



LEA: Lompoc Unified School District
 LCAP Year: 2016 - 2017
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Local Control and Accountability Plan and Annual Update

Adopted by the School Board: June 28, 2016 (Final Approval)

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)

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 school site, 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?

Impact on LCAP	Impact on LCAP
<p>1. How have stakeholders been involved in development, review and support of LCAP? Has their inclusion been timely?</p> <p>The Lompoc Unified School District (LUSD) actively engaged all stakeholders in the development of the district's Local Control Accountability Plan (LCAP). Parents, advisory committees, teachers, support staff, local bargaining units, administrators, and the community contributed their insights, ideas and suggestions which led to the development of the plan's goals and actions. Forums, surveys, community outreach and regularly scheduled committee and leadership meetings were used to solicit input and feedback. Additionally, the following district plans were reviewed and considered in creating the LCAP: 2016 Addendum to LUSD's Local Education Agency Plan, School Accountability Report Cards (SARCs) and Single Plans for Student Achievement (SPSAs).</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. • All 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 Director to include discuss LCAP goals for foster youth. • Several district level meetings and site visits to Los Berros, La Honda and Hapgood with iCAN— incredible Children's Art Network to investigate the possibilities for a partnership to bring high quality arts programs to children in Santa Barbara County, particularly those least likely to receive them. • Presentation by SBCEO's Children's Creative Project executive director, Kathy Koury, to district administration about her organization's unique programs that bring together young people and professional artists – especially to provide arts experiences for children not normally exposed to the arts. • Meetings with Northern Santa Barbara County United Way • Lompoc Valley Community Health Organization (LVCHO) Partnership • Lompoc Leadership Group • The Categorical Connection Meeting (CCM) provided administrative clerks and budget analysts with opportunity to discuss the LCAP. • An LCAP community survey (available online and in paper form) was used to solicit stakeholder input. The survey identified LUSD's Board of Education goals and questions were organized around eight state priorities. A total of 571 responses were received with 32% representing student respondents and 44% teacher respondents. • The Superintendent's Advisory Committee on LCAP (site administration, Lompoc Federation of Teachers (LFT), California School Employees Association (CSEA), district administration) met 7 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. • High school student presentations were delivered to Lompoc High School and Cabrillo High School student groups that included AVID, English learners, leadership and foster youth. This year, student presentations were added at Lompoc Valley Middle School and Vandenberg Middle School with over 150 students in attendance at each session. 	<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"> • Stakeholders spoke of the need to improve tutoring opportunities for district students. Stakeholders were very clear that additional support was necessary if their children were to be successful with the new California State Standards. Next year, \$16,000 in funding for AVID tutors at the four secondary schools will provide a level of support that the community is requesting. Also, an MOU with Cal-SOAP (\$60,000) will fund a Cal-SOAP tutor at each elementary school, both middle schools and at Maple. Currently, Cal-SOAP provides a 20 hour per week tutor at Lompoc High and Cabrillo High. • DELAC representatives expressed a strong desire to ensure all English learners acquire foundational skills to access core curriculum as well as increase enrollment in A-G courses. Increased enrollment in the district's AVID program as well as utilizing academic deans to focus on long term English learners' academic needs, achievement and reclassification rates will heighten awareness and improve EL's proficiency levels in math and English language arts. • Provide students with more opportunities for experiences in music and the arts. Possible partnerships with iCAN and the Children's Creative Project, along with increased funding for secondary music programs (\$25,000 at each high school and \$15,000 for each middle school) reflects a commitment to the value of art and music as an integral element of a comprehensive education. • Increase parent engagement starting with training for school personnel using the CDE's Family Engagement Framework. The framework identifies district principles that are essential actions for supporting family engagement. The principles address capacity building, leadership, resource allocation, progress monitoring, access and equity. • A number of parents of Independent Study Program (ISP) students expressed an interest in offering more personalized learning opportunities for their secondary students. In 2016-2017, ISP students will be able to obtain original credit for math and science courses using APEX, a digital curriculum that is rigorous and standards-based. Previously, APEX was used as a credit recovery program only in Lompoc Unified School District. • Expand and improve Career Technical Education (CTE) programs. The CTE Incentive Grant awarded to Lompoc Unified School District in May 2016 in the amount of \$672,000 will be instrumental in developing high quality CTE programs. • Provide more opportunities for support of at-risk students and early intervention. The plan to hold summer school in 2016-2017 for Lompoc Unified School District's neediest students is a response to the community's desire for extended learning.

Impact on LCAP	Impact on LCAP
<ul style="list-style-type: none"> The Superintendent (or designee) met with the following groups: Principal Leadership Team, LFT, CSEA, LUSD Community Advisory Committee, Chamber of Commerce, Lompoc City Council and Northern Santa Barbara United Way. Posted on district website: www.lusd.org 6/3/16 through 6/10/16. The LUSD Board of Education conducted a public hearing on 6/14/16 and adopted the LCAP on 6/28/16. <p>3. The following changes were made in the LCAP prior to the submission for adoption in June 2016:</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 (9/15/15, 10/20/15, 12/1/15, 2/2/16, 3/15/16, and 5/3/16). Twelve school sites held multiple ELAC meetings with parents of English learner pupils. ELD Leadership Group (9/17/15, 12/3/15, 2/11/16, 4/7/16, 4/14/16, 5/12/16, 5/19/16) Spanish (ELD) Parent Classes (9/10/15, 9/24/15, 10/22/15, 1/28/16, 2/25/16, 3/24/16) Telecom with SBCEO (Kathy Hollis and Delores Daniel) to discuss LCAP language to support foster youth (4/6/16) Santa Barbara County Department of Social Services presentation to district principals about foster youth (4/21/16). In 2016, 65 students in Lompoc Unified School District were classified as foster youth. Foster Focus Information Meeting (5/27/16) 	<ul style="list-style-type: none"> The use of APEX for credit recovery in the summer will continue to be offered to upperclassmen, but freshmen and sophomores who failed classes will also have the opportunity to make up classes to keep on track for graduation. Provide healthy food options at every school site – kitchen remodels at Fillmore and Clarence Ruth will provide “scratch-cooked” food. Addition of new language in LCAP for foster youth services.

Annual Update (2015 – 2016)

LUSD continued to maximize the academic achievement of students and prepare them to be college and career ready.

- Leonora Fillmore Elementary was selected as a gold ribbon school. Leonora Fillmore adopted Building 21st Century Learners as an instructional shift to provide students with the skills and knowledge they need to be career and college ready.
- LUSD awarded a \$672,000 incentive grant in support of its Career Technical Education program.
- Lompoc High School's Sarah Barthel selected as SBCEO's first performing arts teacher of the year.
- Lompoc High's Francisco Diaz selected as SBCEO's distinguished mentor teacher.
- LUSD's Teresa Acosta selected as SBCEO's Classified Employee of the Year.
- Superintendent Trevor McDonald selected for Venoco's Crystal Apple Award in category of administrator.
- Teresa Acosta selected for Venoco's Crystal Apple Award in classified employee category.
- Twenty-two LUSD teachers awarded SBCEO Teachers Network Grant/Awards (See complete list in LCAP Section 2/Annual Update.)
- Two classified employees selected to attend ACSA Classified Leadership Academy.
- After an eight-year hiatus, LUSD underwent a Federal Program Monitoring audit and successfully completed the undertaking. CDE's Lorene Euerle stated "LUSD would be a 9, with 10 being the best." "The scale does not take into account the amount of findings, as much as the willingness of the district and district staff to listen, learn, and be open to technical assistance." "With only seven findings, LUSD is exactly where they should be!"
- Cabrillo High School celebrated its 50th year anniversary with a series of events scheduled throughout the year. Mel Wilde, Cabrillo's first principal, participated in many of the events.
- In 2015-2016, Lompoc Unified School District assumed control of the Community Day School, formerly known as El Puente, from Santa Barbara County Office of Education. The Bob Forinash Community Day School serves students in grades 7-12 who have been expelled from traditional high school and are involved with legal and/or family problems. The school's name was changed in honor of Forinash who worked for LUSD for nearly 40 years, including almost two decades as a teacher and then principal at Vandenberg Middle School.
- A decision to change the organizational structure and realign staffing at Mission Valley (K-8 independent study) resulted in increases to the program's enrollment, efficiency and effectivity. Mission Valley's K-8 program is now housed at Honda Elementary School and under the auspices of the site's principal. The costs associated with the previous configuration -- a full time administrative clerk, 1.75 teacher FTEs, Director of Pupil Services' oversight and facility maintenance were not an efficient use of district resources. The new structure allows the district's independent study students to take advantage of La Honda's STEAM activities as well as other site assets such as the school library and computer lab.

- LUSD added five additional Model Technology classrooms.
- LUSD adopted new math curriculum across all grade levels. Professional development within the district focused primarily on training teachers in the district's math adoption *My Math* (elementary), *Engage New York* (middle school) and *Math Vision Project* (high school).
- 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.
- LCAP community presentations continued as a way to educate community members (i.e. DELAC, Lompoc Leadership Group, Wellness Committee, Categorical Connection Meeting, and the Superintendent's Advisory Committee on LCAP) about LCFF and LCAP.
- PTSAs, ELACs, SSCs and staff meetings (certificated and classified) at each of the district's schools engaged in meaningful discussions about whether or not progress was made based on this year's goals.
- Student engagement in the process yielded insightful assessments of academic programs. Interestingly, students indicated that more rigor was needed in college prep classes at the high schools.
- Weekly updates were provided 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. Lexia is now the district computer reading program for grades K-2.
- Continued transition to the New California State Standards was reflected in a robust slate of professional development opportunities for teachers in and outside the district.
- LUSD contracted 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 worked to provide teacher guidance and lesson modeling related to New California State Standards/ELD and Next Generation Science Standards. The level of teacher engagement necessitated the restructuring of the coaching model for 2016-2017. The district will narrow its focus and assign five math coaches to elementary and middle school sites to assist with implementation of the new math adoption.
- Elementary and Secondary Common Core Councils met on a monthly basis to discuss lesson development, assessment (SBAC), writing, ELA/ELD framework, grade level scope and sequence, pacing, and text adoption for mathematics. Next year's grade level configuration for Common Core Councils will change from this year's model because the imbalanced distribution of grade level teachers in this year's model resulted in communication gaps with district-wide information. It was determined that next year's model needs to provide more equity across the grade levels, and increase the Common Core Council representative's role to involve more responsibility in district decision making and district-wide professional development. Next year Common Core Council Grade Level District representatives will be elected for their grade through a level district-wide election.

CCC Leadership teachers will receive a stipend equivalent to the secondary department chairs.

- 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 and CELDT scores did not reflect adequate gains.
- An additional ELD instructional coach position was approved and advertised but there were no applicants. Next year, academic deans (4) will be assigned to 7 elementary schools with a primary focus of supporting English learners.
- La Honda Elementary voted to become a STEAM Academy.
- LUSD contracted with WestEd to administer a California School Climate Survey (CSCS) for staff. The survey allowed classified and certificated staff to communicate their perceptions and concerns about their school and student behavior in a context that was both neutral and confidential. Once the results are analyzed (10-12 weeks after survey closed on May 4, 2016), the survey will help

identify fundamental learning barriers and assess the need for learning and teaching supports.

- Code.org K-5 Curriculum professional development workshop on May 7, 2016 – over 26 LUSD teachers and guests from surrounding districts participated to learn elementary computer science curriculum.
- The first LUSD Student Success Conference heralded the district's effort to provide students with an educational experience that mirrors the conference style professional development of a teacher/educator or any other professional. Outstanding presenters and topics of interest were organized to allow students with an opportunity to select the sessions that appealed to them. (May 2016)
- Hapgood Elementary's Estela Montes named Association of Two-Way Dual Language Education (ATDLE) Teacher of the Year. The award was presented at the 24th Annual National Two-Way Bilingual Immersion (TWBI) Conference in Sacramento.

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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 school sites 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 pupil's 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:

- 8) What are the LEA's goal(s) to address state priorities related to “Conditions of Learning”?
- 9) What are the LEA's goal(s) to address state priorities related to “Pupil Outcomes”?
- 10) 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)?
- 11) What are the LEA's goal(s) to address any locally-identified priorities?
- 12) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 13) 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?
- 14) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 15) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 16) What information was considered/reviewed for individual school sites?
- 17) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 18) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 19) How do these actions/services link to identified goals and expected measurable outcomes?
- 20) 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 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?

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: <u>All schools and grade levels.</u> Applicable Pupil Subgroups: <u>Low Income, English Learners, Foster Youth and RFEP Pupils</u>			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	Improve SBAC performance scores (met or exceed standards) by 5% in English language arts (to 46%) and math (to 30%) from 2014-2015 baseline, continue to offer professional development for New California State Standards/ELD, improve EAP ELA and math college readiness (+5% in ELA/Literacy to 46% and +5% in math to 30%) (EAP scores derived from 2014-2015 11 th grade SBAC scores), improve district elementary STAR reading and math scores (STAR reading 13 to 14 months growth average and STAR math 12 to 13 months growth average), improve RFEP rate (8.4% to 9.4%). Increase UC/CSU required courses completion rate (91% to 94%), AP pass rate (3 or higher) (65% to 67%), AP course enrollment rate (20% to 22%), CTE course enrollment rate (38.28% to 40%), UC/CSU required course enrollment rate (90% to 93%), and AP exam participation rate (57.37% to 59%). Decrease intervention/remedial course enrollment (12.26% to 11%). AMAO 1 (50.1% to 53.1%) AMAO 2 <5 years (17.1% to 20.1%) AMAO 2 >5 years (45.2% to 48.2%).			
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). All elementary schools (with exception of Buena Vista and Crestview) bank minutes for weekly collaboration.		District	<u>_X_ALL</u> OR: <u>_Low Income pupils English Learners</u> <u>_Foster Youth Redesignated fluent English proficient __Other</u> Subgroups:(Specify)_____	None
Individual school sites identify actions and goals via SPSAs for increased services to improve academic proficiency of English learners, low-socio economic and foster youth that are aligned with LCAP goals and the eight state priorities. Development of site budgets for SPSAs are approved by school site councils in Spring 2016 and the school board in Fall of 2016. Examples of increased services budgeted at the site level include salaries (above district contribution) for science lab instructional assistant (IA), additional computer, bilingual and library instructional IA hours, part-time support teachers, materials/supplies, technology, home/school liaisons, FSA counselor hours, PD, non-capitalized equipment, STEAM activities, arts/music programs, intervention teacher, tutoring, and EL counselor.		District sites	<u>_ALL</u> OR: <u>_X_Low Income pupils _X_English Learners</u> <u>_X_Foster Youth Redesignated fluent English proficient Other</u> Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$2,351,924 (4000) \$1,062,566 (5000) \$238,243 (7000) \$14,653

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
Provide teachers 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. Three district-wide professional development days (8/12/16, 10/31/16, 3/6/17) are scheduled to provide multiple opportunities for training in areas such as the district's math curriculum (<i>My Math</i> , <i>Engage NY</i> and <i>MVP</i>), ELA/ELD pilot programs (over 100 LUSD teachers participating), and supplemental support program training (STAR Reading/Math, Lexia, Imagine Learning, Power Reading, ADEPT, Systematic ELD, and technology).	District	<input checked="" type="checkbox"/> _X_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 R3010 (1000-3000) \$48,750 (5000) \$5,000 Tile II R4035 (1000-3000) \$16,250 (5000) \$3,947 Title III R4203 (1000-3000) \$13,000 LCFF Sup/Con (5000) \$47,500
All English learner students receive instruction that includes explicit and integrated English language development – Systematic ELD, Milestones, and Edge are current ELD materials, however, over one hundred district teachers will pilot new ELA/ELD adoption materials.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Sup/Con (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	<input checked="" type="checkbox"/> _X_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 Sup/Con (1000-3000) \$30,000
Adopt New California State Standards/ELD aligned English Language Arts/ELD curriculum in grades K-5 and 9-12.	District	<input checked="" type="checkbox"/> _X_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 /IMFRP (4000) \$2,276,000 Lottery R6300 (4000) \$224,000
Utilize supplemental programs for targeted support based upon need and assessment data. <ul style="list-style-type: none"> Imagine Learning (Newcomers only/perpetual licenses) Lexia Power Reading Renaissance Place (STAR Reading, STAR Math, AR Reading, AR Math, Early Literacy, Spanish STAR Reading) 	District	<input checked="" type="checkbox"/> _X_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 Sup/Con (5000) \$152,596
District math coaches (5) provide ongoing support to elementary teachers in implementing <i>My Math</i> , 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. Also, support middle school's continued implementation of <i>Engage NY</i> curriculum.	District	<input checked="" type="checkbox"/> _X_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)_____	Educ. Effect. R6264 (1000-3000) \$327,500 LCFF Sup/Con (1000-3000) \$219,880

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
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"/> _X_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 Supp/Con (1000-3000) \$223,977 Title II R4035 (1000-3000) \$228,865
Elementary grade level chairs in TK -- 6 (3 per grade level) elected district-wide to serve as instructional leaders for fellow grade level teachers. Grade level chairs work with site principals and district leadership to oversee professional development, coordinate implementation of curriculum using best practices and analyze data to identify areas of improvement.	District	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$47,673
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"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title III R4203 (1000-3000) \$5,000
Utilize a data management program (MMARS) for district and site assessment data analysis.	District	<input checked="" type="checkbox"/> _X_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 R3010 (5000) \$8,500 LCFF Supp/Con (5000) \$8,500
Hire four academic deans (.50 FTE per Title 1 elementary site) to assist in the development and implementation of instructional programs with particular emphasis directed to English learners. Specifically, each academic dean will be assigned two schools and primary duties are to support teachers in the delivery of integrated ELD throughout the day as well as monitor the implementation of SELD in designated classrooms. Identification of long term English learners and subsequent development of individualized learning plans to support each EL student will be a priority. (.5 FTE assigned to Ed Services for data analysis, professional development, etc.)	District	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups: (Specify) _____	LCFF Supp/Con (1000-3000) \$446,775 Title I R3010 (1000-3000) \$63,463
Home school liaisons (12 liaisons at 30 hours per week). (District .5 FTE provides support to homeless and foster youth.) Student Safety Community Liaisons provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds; monitoring visitors; contacting parents of students who are not in attendance regularly; enforcing school and district rules and regulations.	District	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) Special Education_____	Title 1 R3010 (2000-3000) \$19,185 LCFF Supp/Con (2000-3000) \$503,037

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
A Spanish district translator and a district Spanish bilingual liaison function as interpreters and translators. Both aide communication with the district's Spanish community by converting message or text from English into Spanish either orally or in writing.	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 Other Subgroups:(Specify)_____	LCFF Supp/Con (2000-3000) \$116,035 Title I R3010 (2000-3000) \$19,856
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 checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) _____	LCFF Supp/Con (2000-3000) \$31,000
In conjunction with SBCEO's preliminary and clear administrative services credential program, LUSD will provide a mentor/coach to each candidate holding administrative positions in LUSD. The mentor/coach provides intensive, individualized support and assistance and assures that a Leadership Action Plan for each administrative candidate is rooted in ongoing observation and reflection with the mentor/coach.	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 Other Subgroups: (Specify) _____	Teacher Eff. R6264 (5000) \$35,000 LCFF Supp/Con (5000) \$15,000
As part of the Lompoc Apprentice Teacher Support System (LATSS) orientation in August, new teachers will participate in additional training for supplemental support programs (STAR Reading and Math, Lexia and Power Reading).	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 II R4035 (1000-3000) \$15,000
Professional institutes for administrators (e.g. ACSA Academies).	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 Other Subgroups: (Specify) _____	LCFF Base (5000) \$36,500
MVP Summer Training for approximately 12 teachers and ongoing training throughout 2016-2017 (\$35,000). Engage NY continuing training through SBCEO (\$12,000), SBCEO Coaches Network (\$3,500) and professional development for coaches (\$10,000).	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 Supp/Con (5000) \$25,500 (5000) \$35,000

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
Professional development for elementary math teachers (i.e. Saturday classes for upper elementary teachers through SBCEO, UCSB or Cal Poly).	District	<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) _____	LCFF/Supp/Con (5000) \$55,000
LUSD will cover costs of 2016-2017 district teachers in year 2 of SBCEO's Teacher Induction Program (TIP). LUSD will not cover TIP costs for teachers new to the district until graduation from LATSS.	District	<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) _____	LCFF Supp/Con (5000) \$128,000

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 summative and interim assessments, SBAC Digital Library, 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. (French 101/102, History 107/108, Political Science 103, and Prod 301.)	Cabrillo Lompoc	<u>_X_</u> ALL OR: __Low Income pupils English Learners Subgroups:(Specify)_____	None
A College and Career Readiness course for all high school freshmen using "Get Focused, Stay Focused" curriculum is offered at Cabrillo and Lompoc High Schools. A concurrent enrollment opportunity with Allan Hancock College (AHC) provides district freshmen who elect to register as a concurrently enrolled AHC student to receive 3 college units (PD301- Intro to Life and Career Planning) in the course as well as 5 credits towards high school graduation.	Cabrillo Lompoc	<u>_X_</u> ALL OR: __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
Achievement teachers (4-6) support site based priorities for student achievement. Each elementary school will create an achievement plan for grades 4-6 that assist the staff in providing uniform contact minutes for teachers in grades 4-6 by providing teachers with support intervention or enrichment.	Elementary	<u>_X_</u> ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$752,372
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 R4035 (1000-3000) \$18,000 Title I R3010 (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.	Elementary Secondary	<u>_X_</u> ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	Title I R3010 (5000) \$15,000 LCFF Supp/Con (5000) \$15,000
Support secondary AVID program with one release period for each AVID teacher per site (\$60,000) and attendance at AVID Summer Institute (3 teachers per site at CHS, LHS, LVMS and VMS and La Canada Elementary. Provide two release periods for secondary AVID director (not including AVID prep period) (\$30,000). Add La Canada as a new elementary site. Continue AVID ADL training for district director (\$4,800).	CHS LHS LVMS VMS La Cañada	<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 Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$79,659 (4000) \$5,065 (5000) \$28,840

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
Pay college age tutors to work with LUSD AVID students in tutorials. 2 tutors at LVMS X 4 periods = 8 tutor hours X twice/wk = 16 tutor hours/wk 2 tutors at VMS X 5 periods = 10 tutor hours X twice/wk = 20 tutor hours/wk 1 tutor at CHS X 2 periods = 2 tutor hours X twice/ wk = 4 tutor hours/wk 1 tutor at LHS X 3 periods = 3 tutor hours X twice/wk = 6 Tutor hours/wk 46 total tutor hours hired from October 15th-May 15th (25 weeks) = 1150 tutor hours X \$14/hr. = \$16100	Secondary	__ALL OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$16,100
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	__X_ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (2000-3000) \$383,196
The district's high school Independent Study Program (ISP) will pilot the use of APEX licenses for original credit in math and science. A science and math teacher will provide tutoring services 2 days per week for 45 minutes at each high school (schedule to ensure coverage MTWTH). The science teacher will facilitate "wet labs" when necessary. Six (6) hours per week @ \$33/hour.	Lompoc Cabrillo	__X_ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$20,000
Provide LUSD's under-served elementary students who do not meet grade level standards in English language arts and/or math with a summer school program. The program will target students who struggle in specific academic areas and will focus on academic instruction that allows students to enhance cognitive skills and abilities.	Elementary	__ALL OR: __X_Low Income pupils __X_English Learners __X_Foster Youth X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	Title I R3010 (1000-3000) \$150,000 LCFF LCFF Supp/Con (1000-3000) \$150,000
Continue an ongoing EL progress monitoring system facilitated by academic deans that gives teachers and administrators easy access to relevant EL student information (e.g. Bench-mark assessment results, CELDT, ADEPT, SBAC, years in district, STAR Reading and Math, etc.).	District	__ALL OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	None

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
Partner with Cal-SOAP to provide a tutor at Maple High to increase academic support, formal outreach and mentoring to under-represented students (Cal-SOAP funds tutors at Cabrillo and Lompoc High Schools). Add a tutor to each of the district's elementary schools and middle schools to help students with reading and math skills. The use of CalSOAP tutors shall supplement existing services provided by CSEA bargaining unit instructional paraeducators, and shall in no way cause any reduction and/or elimination of those CSEA paraeducator services.	Cabrillo Lompoc Maple	<u> </u> ALL OR: <u> </u> X_Low Income pupils <u> </u> X_English Learners <u> </u> X_Foster Youth <u> </u> X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (2000-3000) \$60,000
District secondary counselors increase access and strengthen services to support all students, with an emphasis on English learners, foster youth, African American and Latino males, low socio-economic, Special Ed, and first generation students. High school counselors will also support the Bridges to Success program by attendance at regular meetings with Allan Hancock College (AHC). The partnership between AHC and LUSD works to collaboratively promote student success.	Cabrillo Lompoc Maple LVMS VMS	<u> </u> ALL OR: <u> </u> X_Low Income pupils <u> </u> X_English Learners <u> </u> X_Foster Youth <u> </u> X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$1,292,147
Provide funding for two LUSD employees to attend the <i>Just Communities</i> Institute for Equity in Education (IEE). The comprehensive program is designed to eliminate the gaps in educational opportunity and achievement and other disparities in our schools. The 5-day workshop increases understanding of how race, socio-economic class and individual and institution bias affect teaching and learning.	District	<u> </u> ALL OR: <u> </u> X_Low Income pupils <u> </u> X_English Learners <u> </u> X_Foster Youth <u> </u> X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	Title III R4203 (5000) \$4,100
Provide opportunities for students to retake courses for credit recovery purposes as well as obtain original credit for science and/or math courses using the APEX online program. (Math 1 and 2, Algebra 2/2A/2B, Pre-Calculus and Pre-Calculus Honors, Earth Science, Biology 9 Honors, Biology and Chemistry.)	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_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$70,000
Bob Forinash Community Day School serves mandatory and other expelled students, and other high-risk youths. The instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Development of pro-social skills and student self-esteem and resiliency are also included in a student's individualized learning plan.	Bob Forinash 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_Redesigned fluent English proficient Other Subgroups:(Specify) <u> </u> at-risk students _____	LCFF Supp/Con (1000-3000) \$414,940 (4000) \$7,912 (5000) \$65,200
District library technicians provide support and guidance with supplementary reading programs, contribute to the development of a library master plan, update catalog circulation database and other essential functions that promote learning. LUSD's library services will use OPALS, a web-based Open-source Automated Library System program to provide Internet access to information databases, library collections and digital archives. Secondary schools' textbook system to use <i>Textbook Tracker</i> .	District	<u> </u> X_ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$623,000 (4000) \$50,000 (5000) \$209,027

Partner with science enrichment organizations including environmental literacy organizations (e.g. Endeavour Center and AIAA).	District	<input checked="" type="checkbox"/> _X_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
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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. Elementary teachers trained in SPARKS.	District	<input checked="" type="checkbox"/> _X_ 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
Continue development of district STEAM initiative and integration of STEAM instructional strategies.	District	<input checked="" type="checkbox"/> _X_ 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
Support secondary music programs with funding for expenditures such as new instruments, instrument repair, sheet music and uniforms. Cabrillo High \$25,000 Lompoc High \$25,000 Lompoc Valley Middle \$15,000 Vandenberg Middle \$15,000	Secondary	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (4000) \$80,000
Increase grade level expansion of Two-way Dual Immersion magnet program.	Hapgood	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (1000-3000) \$10,000 Title III R4203 (1000-3000) \$5,000
Addition of 3 Model Tech classrooms at the middle schools and high school. Chromebooks (\$24,150), charging carts (\$6,000) and mice/headphones (\$6,720) are required for each classroom. Attendance at the CUE Conference (\$4,200), SBCEO training (\$2,400) and Google Summit (\$2,100) and 9 professional development days at sites plus regular monthly meetings and sub costs for meetings and model lessons (\$2,835).	LHS LVMS VMS	<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF Supp/Con (1000-3000) \$2,835 (4000) \$36,870 (5000) \$8,700
Provide ongoing support to 10 established Model Tech classrooms for materials and operational costs (e.g. CUE - \$21,000, Google Summit - \$10,500). Provide model tech teachers with 9 professional development days at sites plus regular monthly meetings and sub costs for meetings and model lessons (\$14,175).	Elementary	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (1000-3000) \$14,175 (5000) \$31,500
District school sites enhance technology capability (i.e. computers, LCD projectors, etc.) to provide students with 21 st century skills. Also, purchase computers for the district's new teachers (70) to ensure access to reliable technology.	District	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (4000) \$30,000 (6000) \$100,000

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
Provide LUSD's Information Technology department with professional development in current industry standards and practices. CEPTA – IT Director and 3 staff members, (\$7,200), Google Summit – IT Director (\$2,100), CUE Conference – IT Director (\$4,200), CISCO & Microsoft training (\$15,000), ACSA – IT Director - (\$1,900), CISC – IT Director (\$1,500), and CNT Training (\$12,500). Purchase materials for computer equipment tests (\$5,200).	District	<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$44,800 (4000) \$5,200
Provide funding for 2 FTE teachers at Lompoc High in support of the following CTE courses: Advanced Automotive and Health Careers/Medical Science. The courses have classroom-linked work-based learning and work experience education opportunities that provide support for instructional activities and services for at risk students, and materials for Cabrillo and Lompoc High Schools' ROP/CTE programs.	Cabrillo Lompoc	<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Sup/Con (1000-3000) \$180,000 CTEIG GRANT R6387 (4000) \$143,953
LUSD staff will participate in a countywide workgroup to identify effective practices concerning information sharing specific to foster youth. Specifically, refine practices associated with transfer of foster youth educational and placement information. Data sharing systems will be evaluated as a part of this process.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> X Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
LUSD staff will participate in ongoing communication and collaboration between other LEAs and county agencies to ensure minimal disruption to school placement of foster youth and timely sharing of educational information between agencies.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> X Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
LUSD will develop and implement a policy ensuring foster youth are immediately enrolled and appropriately placed in the same/equivalent grade and classes; and partial credits are calculated using a uniform formula and are consistently issued.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> X Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
LUSD will collaborate with SBCEO Transitional Youth Services to provide training to district staff to ensure foster youth have access to AB 216 rights (exempts a pupil in foster care who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements).	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> X Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____ —	None
Provide resources for district to participate in STEM Expo and STEAM Festival in May 2017.	District	X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (4000) \$8,000 (5000) \$2,000

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
Support continuing implementation of a Visual and Performing Arts program at Los Berros Elementary by providing release time for secondary music teacher to teach beginning band and/or strings.	Supp/Con (Site) (1000-3000) \$5,000	<u>X</u> _ALL OR: —Low Income pupils English Learners —Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	Title I R3010 (1000-3000) \$5,000
Offer opportunities to extend science learning outside classroom in all elementary and secondary sites (i.e. 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 Supp/Con (5000) \$27,000

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Improve SBAC performance scores (met or exceeded standards) in English language arts and math by 5% from 2016-2017 baseline, continue to offer professional development for New California State Standards/ELD, improve EAP ELA and math college readiness, improve district STAR reading and math scores improve RFEP rate. Increase UC/CSU required courses completion rate, AP pass rate (3 or higher), AP course enrollment rate, AP courses offered, CTE course enrollment rate, enrollment rate, UC/CSU required course enrollment rate, and AP exam participation rate. Decrease intervention/remedial course enrollment.		
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). All schools (with exception of Buena Vista and Crestview Elementary) bank minutes for weekly collaboration.	District	<input checked="" type="checkbox"/> _X_ 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
Provide teachers 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	<input checked="" type="checkbox"/> _X_ 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 R3010 (1000-3000) \$67,600 (5000) \$5,319 Title II R4035 (5000) \$5,625 Title III R4203 (1000-3000) \$13,520 LCFF Supp/Con (5000) \$48,574
Individual school sites identify actions and goals via SPSAs for increased services to improve academic proficiency of English learners, low-socio economic and foster youth.	District	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_ Low Income pupils <input checked="" type="checkbox"/> _X_ English Learners <input checked="" type="checkbox"/> _X_ Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$3,800,498 (4000) \$2,511,140 (5000) \$238,243 (7000) \$14,653
All English learner students receive instruction that includes explicit and integrated English language development.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _X_ English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_ Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$67,600
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	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (1000-3000) \$67,600

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
Implement new textbook adoption for ELA/ELD in grades K-5 and 9-12. Initiate the adoption process for foreign language for grades 7-12.	District	<input checked="" type="checkbox"/> _X_ 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
Utilize supplemental programs for targeted support based upon need and assessment data. <ul style="list-style-type: none"> Lexia Power Reading Renaissance Place (STAR Reading, STAR Math, AR Reading, AR Math, Early Literacy, Spanish STAR Reading) Learning Dynamics 	District	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (5000) \$194,294
District math coaches (5) provide ongoing support to elementary teachers in implementing <i>My Math</i> , 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. Also, support middle school in continued <i>Engage NY</i> curriculum.	District	<input checked="" type="checkbox"/> _X_ 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)_____	Educ. Effect. R6264 (1000-3000) \$315,786 Title II R4035 (1000-3000) \$250,369
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"/> _X_ 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 Supp/Con (1000-3000) \$192,607 Title II R4035 (1000-3000) \$218,404
Elementary grade level chairs in TK -- 6 (3 per grade level) elected districtwide to serve as instructional leaders for fellow grade level teachers. Grade level chairs work with site principals and district leadership to oversee professional development, coordinate implementation of curriculum using best practices and analyze data to identify areas of improvement.	District	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_ Low Income pupils <input checked="" type="checkbox"/> _X_ English Learners <input checked="" type="checkbox"/> _X_ Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) <input type="checkbox"/> Special Education_____	LCFF Supp/Con (1000-3000) \$27,475
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"/> _X_ English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_ Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title III R4203 (1000-3000) \$5,200

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
Utilize a data management program (MMARS) for district and site assessment data analysis.	District	<input type="checkbox"/> _X_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 R3010 (5000) \$8,690 LCFF Supp/Con (5000) \$8,690
Hire four academic deans (.50 FTE per Title 1 elementary site) to assist in the development and implementation of instructional programs with particular emphasis directed to English learners. Specifically, each academic dean will be assigned two schools and primary duties are to support teachers in the delivery of integrated ELD throughout the day as well as monitor the implementation of SELD in designated classrooms. Identification of long term English learners and subsequent development of individualized learning plans to support each EL student will be a priority. (.5 FTE assigned to Ed Services for data analysis, professional development, etc.)	District	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Resignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	LCFF Supp/Con (1000-3000) \$464,646 Title I R3010 (1000-3000) \$66,002
Home school liaisons (12 liaisons at 30 hours per week). (District .5 FTE provides support to homeless and foster youth.) Home school liaisons (12 liaisons at 30 hours per week). (District .5 FTE provides support to homeless and foster youth.) Student Safety Community Liaisons provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds; monitoring visitors; contacting parents of students who are not in attendance regularly; enforcing school and district rules and regulations.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Resignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I R3010 (2000-3000) \$21,840 LCFF Supp/Con (2000-3000) \$609,332
A Spanish district translator and a district Spanish bilingual liaison function as interpreters and translators. Both aide communication with the district's Spanish community by converting message or text from English into Spanish either orally or in writing.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _X_Resignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Con (2000-3000) \$120,677 Title I R3010 (2000-3000) \$20,651
One district Hmong bilingual liaison support needs of English learner students.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _X_Resignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Con (2000-3000) \$32,240

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
In conjunction with SBCEO's preliminary and clear administrative services credential program, LUSD will provide a mentor/coach to each candidate holding administrative positions in LUSD. The mentor/coach provides intensive, individualized support and assistance and assures that a Leadership Action Plan for each administrative candidate is rooted in ongoing observation and reflection with the mentor/coach.	District	<input type="checkbox"/> _X_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) _____	Teacher Eff. R6264 (5000) \$35,000 LCFF Supp/Con (5000) \$15,000
As part of the Lompoc Apprentice Teacher Support System (LATSS) orientation in August, new teachers will participate in additional training for supplemental support programs (STAR Reading and Math, Lexia and Power Reading).	District	<input type="checkbox"/> _X_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 II R4035 (1000-3000) \$15,000
Purchase/upgrade computers in support of 21st century skills for district students and ensure teachers have access to reliable technology. Mobile device/Chromebook (35 per site @ \$7,447 for each site), charging cart (1 per site @ \$1,700 each), associated costs and licensing (35 per site @ \$175 per site) and license renewal for estimated 3691 Chromebooks (\$18,455).	District	<input type="checkbox"/> _X_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 Supp/Con (4000) \$130,508 (5000) \$18,455

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 summative and interim assessments, SBAC Digital Library, CELDT, supplemental program and STAR test data to inform instruction and lesson/unit planning.	District	<input checked="" type="checkbox"/> _X_ 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
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. 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. (French 101/102, History 107/108, Political Science 103, and Prod 301.)	Cabrillo Lompoc	<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None
A College and Career Readiness course for all high school freshmen using "Get Focused, Stay Focused" curriculum is offered at Cabrillo and Lompoc High Schools. A concurrent enrollment opportunity with Allan Hancock College (AHC) provides district freshmen who elect to register as a concurrently enrolled AHC student to receive 3 college units (PD301- Intro to Life and Career Planning) in the course as well as 5 credits towards high school graduation.	Cabrillo Lompoc	<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None
Achievement teachers (4-6) support site based priorities for student achievement. Each elementary school will create an achievement plan for grades 4-6 that assist the staff in providing uniform contact minutes for teachers in grades 4-6 by providing teachers with support intervention or enrichment.	Elementary	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (1000-3000) \$782,467
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	<input checked="" type="checkbox"/> _X_ 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 II R4035 (1000-3000) \$18,000 Title I R3010 (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	<input checked="" type="checkbox"/> _X_ 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 II R4035 (5000) \$15,000 LCFF Supp/Con (5000)\$15,000

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 secondary AVID program with one release period for each AVID teacher per site (\$60,000) and attendance at AVID Summer Institute (3 teachers per site at CHS, LHS, LVMS and VMS and La Canada Elementary. Provide a two release periods for secondary AVID director (not including AVID prep period) (\$30,000). Add La Canada as a new elementary site. Continue AVID ADL training for district director (\$4,800).	CHS LHS LVMS VMS La Cañada	ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$90,000 (5000) \$28,000 Title II R4035 (5000) \$12,000
Pay college age tutors to work with LUSD AVID students in tutorials. 2 tutors at LVMS X 4 periods = 8 tutor hours X twice/wk = 16 tutor hours/wk 2 tutors at VMS X 5 periods = 10 tutor hours X twice/wk = 20 tutor hours/wk 1 tutor at CHS X 2 periods = 2 tutor hours X twice/ wk = 4 tutor hours/wk 1 tutor at LHS X 3 periods = 3 tutor hours X twice/wk = 6 Tutor hours/wk 46 total tutor hours hired from October 15th-May 15th (25 weeks) = 1150 tutor hours X \$14/hr. = \$16100	Secondary	ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$16,100
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	_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (2000-3000) \$398,524
The district's high school Independent Study Program (ISP) provides students with the opportunity to use APEX licenses for original credit in math and science. A science and math teacher will provide tutoring services 2 days per week for 45 minutes at each high school (schedule to ensure coverage MTWTH). The science teacher will facilitate "wet labs" when necessary. Six (6) hours per week @ \$33/hour.	Lompoc Cabrillo	_X_ALL OR: —Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$20,000
Provide LUSD's under-served elementary students who do not meet grade level standards in English language arts and/or math with a summer school program. The program will target students who struggle in specific academic areas and will focus on academic instruction that allows students to enhance cognitive skills and abilities.	Elementary	_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	Title I R3010 (1000-3000) \$150,000 LCFF Supp/Con (1000-3000) \$150,000

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
Continue an ongoing EL progress monitoring system facilitated academic deans that gives teachers and administrators easy access to relevant EL student information (i.e., Bench-mark assessment results, CELDT, ADEPT, SBAC, years in district, STAR Reading and Math, 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 checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	None

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
Partner with Cal-SOAP to provide a tutor at Maple High to increase academic support, formal outreach and mentoring to under-represented students (Cal-SOAP funds tutors at Cabrillo and Lompoc High Schools). Add a tutor to each of the district's elementary schools and middle schools to help with reading and math skills. The use of CalSOAP tutors shall supplement existing services provided by CSEA bargaining unit instructional paraeducators, and shall in no way cause any reduction and/or elimination of those CSEA paraeducator services.	Cabrillo Lompoc Maple	<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 Other Subgroups:(Specify)_____	LCFFSupp/Con (5000) \$60,000
Secondary counselor goals include increasing access and strengthening services to support all students, with an emphasis on English learners, foster youth, African American and Latino males, low socio-economic, Special Ed, and first generation students. High school counselors will support the Bridges to Success program by attendance at regular meetings with Allan Hancock College (AHC). The partnership between AHC and LUSD works to collaboratively promote student success.	Cabrillo Lompoc Maple Community Day LVMS VMS	<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 Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$1,154,567
Provide opportunities for students to retake courses for credit recovery purposes as well as obtain original credit for science and/or math courses using the APEX online program. (Math 1 and 2, Algebra 2/2A/2B, Pre-Calculus and Pre-Calculus Honors, Earth Science, Biology 9 Honors, Biology and Chemistry.)	Cabrillo Lompoc Maple Community Day	<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 Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$60,000
Bob Forinash Community Day School serves mandatory and other expelled students, and other high-risk youths. The instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Development of pro-social skills and student self-esteem and resiliency are also included in a student's individualized learning plan.	Bob Forinash Community Day	<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 Other Subgroups:(Specify) <input type="checkbox"/> at-risk students _____	LCFF Supp/Con (1000-3000) \$414,940 (4000) \$7,912 (5000) \$65,200
District library technicians provide support and guidance with supplementary reading programs, contribute to the development of a library master plan, update catalog circulation database and other essential functions that promote learning. LUSD's library services will use OPALS, a web-based Open-source Automated Library System program to provide Internet access to information databases, library collections and digital archives. Secondary schools' textbook system to use <i>Textbook Tracker</i> .	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 Other Subgroups:(Specify)_____	LCFFSupp/Con (1000-3000) \$767,626
Partner with science enrichment organizations including environmental literacy organizations (i.e. Endeavour Center and AIAA).	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 Other Subgroups:(Specify)_____	None

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 by establishing partnerships with the local aerospace industry (i.e. United Launch Alliance, SpaceX and Vandenberg Air Force Base).	La Honda Miguelito Lompoc Valley Vandenberg	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
Support secondary music programs with funding for expenditures such as new instruments, instrument repair, sheet music, uniforms and professional development. Cabrillo High \$25,000 Lompoc High \$25,000 Lompoc Valley Middle \$15,000 Vandenberg Middle \$15,000	Secondary	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (4000) \$80,000
Students are healthy and physically fit as evidenced by performance in the California fitness exams. Elementary teachers trained in SPARKS.	District	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
Increase grade level expansion of Two-way Dual Immersion magnet program.	Hapgood	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$10,000 Title III R4203 (1000-3000) \$5,000
Provide ongoing support to 13 established Model Tech classrooms for materials and operational costs (e.g. CUE - \$21,000, Google Summit - \$10,500). Provide model tech teachers with 9 professional development days at sites plus regular monthly meetings and sub costs for meetings and model lessons.	District	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$17,000 (5000) \$40,000
District school sites enhance technology capability (i.e. computers, LCD projectors, etc.) to provide students with 21 st century skills. Also, purchase computers for the district's new teachers (70) to ensure access to reliable technology.	District	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (4000) \$15,000
Provide LUSD's Information Technology department with professional development in current industry standards and practices. CEPTA – IT Director and 3 staff members, (\$7,200), Google Summit – IT Director (\$2,100), CUE Conference – IT Director (\$4,200), CISCO & Microsoft training (\$15,000), ACSA – IT Director - (\$1,900), CISC – IT Director (\$1,500), and CNT Training (\$12,500). Purchase materials for computer equipment tests (\$5,200).	District	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$44,800 (4000) \$5,200

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
Provide funding for 2 FTE teachers at Lompoc High in support of the following CTE courses: Advanced Automotive and Health Careers/Medical Science. The courses have classroom-linked work-based learning and work experience education opportunities that provide support for instructional activities and services for at risk students, and materials for Cabrillo and Lompoc High Schools' ROP/CTE programs, and materials for Cabrillo and Lompoc High Schools' ROP/CTE programs.	Cabrillo Lompoc	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$180,000 CTEIG GRANT R6387 (4000) \$143,953
LUSD staff will participate in a countywide workgroup to identify effective practices concerning information sharing specific to foster youth. Specifically, refine practices associated with transfer of foster youth educational and placement information. Data sharing systems will be evaluated as a part of this process.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _X_Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
LUSD staff will participate in ongoing communication and collaboration between other LEAs and county agencies to ensure minimal disruption to school placement of foster youth and timely sharing of educational information between agencies.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _X_Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
LUSD will develop and implement a policy ensuring foster youth are immediately enrolled and appropriately placed in the same/equivalent grade and classes; and partial credits are calculated using a uniform formula and are consistently issued.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _X_Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
LUSD will collaborate with SBCEO Transitional Youth Services to provide training to district staff to ensure foster youth have access to AB 216 rights (exempts a pupil in foster care who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements).	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _X_Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
Provide resources for district to participate in STEM Expo and STEAM Festival in May 2018.	District	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (4000) \$8,000 (5000) \$2,000
Support continuing implementation of a Visual and Performing Arts program at Los Berros Elementary by providing release time for secondary music teacher to teach beginning band and/or strings.	Supp/Con (Site) (1000-3000) \$5,000	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	Title I R3010 (1000-3000) \$5,000
Offer opportunities to extend science learning outside classroom at elementary and secondary sites (i.e., clubs, lunchtime activities, science education in the garden, field trips, MakerSpaces).	District	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$27,000

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:		Improve SBAC performance scores (met or exceeded standards) in English language arts and math by 5% from 2017-2018 baseline, continue to offer professional development for New California State Standards/ELD, improve EAP ELA and math college readiness, improve district STAR reading and math scores improve RFEP rate. Increase UC/CSU required courses completion rate, AP pass rate (3 or higher), AP course enrollment rate, AP courses offered, CTE course enrollment rate, enrollment rate, UC/CSU required course enrollment rate, and AP exam participation rate. Decrease intervention/remedial course enrollment.	
Actions/Services 2018-2019 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue districtwide collaboration schedule to allow for instruction and curriculum alignment to New California State Standards/ELD and Next Generation Science Standards (NGSS). All schools (with exception of Buena Vista and Crestview Elementary) bank minutes for weekly collaboration.	District	<input checked="" type="checkbox"/> _X_ 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
Provide teachers 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	<input checked="" type="checkbox"/> _X_ 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 R3010 (1000-3000) \$65,000 (5000) \$5,000 Title II R4035 (5000) \$5,500 Title III R4203 (1000-3000) \$13,000 LCFF Supp/Con (5000) \$47,500
Individual school sites identify actions and goals via SPSAs for increased services to improve academic proficiency of English learners, low-socio economic and foster youth.	District	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_ Low Income pupils <input checked="" type="checkbox"/> _X_ English Learners <input checked="" type="checkbox"/> _X_ Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$3,800,498 (4000) \$2,511,140 (5000) \$240,863 (7000) \$14,653
All English learner students receive instruction that includes explicit and integrated English language development.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _X_ English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_ Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Con (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	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (1000-3000) \$30,000

Actions/Services 2018-2019 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
Review textbooks and materials in K-12 that are aligned with California Science Framework and Next Generation Science Standards.	District	<input checked="" type="checkbox"/> _X_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
Utilize supplemental programs for targeted support based upon need and assessment data <ul style="list-style-type: none"> • Lexia • Imagine Learning (newcomers only/perpetual licenses) • Power Reading • Renaissance Place (STAR Reading, STAR Math, AR Reading, AR Math, Early Literacy, Spanish STAR Reading) • Learning Dynamics 	District	<input checked="" type="checkbox"/> _X_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 Supp/Con (5000) \$285,000
District coaches (5) provide ongoing support to elementary teachers in implementing <i>My Math</i> , 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. Also, support middle school in continued <i>Engage NY</i> curriculum.	District	<input checked="" type="checkbox"/> _X_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 Supp/Con (1000-3000) \$358,802 Title II R4035 (1000-3000) \$230,000
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"/> _X_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 Supp/Con (1000-3000) \$411,011
Elementary grade level chairs in TK -- 6 (3 per grade level) elected district-wide to serve as instructional leaders for fellow grade level teachers. Grade level chairs work with site principals and district leadership to oversee professional development, coordinate implementation of curriculum using best practices and analyze data to identify areas of improvement.	District	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$28,574

Actions/Services 2018-2019 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
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 __X_English Learners __Foster Youth __X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$15,000 Title III R4203 (1000-3000) \$5,000
Hire four academic deans (.50 FTE per Title 1 elementary site) to assist in the development and implementation of instructional programs with particular emphasis directed to English learners. Specifically, each academic dean will be assigned two schools and primary duties are to support teachers in the delivery of integrated ELD throughout the day as well as monitor the implementation of SELD in designated classrooms. Identification of long term English learners and subsequent development of individualized learning plans to support each EL student will be a priority. (.5 FTE assigned to Ed Services for data analysis, professional development, etc.)	District	__ALL OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesigned fluent English proficient Other Subgroups: (Specify) _____	LCFF Supp/Con (1000-3000) \$486,874 Title I R3010 (1000-3000) \$65,000
Home school liaisons (12 liaisons at 30 hours per week). (District .5 FTE provides support to homeless and foster youth.)	District	__ALL OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	Title 1 R3010 (2000-3000) \$22,000 LCFF Supp/Con (2000-3000) \$165,355
A Spanish district translator and a district Spanish bilingual liaison function as interpreters and translators. Both aide communication with the district's Spanish community by converting message or text from English into Spanish either orally or in writing.	District	__ALL OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (2000-3000) \$125,505 Title I R3010 (2000-3000) \$21,475
One district Hmong bilingual liaison support needs of English Learner students.	District	__ALL OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (2000-3000) \$33,530

Actions/Services 2018-2019 - Goal 1 State Priority #2 – Implementation of State Standards	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
As part of the Lompoc Apprentice Teacher Support System (LATSS) orientation in August, new teachers will participate in additional training for supplemental support programs (STAR Reading and Math, Lexia and Power Reading).	District	<input type="checkbox"/> _X_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 II R4035 (1000-3000) \$15,000
In conjunction with SBCEO's preliminary and clear administrative services credential program, LUSD will provide a mentor/coach to each candidate holding administrative positions in LUSD. The mentor/coach provides intensive, individualized support and assistance and assures that a Leadership Action Plan for each administrative candidate is rooted in ongoing observation and reflection with the mentor/coach.	District	<input type="checkbox"/> _X_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 Supp/Con (5000) \$25,000
Utilize a data management program (MMARS) for district and site level assessment data analysis.	District	<input type="checkbox"/> _X_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 R3010 (5000) \$8,500 LCFF Supp/Con (5000) \$8,500

Actions/Services 2018-2019 - Goal 1 State Priority #4: Pupil Achievement	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize SBAC interim and summative assessments, SBAC Digital Library, CELDT, ADEPT, supplemental program and STAR test data to inform instruction and lesson/unit planning.	District	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _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. 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. (French 101/102, History 107/108, Political Science 103, and Prod 301.)	Cabrillo Lompoc	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
A College and Career Readiness course for all high school freshmen using "Get Focused, Stay Focused" curriculum is offered at Cabrillo and Lompoc High Schools. A concurrent enrollment opportunity with Allan Hancock College (AHC) provides district freshmen who elect to register as a concurrently enrolled AHC student to receive 3 college units (PD301- Intro to Life and Career Planning) in the course as well as 5 credits towards high school graduation.	Cabrillo Lompoc	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
Achievement teachers (4-6) support site based priorities for student achievement. Each elementary school will create an achievement plan for grades 4-6 that assist the staff in providing uniform contact minutes for teachers in grades 4-6 by providing teachers with support intervention or enrichment.	Elementary	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$813,765
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	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	Title II R4035 (1000-3000) \$18,000 Title I R3010 (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	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	Title II R4035 (5000) \$15,000 LCFF Supp/Con (5000)\$15,000

Actions/Services 2018-2019 - Goal 1 State Priority #4: Pupil Achievement	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
Support secondary AVID program with one release period for each AVID teacher per site (\$60,000) and attendance at AVID Summer Institute (3 teachers per site at CHS, LHS, LVMS and VMS and La Canada Elementary. Provide a two release periods for secondary AVID director (not including AVID prep period) (\$30,000). Add La Canada as a new elementary site. Continue AVID ADL training for district director (\$4,800).	CHS LHS LVMS VMS La Cañada	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$90,000 (5000) \$28,000 Title II R3010 (5000) \$12,000
Pay college age tutors to work with LUSD AVID students in tutorials. 2 tutors at LVMS X 4 periods = 8 tutor hours X twice/wk = 16 tutor hours/wk 2 tutors at VMS X 5 periods = 10 tutor hours X twice/wk = 20 tutor hours/wk 1 tutor at CHS X 2 periods = 2 tutor hours X twice/ wk = 4 tutor hours/wk 1 tutor at LHS X 3 periods = 3 tutor hours X twice/wk = 6 Tutor hours/wk 46 total tutor hours hired from October 15th-May 15th (25 weeks) = 1150 tutor hours X \$14/hr. = \$16100	Secondary	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$16,100
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	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (2000-3000) \$408,374
The district's high school Independent Study Program (ISP) provides the opportunity for the use of APEX licenses for original credit in math and science. A science and math teacher will provide tutoring services 2 days per week for 45 minutes at each high school (schedule to ensure coverage MTWTH). The science teacher will facilitate "wet labs" when necessary. Six (6) hours per week @ \$33/hour.	Lompoc Cabrillo	<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$20,000
Provide LUSD's under-served elementary students who do not meet grade level standards in English language arts and/or math with a summer school program. The program will target students who struggle in specific academic areas and will focus on academic instruction that allows students to enhance cognitive skills and abilities.	Elementary	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	Title I R3010 (1000-3000) \$150,000 LCFF Supp/Con (1000-3000) \$150,000
Continue an ongoing EL progress monitoring system facilitated academic deans that gives teachers and administrators easy access to relevant EL student information (e.g. Bench-mark assessment results, ADEPT, CELDT, SBAC, years in district, STAR Reading and Math, etc.).	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	None

Actions/Services 2018-2019 - Goal 1 State Priority #4: Pupil Achievement	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
Partner with Cal-SOAP to provide a tutor at Maple High to increase academic support, formal outreach and mentoring to under-represented students (Cal-SOAP funds tutors at Cabrillo and Lompoc High Schools). Add a tutor to each of the district's elementary schools and middle schools to help with reading and math skills. The use of CalSOAP tutors shall supplement existing services provided by CSEA bargaining unit instructional paraeducators, and shall in no way cause any reduction and/or elimination of those CSEA paraeducator services.	Cabrillo Lompoc Maple	<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 Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$60,000
Secondary counselor goals include increasing access and strengthening services to support all students, with an emphasis on English learners, foster youth, African American and Latino males, low socio-economic, Special Ed, and first generation students. High school counselors will support the Bridges to Success program by attendance at regular meetings with Allan Hancock College (AHC). The partnership between AHC and LUSD works to collaboratively promote student success.	Cabrillo Lompoc Maple Forinash Community Day LVMS VMS	<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 Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$469,211 LCFF Supp/Con (1000-3000) \$1,168,422
Provide opportunities for students to retake courses for credit recovery purposes as well as obtain original credit for science and/or math courses using the APEX online program. (Math 1 and 2, Algebra 2/2A/2B, Pre-Calculus and Pre-Calculus Honors, Earth Science, Biology 9 Honors, Biology and Chemistry.)	Cabrillo Lompoc Maple Forinash Community Day	<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 Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$60,000
Bob Forinash Community Day School serves mandatory and other expelled students, and other high-risk youths. The instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Development of pro-social skills and student self-esteem and resiliency are also included in a student's individualized learning plan.	Bob Forinash Community Day	<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 Other Subgroups:(Specify)_ at-risk students _____	LCFF Supp/Con (1000-3000) \$414,940 (4000) \$7,912 (5000) \$65,200
District library technicians provide support and guidance with supplementary reading programs, contribute to the development of a library master plan, update catalog circulation database and other essential functions that promote learning. LUSD's library services will use OPALS, a web-based Open-source Automated Library System program to provide Internet access to information databases, library collections and digital archives. Secondary schools' textbook system to use <i>Textbook Tracker</i> .	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFFSupp/Con (1000-3000) \$776,837
Partner with science enrichment organizations including environmental literacy organizations.	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None

Actions/Services 2018-2019 - 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 by maintaining partnership with Endeavour Center and other STEM organizations.	District	_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
Support secondary music programs with funding for expenditures such as new instruments, instrument repair, sheet music, uniforms, and professional development. Cabrillo High \$25,000 Lompoc High \$25,000 Lompoc Valley Middle \$15,000 Vandenberg Middle \$15,000	Secondary	_X_ALL OR: _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (4000) \$80,000
District school sites enhance technology capability (i.e. computers, LCD projectors, etc.) to provide students with 21 st century skills. Also, purchase computers for the district's new teachers (70) to ensure access to reliable technology.	District	_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (4000) \$20,000
Students are healthy and physically fit as evidenced by performance in the California fitness exams. Teachers are trained in the SPARK program.	District	_X_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	_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$10,000 Title III R4203 (1000-3000) \$10,000
Provide LUSD's Information Technology department with professional development in current industry standards and practices. CEPTA – IT Director and 3 staff members, (\$7,200), Google Summit – IT Director (\$2,100), CUE Conference – IT Director (\$4,200), CISCO & Microsoft training (\$15,000), ACSA – IT Director - (\$1,900), CISC – IT Director (\$1,500), and CNT Training (\$12,500). Purchase materials for computer equipment tests (\$5,200).	District	_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$44,800 (4000) \$5,200
Provide ongoing support to 13 established Model Tech classrooms for materials and operational costs (e.g. CUE - \$21,000, Google Summit - \$10,500). Provide model tech teachers with 9 professional development days at sites plus regular monthly meetings and sub costs for meetings and model lessons.	District	_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$14,175 (5000) \$31,500

Actions/Services 2018-2019 - Goal 1 State Priority #8: Other Outcomes	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide funding for 2 FTE teachers at Lompoc High in support of the following CTE courses: Advanced Automotive and Health Careers/Medical Science. The courses have classroom-linked work-based learning and work experience education opportunities that provide support for instructional activities and services for at risk students, and materials for Cabrillo and Lompoc High Schools' ROP/CTE programs, and materials for Cabrillo and Lompoc High Schools' ROP/CTE.	Cabrillo Lompoc	<input checked="" type="checkbox"/> _X_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 Supp/Con (1000-3000) \$180,000 CTEIG Grant R6387 (4000) \$50,000
LUSD staff will participate in a countywide workgroup to identify effective practices concerning information sharing specific to foster youth. Specifically, refine practices associated with transfer of foster youth educational and placement information. Data sharing systems will be evaluated as a part of this process.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None
LUSD staff will participate in ongoing communication and collaboration between other LEAs and county agencies to ensure minimal disruption to school placement of foster youth and timely sharing of educational information between agencies.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None
Lompoc Unified School District to send 10 staff members to participate in the School Wellness Summit and support attendance for 8 staff members at 3 additional extension trainings. This year's focus is to strengthen coordinated health systems that reinforce health literacy.	District	<input checked="" type="checkbox"/> _X_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 Supp/Con (5000) \$2,000
LUSD will develop and implement a policy ensuring foster youth are immediately enrolled and appropriately placed in the same/equivalent grade and classes; and partial credits are calculated using a uniform formula and are consistently issued.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None
Support continuing implementation of a Visual and Performing Arts program at Los Berros Elementary by providing release time for secondary music teacher to teach beginning band and/or strings.	District	<input checked="" type="checkbox"/> _X_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 R3010 (1000-3000) \$5,000
LUSD will collaborate with SBCEO Transitional Youth Services to provide training to district staff to ensure foster youth have access to AB 216 rights (exempts a pupil in foster care who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements).	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None

Section 2: Goals, Actions, Expenditures and Progress Indicators

Offer opportunities to extend science learning outside classroom at all elementary and secondary sites. (i.e., clubs, lunchtime activities, science education in the garden, field trips, maker spaces, etc.)	District	_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$27,000
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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: 2016-2017		
Expected Annual Measurable Outcomes:	Increase parent attendance in school site organizations (PTSA, DELAC, ELAC and GATE Advisory) through community outreach. Establish baseline for parent attendance data at Back to School Nights, Open House and teacher conferences. Increase participation rate by 5% for completion of community stakeholder involvement survey (571 to 600). Continue Education Services Update to LUSD staff. Maintain District website and continue LUSD social media platform of Twitter messaging, Facebook and Instagram.	

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
Increase outreach to English Learner's parents in their primary language via: <ol style="list-style-type: none"> 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. Newsletters 6. Home Visits 	District	__ALL OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	Title I R3010 (4000) \$19,643 (5000) \$1,000 LCFF Supp/Con (4000) \$2,238
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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesigned fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$30,550
Provide training for community liaisons and interpreters to promote parent-school-community partnerships.	District	_X_ALL OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	Title I R3010 (5000) \$10,000
Weekly Good News email to classified and certificated staff members.	District	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesigned fluent English proficient __Other Subgroups:(Specify)_____	None

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
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 type="checkbox"/> _X_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 type="checkbox"/> _X_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
Increase parent engagement starting with training for school personnel using the CDE's <i>Family Engagement Framework</i> . The framework identifies district principles that are essential actions for supporting family engagement. The principles address capacity building, leadership, resource allocation, progress monitoring, access and equity.	District	<input type="checkbox"/> _X_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
Expand Spanish (ELD) parent class offerings from every other month to once a month providing 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"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title III R4201 (1000-3000) \$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"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title III R4203 (1000-3000) \$5,450
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.	Adult Education	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Adult Ed Fund 11 RSC 6391 (1000-3000) \$35,000
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"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title III R4203 (2000-3000) \$10,000
Provide resources and supports for Family Science Nights or Festivals.	District	<input type="checkbox"/> _X_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 (1000-3000) \$1,000 (4000) \$2,000

LCAP Year 2: 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. Increase participation rate by 5% for completion of online community stakeholder involvement survey. Continue Education Services Update to LUSD staff. Maintain district website and continue LUSD social media platform of Twitter messaging, Facebook and Instagram.		
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
Increase outreach to English Learner's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. Newsletters 6. Home Visits	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	Title I R3010 (4000) \$15,000 (5000) \$7,000
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"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesigned fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$30,550
Provide training for community liaisons and interpreters to promote parent-school-community partnerships.	District	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_Redesigned fluent English proficient Other Subgroups:(Specify)_____	Title I R3010 (5000) \$10,000
Weekly Good News email to classified and certificated staff members.	District	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesigned 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	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesigned 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	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesigned fluent English proficient Other Subgroups:(Specify)_____	None

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 checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	Title III R4201 (2000-3000) \$3,500 (5000) \$2,500
Increase parent engagement using the CDE's Family Engagement Framework. The framework identifies district principles that are essential actions for supporting family engagement. The principles address capacity building, leadership, resource allocation, progress monitoring, access and equity.	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 Other Subgroups:(Specify)_____	None
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 checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	Title III R4203 (2000-3000) \$5,450
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.	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 checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	Adult Ed Fund 11 (1000-3000) \$35,000
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 checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	Title III R4203 (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 Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$1,000 (4000) \$2,000

LCAP Year 3: 2018-2019			
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. Continue Education Services Update to LUSD staff. Maintain District website and continue LUSD social media platform of Twitter messaging, Facebook and Instagram.		
Actions/Services 2018-2019 - Goal 2 State Priority #3: Parental Involvement	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase parent engagement starting with training for school personnel using the CDE's <i>Family Engagement Framework</i> . The framework identifies district principles that are essential actions for supporting family engagement. The principles address capacity building, leadership, resource allocation, progress monitoring, access and equity.	District	<input checked="" type="checkbox"/> X 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
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"/> X 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 Supp/Con (5000) \$30,550
Produce EdConnection newsletter to provide information and updates to LUSD staff and community members.	District	<input checked="" type="checkbox"/> X 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
<i>Weekly Good News</i> email to classified and certificated staff members.	District	<input checked="" type="checkbox"/> X 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"/> X 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"/> X 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

Actions/Services 2018-2019 - Goal 2 State Priority #3: Parental Involvement	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand Spanish (ELD) parent class offerings from every other month to once a month providing 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 checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	Title III R4201 (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 checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	Title III R4203 (2000-3000) \$5,450
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.	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 checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	Adult Ed Fund 11 (1000-3000) \$35,000
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 O: <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 Other Subgroups:(Specify)_____	Title III R4203 (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 Other Subgroups:(Specify)_____	LCFF Base (1000-3000) \$1,000 (4000) \$2,000

GOAL:	3. Develop capacity of all staff to meet the academic needs of all students.		Related State and/or Local Priorities: 1__X__ 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 RFEF Pupils	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	Credentialed teacher rate (99% to 100%), credentialed teacher teaching outside of subject area rate (1% to 0%), highly qualified teacher rate (99.93% to 100%), most recently adopted textbooks rate (maintain 100%), overall facility rating (maintain good), student lacking own copy of textbook rate (maintain 0%), and teacher misassignment rate (maintain 0%).		
Actions/Services 2016-2017 - Goal 3 State Priority #1: Basic Services		Scope of service::	Budgeted Expenditures
Continue to improve level of LUSD facility maintenance and cleanliness by monitoring custodial staff distribution (addition of 14 custodians in 2015-2016).		District	<input checked="" type="checkbox"/> X 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)_____
Continue to improve LUSD grounds maintenance (addition of 5 grounds employees in 2015-2016).		District	<input checked="" type="checkbox"/> X 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)_____
LUSD's Maintenance and Operations Department implement/monitor schedule of prioritized facility upgrades.		District	<input checked="" type="checkbox"/> X 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)_____
LUSD's Child Nutrition Services, in concert with the Operations and Maintenance Department, will coordinate the kitchen remodels at Los Berros, La Honda and Miguelito Elementary Schools (\$44,000) so that every district school is prepared to serve real & fresh food. Kitchen remodel completion in Summer 2016 at Clarence Ruth and Fillmore Elementary Schools (\$24,000).		Los Berros La Honda Miguelito	<input checked="" type="checkbox"/> X 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)_____
Maintenance and Operations to paint exterior of the La Canada, Miguelito and VMS.		La Canada Miguelito VMS	<input checked="" type="checkbox"/> X 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: Goals, Actions, Expenditures and Progress Indicators

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
Maintenance and Operations to repair roofs at Fillmore, Maple, El Camino and CHS.	Fillmore Maple El Camino CHS	<input checked="" type="checkbox"/> X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	Fund 21 (6000) \$124,560
Maintenance and Operations to repair and/or replace asphalt at multiple sites. Engineering, Labs & Inspection – PEI (\$225,000).	Elementary Secondary	<input checked="" type="checkbox"/> X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Base Fund Transfer to Fund 40 (6000) \$1,320,000
Maintenance and Operations plans to add fencing to selected sites.	Fillmore Miguelito La Cañada Los Berros Clarence Ruth	<input checked="" type="checkbox"/> X ALL OR: Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	Fund 14 (6000) \$60,000
LUSD's Information Technology department to upgrade network support equipment.	District	<input checked="" type="checkbox"/> X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (6000) \$100,465
Maintenance and Operations plans to refurbish floors at Clarence Ruth and Los Berros, Buena Vista and VMS (Other district M & O needs (\$40,400).	Clarence Ruth Los Berros Buena Vista VMS	<input checked="" type="checkbox"/> X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	Fund 14 (6000) \$105,400 Fund 21 (6000) \$108,000

LCAP Year 2: 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 misassignment 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
Capital outlay projects.	District	<input checked="" type="checkbox"/> _X_ 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 Fund Transfer to Fund 40 (6000) \$1,000,000
Deferred maintenance projects.	District	<input checked="" type="checkbox"/> _X_ 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 Fund Transfer to Fund 14 (6000) \$100,000
Ensure 100% of all teachers are appropriately credentialed and assigned.	District	<input checked="" type="checkbox"/> _X_ 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"/> _X_ 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

LCAP Year 3: 2018-2019			
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 misassignment rate.		
Actions/Services 2018-2019 - Goal 3 State Priority #1: Basic Services	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
Capital outlay projects.	District	<input checked="" type="checkbox"/> _X_ 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 Fund transfer to Fund 40 (6000) \$1,000,000
Deferred maintenance projects.	District	<input checked="" type="checkbox"/> _X_ 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 Fund Transfer to Fund 14 (6000) \$100,000
Ensure 100% of all teachers are appropriately credentialed and assigned.	District	<input checked="" type="checkbox"/> _X_ 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"/> _X_ 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

GOAL:	4. Provide a safe and respectful learning environment for students and staff.			Related State and/or Local Priorities: 1 2 3 4 5 <u>X</u> 6 <u>X</u> 7 8 ____ COE only: 9 10 ____ Local : Specify _____
Identified Need :	Increase school attendance district-wide (93.77% to 95%). Decrease chronic absenteeism at all schools (13% to 11%). Decrease dropout rates of high school pupils (2.9 to 2%). Increase graduation rates for all pupils (87.31% to 90%). Decrease suspension (4.3% to 4.0%) and expulsion rates (0.1% to 0%) 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 (analyze California School Climate Survey results).			
Goal Applies to:	Schools:	All schools and grade levels.		
	Applicable Pupil Subgroups:	Low Income, English Learners, Foster Youth and RFEP Pupils		
LCAP Year 1: 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. Purchase student incentives such as iTunes cards, movie card and swim passes (any food item incentives to meet district wellness policy guidelines).		District	<u>_X_</u> ALL OR: <u>_</u> Low Income pupils English Learners <u>_</u> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Base (2000-3000) \$2,000 LCFF Supp/con (4000) \$5,000
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 English Learners <u>_</u> 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: <u>_</u> Low Income pupils English Learners <u>_</u> Foster Youth Redesignated fluent English proficient 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 English Learners <u>_</u> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None

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
<p>The ASES programs at four LUSD elementary schools provide an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of ASES program to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.</p>	<p>Clarence Ruth Fillmore Hapgood La Honda</p>	<p><input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ASES R6010 (1000-3000) \$17,165 (4000) \$31,778 (5000) \$364,411 (7000) \$5,039</p>
<p>District Truancy Task Force identifies causes of truancy and makes remediation recommendations.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>None</p>

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	<input type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient 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	<input type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
Increase level of school connectedness of students, staff and parents through analysis of annual community stakeholder survey responses.	District	<input type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
Continue Phase II of a project for UCSB with Lompoc Unified School District titled <i>Racial and Ethnic Disparity (RED)</i> . The ultimate goal of RED, funded by the Office of Juvenile Justice and Delinquency Prevention, is to reduce the overrepresentation of people of color coming into contact with the juvenile justice system by a) reducing the number of youth of color in contact with the juvenile justice systems and b) reducing bias in juvenile justice system policies and practices. The purpose of the second phase of the RED Grant is to strengthen the foundation for the RED initiative including engaging youth-serving agencies (e.g., education, social services, mental health) in addition to juvenile justice systems.	District	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) <input checked="" type="checkbox"/> African American and Hispanic students	None
Expand Restorative Justice model at VMS by training school site teacher leaders and administrators.	Vandenberg Middle School	<input type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$2,500
Contract with Family Services Agency (FSA) to provide social/emotional support for students and families.	District	<input type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$30,000 Title I R3010 (5000) \$50,000
District nurses and health clerks improve attendance through health promotion, disease prevention and disease management. Academics are improved because nurses enable better performance because healthy students are in classrooms ready to learn. District Wellness Committee promotes health and wellness and updates Wellness Policy as required. All schools to participate in self-assessment for wellness using assessment tool developed by district's Wellness Committee.	District	<input type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$474,359

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
Schools monitor and enforce site safety plans and conduct disaster drills in accordance with district policy.	District	<input checked="" type="checkbox"/> X 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
District Safety Committee meets monthly to review safety policy and procedures and maintains ongoing interface with local law enforcement agencies.	District	<input checked="" type="checkbox"/> X 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 and the City of Lompoc agree to terms of an MOU that establish scope of services to be provided by School Resource Officers (SROs). The SRO works in a proactive role with students and LUSD officials to counsel and advise the LUSD on important student-police related issues, as well as working on campuses on a daily basis in order to assist students in learning how to de-escalate situations or conflicts with both peers and adults. SROs will work five (5) days a week, eight (8) hours a day. Contracted daily rate: 2 X 180/97,000 = \$269.44 per day.	LVMS LHS	<input checked="" type="checkbox"/> X 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 Supp/Con (5000) \$97,000
Lompoc Unified School District, in support of Youth Leadership Lompoc Valley (YLLV), agree to split transportation costs for the topic days. An MOU will be written outlining roles and responsibilities of the partnership. YLLV is a program sponsored by the Lompoc Chamber of Commerce and is designed to motivate and empower a select group of 20 high school students through issue-related seminars and interaction with community leaders. Students participate in full-day events centered on an industry or theme. Topics usually include law enforcement, military/aerospace, education, business and economics, quality of life and health and human services. Leaders in the topic fields work with students providing hands-on experiences and participation in community activities.	LHS CHS Maple	<input checked="" type="checkbox"/> X 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) \$1,500

LCAP Year 2: 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. Purchase student incentives such as iTunes cards, movie card and swim passes (any food item incentives to meet district wellness policy guidelines).	District	<input checked="" type="checkbox"/> X 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 Sup/Conc (2000-3000) \$2,000 LCFF supp/con (4000) \$5,000
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	<input checked="" type="checkbox"/> X 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
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	<input checked="" type="checkbox"/> X 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
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	<input checked="" type="checkbox"/> X 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 ASES programs at four LUSD elementary schools provide an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of ASES program to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.	Clarence Ruth Fillmore Hapgood La Honda	<input checked="" type="checkbox"/> X 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)_____	ASES R6010 (1000-3000) \$17,165 (4000) \$31,778 (5000) \$364,411 (7000) \$5,039
District Truancy Task Force identifies causes of truancy and makes remediation recommendations.	District	<input checked="" type="checkbox"/> X 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

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	<input checked="" type="checkbox"/> _X_ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient 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	<input checked="" type="checkbox"/> _X_ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
Increase level of school connectedness of students, staff and parents through analysis of annual community stakeholder survey responses.	District	<input checked="" type="checkbox"/> _X_ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None
Review findings of a project for UCSB with Lompoc Unified School District titled <i>Racial and Ethnic Disparity (RED)</i> . The ultimate goal of RED, funded by the Office of Juvenile Justice and Delinquency Prevention, is to reduce the overrepresentation of people of color coming into contact with the juvenile justice system by a) reducing the number of youth of color in contact with the juvenile justice systems and b) reducing bias in juvenile justice system policies and practices. The purpose of the second phase of the RED Grant is to strengthen the foundation for the RED initiative including engaging youth-serving agencies (e.g., education, social services, mental health) in addition to juvenile justice systems.	District	<input type="checkbox"/> _ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify) <input checked="" type="checkbox"/> X African American and Hispanic students _____	None
Expand Restorative Justice model at CHS/LHS by training school site teacher leaders and administrators.	CHS LHS	<input checked="" type="checkbox"/> _X_ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (1000-3000) \$5,000
Contract with Family Services Agency (FSA) to provide social/emotional support for students and families.	District	<input checked="" type="checkbox"/> _X_ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	LCFF Supp/Con (5000) \$50,000
District Wellness Committee promotes health and wellness and updates Wellness Policy as required. All schools to participate in self-assessment for wellness.	District	<input checked="" type="checkbox"/> _X_ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	None

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
Schools monitor and enforce site safety plans and conduct disaster drills in accordance with district policy.	District	<input checked="" type="checkbox"/> X 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 and the City of Lompoc agree to terms of an MOU that establish scope of services to be provided by School Resource Officers (SROs). The SRO works in a proactive role with students and LUSD officials to counsel and advise the LUSD on important student-police related issues, as well as working on campuses on a daily basis in order to assist students in learning how to de-escalate situations or conflicts with both peers and adults. SROs will work five (5) days a week, eight (8) hours a day. Contracted daily rate: 2 X 180/97,000 = \$269.44 per day.	LVMS LHS	<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	LCFF Supp/Con (5000) \$97,000
District Safety Committee meets monthly to review safety policy and procedures and maintains ongoing interface with local law enforcement agencies.	District	<input checked="" type="checkbox"/> X 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
Lompoc Unified School District, in support of Youth Leadership Lompoc Valley (YLLV), agree to split transportation costs for the topic days. An MOU outlines roles and responsibilities of the partnership. YLLV is a program sponsored by the Lompoc Chamber of Commerce and is designed to motivate and empower a select group of 20 high school students through issue-related seminars and interaction with community leaders. Students participate in full-day events centered on an industry or theme. Topics usually include law enforcement, military/aerospace, education, business and economics, quality of life and health and human services. Leaders in the topic fields work with students providing hands-on experiences and participation in community activities.	LHS CHS Maple	<input checked="" type="checkbox"/> X 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) \$1,500

LCAP Year 3: 2018-2019			
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 2018-2019- 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. Purchase student incentives such as iTunes cards, movie card and swim passes (any food item incentives to meet district wellness policy guidelines).	District	<input type="checkbox"/> _X_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 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	<input type="checkbox"/> _X_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
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	<input type="checkbox"/> _X_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
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	<input type="checkbox"/> _X_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 ASES programs at four LUSD elementary schools provide an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of ASES program to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.	Clarence Ruth Fillmore Hapgood La Honda	<input type="checkbox"/> _X_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)_____	ASES R6010 (1000-3000) \$17,165 (4000) \$31,778 (5000) \$364,411 (7000) \$5,039
District Truancy Task Force identifies causes of truancy and makes remediation recommendations.	District	<input type="checkbox"/> _X_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

Actions/Services 2018-2019 - 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	<input checked="" type="checkbox"/> _X_ 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
Decrease expulsion rates for all students by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	District	<input checked="" type="checkbox"/> _X_ 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
Increase level of school connectedness of students, staff and parents through analysis of annual community stakeholder survey responses.	District	<input checked="" type="checkbox"/> _X_ 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
As a result of a project for UCSB with Lompoc Unified School District titled <i>Racial and Ethnic Disparity (RED)</i> , LUSD will develop systematic strategies to bring awareness to staff of inequities associated with discipline and overrepresentation of students of color. The ultimate goal of RED, funded by the Office of Juvenile Justice and Delinquency Prevention, is to reduce the overrepresentation of people of color coming into contact with the juvenile justice system by a) reducing the number of youth of color in contact with the juvenile justice systems and b) reducing bias in juvenile justice system policies and practices. The purpose of the second phase of the RED Grant is to strengthen the foundation for the RED initiative including engaging youth-serving agencies (e.g., education, social services, mental health) in addition to juvenile justice systems.	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 type="checkbox"/> Other Subgroups:(Specify) <input checked="" type="checkbox"/> _X_ African American and Hispanic students	None
Expand Restorative Justice model at Maple and Forinash Community Day School by training school site teacher leaders and administrators.	Maple Forinash Community Day	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (1000-3000) \$2,500
Contract with Family Services Agency (FSA) to provide social/emotional support for students and families.	District	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (5000) \$50,000

Actions/Services 2018-2019 - Goal 4 State Priority #6: School Climate	Scope of service::	Pupils to be served within identified scope of service	Budgeted Expenditures
District Wellness Committee promotes health and wellness and updates Wellness Policy as required. All schools to participate in self-assessment for wellness.	District	<input checked="" type="checkbox"/> _X_ 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
Schools monitor and enforce site safety plans and conduct disaster drills in accordance with district policy.	District	<input checked="" type="checkbox"/> _X_ 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 and the City of Lompoc agree to terms of an MOU that establish scope of services to be provided by School Resource Officers (SROs). The SRO works in a proactive role with students and LUSD officials to counsel and advise the LUSD on important student-police related issues, as well as working on campuses on a daily basis in order to assist students in learning how to de-escalate situations or conflicts with both peers and adults. SROs will work five (5) days a week, eight (8) hours a day. Contracted daily rate: 2 X 180/97,000 = \$269.44 per day.	LVMS LHS	<input checked="" type="checkbox"/> _X_ 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 Supp/Con (5000) \$97,000
District Safety Committee meets monthly to review safety policy and procedures and maintains ongoing interface with local law enforcement agencies.	District	<input checked="" type="checkbox"/> _X_ 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
Lompoc Unified School District, in support of Youth Leadership Lompoc Valley (YLLV), agree to split transportation costs for the topic days. An MOU outlines roles and responsibilities of the partnership. YLLV is a program sponsored by the Lompoc Chamber of Commerce and is designed to motivate and empower a select group of 20 high school students through issue-related seminars and interaction with community leaders. Students participate in full-day events centered on an industry or theme. Topics usually include law enforcement, military/aerospace, education, business and economics, quality of life and health and human services. Leaders in the topic fields work with students providing hands-on experiences and participation in community activities.	LHS CHS Maple	<input checked="" type="checkbox"/> _X_ 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) \$1,500

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.

Original GOAL from prior year LCAP:	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_X 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____			
Goal Applies to:		Schools:	All schools and grade levels.				
		Applicable Pupil Subgroups:	Low Income, English Learners, Foster Youth and RFEP Pupils.				
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 STAR reading + 1 month growth to 1.3 months STAR math + 1 month growth to 10 months RFEP rate + 1% to 10.10% CTE course enrollment rate +3% to 72.48% for CHS and 73% for LHS CTE course sequence completion +3% to 100% for CHS and 90% for LHS AP courses offered (18) AP course enrollment rate +3% to 20.1% AP exam participation rate +3% to 50.56%, AP pass rate +3% to 69.2% Intervention/remedial course enrollment rate decrease (11%) UC/CSU required course (one or more courses) enrollment rate CHS (98%), LHS (96.68%) UC/CSU courses taken CHS (64.27%), LHS (53.51%) UC/CSU required course completion CHS (38.8%), LHS (25.4%) 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%			Actual Annual Measurable Outcomes:	2014-2015 SBAC ELA/Literacy Met or Exceeded Standards (41%) 2014-2015 SBAC Math Met or Exceeded Standards (25%) 2014-2015 STAR Science Proficient/Advanced (57%) AMAO 1 (50.1%) AMAO 2 <5 years (17.1%) AMAO 2 >5 years (45.2%) EAP using SBAC scores of 11 th graders STAR Reading (13 months growth) Elementary STAR Math (12 months growth) Elementary RFEP (8.4%) CAHSEE suspended/no longer a condition of receiving diploma. CTE enrollment rate/includes middle schools (38.2%) AP courses offered (18) AP course enrollment rate (20%) AP exam participation rate (57.37%) AP pass rate (65%) UC/CSU required course enrollment rate (one or more courses) CHS (97.54%) LHS (97.93%) UC/CSU courses taken CHS (65.13%), LHS (52.03%) UC/CSU required course completion CHS (35.9%) LHS (18.6%) Intervention/remedial course enrollment rate (12.6%)		

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards	Budgeted Expenditures		Estimated Actual Annual 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).	None	Common minimum days were scheduled on a monthly basis. Agenda items included training for ELA/ELD adoption process, administration of performance tasks, project based learning, text dependent questions, <i>MVP, My Math</i> and <i>Engage New York</i> (new math adoption) assessments, pacing and curricular strategies. NGSS dimensions of scientific and engineering practices, cross cutting concepts and core ideas in the major disciplines of natural science were also topics for discussion. Supplemental/Concentration funds allocated to district school sites to provide flexibility in determining academic needs of English learner, low socio-economic and foster youth.	LCFF Supp/Con (1000-3000) \$3,203,552 (4000) \$910,296 (5000) \$380,345 (6000) \$28,209
Scope of service: District		Scope of service: District	
<input type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify) _____	
Provide teachers 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.	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	LUSD teachers were provided with robust opportunities to participate in professional development opportunities. Importantly, Systematic ELD and district-wide math adoption training (<i>MVP, My Math</i> and <i>Engage New York</i>) were a major focus of professional development in 2015-2016. Other areas of professional development were often site-specific in the areas of STEAM, visual and performing arts, technology integration and AVID. Teachers attended SBCEO trainings in FactsWise, Number Talks, NGSS, Adaptive Schools, Universal Design for Learning and 21 st century teaching and learning. (Site allocation of Supp/Con funds provided increased opportunities for PD related to English learners, low income and foster youth in order to target strategies and plans for increasing academic proficiencies.)	Title I R3010 (1000-300) \$65,000 (5000) \$5,000 Title II R4035 (500) \$5,500 Title III R4203 (5000) \$13,000Supp/Con (5000) \$47,500
Scope of service: District		Scope of service: District	
<input type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient		<input type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify) _____	
All English learner students receive instruction that includes explicit and integrated English language development – Systematic English Language Development (SELD), Milestones, Edge and Inside.	Supp/Con (1000-3000) \$400,888 Title III (1000-3000) \$65,000	A district coordinator and program specialist provided oversight of SELD implementation program in K-6 at eight elementary sites. Eighteen teachers completed 5-day certification in Systematic English Language Development. The program specialist and coordinator attended SBCEO EL Network meetings. Teachers and administrators attended SBCEO trainings in the ELA/ELD Framework, Unpacking and Implementing California's New ELD Standards and CELDT Scoring Training. Site based purchases of technology to support acquisition of English proficiency.	LCFF Supp/Con (1000-3000) \$94,191 Title II R4035 (1000-3000) \$21,736 Title III R4201 (4000) \$76,397

Section 2: Annual Update 2015 – 2016

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:: <input type="text"/> District		Scope of service:: <input type="text"/> District	
__ALL OR: __Low Income pupils __X_English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	(1000-3000) \$10,000	Elementary and Secondary Common Core Councils met on a monthly basis. Common Minimum Days were used for district-wide collaboration for the new math adoptions. The focus of the collaboration continued the district's collective strides in working together, problem solving, and supporting teachers towards higher gains in student math achievement. This planned time was also used to review performance tasks which were equally important in gaining shared insight towards informing classroom instruction.	LCFF Base (1000-3000) \$31,532 Title II (R4035) \$3,212
Scope of service: District		Scope of service: District	
<input type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Provide teacher release time to implement New California State Standards/ELD aligned math curriculum in K-12. (McGraw Hill's <i>My Math</i> (K-5) and <i>CA Math</i> (6), <i>Math Vision Project</i> (9-12) and <i>Engage New York</i> (7-8))	LCFF Base (1000-3000) \$88,544	All district teachers participated in release time for new math adoption. <i>My Math K - 5 and CA Math 6th</i> : 2 PD Days - August 14th, October 30 and 1 Common Min. Day - Sept. 9. <i>Engage 7 & 8</i> : 2 days training in early August 3 - 4 (not during school calendar), 3 PD Days - August 14, October 30, March 14 and 3 full training days - Sept. 9, Dec. 1, Feb. 11. <i>MVP 9 – 12</i> : 2 days training in early August 6 & 10 (not during school calendar), 3 PD Days - August 14, October 30, March 14.	LCFF Base (1000-3000) \$36,000
Scope of service:: District		Scope of service:: District	
<input type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
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 	Supp/Con (4200) \$285,000	Academic support programs used in the district included Lexia, (Imagine Learning at La Cañada and for newcomers), Power Reading, Accelerated Reading, Accelerated Math and Think Through Math (at LVMS). 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. A district coach met regularly with site principals to discuss the student data and program specific needs.	LCFF Supp/Con (5000) \$139,682 LCFF Base (4000) \$44,690

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service: District		Scope of service: District	
<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
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.	Supp/Con (1000-3000) \$310,000 Title I (1000-3000) \$100,000	The district coaching model was restructured to improve efficiency and effectivity. Instead of a model predicated on “self-selection” and individual sessions dedicated to lesson reflection, the intent of district coaches was to provide teacher support in the area of CCSS/NGSS lesson modeling and curricular strategies. While district coaches made strides in providing more support in the area of lesson modeling, utilization by teachers was hindered by their prior understanding of the district’s coaching model.	LCFF Supp/Con (1000-3000) \$163,383 Title I R3010 (1000-3000) \$170,384
Scope of service: District		Scope of service: District	
<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Lompoc Apprentice Teacher Support System (LATSS) teachers (3) provide ongoing mentoring and guidance in core instructional practices to new teachers.	Supp/Con (1000-3000) \$125,000 Title II (1000-3000) \$227,880	LATSS teachers provided direct support for the LATSS, PAR, or Peer Coaching participants. Lessons and techniques were demonstrated in the classroom. LATSS teachers were responsible for periodic assessment of the participant's progress in the California Standards for the Teaching Profession (CSTP) as listed in the Professional Development Report.	LCFF Supp/Con (1000-3000) \$8,254 Title II R4035 (1000-3000) \$300,219
Scope of service: District		Scope of service: District	
<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards	Budgeted Expenditures		Estimated Actual Annual Expenditures
Special Education staff trained on how to write Individualized Education Program goals aligned to New California State Standards/ELD and NGSS.	LCFF Base Contribution Special Ed. (1000-3000) \$30,000	<ul style="list-style-type: none"> Full day professional development on reclassification and writing linguistically appropriate common core goals Staff training on common core goal banks located within the Special Education Information System (SEIS) LUSD team attending UDL training on 4/21 at SB County SELPA New administrators attended SELPA training 	LCFF Base (1000-3000) \$2,800
Scope of service:: District		Scope of service:: District	
_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>Special Education</u>		_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>Special Education</u>	
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.	Supp/Con (1000-3000) \$15,000 Title III (1000-3000) \$4,000	The LUSD ELD Leadership team met regularly to discuss topics such as EL placement criteria, EL special education placement, ELA/ELD adoption, Long Term English Learners, CELDT data, SELD units and unit testing requirements, pacing calendars, and use of ADEPT test. Also, four English Learner parent sessions were planned and executed.	LCFF Supp/Con (1000-3000) \$15,000 Title III R4035 (1000-3000) \$945 (4000) \$3,763
Scope of service:: District		Scope of service:: District	
ALL OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)_____		_ALL OR: _Low Income pupils _X_English Learners _Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Utilize a data management program for district and site level assessment data collection.	LCFF Base (5800) \$15,000	LUSD contracted with MMARS (Multiple Measures Assessment Reporting System) to provide a web-based system that provided SBAC and CELDT data at the district, school and classroom level. Adding additional tests to the database such as ADEPT and SELD is being considered.	Title 1 R3010 (5000) \$8,500 LCFF Supp/Con (5000) \$8,500
Scope of service:: District		Scope of service:: District	
_X_ALL (High School) OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____		_X_ALL (High School) OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards	Budgeted Expenditures		Estimated Actual Annual 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 (RFEF) within five years of instruction in the District.	Supp/Con (1000-3000) \$200,000 Title III (1000-3000) \$108,500	One district level program support specialist supported teachers in the implementation and oversight of Systematic ELD at elementary sites and EL instruction at secondary sites. An unsuccessful attempt to hire an additional coach was the result of not enough EL experience of the candidates who applied.	LCFF Supp/Con (1000-3000) \$39,294 Title III R4035 (1000-3000) \$57,869 (5000) \$344
Scope of service:: District		Scope of service:: District	
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_ English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _X_ Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups: (Specify) _____		<input type="checkbox"/> __ ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_ English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _X_ Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups: (Specify) _____	
Home school liaisons (12 liaisons at 30 hours per week). (District .5 FTE provides support to homeless and foster youth.)	Supp/Con (2000-3000) \$572,900	Home school liaisons provided specialized services to underserved students, participating as a team member for specific student problems, assisting in resolving issues with purposeful interaction with parents and other family members as necessary, and communicating and coordinating meetings in support of students. Also traveled to student homes to interact with parents or guardians. Besides the district funded home school liaisons (12 liaisons at 30 hours per week, sites used Supp/Con monies to increase level of home school and safety liaison support. (District .5 FTE provides support to homeless and foster youth.) Student safety community liaisons provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds; monitoring visitors; contacting parents of students who are not in attendance regularly; enforcing school and district rules and regulations.	LCFF Supp/Con (2000-3000) \$809,981
Scope of service:: District		Scope of service: District	
<input type="checkbox"/> __ ALL OR: <input type="checkbox"/> _X_ Low Income pupils <input type="checkbox"/> _X_ English Learners <input type="checkbox"/> _X_ Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input type="checkbox"/> __ ALL OR: <input type="checkbox"/> _X_ Low Income pupils <input type="checkbox"/> _X_ English Learners <input type="checkbox"/> _X_ Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards	Budgeted Expenditures		Estimated Actual Annual Expenditures
Two Spanish bilingual instructional assistants support academic needs of English learner students.	Supp/Con (2000-3000) \$82,500 Title I (2000-3000) \$28,500	A Spanish district translator and a district Spanish bilingual liaison function as interpreters and translators. Both aide communication with the district's Spanish community by converting message or text from English into Spanish either orally or in writing.	LCFF Supp/Con (2000-3000) \$113,921 Title I Res 3010 (2000-3000) \$19,459
Scope of service:: District		Scope of service:: District	
_ALL OR: _Low Income pupils _X_English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____		_ALL OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)_____	
A Hmong bilingual instructional assistant supports academic needs of English learner students.	Supp/Con (2000-3000) \$27,000	The Hmong bilingual instructional assistant functions as an interpreter and translator. Both functions aide communication with the district's Hmong community by converting message or text from English into Hmong either orally or in writing.	LCFF Supp/Con (2000-3000) \$30,578
Scope of service:: District		Scope of service:: District	
_ALL OR: _Low Income pupils _X_English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____		_ALL OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)_____	
English Learner secondary sections (34) provide support for specialized EL programs.	LCFF Base (1000-3000) Supp/Con (1000-3000) \$221,000	Course sections were provided to the district's secondary schools to assist in the implementation of their English learner programs (e.g. Edge, Milestones and Inside). English learners face the unique challenge of learning English as they are also learning grade-level content through English. Both designated and integrated ELD is integral to a comprehensive program for every EL student to meet the linguistic and academic goals at their grade level.	LCFF Supp/Con (1000-3000) \$248,390
Scope of service:: Secondary		Scope of service:: Secondary	
_ALL OR: _Low Income pupils _X_English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____		_ALL OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #2 – Implementation of State Standards	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase library technician's hours at all elementary sites to five (5) hours per day for a total of twenty-five (25) per week.	Supp/Con (2000-3000) \$32,000	Library technician hours were increased by one hour (5 hours per day) to support 21 st century learning needs of LUSD students. Besides teaching library and CCSS research skills, library technicians played a role in curating digital content and lesson plans with teachers, teaching digital citizenship to students and functioning as technology experts within their schools. District library technicians provided support and guidance with supplementary reading programs, contributed to the development of a library master plan, updated catalog circulation database and other essential functions that promoted learning. LUSD's library services used OPALS, a web-based Open-source Automated Library System program to provide Internet access to information databases, library collections and digital archives. Secondary schools' textbook system to use <i>Textbook Tracker</i> .	LCFF Supp/Con (2000-3000) \$82,907 LCFF Base (5000) \$4,650 LCFF Supp/Con (5000) \$10,850 LCFF Supp/Con (2000-3000) \$776,837
Scope of service: Elementary		Scope of service: Elementary	
<input checked="" type="checkbox"/> _X_ 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"/> _X_ Low Income pupils <input checked="" type="checkbox"/> _X_ English Learners <input checked="" type="checkbox"/> _X_ Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
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.	Supp/Con \$50,000	Technology purchased to support student acquisition of 21 st century skills. Multiple opportunities for professional development (i.e. Google Summit, CETPA, and CISC Symposium) were afforded to LUSD's Information Technology (IT) department. Effective professional development is a systemic process due in part to the constantly changing nature of technology.	LCFF Supp/Con (4000-5000) \$38,815 (4000) \$7,548
<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_ Low Income pupils <input checked="" type="checkbox"/> _X_ English Learners <input checked="" type="checkbox"/> _X_ Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_ Low Income pupils <input checked="" type="checkbox"/> _X_ English Learners <input checked="" type="checkbox"/> _X_ Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #4: Pupil Achievement	Budgeted Expenditures		Estimated Actual Annual Expenditures
Utilize SBAC interim assessments, SBAC Digital Library, CAASPP, CELDT, supplemental program and STAR test data to inform instruction and lesson/unit planning.	None	Weekly supplemental program data was reported to the superintendent and board of education members. SBAC data by grade level and school (along with surrounding district performance data) was aggregated and distributed to each principal and presented at individual school site council meetings. Every elementary and secondary school administered the STAR Reading and STAR Math test three times a year.	None
Scope of service:: District		Scope of service:: District	
<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
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.	None	A positive partnership was strengthened between LUSD and Allan Hancock Community College in the area of concurrent enrollment. Cabrillo offered French 101 and Political Science 103. The college-credit bearing courses allowed LUSD students to gain exposure to the academic challenges of college. The program also facilitates close collaboration between LUSD high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.	None
Scope of service:: Cabrillo and Lompoc High		Scope of service:: Cabrillo and Lompoc High	
<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Offer a required College and Career Readiness course for all high school freshmen using "Get Focused, Stay Focused" curriculum.	None	Cabrillo and Lompoc High's <i>Career and College Readiness (CCR)</i> courses are designed to help all students visualize a plan for a future of self- sufficiency and to recognize their own potential and achieve their own education and career goals. Students learn the value of education and what a diploma means to their future life and career satisfaction.	None
Scope of service:: Cabrillo and Lompoc High		Scope of service:: Cabrillo and Lompoc High	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #4: Pupil Achievement	Budgeted Expenditures		Estimated Actual Annual Expenditures
<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Achievement teachers (4-6) support site based priorities for student achievement.	Supp/Con (1000-3000) \$767,615	Each elementary school in LUSD created an achievement plan outlining priorities and identified the areas of focus for the site's achievement teacher. All plans were developed jointly by teachers and administration for grades 4-6 and assisted staff by providing teachers with support, intervention or enrichment for students.	LCFF Supp/Con (1000-3000) \$818,959
Scope of service:: Elementary		Scope of service:: Elementary	
<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
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.	Title II (1000-3000) \$18,000 Title I (1000-3000) \$18,000	ACSA Principal's Summer Institute (4 administrators) ACSA Leadership Academy California Title I Conference (10 administrators) CUE Conference (4 administrators) Curriculum and Instruction Leadership Symposium (CISC) (3 administrators) CAASFEP (2 administrators) ELD Symposium (3 administrators) EL Achieve Symposia (1 administrator) SBCEO Instructional Leadership PASC & CASC Mentor (Ragan Fife) SELPA Training (Partial list)	Title I (5200) \$7,488 LCFF Supp/Con (5800) \$20,500 LCFF Base (5000) \$8,446
Scope of service:: District		Scope of service:: District	
<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #4: Pupil Achievement	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development opportunities (e.g. Stanford Design School, STEM and NGSS symposium) for teachers and administrators in NGSS and classroom technology integration strategies.	Title II (5200) \$15,00 Supp/Con (5200) \$15,000	Next Generation Science Conference (1) California Science Conference (2) STEM Symposium in Anaheim (11 teachers) NGSS Rollout Symposium (1) National Science Teachers Association (1) Stanford Design School (8 teachers) Google Conference (10 teachers) CEPTA Conference (1 administrator)	Title II (5000) \$2,063 LCFF Base (5000) \$14,000 LCFF Supp/Con (5000) \$17,525
Scope of service:: District		Scope of service:: District	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____		_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
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.)	Supp/Con (1000-3000) \$75,000 Title II (1000-3000) \$40,000	LUSD's AVID program took a giant leap with the addition of Cabrillo High School – now all district secondary schools offer the program to help underachieving students with high academic potential prepare for entrance to colleges and universities. The district funded staff attendance at the AVID Summer Institute (3 per site at LHS, LVMS and VMS and 8 teachers from CHS) and AVID Director training.	LCFF Supp/Con (1000-3000) \$16,910 LCFF Base (5000) \$24,894 LCFF Supp/Con (5000) \$27,611
Scope of service:: Secondary		Scope of service:: Secondary	
_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Resignated fluent English proficient _Other Subgroups:(Specify)_____		_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Resignated fluent English proficient _Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #4: Pupil Achievement	Budgeted Expenditures		Estimated Actual Annual 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 21st century technology skills.	Supp/Con (2000-3000) \$442,000	A computer lab instructional assistant (IA) was assigned at all schools to optimize efficiency and effectivity of district computer based technology programs. Instructional assistants supported new Common Core State Standards and associated 21 st century technology skills.	LCFF Sup/Con (2000-3000) \$365,451
Scope of service:: District		Scope of service:: District	
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
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.).	None	A district program specialist provided support to site principals and teachers to improve designated and integrated EL instructional practices and more positively impact English learner achievement. Regular walk-throughs of EL classrooms and debriefs with site principals ensured fidelity to implementation of Systematic ELD at the elementary level. A placement card/form was created for use in secondary schools and included a check-off box to indicate if a student is an LTEL (Long Term English Language Learner-6 or more years in US schools) or to recommend Intensive ELD (separated double period) and Advanced ELD (support class + core English).	None
Scope of service:: District		Scope of service:: District	
<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _X_ English Learners <input type="checkbox"/> _Foster Youth 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"/> _X_ English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X_ Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	

Planned Actions/Services			Actual Actions/Services		
Actions/Services 2015-2016 - Goal 1 State Priority #7: Course Access		Budgeted Expenditures			Estimated Actual Annual Expenditures
Implement a formal outreach and mentoring program to under-represented students to increase enrollment in A-G course work.		Supp/Con (Site) (5800) \$5,000	The addition of AVID at Cabrillo High School and continued AVID program emphasis at Lompoc High resulted in A-G enrollment increases at both high schools.		LCFF Supp/Con (5000) \$5,000
Scope of service::	Cabrillo and Lompoc High		Scope of service::	Cabrillo and Lompoc High	
_ALL OR: _X Low Income pupils _X English Learners _X Foster Youth _X Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_ALL OR: _X Low Income pupils _X English Learners _X Foster Youth _X Redesignated fluent English proficient _Other Subgroups:(Specify)_____		
Set-up after school tutoring and mentoring at Cabrillo and Lompoc High Schools.		Supp/Con (Site) (1000-3000) \$10,000	Both high schools offer after school tutoring. At Lompoc High, two teachers regularly provide academic assistance to students. At Cabrillo High, three teachers offer tutoring to all students on Tuesdays and Thursdays. City bus passes were made available to students who required help with transportation.		LCFF Supp/Con (1000-3000) \$6,144
Scope of service::	Cabrillo and Lompoc High		Scope of service::	Cabrillo and Lompoc High	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_ALL OR: _X_Low Income pupils _X English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)_____		
Provide opportunities for students to retake courses for credit recovery purposes (APEX).		Supp/Con (1000-3000) \$30,000	Students who did not successfully earn required course credits were provided with the opportunity to get back on track for on-time graduation with Apex Learning digital curriculum. Apex uses the same rigorous, standards-based content that engaged students earning original credit and ensures that all students master the skills and concepts necessary for their future success.		LCFF Supp/Con (5000) \$29,150
Scope of service:	Cabrillo High, Lompoc High, Maple High, Dr. Bob Forinash Community Day		Scope of service:	Cabrillo High, Lompoc High, Maple High, Dr. Bob Forinash Community Day	
_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)_Lompoc Community Day School__			_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)_Lompoc Community Day School__		

Planned Actions/Services		Actual Actions/Services		
Actions/Services 2015-2016 - Goal 1 State Priority #7: Course Access		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Cabrillo High School Success Academy teams core content teachers with at-risk students and provides additional support through academic study skills course.		None	Cabrillo's Success Academy is designed to help students to become more organized and responsible for their grades and will focus on Earth Science or World History support. Tutorials are conducted twice a week and on those days students work cooperatively with other students and tutors to complete homework, re-teach troublesome concepts, and work on test preparation. Instruction is given to improve reading and writing skills and special efforts are made to help students get and maintain an organized binder. This class is for the incoming ninth grader who is at-risk for non-promotion based on their middle school grades. The first year Of Bob Forinash Community Day School (El Puente transitioned from county to LUSD) served mandatory and other expelled students, and other high-risk youths and was inadvertently left out of last year's LCAP actions/budget. The instructional day included academic programs that provided challenging curriculum and individual attention to student learning modalities and abilities. Development of pro-social skills and student self-esteem and resiliency were also included in a student's individualized learning plan.	LCFF Supp/Con (1000-3000) \$320,689 (4000) \$38,990 (5000) \$62,488
Scope of service::	Cabrillo High		Scope of service::	Cabrillo High
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X Other Subgroups:(Specify)__at-risk students_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X Other Subgroups:(Specify)__at-risk students_____	
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.		Supp/Con (Site) (1000-3000) \$3,000	Lompoc High conducted an Advanced Placement Summer Camp. A total of 18 hours of prep work by 6 teachers (3 hours each) and a total of 15 hours for the camp (divided by 6 teachers) constituted manpower expenditures.	LCFF Supp/Con (1000-3000) \$1,050
Scope of service::	Lompoc High		Scope of service::	Lompoc High
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #7: Course Access	Budgeted Expenditures		Estimated Actual Annual Expenditures
Partner with science enrichment organizations including environmental literacy organizations.	None	American Association of Aeronautics and Astronautics (AIAA) and Space Information Laboratories, Inc. /Endeavour Center provide expertise to help educators in LUSD at all levels access and utilize science, mathematics and technology instructional products aligned with national standards and state frameworks. Both organizations partner with LUSD to support Balloon Fest and the Lompoc Valley Science Fair.	None

Planned Actions/Services			Actual Actions/Services		
Actions/Services 2015-2016 - Goal 1 State Priority #8: Other Outcomes		Budgeted Expenditures			Estimated Actual Annual 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.		Supp/Con (Site) (4300) \$15,000 (1000-3000) \$5,000	Cabrillo's band teacher split his assignment between the high school and Los Berros so that regular music classes could be offered at the new Visual and Performing Arts Academy. A professional development opportunity for five Los Berros teachers was attendance at the <i>Creativity Core Conference</i> . Assorted supplies to support visual and performing arts were purchased.		LCFF Supp/Con (4000- 5000) \$15,345 Title 1(1000-3000) \$12,397
Scope of service::	Los Berros Elementary		Scope of service::	Los Berros Elementary	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		
Increase grade level expansion of Two-way Dual Immersion magnet program.		Supp/Con (Site) (1000-3000) \$10,000 Title III (1000-3000) \$5,000	Hapgood's Two-way Dual Immersion program expanded to include an additional grade level providing students access to a program from kindergarten through fourth grade. The Dual Language (English & Spanish) Two-Way Immersion Program is developing solid levels of literacy in both English and Spanish, creating an environment for high levels of achievement and cultivating an appreciation and understanding of other cultures.		LCFF Supp/Con (5000) \$5,000 LCFF base (1000-3000) \$33,074
Scope of service::	Hapgood		Scope of service::	Hapgood	
_ALL OR: _X_Low Income pupils _X_English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_			_ALL OR: _X_Low Income pupils _X_English Learners _Foster Youth X Redesignated fluent English proficient _Other Subgroups:(Specify)_		
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.		Title I (1000-3000) \$50,000 Supp/Con (Site) (1000-3000) \$50,000	Fillmore adopted Building 21 st Century Learners as an instructional shift to provide Fillmore students with the skills and knowledge they need to be career and college ready. In order to do this, Fillmore stakeholders decided to acquire the necessary tools, training and support to build 21 st Century instructional designs into curriculum. A full-time technology teacher provided support to teachers in building digital literacies of students and effective integration of technology associated with Common Core State Standards.		Title I (1000-3000) \$60,660 LCFF Supp/Con (1000-3000) \$47,662
Scope of service::	Fillmore Elementary		Scope of service::	Fillmore Elementary	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		

Planned Actions/Services			Actual Actions/Services		
Actions/Services 2015-2016 - Goal 1 State Priority #8: Other Outcomes		Budgeted Expenditures			Estimated Actual Annual Expenditures
Students are healthy and physically fit as evidenced by performance in the California fitness exams.		None	Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas and encourages and assists students in establishing lifelong habits of regular physical activity.		None
Scope of service::	District		Scope of service::	District	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		
Provide ongoing support to established Model Tech classrooms for professional development (e.g. CUE, SBCEO, and Google), interactive projectors and sub costs for meetings and model lessons.		Supp/Con (4300) \$36,000	Monthly Model Tech meetings were held to share, learn and collaborate around CCSS technology integrated standards. All Model Tech teachers were offered and attended at least one of the following: Google Summit, CUE and SBCEO's Connected Teaching and Learning. <ul style="list-style-type: none">• \$3,500 (Google)• \$4,089 (Cue)• \$6,300 (Substitutes)• \$14,700 (Charging stations in rooms)• \$5,000 (Replacement computers)		LCFF Supp/Con (4000-5000) \$25,492
Scope of service:	Buena Vista Elementary, Clarence Ruth Elementary, Los Berros Elementary, & Miguelito Elementary		Scope of service:	Buena Vista Elementary, Clarence Ruth Elementary, Los Berros Elementary, & Miguelito Elementary	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		
Add five Model Tech classrooms to include hardware and professional development.		LCFF Base (4400) \$95,000	Buena Vista, Clarence Ruth, Hapgood and Miguelito added Model Tech classrooms. Chromebooks and charging carts were purchased for each new classroom. <ul style="list-style-type: none">• \$58,710 (Equipment)• \$9,785 (VMS provided trial cart)• \$13,861 (Professional Development)• \$6,300 (Substitutes for collaboration days)• \$3,600 (Onsite professional development – Alice Keeler)• \$1,000 (Per Synergize license)		LCFF Supp/Con (4000-5000) \$93,256
Scope of service:	Buena Vista Elementary, Clarence Ruth Elementary, Los Berros Elementary, & Miguelito Elementary		Scope of service:	Buena Vista Elementary, Clarence Ruth Elementary, Los Berros Elementary, & Miguelito Elementary	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #8: Other Outcomes		Budgeted Expenditures	Estimated Actual Annual Expenditures
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_	
Materials for Cabrillo and Lompoc High Schools' ROP programs.		LCFF Base (4300) \$50,000	LCFF Base (4000) \$23,432
Scope of service::	Cabrillo High & Lompoc High	Scope of service::	Cabrillo High & Lompoc High
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_	
Investment for ROP Design Innovation courses.		LCFF Base (1000-3000) \$78,000	R3550 Perkins (4000-6000) \$48,452 R7220 Ptnrship (6000) \$16,614 LCFF Sup/Con (6000) \$4,044
Scope of service::	Cabrillo High	Scope of service::	Cabrillo High
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_	
Provide extended day opportunities targeting EL students needing additional support in ELD or in mastering content standards.		Title III (1000-3000) \$20,000	Title III (1000-3000) \$20,000
Scope of service::	District	Scope of service::	District
_ALL OR: _Low Income pupils _X_English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		_ALL OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient Other Subgroups:(Specify)_	
Start-up investment for ROP Health Information Technologists Certification.		Supp/Con (1000-3000) \$20,000	LCFF Supp/Con (5000) \$17,182

Planned Actions/Services			Actual Actions/Services		
Actions/Services 2015-2016 - Goal 1 State Priority #8: Other Outcomes		Budgeted Expenditures			Estimated Actual Annual Expenditures
Scope of service::	Lompoc High		Scope of service::	Lompoc High	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		
LUSD will provide start-up materials in support of a new California State Pre-School operated in conjunction with SBCEO.		Supp/Con (4300) \$36,000	LUSD added a California State Pre-school Program (CSPP) on La Canada's campus. The CSPP allows for fifty slots split between the AM and PM program. La Canada's demographics include 85% free and reduced households, so this opportunity clearly benefits the neighborhood's children. LUSD invested \$36,000 in start-up materials.		LCFF Supp/Con (4000) \$36,000
Scope of service::	La Canada Elementary		Scope of service::	La Canada Elementary	
_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_			_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		
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.		LCFF Base (4200) \$20,000	Funding was provided to Vandenberg Middle School to support the purchase of computers and upgraded software for Vandenberg's Home Economics course. The Paxton/Patterson program is an online program that reinforces core academic skills while exposing students to current career opportunities. Throughout the learning system, students will incorporate technology while gaining knowledge and skills they need to be successful at home, in school and at work.		LCFF Base (4000) \$3,703
Scope of service::	Vandenberg Middle		Scope of service::	Vandenberg Middle	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_		
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.		LCFF Base (1000-3000) \$50,000	A district science instructional coach worked in concert with individual school sites to develop staff awareness of the three dimensions of Next Generation Science Standards. Middle schools continued to offer Aerospace Modeling classes as an elective and La Honda officially became a STEAM school. Next year, LUSD's instructional coaching model will focus on district math initiatives.		LCFF Base (1000-3000) \$50,000
Scope of service:	La Honda Elementary, Lompoc Valley Middle, Vandenberg Middle & Miguelito Elementary		Scope of service::	La Honda Elementary, Lompoc Valley Middle, Vandenberg Middle & Miguelito Elementary	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 1 State Priority #8: Other Outcomes		Budgeted Expenditures	Estimated Actual Annual Expenditures
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_			
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.		LCFF Contribution to SPED (5800) \$25,400	Partnering4StudentSuccess (P4SS) was rolled out in the fall of 2015. The workflow-driven software was intended to replace the outdated paper process for SSTs. Technical problems such as log-in glitches and insufficient training resulted in minimal SSTs being scheduled throughout the district. LUSD elected to discontinue next year.
Scope of service::	District		Scope of service::
__ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify) SPED			__ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify) SPED
Provide resources for District to participate in STEAM Festival.		LCFF Base (5200) \$10,000	The 2016 STEAM Festival included the STEM EXPO (Science Fair & Engineering Demos and the STEAM Festival). The events took place at Cabrillo High School on May 13 and May 14, 2016.
Scope of service::	District		Scope of service::
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_
Offer opportunities to extend science learning outside classroom in grades 1-6 at all elementary sites. (i.e., clubs, lunchtime activities, science education in the garden, field trips, maker spaces, etc.)		LCFF Base (1000-3000) \$27,000	Funding supported creation of a new Maple High School garden and transportation costs for the district's fourth graders to attend Cabrillo High School's SeaQuest program held in their nationally acclaimed aquarium.
Scope of service::	District		Scope of service::
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_

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.

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

A district instructional coach was assigned responsibility for technology-based programs 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 continued to be 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. Lexia was used across the district at elementary sites (except Imagine Learning used at La Canada). In 2016-2017, all elementary schools will use Lexia as their supplemental reading program for students in grades TK-3. 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 May 2016, district data reflects:

Imagine Learning (La Canada)

- Students using 5 hours or more – 408
- Percent growth in literacy – 85%
- Percent growth in oral language 81%

Lexia

- Total students accessing program for medium and strong usage
- K: 97% on or above grade level
- 1st: 89% on or above grade level
- 2nd: 61% on or above grade level

Power Reading

- Total students enrolled – 2177
- Total students on or close to schedule – 1612 (74%)
- District average gain in reading level – 1.5 grade level

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

- STAR Reading level increase – elementary (1.1-year growth), middle school (.8 months growth), and high school (.2 months growth).
- STAR Math level increase – elementary (1-year growth), middle school (0.2 months growth) and high school (2.4 year growth).
- Total number of students scoring 85% or above on AR Reading tests – 1921 (47%)

Think Through Math (LVMS)

- Eighty-six students with work
- 1,637 lessons completed and 472 were passed (28.8% passing rate)

Performance Tasks

LUSD utilized the SBAC interim Performance Task assessments and Digital Library to inform instruction and lesson/unit planning, and implementation of teacher and administrator professional development, and resource acquisition. The district testing team (IT Director and technicians, Pupil Services Director and testing technician, Ed. Services Coordinator) facilitated 8 districtwide, and 3 Administrator professional development planning and training meetings. The K – 12 Common Core Council Leadership Teams collaborated in 3 meetings providing input and stakeholder feedback. Trainings included CAASPP Performance Task clarification, guidance on test administration, and information on meeting the needs of all student subgroups using universal tools, accommodations and modifications.

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.

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

Performance Tasks (continued)

All LUSD students grades K – 11 participated in Math and ELA Performance Task interim assessments (Adapted K – 2 assessments and 3 – 11 SBAC) within the fall and winter trimester assessment windows. Data was collected by the IT Department and reviewed by principals and school sites. Through the assessment progress, school sites gained an understanding of the defining characteristics of Performance Tasks, navigation of the online assessment system and Digital Library, insight into students' learning and problem solving skills to adjust and improve instruction, as well as the hand scoring and rubric procedures. The District met the qualitative goal as evident in the effective improvement in implementation and school site awareness from the first to second interim.

Performance Task Training District-wide

Oct. 9 – Testing Team – Interim PT
 Nov. 2 – Special Ed. Teachers – Hand Scoring Training Interim PT
 Nov. 9 – Testing Team – PT Math
 Nov. 30 – Testing Team – Interim PT
 Dec. 9 – Skype Administrator Training
 Jan. 20 – Testing Team – Interim and Summative
 Jan. 21 and Jan. 27 – Computer Lab I.A. training and Model Tech Teacher Training
 Mar. 8 – Summative Testing Team

Common Core Council Meetings K – 2nd and 3rd – 5th

Jan. 26 – PT Questions and follow up
 Dec. 1 – PT input for second interim
 Oct. 13 – Begin informational process PT Assessment, overview from CAASPP on PT and the Digital Library

Principal Forum Meetings

Jan. 21 – PT update
 Dec. 17 – 1st Interim PT Summary
 Oct. 15 – PT information

SBCEO Trainings attended by LUSD Administrators

Oct. 8 – SBAC Interim assessments

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?

Systematic English Language Development (SELD)

The development of a plan to facilitate and improve academic outcomes for our English learners was centered around the district's Systematic English Learner Development (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. In 2015-2016,

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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) (continued)

In 2015-2016, 16 teachers attended a 1-day review training in September, 18 teachers completed a 5-day training throughout the year. Currently, 96% of teachers teaching Designated ELD using the SELD curriculum are trained in SELD implementation (3 out of 70 are not trained). Local teacher trainers continue 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.

Based on feedback from teachers and administrators, the number of mandatory SELD unit tests will be eliminated in 2016-2017. The use of the ADEPT at beginning, middle and end of year intervals will be reinstated. The planned adoption of new ELA/ELD texts in 2016-2017 will necessitate serious consideration about the future of SELD and what designated and integrated English Learner programs look like throughout the district.

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.

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.

Lompoc High Sports Medicine Portables Project

Lompoc Unified School District awarded the B8-16 LHS Sports Medicine Portables Project to Vernon Edwards Constructors. The resource for this project was Fund 25 – Capital Facilities Fund in the amount of \$447,594.00.

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Lompoc High Sports Medicine Portables Project (continued)

Once completed, the facility will support a Sports Medicine course designed for students interested in sports medicine and related careers. Students will receive core classroom instruction in anatomy, physiology, healing processes, CPR/First Aid/AED training, injury evaluation, athletic training, and basic knowledge of sports medicine, personal training, physical therapy, chiropractic, physical education teacher, fitness instructor. In addition, students will take part in **community training experiences** in the form of hands-on training in various sports and/or health related fields.

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

The District's STEAM initiative continued to gain traction in 2015-2016. That said, utilization of the district science instructional coach assigned to support development and modeling of lessons aligned with New California State Standards/ELD and NGSS was slow to gain momentum with teachers. The new math adoption in K-12, technology integration, performance task benchmarks, STAR Reading and Math, SBAC training, and Systematic ELD competed for time with the already full plates of our dedicated teachers. Professional development opportunities and STEAM activities included:

- STEM Symposium
- CUE Conference
- South Coast Math Project
- South Coast Science Project
- WestEd STEM Conference
- Environmental Education professional development
- SBCEO's Digital Literacy and Integration and Number Talks.
- STEM Focus Group training with Hancock College and Endeavour Center
- 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.
- STEAM webpage with links to help teachers more efficiently develop STEAM lessons that integrate NGSS and New California State Standards.
- Arrangement of field trips to Cabrillo's Aquarium where 4th through 6th grade students engaged in hands-on STEM.
- End of year STEM Expo (Science Fair and Engineering demonstrations) hosted by Cabrillo High and sponsored by a partnership of American Institute of Aeronautics and Astronautics (AIAA), Endeavour Center and LUSD.
- STEAM Festival hosted by Cabrillo to celebrate STEAM activities that students districtwide 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.
- Community partnerships with SpaceX, Imrys, OA Robotics, Martin Marietta, Allan Hancock College, Lompoc High STARS and Cabrillo Aquarium.
- Vandenberg Middle School sent its principal and a science teacher to the 2016 Skybot Challenge in Las Vegas – the event offered a drone, SUAS, UAV or multi-rotor learning platform which educated teachers and students on how to safely interact and innovate with small aerial vehicles; and explore use case scenarios of Vertical Take-Off and Landing (VTOL) systems. VMS plans to offer a similar program where students build their own vehicle, design and attach a mechanism to lift objects, and pitch an innovative idea after exploring the use of cases.

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

- Miguelito and La Honda 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.
- Miguelito Agricultural Career Day
- Miguelito Coding Club
- Miguelito STEM Club
- Miguelito WeDo Robotics Club
- Miguelito Engineering Club
- Miguelito Maker Space Club
- Miguelito STEM professional development with Cal Poly
- La Honda STEAM Buddies (older students pair up with younger students to deepen learning).
- La Honda Saturday Math Academy focused on project based learning.
- La Honda Tech Reach Out (classes teach others how to use different programs).
- La Honda QR Code-based activities.
- La Honda Cardboard Challenge
- La Honda Elementary officially voted to become a STEAM Academy.
- Free Code.org Curriculum Professional Development on May 7, 2016 – Over 40 LUSD teachers attend on a Saturday.

Los Berros Visual and Performing Arts Academy

PROFESSIONAL DEVELOPMENT

- June 2015 Staff full planning day (week after school got out 11 teachers attended)
- July 2015 team of 6 to CCSESA Arts Initiative Institute at Loyola
- <http://ccsesaarts.org/creativity-at-the-core/>
- VAPA Leadership established - team of 6 met monthly to plan assignments, PD, etc.
- Staff meeting PD monthly (a portion of every staff meeting was on arts integration)
- Monthly assignments for staff
- (Each month an assignment was given to teachers around arts integration, teachers collaborated around the assignments at staff meetings monthly after completion)
- January 3 from VAPA Leadership to ELA Arts Integration training in Sacramento (CCSESA Arts Initiative)
- (VAPA Leadership replicated PD for staff at our March district staff development day)
- March VAPA Leadership to State of Creativity Conference in Fresno
- June VAPA Leadership to **Courageous Creativity Conference**
- July 2016 new team of 6 to CCSESA 2nd annual Arts Integration Institute (creativity at the core) instruction electives grades 3-6 45 minutes 4x a week (one course M/T and one course Th/F) course examples: Band, Orchestra, Choir, Dance, Visual Art, "Build to Express" Legos, Drama, Musical Theater, etc. Students changed electives at each trimester (band/orchestra one-year commitment).
- Teaching artist weekly Fall semester dance TK-2
- Teaching artist weekly Spring semester music TK-1
- Teaching artist weekly all year visual art TK-1
- art and music weekly rotation all year 2nd grade
- Arts integration TK-6 all year

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

Los Berros Visual and Performing Arts Academy (continued)

- August - Kick off BBQ - Performances from local groups and school mural creation
- September 3rd grade Santa Barbara Symphony Music Van to Los Berros
- November PCPA "The Song of the Oak" to Los Berros Throughout the year K-5 attended California Theatre Center performances (K/1 Peter Rabbit, 2/3 Beauty and the Beast, 4/5 Miss Nelson is Missing)
- March TK-6 all to Annie LHS
- March 6th and musical theater elective to Mary Poppins CHS
- April Family Art Night
- May Open House art show
- June "DANCE! with LA Choreographers & Dancers to Los Berros
- June 2nd grade to field trip to Santa Barbara Art Museum
- June Talent Show
- Ongoing classroom and elective plays/performances

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 2015-2016, 3 kindergarten, 3 first grade, 2 second grade and 2 third grade classes comprised the program.

Fillmore Elementary

Fillmore adopted **Building 21st Century Learners** as an instructional shift to provide Fillmore students with the skills and knowledge they need to be career and college ready. In order to do this, Fillmore stakeholders decided to acquire the necessary tools, training and support to build 21st Century instructional designs into our curriculum. These 21st Century skills are defined as: critical thinking, creativity, collaboration, global awareness, and the ability to navigate digital tools. Approximately 85% of the students at Fillmore are socio-economically disadvantaged and most lack access to the tools they need to become proficient in these new digital literacies. As a result, staff believes it is the school's responsibility to effectively integrate these new technologies into the curriculum, bridging the Digital Divide (<http://www.pewinternet.org/topics/digital-divide/>) and prepare Fillmore students for the literate future they deserve. Today's students have been raised in an age where they interact with and see the world differently than prior generations. Access to technology has fundamentally changed the way they think and process information. Fillmore finished the first step of their planned process by acquiring the minimal tools necessary to begin to effectively integrate both technology and 21st Century learning into our instruction.

Fillmore completed the following:

- Acquired enough devices for
 - Every student in our upper grades (4-6) to have access to a device at any time during the school day (over 350 Chromebooks)
 - Grades TK-3 to have at least one device for every two students (Over 100 Chromebooks/ThinkPads)
- Acquired sufficient network capacity to accommodate all the new equipment
- Acquired the materials to support in-class and after class activities to support effective instructional strategies that integrate technology and build 21st Century skills (purchased educational Lego and Kinect sets to support an Innovator's Club and video and audio equipment to support a Video/News Casting Club)

Fillmore began the second part of the process while the first part was still going on. Last year, Fillmore began "piloting" new instructional models.

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Fillmore Elementary (continued)

Fillmore “piloted” the program in 2014-15 with six classes: one “Model Technology Classroom” that had devices for every student in the class and 5 other classes that shared two carts of 35 devices (70 total) among them. Teachers who taught these classes were given the devices and expected to investigate effective ways to integrate the technology on their own and through professional development, collaborate with each other to share ideas and strategies, collect data and share their successes and failures with others. This year, Fillmore is focused on effective implementation. Fillmore now has two model technology teachers whose role is multi-tiered: experimenting with new instructional strategies/models, collecting and analyzing data, promoting innovative ways to integrate technology, sharing ideas, and modeling effective strategies. Fillmore also hired an Instructional Technology Coach whose main job is to support teachers and non-instructional staff in their ability to integrate technology and incorporate 21st Century skill-building. A technology integration team was created to plan and carry out effective and deliberate professional development for all staff members, collect and analyze data, create new ideas to promote 21st Century learning at the school, and engage in meaningful and cutting edge professional development to share, model, plan for, and implement effective instructional strategies that integrate technology and build 21st Century skills. Each month, one of our “collaboration days” is dedicated to 21st Century instruction. The Instructional Technology Coach works every day on-site modeling lessons, assisting with planning, partner teaching, and available for emergency needs. Each trimester the team gets together to analyze data, reflect on successes and struggles, and plan for the future. We are currently at the end of our first trimester and collecting data, which, so far, looks promising. We will also be reshaping the mission/vision of the school to reflect the type of academic support we hope to provide our students

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. Courses taught in 2015-2016 included French 101 along with POLS 103 -- American Government. In 2016-2017, French 101 and 102 and History 107 and 108, and POLS 103, along with Professional Development 301 – Introduction to Life and Career Planning will be offered to the district’s freshmen.

Career Technical Incentive (CTE) Incentive Grant

Lompoc Unified School District was awarded a Career Technical Incentive Grant (CTEIG) in the amount of \$672,203. The CTEIG is a state education, economic and workforce development initiative with the goal of providing students with the knowledge and skills they need to transition to employment and postsecondary education. The purpose of the program is to encourage the development of new career technical education (CTE) programs in Lompoc Unified School District and enhance and maintain current CTE programs during implementation of the district’s local control funding formula. LUSD CTE programs will be expected to achieve full compliance with the 11 Elements of a High Quality CTE Program.

The CTEIG grant requires a proportional dollar-for-dollar match for any funding received:

- For the first funding term, \$1.00 for every \$1.00 received from this program. For the 2015–16 application, matching funds were based on local match expenditures starting July, 2015, until June, 2017.
- For the second funding term, \$1.50 for every \$1.00 received from this program.
- For the third funding term, \$2.00 for every \$1.00 received from this program.

Bob Forinash Community Day School

In 2015-2016, Lompoc Unified School District assumed control of the community day school, formerly known as El Puente, from Santa Barbara County Office of Education. The Bob Forinash Community Day School serves students in grades 7-12 who have been expelled from traditional high school and are involved with legal and/or family problems.

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Bob Forinash Community Day School (continued)

The school's name was changed in honor of Forinash who worked for LUSD for nearly 40 years, including almost two decades as a teacher and then principal at Vandenberg Middle School. He went on from there to work at the district office, including time in a student support role, in which he dealt with student expulsions and transfers to and from the former El Puente.

SBCEO Teachers Network Grant/Award Winners

Lompoc High/Sarah Barthel/Curriculum Project: Performing Arts Grant
 Lompoc High/Bree Jansen/Curriculum Project: Performing Arts Grant
 Lompoc High/Sarah Barthel/Care for Our Earth Grant
 Lompoc High/Gretchen Flaherty/Care for Our Earth Grant
 Hapgood Dual Immersion School/Estela Montes/Care for Our Earth Grant
 Maple High/Doug English/Care for Our Earth Grant
 Maple High/Matt Makowetski/Care for Our Earth Grant
 Maple High/Mark Mitchell/Care for Our Earth Grant
 Maple High/Kristin Anderson/Care for Our Earth Grant
 Maple High/Zak Claycamp/Care for Our Earth Grant
 Miguelito/JaNae Burger/QAD Teachnet Technology Innovator
 Fillmore/Jenny Silver/QAD Teachnet Technology Innovator
 Vandenberg Middle/Barbara Courain/QAD Teachnet Technology Innovator
 Lompoc High/Dave Beatty/Marvin Melvin
 Lompoc High/Alyssa Prieto/Strategy Team 2 Coach
 Cabrillo High/Kristina Roehrig/Strategy Team 2 Member
 Miguelito/Robin Madden/Strategy Team 2 Member
 Crestview/Phil Salucci/Curriculum Project
 Lompoc High/Jennifer Prye/Curriculum Project
 Lompoc Valley Middle/Curriculum Project: Denneen Environment Trust

Hapgood Elementary Selected for Community Arts Enrichment Grant

The Santa Barbara County Arts Commission awarded Hapgood Elementary with a \$2,500 grant to support new and innovative projects and collaborative efforts that leverage community resources, provide greater and more diverse participation in the arts and integrate the arts into learning environments for children.

ACSA Classified Education Leaders Academy

In 2015-2016, LUSD enrolled two of its classified employees in the ACSA Classified Education Leaders Academy (Patty Luna and Angelica Hernandez). The Academy addresses building the capacity of classified educational leaders, at all levels and areas of responsibility, through a consistent academy focus on leadership and communication. Presentations and discussion sessions were led by experienced practitioners who incorporate practical examples of effective leadership and management techniques. The academy focuses on building the practical skills and understanding of organizational principles required for today's classified educational leaders within the new context of local control accountability planning and the Local Control Funding Formula (LCFF). Specific themes included: Building Positive Relationships and Organizational Culture; Communication and Teambuilding; Supervision, Evaluation and Discipline; Bargaining Contract Management/Labor Relations; School Business Functions and Fiscal Management; Supporting Educational Programs; Legal Issues; Risk Management; Using Multiple Modes of Technology; and Attaining Career Goals.

Original GOAL from LCAP: prior year	2. Promote effective communication among students, staff, community and stakeholders.		Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 6 7 8 ____ COE only: 9 10 ____ Local Specify: _____	
Goal Applies to:	Schools: All schools and grade levels Applicable Pupil Subgroups: Low Income, English Learners, Foster Youth and RFEP Pupils			
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.	Actual Annual Measurable Outcomes:	Online/paper LCAP Survey completed by 571 respondents. English learner respondents improved to an estimated 60 individuals. LUSD did not fund 12 monthly editions of the Lompoc Vision, however, multiple stories about district activities were published in the Vision as well as the Lompoc Record. Monthly Collective Impact Meetings were suspended due to staffing and changes in district priorities. The district website was overhauled for a more modern look and ease of searching for information. A district Facebook account was added with more participation in Twitter messaging among school sites. Instagram saw its debut in LUSD. Bi-weekly <i>Good News</i> sent to all classified and certificated personnel. Protocols for tracking parent attendance data still need to be established. Lompoc Leadership/DELAC/Wellness meetings contributed to improved communication within the community.	
		LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services		
Actions/Services 2015-2016 - Goal 2 State Priority # 3: Parental Involvement		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Maintain contract with Lompoc Vision newspaper to promote and inform the community about LUSD's programs, student accomplishments and activities.		LCFF Base (5000) \$18,000	Lompoc Unified School District's Board of Education voted to eliminate funding the Lompoc Vision. N/A	
Scope of service	District	Scope of service	District	
<u>X</u> ALL OR: <u> </u> Low Income pupils English Learners <u> </u> Foster Youth Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		<u>X</u> ALL OR: <u> </u> Low Income pupils English Learners <u> </u> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify) _____		
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.		None	Blackboard Mobile Communications App, formerly ParentLink, kept parents, students and the community engaged with the latest student academic information, news, alerts and notifications, and calendars. The mobile application integrates all the school tools, from website, social media and mass notifications for more streamlined district communication.	
			LCFF Supp/Con (5000) \$30,550	

Planned Actions/Services			Actual Actions/Services		
Actions/Services 2015-2016 - Goal 2 State Priority # 3: Parental Involvement		Budgeted Expenditures			Estimated Actual Annual Expenditures
Scope of service	District		Scope of service	District	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____		
Produce EdConnection newsletter to provide information and updates to LUSD staff and community members.		None	Change in staffing resulted in the cessation of the EdConnection newsletter.		None
Scope of service	District		Scope of service	District	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____		
Weekly Good News email to classified and certificated staff members.		None	The Weekly Good News email distribution was changed to bi-weekly.		None
Scope of service	District		Scope of service	District	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____		
Nixle registration availability on district website to keep parents and community up-to-date with relevant information about local public safety and schools.		None	Nixle registration on district website was maintained to provide LUSD families with up-to-date information from Lompoc's public safety departments.		None
Scope of service	District		Scope of service	District	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____		
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.		None	LUSD's webpage underwent a re-design to reflect a more up-to-date look and promote ease of access to information for parents and the community.		None
Scope of service:	District		Scope of service:	District	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 2 State Priority # 3: Parental Involvement	Budgeted Expenditures		Estimated Actual Annual Expenditures
<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Provide training for parents to further equip them to effectively support their children's progress in acquiring English and mastering content standards.	Title III (2000-3000) \$3,500 (5000) \$2,500	Five district level parent sessions were held to provide training for English learner parents to further equip them to effectively support their children's progress in acquiring English and mastering content standards. The sessions were very successful and will be expanded in 2016-2017.	LCFF Supp/Con (2000-3000) \$3,500
Scope of service District <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		Scope of service District <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
Leadership and parental involvement training will be offered to DELAC members.	Title III (2000-3000) \$5,750	Five district level parent sessions were held to provide training for English learner parents to further equip them to effectively support their children's progress in acquiring English and mastering content standards. The sessions were very successful and will be expanded in 2016-2017.	Title III (2000-3000) \$5,450
Scope of service District <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		Scope of service District <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
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.	Title III (1000-3000) \$2,000	Lompoc Adult Education's English as a Second Language (ESL) program is a highly structured program that matriculates into the General Educational Development (GED) / High School diploma program.	Adult Ed F-11 (1000-3000) \$35,000
Scope of service Adult Education <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		Scope of service Adult Education <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 2 State Priority # 3: Parental Involvement	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	Title III (2000-3000) \$10,000	Simultaneous translating devices (50) were purchased to assist with interpreting during advisory meetings and parent conferences.	Title III (4000) \$5,029
<div>Scope of service</div> <div>District</div>		<div>Scope of service</div> <div>District</div>	
_ALL OR: _Low Income pupils _X_English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____		_ALL OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)_____	
Provide resources and supports for Family Science Nights or Festivals.	LCFF Base (4000) \$5,000	Family Science Nights were held at Miguelito and La Honda elementary schools and a Fall Carnival was held at Los Berros.	LCFF Base (1000-3000) \$500 (4000) \$2,500
<div>Scope of service</div> <div>District</div>		<div>Scope of service</div> <div>District</div>	
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____		_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient 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 remained a priority in 2015-2016. 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, and for the first time, middle schools, student groups actively participated in discussions around what they viewed as priorities for their education. An active exchange with DELAC parents about the need for increasing English learner student enrollment in A-G classes helped to frame their desire for academic equity and access of the district's English learner students. Successful outreach to obtain input from Spanish speaking parents about how LUSD can better support the education of their children came in the form of Spanish Parent Classes. Topics and dates follow:

- September 10, 2015/LUSD Orientation for Parents
- September 24, 2015/Technology for Parents: Zangle, Intervention programs (Separate classes for secondary and elementary.)
- October 22, 2015/Systematic ELD and CELDT (Elementary) and Constructing Meaning, Milestones, Inside and English 3D (Secondary)
- January 16, 2016/*My Math* & California Math (Elementary) and *Engage NY* and *Mathematics Vision Project* (Secondary)
- February 25, 2016/Next Generation Science Standards Separate classes for secondary and elementary.)
- March 24, 2016/State Testing Overview & CAASPP (Separate classes for secondary and elementary.)

LUSD improved the district website, enhanced web-based communication, and improved digital access for parents. Social media platforms that were added this year include Twitter, Facebook and Instagram. An action in last year's LCAP to fund 4 pages per month in the *Lompoc Vision* at a cost of \$18,000 was removed by a vote of the Lompoc Board of Education. An electronic bi-weekly newsletter highlighting positive programs and personnel (LUSD Good News) was sent to certificated and classified employees.

Original GOAL from LCAP: prior year	3. Develop capacity of all staff to meet the academic needs of all students.	Related State and/or Local Priorities: 1 <u>X</u> 2 3 4 5 6 7 8 _____ COE only: 9 10 ____ Local : Specify _____	
Goal Applies to: Schools: All schools and grade levels. Applicable Pupil Subgroups: Low Income, English Learners, Foster Youth and RFEP Pupils			
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 misassignment rate.	Actual Annual Measurable Outcomes: Credentialed teacher rate (99%) Credentialed teacher teaching outside subject area rate (1%) Highly qualified teacher rate (99.93%) Most recently adopted textbooks rate (100%) Facility rating (good) Students lacking own copy of textbooks rate (0%) Teacher misassignment rate (0%)	
Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 3 State Priority #1: Basic Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual 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.	LCFF Base (2000-3000) \$462,000	California School Climate Survey (CSCS) reflected overall satisfaction with improvement in site facilities maintenance as a result of the increase in custodial staff.	LCFF Sup/Con (2000-3000) \$505,357
Scope of service: District _X_ ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____		Scope of service: District _X_ ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Increase LUSD grounds maintenance staffing by 5 FTE's for a total of 16.	LCFF Base (2000-3000) \$224,000	Anecdotal evidence reflected overall satisfaction with improvement in district grounds as a result of the increase in grounds maintenance staff.	LCFF Sup/Con (2000-3000) \$246,980
Scope of service: District _X_ ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____		Scope of service: District _X_ ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

Planned Actions/Services			Actual Actions/Services		
Actions/Services 2015-2016 - Goal 3 State Priority #1: Basic Services		Budgeted Expenditures			Estimated Actual Annual Expenditures
Ensure 100% of all teachers are appropriately credentialed and assigned (NCLB Core Course Section Compliance).		None	Arthur Hapgood 96.30 % Lenora Fillmore 100% Buena Vista 96.55% Lompoc High 96.10% Cabrillo 96.36% Lompoc Valley Middle 86.59% Crestview 100% Los Berros 100% Forinash Com. Day 100% Maple High 56.25% La Cañada 96.55% Mission Valley 100% La Honda 100% Vandenberg Middle 90.16% Clarence Ruth 100%		None
Scope of service	District		Scope of service	District	
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____		
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.		None	Maintenance and Operations regularly tracked and analyzed a priority list of facility upgrades with planned schedule of completion. Relocatable classrooms were installed at Lompoc High (Sports Medicine – 2 @ cost of \$407,000), Los Berros (3 @ cost \$300,000) and Cabrillo Center Therapeutic Education (1 @ cost of \$179,000/funded by SBCEO's SELPA).		Fund 25 (6000) \$180,000 To be completed in 2016-17 (6000) \$706,000
Scope of service	District		Scope of service	District	
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____		
Ensure all students have access to most recently adopted textbooks.		None	Study Sync -- Grades 6-8 ELA/ELD Adoption (\$605,302), <i>My Math</i> workbooks (over amount received as gratis) (\$7,000), Learning Dynamics (\$44,690), Career Choice Workbooks (\$5,280), Math for Calculus (\$43,346), Cengage AP Calculus (\$21,546), Elementary Statistics (\$16,654), English 3-D (\$51,427), Inside (\$6,625), AP Language of Composition (\$14,665), HMH Practice Workbooks (\$4,245), Tejidos, Spanish for Heritage Speakers (\$4,152), Avancemos (\$5,419) and Food Lab Workbooks (\$1,335). Printing costs for Engage NY (\$20,572) and MVP (\$11,638)		LCFF Base IMFRP (4000) \$617,239 LCFF Sup/Con (4000) \$154,309 LCFF Base (4000) \$58,051
Scope of service:	District		Scope of service:	District	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 3 State Priority #1: Basic Services	Budgeted Expenditures		Estimated Actual Annual Expenditures
<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

Develop 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?

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. During 2015-2016, Model Technology classroom teachers held monthly meetings to share, learn and collaborate around New California State Standards/ELD and integrating technology standards. Nine Model Technology teachers attended Google Summit on Coronado Island. Ten Model Technology teachers attended the CUE conference in Palm Springs and four teachers participated in SBCEO's 3-day training titled *Connected Teaching and Learning*. Alice Keeler provided professional development on using Google Apps for Education in planning daily lessons. Ms. Keeler is the author of *50 Things to do With Google Classroom*. An additional six Model Technology teachers were selected and became operational at Buena Vista, Clarence Ruth, Los Berros, Miguelito, Hapgood and Cabrillo. Start-up costs associated with adding new Model Technology classrooms include \$8,085 per classroom for Chromebooks, \$1,700 per classroom for a charging cart, and substitute costs for monthly meetings.

An array of professional development opportunities was provided to LUSD teachers. The district's belief in high quality professional development as an essential component to deepening teachers' content knowledge and pedagogical skills; providing opportunities for practice, research, and reflection; and includes efforts that are job-embedded, sustained and collaborative is crucial to school improvement and increased student achievement. Sites were provided more latitude in expenditure of funds for professional development in an effort to be tailored to site priorities, culture and climate.

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 1gigabit 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

Develop 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?

Developed

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

Professional Development

- Held a Districtwide 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.
7. 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.

Original GOAL from prior year LCAP:	4. Provide a safe and respectful learning environment for students and staff.	Related State and/or Local Priorities: 1 2 3 4 5 <u>X</u> 6 <u>X</u> 7 8 ____ COE only: 9 10 ____ Local: Specify _____
Goal Applies to:	Schools: All schools and grade levels. Applicable Pupil Subgroups: Low Income, English Learners, Foster Youth and RFP Pupils	
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%.	Actual Annual Measurable Outcomes: 2014-2015 high school cohort dropout rate (2.9%) 2014-2015 cohort graduation rate (87.31%) 2014-2015 middle school dropout rate (0%) 2014-2015 expulsion rate (0.1%) 2014-2015 suspension rate decreased from 555 to 457 unduplicated students (4.3%). 2014-2015 truancy rate decreased to 29.28% 2014-2015 attendance rate (93.77%) 2014-2015 chronic absenteeism (13%)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 4 State Priority #5: Pupil Engagement	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase all school attendance rates by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	Supp/Conn (2000-3000) \$10,000	District-wide training on Building Effective Schools Together (BEST) and funding for positive student behavior incentives improved student connections in district schools. Re-booting of the district's BEST program occurred at different levels at various school sites. A continued focus on reinforcing positive behavior will be a priority in 2016-2017 because teaching behavioral expectations and rewarding students for following them is a much more effective approach than waiting for misbehavior to occur before responding.	LCFF Base (2000-3000) \$1,681 LCFF Supp/con (4000) \$4,863
Scope of service: District <input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		Scope of service: District <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify) _____	
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.	None	While decreasing absenteeism continues to be a priority, LUSD needs to improve the process and procedures for SSTs as well as personalizing the approach for improving individual students' attendance and making connections with their parents.	None
Scope of service: District		Scope of service: District	

Planned Actions/Services		Actual Actions/Services	
Actions/Services 2015-2016 - Goal 4 State Priority #5: Pupil Engagement	Budgeted Expenditures		Estimated Actual Annual Expenditures
<input checked="" type="checkbox"/> X_ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> X_ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
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.	None	While decreasing dropout rates continues to be a priority, LUSD needs to improve the process and procedures for SSTs as well as personalizing the approach for students at risk of dropping out of school prior to high school.	None
Scope of service: District		Scope of service: District	
<input checked="" type="checkbox"/> X_ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> X_ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
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.	None	While district high schools are aware of their site's graduation rates, the conduct of an extensive data-drive evaluation did not occur in 2015-2016.	None
Scope of service: District		Scope of service: District	
<input checked="" type="checkbox"/> X_ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> X_ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Convene a District Task Force of secondary and elementary representatives to study high levels of truancy incidences.	Supp/Con (1000-3000) \$10,000	A District Task Force was not convened, however, truancy prevention was a topic at multiple administrative councils and principal forums.	None
Scope of service: District		Scope of service: District	
<input checked="" type="checkbox"/> X_ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> X_ALL OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
Action/Services 2015-2016 – Goal 4 Sate Priority #6: School Climate	Budgeted Expenditures		Estimated Actual Annual Expenditures
Decrease suspension rates for all students by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	None	LUSD teachers were provided BEST training on two separate days by a BEST trainer was from Washington. The training is thought to be a significant reason for the reduction in suspension rates. LUSD also implemented successful K-12 therapeutic classrooms. The programs are staffed with one teacher and two behaviorally trained paraprofessionals per class. Students receive intensive individual and group mental health therapy.	Actual expenditures reflected on page 101/BEST
Scope of service	District	Scope of service	District
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Decrease expulsion rates for all students by training staff on positive behavior intervention and support model (BEST) to facilitate student connections to school.	None	As of May 17, 2016, LUSD had a total of 6 expulsions (zero tolerance offenses), which is a dramatic reduction from prior years. It is thought that LUSD's implementation of BEST and more interventions to better understand disruptive behavior rather than using punishment is yielding success. Bilingual community liaisons (3) attended a conference – Interpreting for Social Justice 8/24-8/26/15.	Actual expenditures reflected on page 101/BEST
Scope of service	District	Scope of service	District
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Increase level of school connectedness of students, staff and parents through analysis of annual community stakeholder survey responses.		Certificated and Classified staff completed the California School Climate Survey (results expected in July 2016). LCAP Community Survey responses were reviewed by the Superintendent's Advisory on LCAP.	LCFF Base (5000) \$3,000
Scope of service	District	Scope of service	District
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils English Learners <input type="checkbox"/> _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services		
Action/Services 2015-2016 – Goal 4 Sate Priority #6: School Climate		Budgeted Expenditures		Estimated Actual Annual Expenditures
Support Restorative Justice model by training school site teacher leaders and administrators.		Supp/Con (Site) (5000) \$2,500	Lompoc Valley Middle School continued implementation of the Restorative Justice model. A powerful example of the model occurred when an LVMS student spoke before the LUSD School Board on March 28, 2016 and apologized for his actions in calling 911 for a bomb scare. Lompoc Chief of Police was present to support the student.	
Scope of service	Lompoc Valley Middle		Scope of service	Lompoc Valley Middle
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Contract with Family Services Agency (FSA) to provide social/emotional support for students and families.		Supp/Con (Site) (5000) \$50,000	Individual school sites increased the level of the support from Family Services Agency beyond the \$50,000 set-aside by special education.	
Scope of service	District		Scope of service	District
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
District Wellness Committee promotes health and wellness and updates Wellness Policy as required.		None	The District Wellness Committee met on a regular basis. Significantly, the Committee helped to develop a Wellness Policy Assessment to use prior to the official Administrative Reviews that will be conducted at three district schools (CHS, VMS and Los Berros) in early May.	
Scope of service	District		Scope of service	District
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services		
Action/Services 2015-2016 – Goal 4 Sate Priority #6: School Climate		Budgeted Expenditures		Estimated Actual Annual Expenditures
Schools monitor and enforce site safety plans and conduct disaster drills in accordance with district policy.		None	All LUSD schools reviewed/updated/monitored their site’s safety plan and conducted required disaster drills.	None
Scope of service	District		Scope of service	District
_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_X_ALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
District Safety Committee meets monthly to review safety policy and procedures and maintains ongoing interface with local law enforcement agencies.		None	District Safety Committee met monthly to review safety policy and procedures and maintains ongoing interface with local law enforcement agencies. The SRO MOU/expenditure was inadvertently left out of last year’s LCAP. The district and the City of Lompoc agreed to terms of an MOU that established scope of services to be provided by School Resource Officers (SROs). The SRO works in a proactive role with students and LUSD officials to counsel and advise the LUSD on important student-police related issues, as well as working on campuses on a daily basis in order to assist students in learning how to de-escalate situations or conflicts with both peers and adults. SROs worked five (5) days a week, eight (8) hours a day. Contracted daily rate: 2 X 180/97,000 = \$269.44 per day.	LCFF Supp/Con (5000) \$97,000
_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____			_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)_____	

Provide a safe and respectful learning environment for 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 benefited from the re-energizing of the Building Effective Schools Together (BEST) program throughout District schools. In September 2015, a professional trainer from Washington state provided teachers and administrators with standardized staff development 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. Ten thousand dollars was expended for student incentives that included gift cards for toys from Oriental Trading along with various \$5 gift cards from Walmart, Little Ceasars, Starbucks, 31 Flavors, PJ's Deli, Floriano's, Subway and Yogurt Creations. In an effort to be more aligned with the district's Wellness Policy, incentives will no longer be purchased for food items.

In 2015-2016, LUSD's expulsions were the lowest numbers in recent history -- only six students were expelled. Many staff contend that the reenergizing of the BEST program district-wide, as well as Restorative Justice programs at Lompoc High and Lompoc Valley Middle School contributed to the encouraging statistics. The suspension rate (2014-2015) decreased 1% to 4.3% with 457 unduplicated suspensions (Hispanic-621/315 unduplicated, White-143/87 unduplicated, African American-48/25 unduplicated and Two or More Races-32/21 unduplicated). LUSD's truancy rate improved to 29.26% in 2014-2015. Explicit actions to correct reporting issues is credited with the improvement. Specifically, students who are required to have a doctor's note for absences due to a SARB contract are no longer hindered because of the "lifetime" term of the contract. Now, SARB contracts are evaluated on a yearly basis and parents are able to excuse 3 days of absences each year without a doctor's note or visit to the school's nurse before being counted as truant.

A decision was made to withdraw LUSD's application for the Safe Routes to School (SRTS) Grant (\$411,000) awarded by the California Department of Transportation. The decision was made based on a number of factors, but most importantly was a decision to narrow the district's focus on teaching and learning. In 2015-2016, a new math adoption in K-12, continued professional development for Common Core State Standards, technology integration, implementation of Systematic ELD with fidelity, administration of SBAC performance tasks, and increasing awareness of Next Generation Science Standards (NGSS) competed for teachers' time and attention.

LUSD's renewed partnership with the Cal-SOAP Regional Consortium resulted in many opportunities for under-served students. Additional funding from Cal-SOAP supported multiple field trips for LUSD students to visit college campuses (i.e., Stanford, Berkeley, UC Santa Cruz, Cal State Monterey and Cal Poly). Events and collaborative activities included 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. Next year LUSD is planning to commit \$60,000 via the LCAP in support of a Cal-SOAP tutor at Maple High School and each elementary school. The use of CalSOAP tutors shall supplement existing services provided by CSEA bargaining unit instructional paraeducators, and shall in no way cause any reduction and/or elimination of those CSEA paraeducator services.

Provide a safe and respectful learning environment for 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?

Health and Wellness

LUSD continued its 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. A necessary component of CDE compliance was a decision to increase the unit cost of meals provided to students.

1. Meal price increase for paid meals
 - a. Paid Lunch Equity rule – USDA requires that a sufficient price is charged for a paid lunch. The calculation showed our prices were inadequate
 - b. There will be a \$.25 price increase for breakfast and lunch for all grade levels and for staff meals:
 - Elementary Lunch - \$2.50 for students; \$3.25 for adults
 - Elementary Breakfast - \$1.25 for students; \$2.00 for adults
 - Middle Lunch - \$2.75 for students; \$3.50 for adults
 - Middle Breakfast - \$1.50 for students; \$2.25 for adults
 - High Lunch - \$3.25 for students; \$4.00 for adults
 - High Breakfast - \$1.50 for students; \$2.25 for adults

LUSD has been recognized as a leader in the area of integrating health, wellness, leadership development and organizational change.

LUSD Student Success Conference 2016

The first LUSD Student Success Conference was held in May to provide our students with an educational experience that mirrors the conference style professional development of a teacher/educator or any other professional. It operated the same way an education conference does with outstanding presenters and inspiring topics organized so that students were able to select the sessions that appealed to them. This new venture was an exciting way to offer our students an intense and fun filled learning experience that was tailored to their interests.

The session topics included:

- The Portfolio - Resume Writing and Cover Letters
- Design Thinking
- Video Creation
- From Lompocschools.org to Gmail - take all of your work from LUSD with you to college and beyond
- Build a Website
- Coding and Robotics
- Personal Finance - developing your first away from home budget

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

Total amount of Supplemental and Concentration grant funds calculated:	\$12,153,043
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The estimated LCFF grant amount for 2016-17 of \$12,153,043 reflects the step #5 of the LCFF Minimum Proportionality Percentage (MPP) formula.

We will use these funds to provide consistent services at all school sites districtwide. The goal is to provide tools and learning opportunities to unduplicated student population to prepare students for 21st century and to ensure student identified population success.

- Supplemental Instructional services including additional instructional materials.
- Provide teachers with ongoing, research-based professional development opportunities for teachers and administrators in NGSS and classroom technology integration strategies.
- Lompoc Apprentice Teacher Support System (LATSS).
- Academic Deans – Implement instructional programs directed to English learners – Primary duty to support teachers in the delivery of integrated ELD.
- Achievement teachers (4-6) providing teachers with support intervention for student – site based student achievement.
- AVID Program – Staff professional development and program expansion to five schools.
- Tutors to work with LUSD AVID students.
- Support a computer lab instructional assistant at all sites to optimize efficiency and effectivity of district computer based technology programs. Instructional assistants support New California State Standards/ELD 21st century technology skills.
- English Language Development (New California Standards/ELD).
- Instructional Assistants to provide ongoing support to all pupils and additional support for EL student, to ensure student achievement.
- Technology equipment and integration – acquisition of computers to support classroom implementation of New California State Standards/ELD and NGSS.
- Provide opportunities for students to retake courses for credit recovery purposes, as well as obtain credit for science and/or math courses using the APEX online program.
- Support secondary music programs with funding for expenditures such as new instruments, instrument repair, sheet music and uniforms.

Total amount of Supplemental and Concentration grant funds calculated:	\$12,153,043
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- Partner with Cal-SOAP to provide academic support to underrepresented students.
- Supporting continuing implementation of Visual and Performing Arts program at Los Berros Elementary.
- Summer School Program to provide under-served elementary students who do not meet grade level standards in English language arts and/or math.
- Home School Liaisons/School Safety Liaisons provide support to homeless and foster youth.
- District translator (Spanish) and Spanish bilingual liaisons at school sites and district office to provide support to parents for student success.
- District nurses and health clerks improve attendance through health promotion, disease prevention and disease management.
- Bob Forinash Community Day School serves mandatory and other expelled students, and other high-risk youths.
- District library technicians provide support and guidance with supplementary reading programs, contribute to the development of a library master plan, update catalog circulation database and other essential functions that promote learning.
- Safe facilities that are in good repair support academic growth, and with stakeholder input/recommendation, LUSD increased staffing to provide support to the maintenance and operations department in order to maintain a healthy learning environment for staff and students.

The supplemental/Concentration funds will be utilized to increase services to low socio economic, English learners, foster youth, and homeless students district wide. The justification of the expenses is based on number of unduplicated count population and percent of long-term EL students within Lompoc Unified School District.

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.

16.93	%
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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 16.93% in the 2016-2017 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 under NCLB (through grade span per ESSA).
- 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.
- Special Education operation of Center for Therapeutic Education (CTE).
- Lompoc Adult Education program maintenance of effort.

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).