program that is designed to develop and administer effective school rules and discipline policies at both school-wide and classroom levels to decrease school violence and antisocial behavior. BEST involves intervention strategies such as review and refinement of school discipline policies; use of positive reinforcement and recognition for good behaviors, both school-wide and in individual classrooms; clarification and teaching of behavioral expectations for student behaviors; and systematic collection and review of discipline referrals to guide decision making and planning. In 2013-2014, LUSD's expulsion rate was 0.1% with a total of 13 expulsions (Hispanic-8, White-2, African American-1, Two or More Races-2). The suspension rate was 5.3% with 1,023 suspensions (Hispanic-721/378 unduplicated, White-177/105 unduplicated, African American-84/37 unduplicated and Two or More Races-24/21 unduplicated). Santa Barbara County's expulsion rate was 0.1% and its suspension rate was 4.2% the same year. More troubling is LUSD's truancy rate of 36.78% in 2013-2014, up from 29.26% in 2012-2013. Explicit actions to reduce chronic absenteeism and truancy are of paramount importance if LUSD is to make gains in the academic proficiencies of its students. Since 2012-2013, LUSD has implemented a targeted attendance program called Attention to Attendance (A2A). While the program assists LUSD in managing attendance data such as tracking students who have three, five and seven or more unexcused absences and sends out corresponding letters, as well as tracking parent conferences, understanding the root causes of such high truancy demands the formulation of a district task force. An action in next year's LCAP will require the formation of a District task force with representatives from both secondary and elementary schools to develop a plan to address truancy challenge in our District.

A Safe Routes to School (SRTS) Grant (\$411,000) was awarded to LUSD by the California Department of Transportation to provide opportunities to improve the health and well-being of local children by enabling and encouraging them to walk and bicycle to school. SRTS programs examine conditions around schools and conduct projects and activities that work to improve safety and accessibility, and reduce traffic and air pollution in the vicinity of schools. As a result, these programs help make bicycling and walking to school safer and more appealing transportation choices thus encouraging a healthy and active lifestyle from an early age.

Next year, LUSD is planning to work with First 5 California to initiate/expand services in Lompoc. First 5 California was created by voters under Proposition 10 to recognize children's health and education as a top priority, especially in the early years of development. Research shows 90 percent of a child's brain develops in the first five years of life. Making those years count is what First 5 California is all about. Their focus is to educate parents and caregivers about the important role they play in their children's first years.

LUSD has been accepted into the Cal-SOAP Regional Consortium. We are joining Santa Maria, Guadalupe, Lucia Mar, Paso Robles, Cuesta College, Hancock College, Cal Poly and UCSB on the Governing Board. Additional support for our high school counselors, students and parents will result from this partnership. Events and collaborative activities that are planned include Cash for College nights, Counselor Professional Development opportunities and breakfasts, student tutoring, student summer opportunities at UCSB and student/parent college and financial aid application support.

LUSD initiated a new integrated operational and curricular approach to health and wellness at each school site and within the monthly Principal Forum. This was accomplished in collaboration with the District's manager for Child Nutrition Services as an initiative to facilitate the compliance of our District related to CDE food services requirements and provide CCSS aligned health and wellness curriculum and resources. Significantly, the District was invited to co-host a School Wellness Summit funded and organized by the Orfalea Foundation. LUSD has been recognized as a leader in the area of integrating health, wellness, leadership development and organizational change. As a result, Southern California Kaiser requested that the Assistant Superintendent of Education Services be the keynote speaker at the Healthy Eating Active Living (HEAL) Summit in Pasadena to speak with over 200 participants (educators, administrators, health care professionals, community members and non-profit organizations) to discuss the District's work in Lompoc.

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Original GOAL from prior year LCAP:	6. Apply best practices in teaching and learning, including effective implementation of Common Core State Standards (CCSS).		Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Low income, English learners and foster youth.		
Expected Annual Measurable Outcomes:	Evidence of professional development in the classroom.		Actual Annual Measurable Outcomes:	AMAOs 1 & 2, API (3-year average), EAP ELA and math, District STAR Reading and math, RFEP rate, UC/CSU course completion rate, AP Pass Rate (3 or higher), CTE course sequence completion rate, AP enrollment, AP courses offered, CTE course enrollment, intervention/remediation course enrollment rate and UC/CSU required course enrollment rate. (See Goal #1 for data metrics.)
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Students learning will be strengthened through focused professional development on standards based math, ELA, and ELD.	See Goal #1	Note: Goal #6 was identified in Section 2 of last year's LCAP, but actual actions and services for this goal were captured under Goal #1 -- Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity in levels of achievement among student subgroups.	See Goal #1	
Scope of service:		Scope of service:		
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		

Apply best practices in teaching and learning, including effective implementation of new California state standards.

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

The specific actions and services associated with Goal #6 “Apply best practices in teaching and learning, including effective implementation of Common Core State Standards (CCSS)” are identified under Goal #1 of the LCAP. Nonetheless, it is useful to address some overarching needs related to the New California State Standards/ELD in the District. After reviewing stakeholder survey data, it is apparent that more work is required in the practical application of New California State Standards/ELD in District classrooms. Ongoing training for supplemental support programs (Imagine Learning, Lexia, Power Reading, Learning Dynamics, STAR Reading, STAR Math, Early Literacy, Accelerated Reading, Accelerated Math, and Think Through Math) sometimes obscured the District’s need to focus on New California State Standards/ELD. Also, after a long period of fiscal limitations, LUSD ramped up the procurement of technology to support supplemental programs, SBAC and Illuminate interim assessments. Such large purchases of computers, along with requisite staff trainings for Illuminate and SBAC, further encroached upon the District’s need to focus on New California State Standards/ELD. The decision to use Illuminate interim assessments was made in the absence of SBAC interims. As background, in early fall, the District’s concern was how we were going to monitor student progress since CSTs were not administered and academic performance indexes (API) were frozen based on a three-year average. Resultantly, the first-ever District-wide common assessment was administered, but not without software glitches and valid concerns on the part of teachers. Even though District coaches were provided an intensive training on Illuminate to enable them to support the sites during the testing and follow-up activities throughout the assessment period, many roadblocks were encountered. While it was anticipated that Illuminate interim assessments would provide teachers, principals and the District with important data to be used to guide instruction, inform planning for staff development and identify technology needs prior to SBAC testing, the decision was made to suspend Illuminate interim tests after one administration and consider the use of SBAC interims upon their release. Decisions have not been finalized about what elements of SBAC interims will be used in 2015-2016, but a targeted focus on practical applications of New California State Standards/ELD in every classroom is a priority.

Like other districts, LUSD actively investigated Common Core aligned materials. What we found was that many textbooks claimed to be Common Core, but in fact, were old adoptions with Common Core stamped on the cover. The message to parents, teachers, students and the community needs to be clear that New California State Standards/ELD is not a curriculum, but more about a set of high-quality academic standards in mathematics and English language arts and literacy. The learning goals are what a student should know and be able to do at the end of each grade and were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career and life. That said, LUSD needed to adopt mathematics curriculum (or materials) and subsequently went through a labor intensive adoption process. Secondary math teachers evaluated several math curriculum materials, identifying what was important in a text/program for both the teacher and the students. Teachers examined textbooks from Carnegie Learning, McGraw-Hill and CPM. Middle School teachers also examined two series published by Houghton-Mifflin and Triumph Learning. As they looked for standards progressions and other features in each of the publications, high schools selected open source materials from *Math Vision Project (MVP)* and middle schools opted to use open source materials from *Engage New York*. District elementary schools selected McGraw Hill’s *My Math* (K-5) and McGraw Hill’s *CA Math* (6). The process for adoption focused on alignment to the New California State Standards/ELD, lesson and unit organization, assessment and universal access, including online availability and EL support. Secondary teachers determined that none of the examined commercial programs were sufficiently aligned to the New California State Standards/ELD in math. Teachers stated that the texts were too traditional to support the instructional shifts needed to help students and teachers in the full implementation of the New California State Standards/ELD. They also felt that the commercial programs were not strong enough to warrant a full commitment until the next adoption cycle. The cost of *Engage New York* and *MVP* is limited to printing and staff development, which is planned to be delivered before and throughout the next school year. Elementary staff development is planned before and throughout the next school year as well.

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:		\$ 9,475,002
<p>The District estimates that the level of unduplicated pupils for the LCAP year 2015-2016 will be 67.09%. The estimated increase in funds in the LCAP year generated from concentration grant students is estimated to be a total of \$9,475,002. Funds will be spent bring extra services to foster, English Learner, and low socioeconomic students. Below is a table that lists supplemental and concentration dollars specified for qualifying students:</p>		
Service	Amount Charged to Supplemental/Concentration	Student population served
Provide teachers and classified staff with ongoing, research-based professional development.	\$88,544	Low Income, Foster, and English Learners
Provide teacher release time to implement New California State Standards/ELD aligned math, curriculum in K-12.	\$53,126	Low Income, Foster, and English Learners
Utilize supplemental programs for targeted support to students.	\$285,000	Low Income, Foster, and English Learners
Provide afterschool tutoring at CHS and LHS for Low Income, Foster and EL.	\$30,000	Low Income, Foster, and English Learners
Provide systematic EL instruction utilizing Systematic ELD, Milestones, Edge, and Inside.	\$400,888	English Learner
Ongoing professional development for implementing the New California State Standards/ELD and Next Generation Science Standards.	\$32,000	Although professional development is for all teachers, this expense is proportional to the teachers who serve English Learner, Foster, Homeless students.
Additional grade level for Hapgood's Dual Immersion program.	\$10,000	English Learner
Provide Summer Boot Camp to prepare qualifying students for AP coursework rigor.	\$1,000	English Learner, Foster, Homeless at Lompoc High School
Provide opportunities/services for students to repeat secondary courses for credit recovery utilizing an online program (APEX).	\$30,000	English Learner, Foster, Homeless at all secondary schools
Additional (34) English Learner high school sections/classes for specialized EL programs.	\$221,000	English Learner at all secondary schools
Hmong bilingual instructional assistant to support academic needs of EL students.	\$27,000	English Learner
Two Spanish bilingual instructional assistants to address academic needs of EL students.	\$57,000	English Learner, Foster, Homeless
Twelve (12) Home-school Liaisons who provides support to Homeless and Foster Youth.	\$572,000	Homeless / Foster Youth
Two (2) District English learner coaches to support EL instruction for teachers so that all English learner students as Re-designated English Proficient (RFEP) within five years.	\$200,000	English Learners

Achievement teachers in grades 4-6 for site based student achievement priorities.	\$767,615	Achievement teachers serve all students, but they provide services above and beyond what the LCFF base grant provides.
Four (4) district instructional coaches provide ongoing support to all teachers implementing New California State Standards/ELD including developing scope/sequence, identification/selection of instructional materials, lesson/unit development, development/implementation of common assessments and analysis of the data.	\$410,000	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students to utilize the service. Other federal categorical programs support this service as well.
Provide supplemental computer programs for targeted support based on assessment/achievement data <ul style="list-style-type: none"> Imagine Learning Lexia Power Reading Renaissance Place (STAR Reading, STAR Math, AR Reading, AR Math, Early Literacy, Spanish STAR Reading) Learning Dynamics 	\$225,000	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students to utilize the service. Other general fund / LCFF Base dollars support this service as well.
Library Technicians – to provide ongoing support to for student achievement of unduplicated count student population.	\$303,492	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students unduplicated count percentage.
Instructional Assistants - to provide ongoing support to all pupils and provide additional support for EL students, to ensure student achievement.	\$163,000	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students unduplicated count percentage.
Teachers in charge – provide ongoing support to instructional staff to ensure that all TK-6 teachers deliver New California State Standards/ELD-aligned instruction in ELA and math.	\$700,000	Although these services are provided to all Teachers, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students unduplicated count percentage.
Implementation of visual and performing arts (VAPA) program – this program will provide opportunity to unduplicated count student population to participate in performing arts courses as well as integrating the arts in core content areas.	\$50,000	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students unduplicated count percentage.
AVID program - Staff professional development and program expansion at two additional high schools.	\$75,000	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students unduplicated count percentage.
Counselors provide equitable access and closely monitor pupil access to A-G courses and CTE/ROP courses. Courses strengthen the unduplicated count student population's post- secondary educational career opportunities to ensure academic growth. Counselors will review all incoming pupils to ensure proper placement in rigorous courses. Counselors will use AP potential grid to identify and recommend pupils for Honors and AP courses. Counselors will ensure students complete necessary courses to remain on track to graduate.	\$1,711,630	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students unduplicated count percentage.
Computer Instructional Assistants – to provide ongoing classroom support for teachers in grades TK-12 to create 21 st century learning environments and facilitate effective use of technology to enhance student learning.	\$442,000	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students unduplicated count percentage.
Technology equipment and integration– acquisition of computers to support classroom implementation of New California State Standards/ELD and NGSS. Goal is to provide tools and learning opportunities to unduplicated student population to prepare students for 21 st century and to ensure student identified population success.	\$798,000	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students unduplicated count percentage.

Instructional supplemental materials (LEA wide) – review and purchase new California State Standards/ELD & NGSS aligned materials in grades TK-12 in ELA, math and science.	\$1,206,707	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students unduplicated count percentage.
Increase staffing to provide support to the maintenance and operations department in order to maintain a healthy learning environment for staff and students. Safe facilities that are in good repair support academic growth.	\$615,000	Although these services are provided to all students, the amount charged to Supplemental/Concentration is proportional to the number of qualifying students unduplicated count percentage.

- 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.

13.63	%
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LUSD has calculated the proportional increase in funding for increased or improved services to low income pupils, foster youth and English learners to be 13.63% in the 2015-2016 LCAP year. Although services listed in Section 3.1 are proportionate for the services to the students who generated those dollars in the Local Control Funding Formula, there are other services the Lompoc Unified School District provides as well. Services not listed in Section 3.1 are as follows:

- Provide a district cap of 24:1 student/teacher ratio in grades 1-3 to insure smaller class sizes insuring extra services for students whom require it.
- Maintain a district cap of 22:1 student/teacher ratio in grades TK-K to insure smaller class sizes insuring extra services for students whom require it.
- Provide transportation for students/families who prefer to attend another school as a result of the Program Improvement designation.
- Provide nutritious and healthy meals that surpass the California Department of Education's Child Nutrition standards.
- ROP/CTE transfer of control from SBCEO to LUSD.
- Community Day School (El Puente) transfer of control from SBCEO to LUSD.
- Special Education operation of Center for Therapeutic Education (CTE).
- Lompoc Adult Education program maintenance of effort.
- Initial funding support for addition of California State Preschool at La Canada Elementary School.

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).