Introduction:

LEA: Hanford Elementary School District   **Contact (Name, Title, Email, Phone Number):** Doug Carlton, Director, Categorical Programs, dcarlton@hesd.k12.ca.us, 558-585-3671
LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Hanford Elementary School District is located in Kings County in California's Central Valley. The district is comprised of eight elementary schools, two junior high schools, one charter school, and one community day school. The district's enrollment in 2015 was approximately 5866. The district's percentage of Unduplicated students (students from low income families, English learners, and foster youth) is approximately 80%. The district has the following statistically significant subgroups: African American, American Indian or Alaska Native, Asian, Filipino, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Migrant Students, Foster Youth.

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual

update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
The district formed a Parent Advisory Committee (PAC). Each school site council elected a parent for the district PAC. The PAC met four times during the 14-15 school year. The superintendent, director of categorical programs, and/or director of curriculum attended these meetings. The purpose of the PAC is to engage parents in the LCAP planning process, to elicit their input into the district's LCAP, and to provide them with the opportunity to voice priorities for their students. Spanish translation was available at each of the meetings. Information regarding the state priorities, the purposes of the funding	Information provided by parents, staff, and community members resulted in planning activities that include, but are not limited to the following: • school-to-home communication • expansion of the district's educational offerings • recruitment and retention of highly qualified teachers and staff • supplemental instructional services for English learners, students with disabilities, and at-risk students

including the supplemental and concentration funds, were presented to parents to facilitate the goal setting process. The PAC reviewed drafts of the LCAP throughout the school year providing input and advice as the plan was developed.

Dates Meeting Time Place
1/21/2015 PAC Meeting #1
9:30 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

3/4/2015 PAC Meeting #2
9:30 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

4/21/2015 PAC Meeting #3
9:30 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

5/13/2015 PAC Meeting #4
9:30 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

- supplemental social and health services for low income students, English learners, foster youth, and at-risk student
- access to technological resources
- instruction and materials aligned to the common core standards
- well maintained schools where students and staff are safe

The superintendent, director of categorical programs, or the director of curriculum attended school site council (SSC) meetings at each of the district's school sites to engage parents in the planning process, to elicit their input into the district's programs and services, and to provide them with the opportunity to voice priorities for their students. SSC members receive information and analysis of student achievement data, including achievement of all subgroups. These committee members receive information on both their schools' and the district's services and programs. The SSC participates in analysis of how these programs effect student achievement, and provide recommendations as to how the programs can be improved to increase achievement.

Information provided by parents, staff, and community members at site based school site council meetings resulted in planning activities that include but are not limited to the following:
- supplemental instruction and services for English learners, students with disabilities, and students who are at-risk
- supplemental social and health services for low income students, English learners, foster youth, and at-risk students
- materials and services to support English learners

- professional development with a focus on supporting students who are English learners, students with disabilities, and students who are at-risk

The LCAP is a standing item on the District English Learner Advisory Committee (DELAC). At each DELAC meeting, members receive information and provide recommendations on the implementation of the LCAP. The DELAC reviews the achievement and progress of EL students in detail, including CELDT scores, Title III AMAOs, Reclassification procedures and rates along with other data. Members receive information and provide recommendations on programs and services for English learners. DELAC members review EL student achievement and provide recommendations as to how the district's programs can be improved to increase the achievement of ELs.

The DELAC met on the following dates in the District Office Boardroom:
Meeting 1 October 22, 2014
Meeting 2 February 11, 2014
Meeting 3 March 18, 2015
Meeting 4 April 29, 2015
Meeting 5 May 20, 2015

Information provided by parents, staff, and community members at DELAC meetings resulted in planning activities that include but are not limited to the following:
- parent training activities to support student learning
- district-wide professional development activities to support English learners
- assessment practices to monitor the progress of English learners
- additional student technology at school sites
- teacher training to support the use of technology in classrooms

A series of surveys were conducted, with both paper and online options, in English and Spanish, to provide parents, staff, and community members with the opportunity give input into the district's services and programs, to prioritize programs and services, and to give general input and ask questions related to these services and programs.

Information provided by survey results from parents, staff, and community members resulted in planning activities that include but are not limited to the following:
- school-to-home communication
- expansion of the district's educational offerings
- recruitment and retention of highly qualified staff
- supplemental instruction for at-risk students
- supplemental social and health services for low income students, English learners, foster youth, and at-risk students
- access to technological resources
- instruction and materials aligned to the Common Core Standards
- well maintained schools where students and staff are safe

The LCAP is a standing item at the monthly meet-and-consult sessions with the districts certificated and classified collective bargaining units. These groups have provided input into the district's services and programs and on how to prioritize these programs and services.
HETA meet-and-consult is held on the first Monday of each month.

Information provided from meetings and from survey results from staff resulted in planning activities that include but are not limited to the following:
- recruitment and retention of highly qualified staff
- professional development in implementing the Common Core Standards
- professional development in instruction for English learners, at-risk students, and students with disabilities
- access to standards aligned instructional materials and technology

On Monday, April 30, 2015 an official from the Kings County Department of Social Services, representing foster youth along with a foster youth student conducted a presentation at a regularly scheduled local school board meeting. This presentation provided information on foster youth needs for educational services and programs.

Information provided by representatives of foster youth resulted in planning activities that include but are not limited to the following:
- monitoring of school placement and progress of foster youth
- professional development for teachers and staff regarding the unique needs of foster youth
- access to technology

Focus groups to give students the opportunity to have their voices heard in relation to the LCAP were held on January 28 and 30, 2015 at John F. Kennedy and Woodrow Wilson junior high schools. Twenty-one students representing Hamilton, Lincoln, Lee Richmond, Washington, and Simas schools attended the John F. Kennedy session and nineteen students from King, Monroe, Roosevelt, and Simas schools attended the Wilson session. In preparation for the focus groups at the two junior high schools, the elementary student representatives obtained input on a series of survey questions, representing the eight state priorities, from their classmates at the elementary schools. Prepared with information obtained from their classmates, the elementary students were transported to their respective junior high school sessions. Working together with junior high student leadership, consisting of sixteen students at Kennedy and seven students at Wilson, the combined groups of students further discussed the survey questions. The groups of students, refined their opinions, produced written documentation of their discussion and opinions, and presented this information to the larger group

Information provided by representatives of students resulted in planning activities that include but are not limited to the following:
- good teachers who care about students and make learning fun
- well maintained campuses where students are safe
- extracurricular activities
- field trips
- access to technology
- good food

The Superintendent and Director of Categorical Programs met with the Director and Deputy Director of Kings County Human Services on March 30, 2015. The Human Services Department is the county agency that is responsible for foster youth.   At this meeting, the specific needs of foster youth were discussed along with ways that the district and county could work together to provide increased or improved services to foster youth.

A representative from the Kings County Human Services Department along with a foster parent will be added as members of the HESD LCAP Parent Advisory Committee.

The HESD Director of Student Special Services will be added as a member of the Kings County Foster Youth Task Force

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Annual Update:

Parents, parents of students who are English Learners, parents of unduplicated pupils, the local bargaining units, and county foster youth agencies were engaged and involved with the Annual Update of the HESD Local Control Accountability Plan.

Parent Advisory Committee:
For purposes of the annual update, the parent advisory committee met on January 21, 2015. At this meeting, the implementation of the LCAP was reviewed.   This is approximately mid-way through the 14-15 school year. The areas in which services for unduplicated pupils have been added or improved was reviewed. These include:
*Student technology increased at all schools
*Media Service Aide at every school
*Teacher professional development/training
*New math textbook adoption for all grades
*Student Specialist at each elementary school
*Counselor at each junior high school
*4 Health Care Assistants
*Teacher overtime for after-school interventions/enrichment
*Study trips for all grades
*Art and music teachers
*Parent Liaison
*Additional supplies, materials, books to school sites

The parent advisory committee reviewed student achievement data (including CELDT), data from parent/community and staff surveys, information on

Annual Update:

Parent Advisory Committee:
Information from the Parent Advisory Committee was incorporated into the Annual Update of the LCAP, specifically, acknowledgement of areas in which services to students were increased and/or improved in 2014-2015. Additionally, the Parent Advisory Committee acknowledged areas in which there were challenges to implementation. The committee re recommended that funds allocated for after-school tutoring in the upcoming school year be used in a different way to provide additional instructional time for students. The committee recommended that planning for intersession instruction that would take place during the winter, spring, or summer breaks should be undertaken.

teacher professional development, and information on the percentage of HESD teachers who are fully credentialed and NCLB Highly Qualified.

Additionally, for purposes of the annual update, challenges in implementing the LCAP were also discussed with the Parent Advisory Committee. Input from the committee in how to meet these challenges was obtained and this input was incorporated into the annual update. Additionally, suggestions from the Parent Advisory Committee in how to address these challenges in the next school-year were incorporated into the 2015-2016 LCAP.

The most significant challenge in implementing the LCAP in 2014-2015 was finding sufficient time and human resources to provide students with additional instructional time outside of the regular school day. Currently, students may receive after-school instruction from one or more programs including, school-site-based Title I funded after school instruction, Supplemental Educational Services (SES), Title III after school instruction, and/or migrant after-school tutoring.

District English Learner Advisory Committee (DELAC):
The implementation of the LCAP was reviewed with the District English Learner Advisory Committee (DELAC) at each of the five DELAC meetings. The areas in which services for unduplicated pupils have been added or improved was reviewed. These include:
*Student technology increased at all schools
*Media Service Aide at every school
*Teacher professional development/training
*New math textbook adoption for all grades
*Student Specialist at each elementary school
*Counselor at each junior high school
*4 Health Care Assistants
*Teacher overtime for after-school interventions/enrichment
*Study trips for all grades
*Art and music teachers
*Parent Liaison
*Additional supplies, materials, books to school sites

The parent DELAC reviewed student achievement data (including CELDT), data from parent/community and staff surveys, information on teacher professional development, and information on the percentage of HESD teachers who are fully credentialed and NCLB Highly Qualified.

District English Learner Advisory Committee (DELAC):
Information from the DELAC was incorporated into the Annual Update of the LCAP, specifically, acknowledgement of areas in which services to students were increased and/or improved in 2014-2015. Additionally, the DELAC acknowledged areas in which there were challenges to implementation. The committee recommended that funds allocated for after-school tutoring in in the upcoming school year be used in a different way to provide additional instructional time for students. The committee recommended that planning for intersession instruction that would take place during the winter, spring, or summer breaks should be undertaken.

Additionally, for purposes of the annual update, challenges in implementing the LCAP were also discussed with the DELAC. Input from the committee in how to meet these challenges was obtained and this input was incorporated into the annual update. Additionally, suggestions from the DELAC in how to address these challenges in the next school-year were incorporated into the 2015-2016 LCAP.

The most significant challenge in implementing the LCAP in 2014-2015 was finding sufficient time and human resources to provide students who are English learners with additional instructional time outside of the regular school day. Currently, students may receive after-school instruction from one or more programs including, school-site-based Title I funded after school instruction, Supplemental Educational Services (SES), Title III after school instruction, and/or migrant after-school tutoring.

HESD Bargaining Units--Hanford Elementary Teachers Association (HETA) and the California School Employees Association (CSEA)

The LCAP, including the Annual Update, was a standing agenda item on the district's monthly Meet and Consult sessions for both certificated and classified staff bargaining units. The implementation of the LCAP was reviewed with the bargaining units. This is approximately mid-way through the 14-15 school year. The areas in which services for unduplicated pupils have been added or improved was reviewed. These include:
*Student technology increased at all schools
*Media Service Aide at every school
*Teacher professional development/training
*New math textbook adoption for all grades
*Student Specialist at each elementary school
*Counselor at each junior high school
*4 Health Care Assistants
*Teacher overtime for after-school interventions/enrichment
*Study trips for all grades
*Art and music teachers
*Parent Liaison
*Additional supplies, materials, books to school sites

The bargaining units reviewed information from parent/community and staff surveys.

HESD Bargaining Units--Hanford Elementary Teachers Association (HETA) and the California School Employees Association (CSEA)
Information from the bargaining units was incorporated into the Annual Update of the LCAP, specifically, acknowledgement of areas in which services to students were increased and/or improved. The bargaining units acknowledgement of the addition of both classified and certificated staff was incorporated into the Annual Update. The bargaining units acknowledged efforts in the recruitment and retention of highly qualified staff including
• professional development in implementing the Common Core Standards
• professional development in instruction for English learners, at-risk students, and
  students with disabilities

Student Groups

Focus groups to give students the opportunity to have their voices heard in relation to the LCAP were held on January 28 and 30, 2015 at John F. Kennedy and Woodrow Wilson junior high schools. Twenty-one students representing Hamilton, Lincoln, Lee Richmond, Washington, and Simas schools attended the John F. Kennedy session and nineteen students from King, Monroe, Roosevelt, and Simas schools attended the Wilson session. In preparation for the focus groups at the two junior high schools, the elementary student representatives obtained input on a series of survey questions, representing the eight state priorities, from their classmates at the elementary schools.

Foster Youth

The Superintendent and Director of Categorical Programs met with the Director and Deputy Director of Kings County Human Services on March 30, 2015. The Human Services Department is the county agency that is responsible for foster youth.   At this meeting, the specific needs of foster youth were discussed along with ways that the district and county could work together to provide increased or improved services to foster youth.

Student Groups

For purposes of the Annual Update, student representatives acknowledged efforts to provide:
• good teachers who care about students and make learning fun
• well-maintained campuses where students are safe
• extracurricular activities
• field trips
• access to technology
• good food

Foster Youth

For the purposes of the Annual Update, the district's current services to foster youth were acknowledged.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	There is a need for students to receive a broad instructional program that is aligned to the state board of education approved Common Core Standards. Metrics State Priority 1: Teacher Assignments Credentialed Teachers Standards Aligned Materials School Facilities in Good Repair Metrics State Priority 2: Implementation of Common Core Standards ELs Access to the Common Core Standards and English Language Development (ELD) Standards Metrics State Priority 4: State Assessments EL's Progress Learning English EL Reclassification Rate API (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. Course Completion for UC/CSU (Note: This metric does not apply to HESD as it applies only to high schools) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) EAP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) Metrics State Priority 7: Broad Course of Study Metrics State Priority 8: Pupil Outcomes

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

Subgroups:	African American Hispanic White Two or More Races Low Income Students (Socioeconomically Disadvantaged) English Learners Students with Disabilities Migrant Students Foster Youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1.1 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 Implementation of Common Core Standards) 1.2 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 Pupil Achievement: This metric is also expanded upon under Goals #4 and 5) 1.3 Students receive instruction and enrichment across content areas that is supported by technology, supplies, materials, and study trips as evidenced by human resource records, purchase orders for supplies and field trip related expenses. (State Priority 7 Broad Course of Study, State Priority 8 Other Outcomes) 1.4 Students who are identified as at risk of not being literate and college and career ready by the end of high school, including students from the statistically significant subgroups, make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. Identified students meet the state mandated participation rates for the CAASPP (State Priority 4 Pupil Achievement) 1.5 The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (State Priority 1 Standards Aligned Materials) 1.6 Expansion of instructional technology, as evidenced by district technology purchases, continues to support student mastery of Common Core Standards. (State Priority 4 Pupil Achievement) The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (State Priority 1 Teacher Assignments, Credentials: This metric is expanded upon under Goal #5) All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (State Priority 1 School Facilities: This metric is expanded upon under Goal #6) ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 EL's Access to the Common Core Standards and English Language Development (ELD) Standards: This metric is expanded upon under Goal #2 and #3)

The percentage of EL students gaining one level on the CELDT is 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2)

The district's reclassification rate is at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3)

Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4)

The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools)

AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards and that supported with staff, supplies, and materials.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities	Supplies LCFF S/C $149,881 County Special Education Program LCFF S/C $43,271 County Special Education Program LCFF S/C $450,000 10 Media Service Aides LCFF S/C $301,751 Library Information System Technical Support LCFF S/C 24,752
1.2 Classroom staffing levels will be increased to reduce or eliminate combination classes in grades K-6 and to lower class size in grades 4-8.	Elementary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expand Teaching Staff to Reduce the Number of Combination Classes LCFF S/C $260,244 (4 Teachers) Expand Teaching Staff to Reduce Class Sizes in Grades 4-6 to 28:1 LCFF S/C $195,183 (3 Teachers)
1.3 Students will receive instruction and enrichment including, but not limited to English language arts, mathematics, social sciences, science, visual and performing arts, health, and physical education that is	District-wide, Elementary Schools,	_ All OR: X Low Income pupils X English Learners X Foster Youth	1.2 FTE Art Teachers LCFF S/C $93,537 3.14 FTE Music Teachers LCFF S/C $288,994 4 FTE Elementary PE Teachers LCFF S/C $264,159 Study Trips LCFF S/C $275,000

supported by technology, supplies, materials, and study trips.		_ Redesignated fluent English proficient X Other Subgroups: (Specify)	
1.4 Students who are identified as at risk of not being literate and college and career ready by the end of high school, including students from the statistically significant subgroups, will receive additional hours of instruction.	Hamilton, King, Lincoln, Richmond, Roosevelt, for Intersession; Hamilton, Monroe, Simas, Washington, Kennedy, Wilson for SES	X All ------- OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic, White, Students with Disabilities, Migrant Students, Foster Youth	Intersession Instruction LCFF S/C $198,394 After School Tutoring (Supplemental Educational Services) Title I $399,891
1.5 Review of Common Core Standards aligned instructional materials will be underway with an emphasis on selection of SBE approved ELA instructional materials.	District-wide	X All ------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Resource Specialist LCFF S/C $72,757
1.6 Expansion of instructional technology will continue to support student mastery of Common Core Standards.	District-wide	X All ------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	iPads for Classroom Instruction and State Assessments LCFF S/C $444,456 Technician to Support Student Technology LCFF S/C $69,388 Subscriptions to Digital Services for Students (eBooks, Discovery Education etc.) Title I $53,148

LCAP Year 2: 2016-2017

| Expected Annual Measurable Outcomes: | 1.1 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 Implementation of Common Core Standards)

1.2 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 Pupil Achievement: This metric is also expanded upon under Goals #4 and 5)

1.3 Students receive instruction and enrichment across content areas that is supported by technology, supplies, materials, and study trips as evidenced by human resource records, purchase orders for supplies and field trip related expenses. (State Priority 7 Broad Course of Study, State Priority 8 Other Outcomes)

1.4 Students who are identified as at risk of not being literate and college and career ready by the end of high school, including students from the statistically significant subgroups, make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. Identified students meet the state mandated participation rates for the CAASPP (State Priority 4 Pupil Achievement)

1.5 The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (State Priority 1 Standards Aligned Materials)

1.6 Expansion of instructional technology, as evidenced by district technology purchases, continues to support student mastery of Common Core Standards. (State Priority 4 Pupil Achievement)

The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (State Priority 1 Teacher Assignments, Credentials: This metric is expanded upon under Goal #5)

All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (State Priority 1 School Facilities: This metric is expanded upon under Goal #6)

ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 EL's Access to the Common Core Standards and English Language Development (ELD) Standards: This metric is expanded upon under Goal #2 and #3)

The percentage of EL students gaining one level on the CELDT is 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2)

The district's reclassification rate is at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3)

Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4)

The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) |

AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards and that supported with staff, supplies, and materials.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies, Materials, Site-directed Technology LCFF S/C $158,092 County Special Ed Program LCFF S/C $49,000 10 Media Service Aides LCFF S/C $306,167 County Special Ed Program LCFF S/C $450,000
1.2 Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades K-6 and to lower class size in grades 4-8.	Elementary Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expand Teaching Staff to Reduce the Number of Combination Classes LCFF S/C $286,000 (4 Teachers) Expand Teaching Staff to Reduce Class Sizes in Grades 4-6 to 28:1 LCFF S/C $419,000 (6 Teachers)
1.3 Students will receive instruction and enrichment including, but not limited to English language arts, mathematics, social sciences, science, visual and performing arts, health, and physical education that is supported by technology, supplies, materials, and study trips.	District-wide, Elementary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.2 FTE Art Teachers LCFF S/C $178,392 3.14 Music Teacher LCFF S/C $253,940 4 FTE PE Teachers LCFF S/C $273,000 Study Trips LCFF S/C $227,273
1.4 Students who are identified as at risk of not being literate and college and career ready by the end of high school, including students from the statistically significant subgroups, will receive additional hours of instruction.	Hamilton, King, Lincoln. Richmond,	X All OR: X Low Income pupils X English Learners X Foster Youth	Intersession Instruction LCFF S/C $250,000 After School Tutoring (Supplemental Educational Services) Title I $399,184

	Roosevelt, Simas, Washington	_ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>African American, Hispanic, White, Students with Disabilities, Migrant Students, Foster Youth</u>	
1.5 The district will adopt, purchase, and begin implementation of SBE approved ELA materials.	District-wide	X All ------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Resource Specialist LCFF S/C $76,650
1.6 Expansion of instructional technology will continue to support student mastery of Common Core Standards with a focus on student access to the technological components of the SBE approved materials	District-wide	X All ------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Student Technology LCFF S/C $500,000 Two Technicians for Student Technology LCFF S/C $150,000 Subscriptions to Digital Services for Students (eBooks, Discovery Education etc.) Title I 33,484

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1.1 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 Implementation of Common Core Standards) 1.2 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 Pupil Achievement: This metric is also expanded upon under Goals #4 and 5) 1.3 Students receive instruction and enrichment across content areas that is supported by technology, supplies, materials, and study trips as evidenced by human resource records, purchase orders for supplies and field trip related expenses. (State Priority 7 Broad Course of Study, State Priority 8 Other Outcomes) 1.4 Students who are identified as at risk of not being literate and college and career ready by the end of high school, including students from the statistically significant subgroups, make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. Identified students

meet the state mandated participation rates for the CAASPP (State Priority 4 Pupil Achievement)

1.5 The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (State Priority 1 Standards Aligned Materials)

1.6 Expansion of instructional technology, as evidenced by district technology purchases, continues to support student mastery of Common Core Standards. (State Priority 4 Pupil Achievement)

The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (State Priority 1 Teacher Assignments, Credentials: This metric is expanded upon under Goal #5)

All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (State Priority 1 School Facilities: This metric is expanded upon under Goal #6)

ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 EL's Access to the Common Core Standards and English Language Development (ELD) Standards: This metric is expanded upon under Goal #2 and #3)

The percentage of EL students gaining one level on the CELDT is 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2)

The district's reclassification rate is at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3)

Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4)

The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools)

AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards and that supported with staff, supplies, and materials.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Supplies, Materials, Site-directed Technology LCFF S/C $227,273 County Special Ed Program LCFF S/C $60,000 10 Media Service Aides LCFF S/C $321,476 County Special Ed Program LCFF S/C $450,000

		English proficient _ Other Subgroups: (Specify)	
1.2 Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades K-6 and to lower class size in grades 4-8.	Elementary Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expand Teaching Staff to Reduce the Number of Combination Classes LCFF S/C $314,600 (4 Teachers) Expand Teaching Staff to Reduce Class Sizes in Grades 4-6 to 28:1 LCFF S/C $439,950 (6 Teachers)
1.3 Students will receive instruction and enrichment including, but not limited to English language arts, mathematics, social sciences, science, visual and performing arts, health, and physical education that is supported by technology, supplies, materials, and study trips.	District-wide, Elementary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.2 FTE Art Teachers LCFF S/C $187,312 3.14 FTE Music Teachers LCFF S/C $266,637 4 FTE Elementary PE Teachers LCFF S/C $286,650 Study Trips LCFF S/C $272,728
1.4 Students who are identified as at risk of not being literate and college and career ready by the end of high school, including students from the statistically significant subgroups, will receive additional hours of instruction.	Hamilton, King, Lincoln, Richmond, Roosevelt, Simas, Washington	X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic, White, Students with Disabilities, Migrant Students, Foster Youth	Intersession Instruction LCFF S/C $400,000 After School Tutoring (Supplemental Educational Services) Title I $399,184
1.5 The district will fully implement SBE approved ELA instructional materials.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Teacher Resource Specialist LCFF S/C $80,482

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.6 Expansion of instructional technology will continue to support student mastery of Common Core Standards with a focus on student access to the technological components of the SBE approved materials	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Student Technology LCFF S/C $500,000 3 Technicians for Student Technology LCFF S/C $250,000 Technology Data Center LCFF S/C $200,000 Subscriptions to Digital Services for Students (eBooks, Discovery Education etc.) Title I 33,484

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

GOAL 2:	English learners will understand, speak, read, and write English.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Based on analysis of student achievement and analysis of the district's current core and supplemental EL programs using the California English Language Development Test (CELDT), there is a need for consistent, effective, research-based English language development instruction that is targeted to students' English proficiency levels. Metrics State Priority 2 Implementation of Common Core Standards ELs Access to the Common Core Standards and English Language Development (ELD) Standards Metrics State Priority 4 State Assessments EL's Progress Learning English EL Reclassification Rate API (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. Course Completion for UC/CSU (Note: This metric does not apply to HESD as it applies only to high schools) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) EAP Exam (Note: This metric does not apply to HESD as it applies only to high schools.)

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

LCAP Year 1: 2015-2016	
Expected Annual Measurable Outcomes:	2.1 The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4: Pupil Achievement) 2.2 ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2: EL Access to the Common Core Standards and English Language Development (ELD) Standards) All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 Implementation of Common Core Standards: This metric is expanded upon under Goal #1) Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 State Assessments: This metric is expanded upon under Goals #1 and #5) The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3) Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 All EL students receive a dedicated period of ELD instruction that is aligned to the State Board of Education Adopted 2012 ELD Standards.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% Admin Secretary II (Clerical for Monitoring EL Student Progress) LCFF S/C $39,999
2.2 All new teachers and administrators are trained in systematic ELD instruction. Continuing teachers receive ongoing PD and support through in-class coaching. Implementation of ELD instruction will be supported through continuing professional development with an emphasis on instructional coaching.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	33% Learning Directors LCFF S/C $361,577 50% Director of Curriculum LCFF S/C $74,239

LCAP Year 2: 2016-2017

| Expected Annual Measurable Outcomes: | 2.1 The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4: Pupil Achievement)

2.2 ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2: EL Access to the Common Core Standards and English Language Development (ELD) Standards)

All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 Implementation of Common Core Standards: This metric is expanded upon under Goal #1)

Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 State Assessments: This metric is expanded upon under Goals #1 and #5)

The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3)

Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4)

The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4)

AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 All EL students receive a dedicated period of ELD instruction that is aligned to the State Board of Education Adopted 2012 ELD Standards.	District-wide	_ All <hr> OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% Admin Secretary II LCFF S/C $41,913
2.2 All new teachers and administrators are trained in systematic ELD instruction. Continuing teachers receive ongoing PD and support through in-class coaching. Implementation of ELD instruction will be supported through continuing professional development with an emphasis on instructional coaching.	District-wide	_ All <hr> OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	33% Learning Directors LCFF S/C $391,160 50% Director of Curriculum LCFF S/C $76,666

LCAP Year 3: 2017-2018

| Expected Annual Measurable Outcomes: | 2.1 The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4: Pupil Achievement)

2.2 ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2: EL Access to the Common Core Standards and English Language Development (ELD) Standards)

All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 Implementation of Common Core Standards: This metric is expanded upon under Goal #1)

Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 State Assessments: This metric is expanded upon under Goals #1 and #5)

The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3)

Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4)

The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4)

AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 All EL students receive a dedicated period of ELD instruction that is aligned to the State Board of Education Adopted 2012 ELD Standards.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% Admin Secretary II LCFF S/C $44,008
2.2 All new teachers and administrators are trained in systematic ELD instruction. Continuing teachers receive ongoing PD and support through in-class coaching. Implementation of ELD instruction will be supported through continuing professional development with an emphasis on instructional coaching.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	33% Learning Directors LCFF S/C $410,718 50% Director of Curriculum LCFF S/C $80,499

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

GOAL 3:	Schools will identify and support EL students who are not making sufficient progress.	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Based on analysis of student achievement data along with analysis of the district's EL program and student scores on the California English Language Development Test (CELDT), there is a need for timely identification of ELs, progress monitoring of ELs, and identification and interventions for students at risk of becoming Long Term English Learners (LTEL). Metrics Priority 2 Implementation of Common Core Standards ELs Access to the Common Core Standards and English Language Development (ELD) Standards Metrics State Priority 4 State Assessments EL's Progress Learning English EL Reclassification Rate API (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. Course Completion for UC/CSU (Note: This metric does not apply to HESD as it applies only to high schools) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) EAP Exam (Note: This metric does not apply to HESD as it applies only to high schools.)

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

LCAP Year 1: 2015-2016

| Expected Annual Measurable Outcomes: | 3.1 The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will remain at or above 22.8%. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will be 36% or greater. (State Priority 4: Pupil Achievement)

3.2 ELD instruction and materials are aligned with the 2012 State Board of Education adopted ELD Standards. (State Priority 2: ELs Access to the Common Core Standards and English Language Development (ELD) Standards)

3.3 The EL reclassification rate will be 8% or greater. (State Priority 4: Pupil Achievement)

All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 Implementation of Common Core Standards: This metric is expanded upon under Goal #1)

Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 State Assessments: This metric is expanded upon under Goals #1 and #5)

The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2)

Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4)

The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4)

AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 District-wide coordination of EL identification and services is ongoing and schools receive technical assistance in identifying EL students who are not making sufficient progress for intervention.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% Director of Curriculum LCFF S/C $74,238

| 3.2 Monitoring of student English language development instruction will continue for the purpose of improving the instructional program, aligning instruction with the 2014 California English Language Development Standards, and identifying professional development needs. | Kennedy, Wilson, Roosevelt, Lincoln, Lee Richmond, Martin Luther King | _ All
OR:
_ Low Income pupils
X English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | EL Instructional Aides (Jr. High) LCFF S/C $35,374

Teacher Overcontract for LCFF S/C (After Hours) English Language Development Instruction Title III $84,076

Books, Supplies, Materials, Printing for LCFF S/C (After Hours) English Language Development Instruction Title III $12,477 |

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	3.1 The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will remain at or above 22.8%. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will be 36% or greater. (State Priority 4: Pupil Achievement) 3.2 ELD instruction and materials are aligned with the 2012 State Board of Education adopted ELD Standards. (State Priority 2: ELs Access to the Common Core Standards and English Language Development (ELD) Standards) 3.3 The EL reclassification rate will be 8% or greater. (State Priority 4: Pupil Achievement) All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 Implementation of Common Core Standards: This metric is expanded upon under Goal #1) Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 State Assessments: This metric is expanded upon under Goals #1 and #5) The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2) Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 District-wide coordination of EL identification and services is ongoing and schools receive technical assistance in identifying EL students who are not making sufficient progress for intervention.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% Director of Curriculum LCFF S/C $76,666

3.2 Monitoring of student English language development instruction will continue for the purpose of improving the instructional program, aligning instruction with the 2014 California English Language Development Standards, and identifying professional development needs.	Kennedy, Wilson, King, Lincoln, Roosevelt, Lee Richmond	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	EL Instructional Aides LCFF S/C $37,062 Teacher Overcontract for LCFF S/C (After Hours) English Language Development Instruction Title III $84,076 Books, Supplies, Materials, Printing for LCFF S/C (After Hours) English Language Development Instruction Title III $12,477

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	3.1 The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will remain at or above 22.8%. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will be 36% or greater. (State Priority 4: Pupil Achievement) 3.2 ELD instruction and materials are aligned with the 2012 State Board of Education adopted ELD Standards. (State Priority 2: ELs Access to the Common Core Standards and English Language Development (ELD) Standards) 3.3 The EL reclassification rate will be 8% or greater. (State Priority 4: Pupil Achievement) All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2 Implementation of Common Core Standards: This metric is expanded upon under Goal #1) Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 State Assessments: This metric is expanded upon under Goals #1 and #5) The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2) Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 District-wide coordination of EL identification and services is ongoing and schools receive technical assistance in identifying EL students who are not making sufficient progress for intervention.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% Director of Curriculum LCFF S/C $80,499

| 3.2 Monitoring of student English language development instruction will continue for the purpose of improving the instructional program, aligning instruction with the 2014 California English Language Development Standards, and identifying professional development needs. | Kennedy, Wilson, King, Lincoln, Roosevelt, Lee Richmond | _ All
OR:
_ Low Income pupils
X English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | EL Instructional Aides Jr High LCFF S/C $38,915

Teacher Overcontract for LCFF S/C (After Hours) English Language Development Instruction Title III $84,076

Books, Supplies, Materials, Printing for LCFF S/C (After Hours) English Language Development Instruction Title III $12,477 |

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

GOAL 4:	Students' progress will be measured and shared with students, parents, teachers, and administrators.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	In order to monitor student progress and assist refinement of the district's instructional program, there is a need to implement a system of formative and summative assessments. Metrics State Priority 4 State Assessments EL's Progress Learning English EL Reclassification Rate API (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. Course Completion for UC/CSU (Note: This metric does not apply to HESD as it applies only to high schools) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) EAP Exam (Note: This metric does not apply to HESD as it applies only to high schools.)

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students African American Hispanic White Two or More Races Low Income Students (Socioeconomically Disadvantaged) English Learners Students with Disabilities Migrant Students Foster Youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	4.1 Students will make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 Pupil Achievement: This metric is expanded upon under Goals #1 and #5) The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2) The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3) Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 The district will continue to develop, refine, and implement benchmark and formative assessments for all grades aligned to the Common Core Standards Information gained from these assessments will be used to plan instruction and intervention.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies, Materials, Printing District Assessments Base $52,200
4.2 District and school site administrators receive support and technical assistance as they monitor student achievement data, school discipline data, and feedback from teachers and to plan professional development.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% Director of Categorical Programs LCFF S/C $75,380

4.3 The district's data systems will be maintained, enhanced, and upgraded as needed.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School City Assessment Data Analysis System Title I $33,000
4.4 Teachers and administrators are provided with ongoing training and/or technical assistance in use of the data systems and analysis of data.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$0
4.5 Data from the district assessments along with data from the CAASPP will be used to analyze the effectiveness of and make adjustments to the district's instructional programs.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$0

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	4.1 Students will make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 Pupil Achievement) State Assessments: Students will make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4: This metric is expanded upon under Goals #1 and #5) The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2) The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3) Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 The district will continue to develop, refine, and implement benchmark and formative assessments for all grades aligned to the Common Core Standards Information gained from these assessments will be used to plan instruction and intervention	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies, Materials, Printing District Assessments (Tests) Base $52,000
4.2 District and school site administrators receive support and technical assistance as they monitor student achievement data, school discipline data, and feedback from teachers and to plan professional development.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	50% Director of Categorical Programs LCFF S/C $76,664

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 The district's data systems will be maintained, enhanced, and upgraded as needed.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School City Assessment Data Analysis System Title I $33,000
4.4 Teachers and administrators are provided with ongoing training and/or technical assistance in use of the data systems and analysis of data.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$0
4.5 Data from the district assessments along with data from the CAASPP will be used to analyze the effectiveness of and make adjustments to the district's instructional programs.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$0
4.6 Data from the district's assessments along with data from the CAASPP will be communicated to parents through electronic means, parent conferences, and report cards.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Synergy Student Information System Base $25,000

		_ Other Subgroups: (Specify)	

LCAP Year 3: 2017-2018			

Expected Annual Measurable Outcomes:	4.1 Students will make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 Pupil Achievement) State Assessments: Students will make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4: This metric is expanded upon under Goals #1 and #5) The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2) The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3) Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 The district will continue to develop, refine, and implement benchmark and formative assessments for all grades aligned to the Common Core Standards Information gained from these assessments will be used to plan instruction and intervention	District-wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies, Materials, Printing District Assessments (Tests) Base $52,000
4.2 District and school site administrators receive support and technical assistance as they monitor	District-wide	X All ------------ OR:	50% Director of Categorical Programs LCFF S/C $80,498

student achievement data, school discipline data, and feedback from teachers and to plan professional development.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 The district's data systems will be maintained, enhanced, and upgraded as needed.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School City Assessment Data Analysis System Base $33,000
4.4 Teachers and administrators are provided with ongoing training and/or technical assistance in use of the data systems and analysis of data.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$0
4.5 Data from the district assessments along with data from the CAASPP will be used to analyze the effectiveness of and make adjustments to the district's instructional programs.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$0
4.6 Data from the district's assessments along with data from the CAASPP will be communicated to parents through electronic means, parent conferences, and report cards.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Synergy Student Information System Base $25,000

	_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 5:	The district will hire, support, and retain qualified teachers, support staff, and administrators.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	In order to ensure that students receive effective instruction, there is a need for fully credentialed, appropriately assigned teachers. Metrics State Priority 1 Teacher Assignments Credentialed Teachers Standards Aligned Materials School Facilities in Good Repair Metrics State Priority 2 Implementation of Common Core Standards ELs Access to the Common Core Standards and English Language Development (ELD) Standards Metrics State Priority 4 State Assessments EL's Progress Learning English EL Reclassification Rate API (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. Course Completion for UC/CSU (Note: This metric does not apply to HESD as it applies only to high schools) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) EAP Exam (Note: This metric does not apply to HESD as it applies only to high schools.)

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students African American Hispanic White Two or More Races

		Low Income Students (Socioeconomically Disadvantaged) English Learners Students with Disabilities Migrant Students Foster Youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	5.1 and 5.2 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2: Implementation of Common Core Standards: This metric is also expanded upon under Goal #1) 5.3 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 Pupil Achievement) 5.4 The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (State Priority 1: Credentialed Teacher and Teacher Assignments) The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (State Priority 1 Standards Aligned Materials: This metric is expanded upon under Goal #1) All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (State Priority 1 School Facilities: This metric is expanded upon under Goal #6) ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards as evidenced by school-site based reviews that include classroom observations. State Priority 2 EL's Access to the Common Core Standards and English Language Development (ELD) Standards: This metric is expanded upon under Goals #2 and #3) The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2) The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3) Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 All teachers will receive ongoing training in the implementation of the Common Core Standards, including training in supporting low income students, English learners, and foster youth in meeting the standards.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	33% of Learning Directors LCFF S/C $361,577 50% Admin Secretary II to Support Professional Development Activities LCFF S/C $39,999 Admin Supplies LCFF S/C $41,297 2 Teacher PD Days LCFF S/C $200,000
5.2 Continued training in implementation of the Common Core Standards will be tailored to the individual needs of teachers using a coaching model.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Two Curriculum Specialists LCFF S/C $258,988 5 Instructional Coaches Title I $580,393
5.3 Ongoing training in meeting the unique and diverse needs of low income students and foster youth with an emphasis on research-based best practice will be provided.	District-wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer Professional Development LCFF S/C $62,000
5.4 Recruitment and teacher retention activities will focus on maintenance of a qualified and effective instructional staff. This includes the operation of a new teacher induction program that provides teaching staff in their first two years of service with support and professional development leading to a professional clear teaching credential.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Admin Secretary II To Support Induction Activities LCFF S/C $66,300 Induction Coaches to Support New Teachers (2) Title II $200,120 Peer Assistance and Review Activities (Supplies, Materials) LCFF S/C $15,000

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	5.1 and 5.2 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2: Implementation of Common Core Standards: This metric is also expanded upon under Goal #1) 5.3 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 Pupil Achievement) 5.4 The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (State Priority 1: Credentialed Teacher and Teacher Assignments) The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (State Priority 1 Standards Aligned Materials: This metric is expanded upon under Goal #1) All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (State Priority 1 School Facilities: This metric is expanded upon under Goal #6) ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards as evidenced by school-site based reviews that include classroom observations. State Priority 2 EL's Access to the Common Core Standards and English Language Development (ELD) Standards: This metric is expanded upon under Goals #2 and #3) The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2) The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3) Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 All teachers will receive ongoing training in the implementation of the Common Core Standards, including training in supporting low income students, English learners, and foster youth in meeting the standards.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	33% Learning Directors LCFF S/C $391,160 50% Admin Secretary II to Support Professional Development Activities LCFF S/C $41,913 Admin Supplies, Materials, Books LCFF S/C $46,000 3 Teacher PD Days LCFF S/C $282,000
5.2 Continued training in implementation of the Common Core Standards will be tailored to the individual needs of teachers using a coaching model.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4 Curriculum Specialists LCFF S/C $464,000 5 Instructional Coaches Title I $617,804
5.3 Ongoing training in meeting the unique and diverse needs of low income students and foster youth with an emphasis on research-based best practice will be provided.	District-wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer Professional Development LCFF S/C $62,000
5.4 Recruitment and teacher retention activities will focus on maintenance of a qualified and effective instructional staff. This includes the operation of a new teacher induction program that provides teaching staff in their first two years of service with support and professional development leading to a professional clear teaching credential.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Admin Secretary II To Support Induction Activities LCFF S/C $66,700 Induction Coaches to Support New Teachers (2) Title II $210,000 Peer Assistance and Review Activities (Supplies, Materials) LCFF S/C 15,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	5.1 and 5.2 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (State Priority 2: Implementation of Common Core Standards: This metric is also expanded upon under Goal #1) 5.3 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by district review of performance on district assessments and on CAASPP interim and summative assessments. The district will meet the state mandated participation rates for the CAASPP. (State Priority 4 Pupil Achievement) 5.4 The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (State Priority 1: Credentialed Teacher and Teacher Assignments) The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (State Priority 1 Standards Aligned Materials: This metric is expanded upon under Goal #1) All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (State Priority 1 School Facilities: This metric is expanded upon under Goal #6) ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards as evidenced by school-site based reviews that include classroom observations. State Priority 2 EL's Access to the Common Core Standards and English Language Development (ELD) Standards: This metric is expanded upon under Goals #2 and #3) The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4 EL's Progress Learning English: This metric is expanded upon under Goal #2) The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3) Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP. (State Priority 4) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study (Note: This metric does not apply to HESD as it applies only to high schools) (State Priority 4) AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4) EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 All teachers will receive ongoing training in the implementation of the Common Core Standards,	District-wide	X All OR:	33% of Learning Directors LCFF S/C $410,718 50% Admin Secretary II to Support Professional Development

including training in supporting low income students, English learners, and foster youth in meeting the standards.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Activities LCFF S/C $44,008 Admin Supplies, Materials, Books LCFF S/C $50,000 3 Teacher PD Days LCFF S/C $296,100
5.2 Continued training in implementation of the Common Core Standards will be tailored to the individual needs of teachers using a coaching model.	District-wide	_X_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4 Curriculum Specialists LCFF S/C $487,200 5 Instructional Coaches Title I $647,804
5.3 Ongoing training in meeting the unique and diverse needs of low income students and foster youth with an emphasis on research-based best practice will be provided.	District-wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer Professional Development LCFF S/C $62,000
5.4 Recruitment and teacher retention activities will focus on maintenance of a qualified and effective instructional staff. This includes the operation of a new teacher induction program that provides teaching staff in their first two years of service with support and professional development leading to a professional clear teaching credential.	District-wide	_X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Admin Secretary II To Support Induction Activities LCFF S/C 70,000 Induction Coaches to Support New Teachers (2) Title II $220,000 Peer Assistance and Review Activities (Supplies, Materials) LCFF S/C $15,000

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

GOAL 6:	Students will attend a safe, well maintained school.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	In order to for students to achieve their academic potential, there is a need for access to standards aligned instructional materials provided in a safe and well-maintained learning environment. Metrics State Priority 1 Teacher Assignments Credentialed Teachers Standards Aligned Materials School Facilities in Good Repair Metrics State Priority 5 Attendance Rates Chronic Absenteeism Rates Middle School Dropout Rates High School Dropout Rates (Note: This metric does not apply to HESD as it applies only to high schools.) High School Graduation Rates (Note: This metric does not apply to HESD as it applies only to high schools.) Metrics State Priority 6 Suspension Rates Expulsion Rates Other Local Measures (Surveys etc.)

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students African American Hispanic White Two or More Races Low Income Students (Socioeconomically Disadvantaged) English Learners Students with Disabilities Migrant Students Foster Youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	6.1 The district's suspension rate will be below 8%. The district's expulsion rate will be below 0.7%. (State Priority 6: Pupil Suspension Rates, Pupil Expulsion Rates) 6.2 The district's school attendance rate will be at least 90%. The district's chronic absenteeism rate will be below 7% (State Priority 5: School Attendance Rate, Chronic Absenteeism) 6.3 The district's middle school dropout rate will be below 1%. (State Priority 5: Middle School Dropout Rate) 6.4 Students, parents and staff feel safe at school as evidenced by district reviews that may include surveys, observations, and other measurements. (State Priority 6: Other Local Measures) 6.5 Facilities are maintained and in good repair. All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (State Priority 1: School Facilities) The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (State Priority 1 Teacher Assignments, Credentials: This metric is expanded upon under Goals #1 and #5) The district will have State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (State Priority 1 Standards Aligned Materials: This metric is expanded upon under Goals #1 and #5) High School Dropout Rate: (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 5) High School Graduation Rate: (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 5)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 The district will continue to increase the availability and expand student support services and behavioral interventions at school sites.	District-wide, Elementary Schools, Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	33 % of Learning Director Salary & Ben LCFF S/C $361,577 2 School Resource Officers LCFF S/C $184,000 8 Student Specialists LCFF S/C $593,983 6 Health Care Assistants LCFF S/C $255,639 2 Counselors (Jr. High) LCFF S/C $208,244 Two School Nurses LCFF S/C $216,866 2 Counselors (Elem School) LCFF S/C $197,546 READY Program Admin Staff LCFF S/C $56,442 READY Program Supplies, LCFF S/C $14,900
6.2 The district will participate in the School Attendance Review Board process.	District-wide	X All OR: _ Low Income pupils _ English Learners	

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.3 The district will review and modify alternative education options for at-risk students as needed.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 The district's committee, that includes law enforcement, will continue to meet and enhance school and district safety procedures.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.5 Facility maintenance and repair continue to be ongoing as identified through a long term deferred maintenance plan and needs identified through the Facilities Inspection Tool.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Deferred Maintenance LCFF S/C $200,000 Custodian LCFF S/C $56,202
6.6 Elementary students who live 3/4 mile or more from school, and junior high students who live one mile or more from school will be provided with transportation to and from school.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Transportation LCFF S/C $500,000

| | | | _ Other Subgroups: (Specify) | |

<table>
<tr><td colspan="5" align="center">LCAP Year 2: 2016-2017</td></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="4">
6.1 The district's suspension rate will be below 8%. The district's expulsion rate will be below 0.7%. (State Priority 6: Pupil Suspension Rates, Pupil Expulsion Rates)

6.2 The district's school attendance rate will be at least 90%. The district's chronic absenteeism rate will be below 7% (State Priority 5: School Attendance Rate, Chronic Absenteeism)

6.3 The district's middle school dropout rate will be below 1%. (State Priority 5: Middle School Dropout Rate)

6.4 Students, parents and staff feel safe at school as evidenced by district reviews that may include surveys, observations, and other measurements. (State Priority 6: Other Local Measures)

6.5 Facilities are maintained and in good repair. All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (State Priority 1: School Facilities)

The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (State Priority 1 Teacher Assignments, Credentials: This metric is expanded upon under Goals #1 and #5)

The district will have State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (State Priority 1 Standards Aligned Materials: This metric is expanded upon under Goals #1 and #5)

High School Dropout Rate: (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 5)

High School Graduation Rate: (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 5)
</td>
</tr>
<tr>
<td colspan="2" align="center">Actions/Services</td>
<td align="center">Scope of Service</td>
<td align="center">Pupils to be served within identified scope of service</td>
<td align="center">Budgeted Expenditures</td>
</tr>
<tr>
<td colspan="2">6.1 The district will continue to increase the availability and expand student support services and behavioral interventions at school sites.</td>
<td>District-wide, Elementary Schools, Junior High</td>
<td>X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
<td>
33% Learning Directors LCFF S/C $391,160
2 School Resource Officers LCFF S/C $193,200
8 Student Specialists LCFF S/C $618,384
10 Health Care Assistants LCFF S/C $415,000
2 Counselors (Jr. High) LCFF S/C $207,984
2 School Nurses LCFF S/C $231,000
3 Counselors (Elem School) LCFF S/C 277,000
READY Program Admin Staff LCFF S/C $58,225
READY Program Supplies, LCFF S/C $19,500
</td>
</tr>
</table>

6.2 The district will participate in the School Attendance Review Board process.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.3 The district will review and modify alternative education options for at-risk students as needed.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 The district's committee, that includes law enforcement, will continue to meet and enhance school and district safety procedures.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.5 Facility maintenance and repair continue to be ongoing as identified through a long term deferred maintenance plan and needs identified through the Facilities Inspection Tool.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Deferred Maintenance LCFF S/C $237,275 2 Custodians LCFF S/C $155,000
6.6 Elementary students who live 3/4 mile or more from school, and junior high students who live one mile or more from school will be provided with transportation to	District-wide	X All OR:	Transportation LCFF S/C 500,000

and from school.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-2018			

Expected Annual Measurable Outcomes:	6.1 The district's suspension rate will be below 8%. The district's expulsion rate will be below 0.7%. (State Priority 6: Pupil Suspension Rates, Pupil Expulsion Rates) 6.2 The district's school attendance rate will be at least 90%. The district's chronic absenteeism rate will be below 7% (State Priority 5: School Attendance Rate, Chronic Absenteeism) 6.3 The district's middle school dropout rate will be below 1%. (State Priority 5: Middle School Dropout Rate) 6.4 Students, parents and staff feel safe at school as evidenced by district reviews that may include surveys, observations, and other measurements. (State Priority 6: Other Local Measures) 6.5 Facilities are maintained and in good repair. All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (State Priority 1: School Facilities) The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (State Priority 1 Teacher Assignments, Credentials: This metric is expanded upon under Goals #1 and #5) The district will have State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (State Priority 1 Standards Aligned Materials: This metric is expanded upon under Goals #1 and #5) High School Dropout Rate: (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 5) High School Graduation Rate: (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 5)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 The district will continue to increase the availability and expand student support services and behavioral interventions at school sites.	District-wide, Elementary Schools, Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	33% Learning Directors LCFF S/C $410,718 2 School Resource Officers LCFF S/C $202,860 8 Student Specialists LCFF S/C $649,303 10 Health Care Assistants LCFF S/C $435,750 2 Counselors (Jr. High) LCFF S/C $218,383

			2 School Nurses LCFF S/C $242,550
			3 Counselors (Elem School) LCFF S/C $290,850
		_ Other Subgroups: (Specify)	READY Program Admin Staff LCFF S/C $61,136
			READY Program Supplies, LCFF S/C $19,500
6.2 The district will participate in the School Attendance Review Board process.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.3 The district will review and modify alternative education options for at-risk students as needed.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 The district's committee, that includes law enforcement, will continue to meet and enhance school and district safety procedures.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.5 Facility maintenance and repair continue to be ongoing as identified through a long term deferred maintenance plan and needs identified through the Facilities Inspection Tool.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Deferred Maintenance LCFF S/C $284,365 2 Custodians LCFF S/C $200,000 Custodians

		_ Other Subgroups: (Specify)	
6.6 Elementary students who live 3/4 mile or more from school, and junior high students who live one mile or more from school will be provided with transportation to and from school.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transportation LCFF S/C $500,000

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

GOAL 7:	Communication between schools and home will be regular and meaningful.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	In order for parents/guardians to actively participate in their children's education, there is a need for home to school communication and parent/guardian involvement. Metrics State Priority 3 Parent Involvement Parent Input Parent Participation in Programs for Unduplicated Students	

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students African American Hispanic White Two or More Races Low Income Students (Socioeconomically Disadvantaged) English Learners Students with Disabilities Migrant Students Foster Youth

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	7.1 Parents receive meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences, the numbers of parents accessing ParentVue, the numbers of parents receiving standards aligned report cards. (State Priority 3: Parent Participation) 7.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based as evidenced by district reviews of parent attendance at district and site activities. (State Priority 3: Parent Participation) 7.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at school site council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (State Priority 3: Parent Involvement and Input)		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 The district provides dedicated days for parents to attend conferences with their students' teachers and will maintain the amount of information available to parents online.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$0
7.2 The district will expand parent communication activities and resources at each school site, will expand parent involvement and education activities to include parent training and will continue to expand opportunities for parent volunteers.	District-wide	X All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent Liaison LCFF S/C $68,132 Parent Education and Outreach Activities for Parents of EL Students Title III $20,000 Parent Education and Outreach Activities Title I $20,045
7.3 Parents will again be engaged and involved in developing the priorities for the LCAP.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	$0

		_ Other Subgroups: (Specify)	

LCAP Year 2: 2016-2017			

Expected Annual Measurable Outcomes:	7.1 Parents receive meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences, the numbers of parents accessing ParentVue, the numbers of parents receiving standards aligned report cards. (State Priority 3: Parent Participation) 7.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based as evidenced by district reviews of parent attendance at district and site activities. (State Priority 3: Parent Participation) 7.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at school site council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (State Priority 3: Parent Involvement and Input)		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 The district provides dedicated days for parents to attend conferences with their students' teachers and will maintain the amount of information available to parents online.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$0
7.2 The district will expand parent communication activities and resources at each school site, will expand parent involvement and education activities to include parent training and will continue to expand opportunities for parent volunteers.	District-wide	X All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent Liaison LCFF S/C $67,797 Parent Education/Involvement Center LCFF S/C $50,000 Parent Education and Outreach Activities for Parents of EL Students Title III $20,000
7.3 Parents will again be engaged and involved in developing the priorities for the LCAP.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	$0

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	7.1 Parents receive meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences, the numbers of parents accessing ParentVue, the numbers of parents receiving standards aligned report cards. (State Priority 3: Parent Participation) 7.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based as evidenced by district reviews of parent attendance at district and site activities. (State Priority 3: Parent Participation) 7.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at school site council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (State Priority 3: Parent Involvement and Input)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 The district provides dedicated days for parents to attend conferences with their students' teachers and will maintain the amount of information available to parents online	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$0
7.2 The district will expand parent communication activities and resources at each school site, will expand parent involvement and education activities to include parent training and will continue to expand opportunities for parent volunteers.	District-wide	X All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent Liaison LCFF S/C $67,997 Parent Education/Outreach Center LCFF S/C $50,000 Parent Education and Outreach Activities for Parents of EL Students Title III $20,000
7.3 Parents will again be engaged and involved in developing the priorities for the LCAP.	District-wide	X All OR:	$0

| | | _ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Goal 1. All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards. Metrics: HESD Assessments	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		
	Applicable Pupil Subgroups:	All Students African American Hispanic White SED English Learners SWD Foster Youth		

Expected Annual Measurable Outcomes:	1.1 All students in all grade levels will have instruction that is aligned with the Common Core Standards. Based on district-wide benchmark assessments, 25% of students in grades K-8 will score at the Benchmark level in ELA and mathematics. 1.2 Professional development in the implementation of the CCCS will be on-going and refined. 1.3 All report cards will be modified to reflect alignment with the Common Core Standards. 1.4 District pacing calendars will be revised to align with the Common Core Standards in all grade levels. 1.5 Mathematics instructional materials that are aligned with the the Common Core Standards will be purchased and implemented in all grade levels.	Actual Annual Measurable Outcomes:	Summary The actions undertaken and services provided to students under Goal 1 of the LCAP have addressed the needs of students, particularly low income students, English learners, and foster youth. Instruction, materials, and professional development have all been aligned to the California Common Core Standards. The district's assessments continue to be developed and aligned to the Common Core Standards. The district's instructional programs have been expanded to offer students more art, music, education, and study trips. Additional student technology has been delivered and is in use in all schools. Struggling students have been provided with additional services and support both during and after the regular school day. Metrics Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP.

1.6 District formative assessments, aligned to the CCCS in ELA and mathematics, will be implemented in all grade levels.

1.7 Expansion of instructional technology will continue to support student mastery of Common Core Standards.

1.8 The district will expand its academic and enrichment programs including, but not limited to art, music and physical education.

Note that the County Office of Education Williams inspection certified that HESD had sufficient instructional materials. The HESD Board of Trustees approved a sufficiency of materials resolution at the 9/24/2014 meeting.

1.1
Common Core aligned instruction is fully implemented in all classrooms at all grade levels. In grade one, the goal of 25% of students scoring at the Benchmark level was met for ELA on district developed assessments . The goal was not met in grade one for math or in grade two for ELA or math. Benchmark assessments are still under development for grades 3-8 in both ELA and math. On the district's suite of formative assessments, students are showing that they are adapting to the new standards and the new testing formats and tasks.

1.2
All teachers received professional development in understanding and implementing the Common Core Standards. Professional development included training content and pedagogy, training in the newly adopted Common Core Standards aligned instructional materials, and training in the integration of technology and instruction.

1.3
Report cards at all grade levels have been updated to reflect the Common Core Standards.

1.4
All district pacing calendars in ELA and math have been revised to reflect the Common Core Standards. As Common Core Standards aligned pacing calendars are implemented,it is anticipated that reflection and analysis will reveal areas of instructional pacing that require additional focus, greater amounts of time, and/or additional resources. This analysis and refinement of pacing calendars is ongoing. Pacing calendars are continuously updated and refined with input from teachers.

1.5
Common Core Standards aligned mathematics instructional materials have been adopted by the Board of Trustees and

	purchased. These new materials are implemented in all classrooms at all grade levels. 1.6 Common Core Standards aligned formative assessments are have been developed and implemented for ELA and math at all grade levels. These assessments are continuously revised and refined with input from teachers. 1.7 Technology infrastructure improvements along with additional student devices have been put in place at all schools. 1.8 Art, music, and programs have been expanded District-wide. Physical education programs were not expanded in 2014-2015. The addition of 4 FTE physical education teachers to the HESD staff is a planned addition for 2015-2016

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards.	Supplies, Materials, Technology to School Sites LCFF/SC 103,533 County Special Education Program LCFF/SC 39,214 Teacher on Special Assignment Supplemental 69,820 Teacher Overcontract, supplies, materials for Interventions /enrichment LCFF/SC 119,357	Students in all grade levels received instruction aligned with the Common Core Standards. Principals and learning directors have observed Common Core Standards aligned instruction in classrooms across the district. It is important to note that the district's assessments are in transitional period, and new assessments that are aligned to the Common Core Standards are being developed in ELA and mathematics for all grade levels. Supplies, books, materials that support and supplement the standards aligned educational program were purchased by school sites. These purchases were included in each school's Single Plan	Supplies, Materials, Technology to School Sites LCFF/SC $130,127 County Special Education Program LCFF/SC $39,214 Teacher on Special Assignment LCFF/SC $0 Teacher Overcontract, supplies, materials for Interventions /enrichment LCFF/SC $107,230

for Student Achievement (School Plan) and approved by school site councils.

Funding was transferred to support HESD students in the county special education program (Shelly Baird)

HESD was unable to hire a qualified teacher for the Teacher on Special Assignment position.

Students were provided with a variety of interventions and enrichment activities, both during and outside of the regular school day, at their school sites. These activities were organized and implemented at individual school sites, and are detailed in individual school plans. It is anticipated that all funds allocated for after-hours intervention and enrichment will not be spent because there are a number of programs/and resources that provide students with similar activities. These include Supplemental Educational Services (SES Tutoring), Title III Tutoring, Migrant tutoring, the and the READY after school program. For 2015-2016 and beyond, planning for additional instructional time will focus on alternative time blocks.

Scope of Service	All Schools		Scope of Service	All Schools	
X All			X All		
OR:			OR:		
X Low Income pupils			X Low Income pupils		
X English Learners			X English Learners		
X Foster Youth			X Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
X Other Subgroups: (Specify)			X Other Subgroups: (Specify)		

Students with Disabilities, African American, Hispanic, White		Students with Disabilities, African American, Hispanic, White	
1.2 Professional development in the implementation of CCCS will be on-going and refined.	33% of Learning Director Sal & Ben (PD & Training) LCFF/SC 371,199 Admin Secretary II LCFF/SC 36,897 Admin Supplies Materials LCFF/SC 31,297 1.5 Additional Teacher Days for Professional Development LCFF/SC 148,559	Learning Directors provided professional development and in-class coaching to teachers and school staff in implementing the Common Core Standards. Where indicated by teacher request and observations in classrooms, Learning Directors arranged for research based professional development in understanding and implementing the Common Core Standards through outside experts (e.g. Tulare County Office of Education). The Admin Secretary II maintains records on EL students, professional development, and manages required parent notifications. School sites were provided with an allocation for supplies, materials, technology in their school site budgets. The use of these funds at the site level were incorporated into individual school site plans (Single Plan for Student Achievement). All individual school site plans were reviewed and approved by school site councils, and by the HESD Board of Trustees. 1.5 (i.e. one-and-one-half) additional teacher days were added to the school calendar for the purpose of providing professional development. All teachers were provided with research based professional development in implementing the Common Core Standards, including sessions on the newly adopted mathematics materials and Common Core Standards aligned reading.	33% of Learning Director Sal & Ben (PD & Training) LCFF/SC $386,588 Admin Secretary II LCFF/SC $39,917 Admin Supplies Materials LCFF/SC $31,297 1.5 (i.e. one-and-one-half) Additional Teacher Days for Professional Development LCFF/SC $149,654

		(Note that actions referencing professional development will be moved to Goal #5 in the 15-16 LCAP)	
Scope of Service	All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities, African American, Hispanic, White	Scope of Service	All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities, African American, Hispanic, White	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 1.3 All report cards will be modified to reflect alignment with CCCS. All of the district's report cards, grades TK-8 have been realigned to reflect the CCCS.	$0
Scope of Service	 _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Scope of Service	All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)		Students with Disabilities, African American, Hispanic, White	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. Note: This activity has been completed and will not carry forward to 15-16. 1.4 District pacing calendars will be revised to align with CCCS in all grade levels. Pacing calendar revision groups that included the math and ELA curriculum specialists and classroom teacher representatives aligned the district's instructional pacing calendars to reflect the CCCS. All of the district's instructional pacing calendars are aligned to the CCCS.	$0
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities, African American, Hispanic, White	
.		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as	$0

		a result. (Funding sources other than LCFF were used for implementation.) This activity has been completed and will not carry forward to 15-16. 1.5 Mathematics instructional materials that are aligned with the Common Core Standards will be purchased and implemented in all grade levels. New, State Board of Education Approved, Common Core aligned, mathematics materials have been purchased and are in place in all classrooms.	
Scope of Service _ All -------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools X All -------- OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Disabilities, African American, Hispanic, White</u>	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 1.6 District formative assessments, aligned to the CCCS in ELA and mathematics, will be implemented in all grade levels. Formative assessments have been developed and implemented, however	$0

		these assessments are not yet available at all grade levels or for all needed topics.	
Scope of Service All Schools _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Disabilities, African American, Hispanic, White</u>	
1.7 Expansion of instructional technology will continue to support student mastery of Common Core Standards.	Student Technology LCFF/SC 461,000	Technology infrastructure improvements along with additional student devices have been put in place at all schools.	Student Technology LCFF/SC $461,000
Scope of Service All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Disabilities, African American, Hispanic, White</u>		Scope of Service All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Disabilities, African American, Hispanic, White</u>	
1.8 The district will expand its academic and enrichment programs including, but not limited to art, music and physical education and will support these programs with supplies, materials, study trips.	1.2 FTE Art Teachers LCFF/SC 82,836 3.64 FTE Elementary Music Teachers LCFF/SC 293,408 Study Trips LCFF/SC 200,000	Art programs have been expanded District-wide. Music programs have been expanded District-wide. All students in all grades were provided with study trips that are age appropriate	1.2 (FTE Art Teachers LCFF/SC $89,196 3.64 FTE Elementary Music Teachers LCFF/SC $279,423 Study Trips LCFF/SC $198,320

		and aligned with the Common Core Standards. Physical education programs were not expanded in 2014-2015. Additional funding will be necessary to expand physical education. The addition of 4 FTE physical education teachers to the HESD staff is a planned addition for 2015-2016	
Scope of Service: All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities, African American, Hispanic, White		Scope of Service: All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities, African American, Hispanic, White	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2015-2016, Goal #1 will be revised to be more clear and concise. For 2015-2016, the Expected Annual Measurable Outcomes will be revised to reflect student achievement that is based on estimated achievement levels on the CAASPP rather than on district benchmark assessments. For 2015-2016 and beyond HESD will: improve the educational program by increasing teaching staff to reduce or eliminate combination classes improve the educational program by increasing teaching staff to lower class sized in grades 4-8 to 28:1 (from 33:1) expand the educational program by adding funding for physical education teachers in grades K-6 expand the educational program by adding a summer school session increase funding for supplies, materials, and technology to school sites increase funding for the county special education program increase funding for professional development continue to implement the Common Core Standards continue to develop and implement formative and summative assessments begin using CAASPP interim assessments

continue to refine pacing calendars
continue to improve/upgrade student technology
continue to improve/add instruction in art and music

Action 1.1 discussed above is ongoing and will carry forward as action 1.1 in the 2015-2016 LCAP.
Action 1.2 discussed above is ongoing and will carry forward as action 5.1 in the 2015-2016 LCAP as it is more closely aligned with Goal 5.
The activities discussed above as 1.3, 1.4, and 1.5 have been completed and will not carry forward to the 2015-2016 LCAP.
The activity discussed above as 1.6 is ongoing and will carry forward as Action 4.1 in the 2015-2016 LCAP as it is more closely aligned with Goal 4.
Action 1.7 discussed above will carry forward as Action 1.6 in the 2015-2016 LCAP.
Action 1.8 will carry forward as Action 1.3 in the 2015-2016 LCAP .

The term "All Schools" used to refer to scope of services in 14-15, will be changed to read "District-wide" for 2015-2016 and beyond.

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.

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 2 from prior year LCAP:	Goal 2. All English learners will receive effective, research-based English language development instruction that is specifically targeted to their English proficiency levels. Metrics: English Learner Subgroup Self Assessment (ELSA)		Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	**Schools:**	All Schools	
	Applicable Pupil Subgroups:	English Learners	
Expected Annual Measurable Outcomes:	2.1 All EL students receive a dedicated period of ELD instruction at all grade levels. It is anticipated that the percentage of EL students gaining one level on the CELDT will be 54%. 2.2 All teachers and administrators are trained in systematic ELD instruction. Implementation of ELD instruction will be supported through continuing professional development with an emphasis on instructional coaching. 2.3 The district will enhance implementation support and monitoring of supplemental ELD instruction.	**Actual Annual Measurable Outcomes:**	Summary The actions undertaken and services provided to students under Goal 2 of the LCAP have addressed the needs of students, particularly English learners. The English Learner Subgroup Self Analysis (ELSSA) provided as a tool by the California Department of Education (CDE) was used to analyze the achievement of English learners prior to the beginning of the 14-15 school year. The ELSSA uses CELDT scores as a primary source of achievement data for EL students. 2.1Preliminary Title III Accountability Reports from the California Department of Education (CDE) indicate that 55.6% of EL students gained one level on the CELDT. 2.2 All teachers and administrators have received training in systematic ELD instruction. Implementation of ELD instruction is ongoing with teachers receiving support through instructional coaching. 2.3 Implementation support and monitoring of supplemental ELD instruction is in place across the district.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 2.1 All EL students received a dedicated period of ELD instruction at all grade levels. It is anticipated that the percentage of EL students gaining one level on the CELDT will be 54%. ELD instruction is in place across all schools. EL students are receiving ELD instruction that is targeted at their English language development level. Site level administration monitors the implementation of ELD instruction.	$0
Scope of Service ┊ All Schools _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ All Schools _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 All teachers and administrators are trained in systematic ELD instruction.	0.5 Additional Teacher Days for ELD PD LCFF/SC 49,519	2.2 All teachers and site administrators received training in systematic ELD. Implementation and training is ongoing. Follow-up training and in-class coaching are ongoing.	0.5 Additional Teacher Days for ELD PD LCFF/SC $49,884
Scope of Service ┊ All Schools		Scope of Service ┊ All Schools	

_ 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 _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.3 The district will enhance implementation support and monitoring of supplemental ELD instruction. Monitoring of student ELD will be implemented to refine the instructional program and identify professional development needs.	50% Director of Curriculum LCFF/SC 68,690 English Learner Instructional Aides LCFF/SC 32,103 50% Admin Secretary II LCFF/SC 36,897	The Director of Curriculum managed, supervised and monitored ELD training and instruction. EL Instructional aides provide instructional services to EL students at the two junior high schools. The Admin Secretary II maintains records on EL students, professional development, and manages required parent notifications.	50% Director of Curriculum LCFF/SC $73,015 English Learner Instructional Aides LCFF/SC 35,297 50% Admin Secretary II LCFF/SC $39,917
Scope of Service	All Schools	Scope of Service	All Schools
_ 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 _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2015-2016, Goal #2 will be revised to be more clear and concise. The district will continue to provide English language development instruction for all EL students. The activity discussed above as 2.1 is ongoing and will carry forward as Action 2.1 in the 2015-2016 LCAP. Action 2.2 is ongoing and will carry forward as Action 2.2 in the 2015-2016 LCAP. Action 2.3 is ongoing and will carry forward as Action 3.2 as it is more closely aligned with Goal 3.

| | The term "All Schools" used to refer to scope of services in 14-15, will be changed to read "District-wide" for 2015-2016 and beyond. |

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.

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 3 from prior year LCAP:	Goal 3. All schools will provide timely identification of English learners, will monitor the progress of English learners, and will identify English learners who are at risk of becoming Long Term English Learners (LTEL) and provide these students with appropriate interventions and support to increase the percentage of English learners attaining English language proficiency. Metric: English Learner Subgroup Self Assessment (ELSSA).	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	3.1 District level monitoring of EL students' progress is ongoing. All EL students will be identified by October of each year. Students English proficiency levels will be determined using local scoring of the CELDT in order to have a more timely identification than what is required by the state. Students moving into the district will be identified as EL within 30 days of enrollment. 3.1a Students who are not making sufficient progress are identified and receive intervention. It is predicted that 22.8% of EL students in California schools for less than five years will score Proficient on the CELDT. It is predicted that 35% of EL students in California schools for five years or more will score Proficient on the CELDT. 3.2 Professional development in ELD instruction is provided to all teachers and site administrators. 3.3 District-wide coordination of EL identification and services is ongoing and schools receive technical assistance in identifying EL student who are not making sufficient progress for intervention.	Actual Annual Measurable Outcomes:	Summary The English Learner Subgroup Self Analysis (ELSSA) provided as a tool by the California Department of Education (CDE) was used to analyze the achievement of English learners prior to the beginning of the 14-15 school year. The ELSSA uses CELDT scores as a primary source of achievement data for EL students. ELSSA 2014-2015: • Percentage of EL students making annual progress learning English (AMAO 1): 55.6% • Percentage of EL students in language instruction educational programs fewer than 5 years attaining English language Proficiency: 27.7% • Percentage of EL students in language instruction educational programs 5 or more years attaining English language Proficiency: 40.9% The actions undertaken and services provided to students under Goal 3 of the LCAP have addressed the needs of students, English learners. 3.1 Continuous monitoring of EL students' progress is ongoing. Teachers scored the CELDT providing them with timely data on EL students' proficiency levels. Students moving into the district were CELDT tested within 30 days. This is evidenced by preliminary CELDT scores in a district maintained database, which teachers have access to.

		3.1a Students who are not making sufficient progress were identified and received interventions. 27.7of EL students in California schools for less than five years scored Proficient on the CELDT exceeding the district target. 40.9% of EL students in California schools for five years or more scored Proficient on the CELDT exceeding the district target. 3.2 Teachers received ongoing professional development and in-class coaching in ELD instruction. 3.3 District-wide coordination of EL identification and services is ongoing and schools receive technical assistance in identifying EL students who are not making sufficient progress for intervention.

<table>
<tr><td colspan="4" align="center">LCAP Year: 2014-2015</td></tr>
<tr><td colspan="2" align="center">Planned Actions/Services</td><td colspan="2" align="center">Actual Actions/Services</td></tr>
<tr><td></td><td align="center">Budgeted Expenditures</td><td></td><td>Estimated Actual Annual Expenditures</td></tr>
<tr>
<td>3.1 District level monitoring of EL students' progress is ongoing.

3.1a Students who are not making sufficient progress are identified and receive intervention.</td>
<td>Teacher Overcontract for EL Interventions LCFF/SC 119,357</td>
<td>Summary
EL students were provided with a variety of interventions and enrichment activities, both during and outside of the regular school day, at their school sites. These activities were organized and implemented at individual school sites, as detailed in school site plans.

3.1 and 3.1a
It is anticipated that all funds allocated for after-hours intervention and enrichment will not be spent because there are a number of programs/and resources that provide students with similar activities including Supplemental Educational Services (SES Tutoring), Title III Tutoring, Migrant tutoring, the and the READY after school program. For 2015-2016 and beyond, planning for additional instructional time will focus on intersessions (winter and/or summer breaks).</td>
<td>Teacher Overcontract for EL Interventions LCFF/SC 39,671</td>
</tr>
</table>

Scope of Service All Schools _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** All Schools _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2 Professional development in ELD instruction is provided to all teachers and site administrators. 3.3 District-wide coordination of EL identification and services is ongoing and schools receive technical assistance in identifying EL students who are not making sufficient progress for intervention.	50% Director of Curriculum LCFF/SC 68,691	Director of Curriculum manages and ensures implementation of initial and ongoing ELD professional development. The Director of Curriculum ensures that schools receive assistance and support in identifying and supporting EL students who are not making sufficient progress. Note that 3.2 and 3.3 are both listed as a single action in the 2014-2015 LCAP and are addressed the same way here.	50% Director of Curriculum LCFF/SC $73,015
Scope of Service All Schools _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** All Schools _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | For 2015-2016, Goal #3 will be revised to be more clear and concise.

Action 3.1 and 3.1a will carry forward as Action 1.4 in the 2015-2016 LCAP. Students will be provided with additional instructional time as an intersession rather than as after school tutoring.
The activity listed as 3.3 above will carry forward as Action 3.1 in the 2015-2016 LCAP.
Action 3.2 will carry forward as Action 2.2 in the 2015-216 LCAP.
The activity listed as 3.3 above will carry forward as Action 3.1 in the 2015-2016 LCAP.

The term "All Schools" used to refer to scope of services in 14-15, will be changed to read "District-wide" for 2015-2016 and beyond. |

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.

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 4 from prior year LCAP:	Goal 4. The District will have a student monitoring system that informs teachers and parents of students' progress, informs principals of the schools' progress, and informs district leadership on effectiveness of its instructional programs. Metric: Usage statistics on district data system, teacher collaboration records	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students African American Hispanic White SED English Learners SWD Foster Youth

Expected Annual Measurable Outcomes:	4.1 The district will develop and implement benchmark and formative assessments for all grades aligned to the CCCS. 4.2 Report cards are aligned to Common Core Standards at all grade levels. Results from district adopted formative and summative assessments coupled with qualitative analysis of student progress will be used for student report cards. 4.3 The district's data systems will be maintained, enhanced, and upgraded as needed. 4.4 Teachers and administrators are provided with training and/or technical assistance in use of the data systems and analysis of data. 100% of administrators and teachers use the district's robust data systems to conduct detailed, sophisticated analysis of students' performance and progress on district assessments and on the CAASPP, including the progress of subgroups and foster	Actual Annual Measurable Outcomes:	Summary The actions undertaken and services provided to students under Goal 4 of the LCAP have addressed the needs of students, particularly low income students, English learners, and foster youth. Metrics As of April 30, 2015 the ParentVue system that provides parents with online access to their students' grades and progress had been accessed 109,166 times. Teachers are provided with collaboration time each early release Wednesday. Individual school sites maintain records of teacher/grade level collaboration sessions. Records show teachers collaborate, analyze student achievement and formative assessment data, and plan instruction using this data.

youth. Information gained from this analysis is used to plan instruction and intervention and to make decisions on the effectiveness of the district's instructional program. 4.5 Students will be administered the California Smarter Balance Assessment in the Spring of 2015.	4.1 California Common Core Standards aligned benchmark summative assessments for ELA and math are in place in grades one and two and are under development for the remaining grades. Common Core Standards aligned performance tasks are in place in grades 3-8 in both ELA and math. A suite of Common Core Standards aligned formative assessments has been developed and is in place for both ELA and math at all grade levels. 4.2 The district's report cards have all been revised to align with the Common Core Standards. 4.3 Training and support in using the district's assessment data systems is ongoing. 4.4 Learning directors at school site provide ongoing assistance, coaching, and training in the use of data systems, and in the collection and analysis of student achievement data. Teachers are provided with collaboration time each Wednesday afternoon in which achievement data is analyzed and instruction is planned. 4.5 Preparations including training, scheduling, and technology-readiness are in-process for this spring's administration of the CAASPP assessments.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 The district will implement benchmark and formative assessments for all grades aligned to the CCCS.	25% Director of Categorical Programs LCFF/SC 34,345	California Common Core Standards aligned benchmark summative assessments for ELA and math are in place in grades one and two and are under development for the remaining grades. Common Core Standards aligned performance tasks are in place in grades 3-8 in both ELA and math. A suite of Common Core Standards aligned formative assessments has been developed and is in place for both ELA and math at all grade	25% Director of Categorical Programs LCFF/SC $36,507

		levels.Development and alignment of assessments is continuing.	
Scope of Service All Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** All Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 4.2 Report cards are aligned to Common Core Standards at all grade levels. Results from district adopted formative and summative assessments coupled with qualitative analysis of student progress will be used for student report cards. Report cards have been aligned to CCCS at all grade levels. Results from district adopted formative summative assessments coupled with qualitative analysis of student progress were used for student report cards.	$0
Scope of Service _ All OR: _ Low Income pupils _ English Learners		**Scope of Service** All Schools X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 4.3 The district's data systems will be maintained, enhanced, and upgraded as needed. The district's data systems continue to be maintained, enhanced, and upgraded as needed.	$0
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 4.4 Teachers and administrators are provided with training and/or technical assistance in use of the data systems and analysis of data. 100% of	$0

		administrators and teachers use the district's robust data systems to conduct detailed, sophisticated analysis of students' performance and progress on district assessments and on the CAASPP, including the progress of subgroups and foster youth. Information gained from this analysis is used to plan instruction and intervention and to make decisions on the effectiveness of the district's instructional program. Teachers and administrators are provided with training and/or technical assistance in use of the data systems and analysis of data. Administrators and teachers continue to use the district's data systems to analyze student achievement and plan instruction.	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 4.5 Students will be administered the California Smarter Balance Assessment in the Spring of 2015.	$0

		Administration of the 2015 CAASPP is underway as of this writing.	
Scope of Service		**Scope of Service** — All Schools	
_ 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)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2015-2016, Goal #4 will be revised to be more clear and concise. The district will continue to develop, implement, and refine both formative and summative assessments that are aligned to the Common Core Standards. The district will continue to administer and study the results and usefulness of the Smarter Balanced Interim Assessments. Action 4.1 discussed above is ongoing and will carry forward as action 4.1 in the 2015-2016 LCAP. The activity discussed above as 4.2 has been completed and will not carry forward to the 2015-2016 LCAP. The activity discussed above as 4.3 will carry forward to Action 4.3 in the 2015-216 LCAP. The activity discussed above as 4.4 will carry forward to Action 4.4 in the 2015-2016 LCAP. The activity discussed above as 4.5 has been completed and will not carry forward to the 2015-2016 LCAP. The term "All Schools" used to refer to scope of services in 14-15, will be changed to read "District-wide" for 2015-2016 and beyond.

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.

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 5 from prior year LCAP:	Goal 5. The District will recruit and retain fully credentialed, qualified teachers and administrators who receive ongoing training, instructional assistance, and professional development. Metrics: Metric: CALPADS HQT Reports, PD transcripts / records	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Students African American Hispanic White SED English Learners SWD Foster Youth	

Expected Annual Measurable Outcomes:	5.1 Continued training in implementation of CCCS and systematic ELD will be tailored to the individual needs of teachers using a coaching model. Professional development activities to support teachers and administrators include but are not limited to: training in systematic English language development; training in implementation of the CCCS; induction support for new teachers; ongoing training and in-class coaching for teachers and administrators; training in the development of positive school and classroom climates; training in meeting the needs of students with disabilities; training in the effective use of instructional technology. 5.2 District and school site administrators continuously monitor student achievement data, school discipline data, and feedback from teachers and staff using this data to develop and provide additional professional development as needed.	Actual Annual Measurable Outcomes:	Summary The actions undertaken and services provided to students under Goal 5 of the LCAP have addressed the needs of students, particularly low income students, English learners, and foster youth. Professional development activities to support teachers and administrators include but are not limited to: training in systematic English language development; training in implementation of the Common Core Standards; induction support for new teachers; ongoing training and in-class coaching for teachers and administrators; training in the development of positive school and classroom climates; training in meeting the needs of students with disabilities; training in the effective use of instructional technology. Metrics HESD reported 100% NCLB Highly Qualified Teachers in the 2014-2015 state reporting (CALPADS).

5.2a By June of 2015 all teachers will have received training in meeting the unique needs of low income students and foster youth. 5.3 Recruitment and teacher retention activities will focus on maintenance of a highly qualified and effective instructional staff. The district has 100% fully credentialed, qualified teachers and administrators.	A professional development transcript is kept for all teachers in HESD at the district office. This transcript provides a record of all district-level professional development activities. School sites maintain records of site-based training and in-class coaching. 5.1 Continued training in implementation of CCCS and systematic ELD has been tailored to the individual needs of teachers using a coaching model. Teachers receive in-class coaching from site based leadership, including the principal and learning director, along with district level literacy coaches. 5.2 District and school site administrators continuously monitor student achievement data, school discipline data, and feedback from teachers and staff using this data to develop and provide additional professional development as needed. 5.2a Teachers will have received training in meeting the unique needs of low income students and foster youth. 5.3 Recruitment and teacher retention activities will focus on maintenance of a qualified and effective instructional staff. The district has 100% fully credentialed, qualified teachers and administrators.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Continued training in implementation of CCCS and systematic ELD will be tailored to the individual needs of teachers using a coaching model.	33% of Learning Directors Sal & Ben LCFF/SC 371,199	Learning Directors develop and implement site-based professional development based on the individual needs of teachers at the school site; including professional development in ELD and in understanding and implementing the CCCS. Learning Directors coordinate the delivery of in-class coaching for teachers at school sites.	33% of Learning Directors Sal & Ben LCFF/SC $386,557
Scope of Service	All Schools		Scope of Service	All Schools	
X All		X All	

OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities, African American, Hispanic, White		OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities, African American, Hispanic, White	
5.2 District and school site administrators continuously monitor student achievement data, school discipline data, and feedback from teachers and staff using this data to develop and provide additional professional development as needed.	25% Director of Categorical Programs LCFF/SC 34,345	District and school site administrators continuously monitor student achievement data, school discipline data, and feedback from teachers and staff using this data to develop and provide additional professional development as needed.	25% Director of Categorical Programs LCFF/SC $36,507
Scope of Service All Schools _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities, African American, Hispanic, White		Scope of Service All Schools _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities, African American, Hispanic, White	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 5.2a By June of 2015 all teachers will have received training in meeting the unique needs of low income students and foster youth. Teachers were provided with a variety of professional development during the	$0

		school year including release-days for PD, site based PD, and in-class coaching.	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Disabilities, African American, Hispanic, White</u>	
5.3 Recruitment and teacher retention activities will focus on maintenance of a qualified and effective instructional staff.	Admin Sec II Clerical Support for Induction, Supplies LCFF/SC 65,000 Peer Assistance and Review Activities LCFF/SC 15,000	The district has 100% qualified teachers and administrators. The Admin Secretary II provides clerical support for the induction program, which mentors new teachers. Peer Assistance and Review provides experienced teachers with additional support	Admin Sec II Clerical Support for Induction, Supplies LCFF/SC $67,338 Peer Assistance and Review Activities LCFF/SC $15,000
Scope of Service All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Disabilities, African American, Hispanic, White</u>		**Scope of Service** All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Disabilities, African American, Hispanic, White</u>	
What changes in actions, services, and expenditures will be	For 2015-2016, Goal #5 will be revised to be more clear and concise.		

made as a result of reviewing past progress and/or changes to goals?	Action 5.1 discussed above is ongoing and will carry forward as action 5.1 in the 2015-2016 LCAP. Action 5.2 discussed above is ongoing and will carry forward as action 4.2 in the 2015-2016 LCAP as it is more closely aligned with Goal 4. The activitiy discussed above as 5.2a is ongoing and will carry forward as action 5.1 in the 2015-2016 LCAP. Action 5.3 discussed above is ongoing and will carry forward as action 5.4 in the 2015-2016 LCAP. Expand the educational program by adding additional staff development positions. Continue to provide professional development days to teaching staff. The term "All Schools" used to refer to scope of services in 14-15, will be changed to read "District-wide" for 2015-2016 and beyond.

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.

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 6 from prior year LCAP:	Goal 6. All students will attend a secure, clean, well maintained school, where they are engaged in learning, have access to the standards-aligned instructional materials and technology, and are physically, socially, and emotionally safe. Metric: District and school expulsion and suspension rates, attendance rates, Facilities Inspection Tool (FIT), Williams Report for Instructional Materials	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Students African American Hispanic White SED English Learners SWD Foster Youth		

Expected Annual Measurable Outcomes:	6.1 The district will continue to increase the availability and expand student support services and behavioral interventions at school sites resulting in reduced numbers of discipline incidents, suspensions, and expulsions. It is anticipated that the district will reduce the numbers of suspensions and expulsions by 10%. 6.2 The district will participate in the School Attendance Review Board process. 6.3 The district will maintain alternative education options for at-risk students. 6.4 The district's committee, that includes law enforcement, will continue to meet and enhance school and district safety procedures.	Actual Annual Measurable Outcomes:	Summary The actions undertaken and services provided to students under Goal 6 of the LCAP have addressed the needs of students, particularly low income students, English learners, and foster youth. 2014-2015 Attendance rate: 96.46% 6.1 Suspension and expulsion rates have dropped dramatically between the 12-13 and 13-14 school years, and remain below the rates for Kings County overall. Expulsion Rate 12-13: 1.2% Suspension Rate 12-13: 6.3% Expulsion Rate 13-14: 0.1% Suspension Rate 13-14: 5.0

The district will continue to ensure the safety of students and staff through on-going review of school safety plans and implementation of identified security measures at all schools.

6.5 The district will implement Common Core Standards aligned mathematics instructional materials.

6.6 The district will continue to increase the availability and expand services needed to implement instructional technology in classrooms.

6.7 Facility maintenance and repair continue to be ongoing as identified through a long term deferred maintenance plan and needs identified through the Facilities Inspection Tool (FIT).
The Facilities Inspection Tool (FIT) and the Deferred Maintenance Plan will be used to identify short and long term maintenance needs.

Projected Expulsion Rate   14-15: 0.4%
Projected Suspension Rate 14-15: 8.9%

Each HESD school received the score of Exemplary (the highest level) on the Facilities Inspection Tool (FIT).

Note that the County Office of Education Williams inspection certified that HESD had sufficient instructional materials. The HESD Board of Trustees approved a sufficiency of materials resolution at the 9/24/2014 meeting.

6.1 It is projected, based on the metrics shown above, that HESD will meet its targets for suspension and expulsion rates for 2014-2015.

6.2 The SARB process is in place District-wide.

6.3 Alternate placements are available for at risk students.

6.4 Safety procedures and plans are continually reviewed and updated.

6.5 Common Core Standards aligned mathematics instructional materials are in place in all classrooms.

6.6 Technology for classroom use has been expanded district wide with services needed to implement instructional technology in place in classrooms.

6.7 Facility maintenance and repair continue to be ongoing as identified through a long term deferred maintenance plan and needs identified through the Facilities Inspection Tool (FIT).

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6.1 The district will continue to increase the availability and expand student support services and behavioral interventions at school sites resulting in reduced numbers of discipline incidents, suspensions, and expulsions.	33% of Learning Directors Sal & Ben LCFF/SC 371,198 School Resource Officer LCFF/SC 92,000 10 Media Service Aides LCFF/SC 276,783 8 Student Specialists LCFF/SC 541,015 4 Health Care Assistants LCFF/SC 169,031 2 Counselors Jr. High LCFF/SC 175,918	Learning directors coordinate and manage support services for students. A school resource officer on contract from the Hanford Police Department is in place and available for all schools. Media service aides have been added. Each school site has a media service aide. Student specialists have been added bringing the total to one full-time student specialist at each elementary school. Four health care assistants are in place. One full-time counselor has been added at each junior high school.	33% of Learning Directors Sal & Ben LCFF/SC $386,558 School Resource Officer LCFF/SC $92,000 10 Media Service Aides LCFF/SC $323,986 8 Student Specialists LCFF/SC $588,937 4 Health Care Assistants LCFF/SC $183,061 2 Counselors Jr. High LCFF/SC $198,080
Scope of Service	All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic, White, Students with Disabilities	Scope of Service	All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic, White, Students with Disabilities	

		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 6.2 The district will participate in the School Attendance Review Board process. The district is participating in the SARB process.	
Scope of Service All Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic, White, Students with Disabilities	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 6.3 The district will maintain alternative education options for at-risk students. Alternative education options are available for at-risk students.	$0
Scope of Service All Schools X All		Scope of Service All Schools X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>African American, Hispanic, White, Students with Disabilities</u>	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 6.4 The district's committee, that includes law enforcement, will continue to meet and enhance school and district safety procedures. The district will continue to ensure the safety of students and staff through on-going review of school safety plans and implementation of identified security measures at all schools. The districts safety plans and procedures continue to be reviewed and enhanced. The district continues to ensure the safety of students and staff through on-going review of school safety plans and implementation of identified security measures at all schools.	$0
Scope of Service All Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service All Schools X All OR: X Low Income pupils X English Learners X Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>African American, Hispanic, White,</u> <u>Students with Disabilities</u>	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 6.5 The district will implement Common Core Standards aligned mathematics instructional materials. New, State Board of Education Approved, Common Core aligned, mathematics materials have been purchased and are in place in all classrooms.	$0
Scope of Service All Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>African American, Hispanic, White,</u> <u>Students with Disabilities</u>	
6.6 The district will continue to increase the availability and expand services needed to implement instructional technology in classrooms.		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result.	$0

		6.6 The district will continue to increase the availability and expand services needed to implement instructional technology in classrooms. Technology for classroom use has been expanded district wide with services needed to implement instructional technology in place in classrooms.	
Scope of Service All Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic, White, Students with Disabilities	
6.7 Facility maintenance and repair continue to be ongoing as identified through a long term deferred maintenance plan and needs identified through the Facilities Inspection Tool (FIT).	Deferred Maintenance for Facilities LCFF/SC 375,000	Facility maintenance and repair continue to be ongoing as identified through a long term deferred maintenance plan and needs identified through the Facilities Inspection Tool (FIT).	Deferred Maintenance for Facilities LCFF/SC $375,000
Scope of Service All Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)		African American, Hispanic, White, Students with Disabilities	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2015-2016, Goal #6 will be revised to be more clear and concise. For 2015-2016 HESD will Expand services to students by adding two school nurses Expand services to students by adding two health care assistants Expand services to students by adding two counselors to serve elementary schools Expand services to students by adding one school resource officer Action 6.1 discussed above is ongoing and will carry forward as action 6.1 in the 2015-2016 LCAP. Action 6.2 discussed above is ongoing and will carry forward as action 6.2 in the 2015-2016 LCAP. Action 6.3 discussed above is ongoing and will carry forward as action 6.3 in the 2015-2016 LCAP. Action 6.4 discussed above is ongoing and will carry forward as action 6.4 in the 2015-2016 LCAP. Action 6.5 is complete and will not carry forward to the the 2015-2016 LCAP. Action 6.6 discussed above is ongoing and will carry forward as action 1.6 in the 2015-2016 LCAP as it is more closely aligned to Goal 1. Action 6.7 discussed above is ongoing and will carry forward as action 6.5 in the 2015-2016 LCAP. The term "All Schools" used to refer to scope of services in 14-15, will be changed to read "District-wide" for 2015-2016 and beyond.		

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.

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 7 from prior year LCAP:	Goal 7. Parents will participate in regular, two–way, and meaningful communication involving student academic learning and other school activities. Metrics: Metric: Statistics from ParentVue system, school records of parent involvement activities.		Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Students African American Hispanic White SED English Learners SWD Foster Youth	

Expected Annual Measurable Outcomes:	7.1 The district provides dedicated days for parents to attend conferences with their students' teachers. Schools will make every effort to gain a 100% participation rate for parent teacher conferences. 7.2 The district will expand parent communication activities and resources at each school site. School sites will continue to expand parent involvement and education activities and attendance will increase by 10%. 7.3 The district will continue to expand the amount of information available to parents online. The number of parents using the district's web-based student monitoring system will exceed 30%. 7.4 School sites will expand parent involvement and education activities to include parent training. (This activity is scheduled to	Actual Annual Measurable Outcomes:	Summary The actions undertaken and services provided to students under Goal 7 of the LCAP have addressed the needs of students, particularly low income students, English learners, and foster youth. 7.1 The district provided dedicated days for parents to attend conferences with their students' teachers on November 24 and 25 2014. The attendance rate for parent conferences was 98%. 7.2 Parent involvement and education activities. A variety of parent involvement activities around took place in 2014-2015 implemented by school sites and the district office. These included informational, academic, and social activities. Although these events were well attended, school records of parent involvement activities do not indicate whether there was an increase of 10% in participation.

begin in the 2015-2016 school year as indicated in Section 2 of the 2014-2015 LCAP.) 7.5 School sites will expand parent involvement and education activities including but not limited to literacy and math nights, school site and classroom observations, and parent involvement on local committees and councils. School sites will continue to expand parent involvement and education activities and attendance will increase by 10%. 7.6 School sites will continue to expand opportunities for parent volunteers. The district anticipates the opportunities for school volunteerism will be increased by 15 % from the previous year. 7.7 Parents will again be engaged and involved in developing the priorities for the LCAP. The number of parents participating in the LCAP revision will exceed 250.	7.3 The district will continue to expand the amount of information available to parents online. In 2014-2015 the use of the ParentView system that provides parents with online access to their students' grades and progress was expanded to all grades 4-8, with teachers in grades TK-3 using it optionally. As of April 30, 2015, ParentVue had been accessed 109,166 times. As of April 30, 2015, 1234 parents accessed ParentVue at least once. This represents approximately 20% usage. 7.4 School sites will expand parent involvement and education activities to include parent training. (This activity is scheduled to begin in the 2015-2016 school year as indicated in Section 2 of the 2014-2015 LCAP.) 7.5 School sites offered a variety of parent involvement and education activities including but not limited to literacy and math nights, school site and classroom observations, and parent involvement on local committees and councils. Although these events were well attended, it is not clear at this time whether there was an increase of 10% in participation. 7.6 School sites continue to expand opportunities for parent volunteers. The number of parent volunteers continues to increase. The addition of study trips in 14-15 has been a contributing factor to the increase in the number of parent volunteers. While the numbers of volunteers continues to increase it is unclear at this time whether the increase exceeded 10%. 7.7 Parents will again be engaged and involved in developing the priorities for the LCAP. Parent survey responses, DELAC, Parent Advisory Committee, individual school site council memberships, exceed 250.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF	$0

		funding, it was implemented, and services for students were improved as a result. 7.1 The district provides dedicated days for parents to attend conferences with their students' teachers.Schools will make every effort to gain a 100% participation rate for parent teacher conferences. The district provided dedicated days for parents to attend conferences with their students' teachers on November 24 and 25 2014. The attendance rate for conferences was 98%.	
Scope of Service _ All ‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Students <u>X</u> All ‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑ OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>African American, Hispanic, White, Students with Disabilities</u>	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 7.2 The district will expand parent communication activities and resources at each school site.	$0

<table>
<tr>
<td></td>
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<td>School sites will continue to expand parent involvement and education activities and attendance will increase by 10%.

A variety of parent involvement activities around took place in 2014-2015 implemented by school sites and the district office.   These included informational, academic, and social activities. Although these events were well attended, it is not clear at this time whether there was an increase of 10% in participation.</td>
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<tr>
<td>Scope of Service

_ All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
<td></td>
<td>Scope of Service   All Schools

X All
OR:
X Low Income pupils
X English Learners
_ Foster Youth
_ Redesignated fluent English proficient
X Other Subgroups: (Specify)
<u>African American, Hispanic, White, Students with Disabilities</u></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result.

7.3 The district will continue to expand the amount of information available to parents online.
The number of parents using the district's web-based student monitoring system will exceed 30%.

In 2014-2015 the use of the ParentView system that provides parents with</td>
<td>$0</td>
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		online access to their students' grades and progress was expanded to all grades 4-8, with teachers in grades TK-3 using it optionally. As of April 30, 2015, ParentVue had been accessed 109,166 times. As of April 30, 2015, 1234 parents accessed ParentVue at least once. This represents approximately 20% usage.	
Scope of Service ____ _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools ____ X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic, White, Students with Disabilities	
		7.4 School sites will expand parent involvement and education activities to include parent training. This activity is scheduled to begin in the 2015-2016 school year as indicated in Section 2 of the 2014-2015 LCAP.	$0
Scope of Service ____ _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools ____ X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic, White, Students with Disabilities	

7.5 School sites will expand parent involvement and education activities including but not limited to literacy and math nights, school site and classroom observations, and parent involvement on local committees and councils.	Parent Liaison LCFF/SC 62,802	School sites offered a variety of parent involvement and education activities including but not limited to literacy and math nights, school site and classroom observations, and parent involvement on local committees and councils. Although these events were well attended, it is not clear at this time whether there was an increase of 10% in participation. The Parent Liaison performed outreach, organized, scheduled, and provided clerical support for a variety of parent training activities that included ESL classes for parent who are English learners, training activities in understanding and assisting their children in work around the Common Core Standards, and training on ParentVue.	Parent Liaison LCFF/SC $67,997
Scope of Service All Schools X All ---------- OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic, White, Students with Disabilities		Scope of Service All Schools X All ---------- OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic, White, Students with Disabilities	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result.	$0

		7.6 School sites will continue to expand opportunities for parent volunteers. The district anticipates the opportunities for school volunteerism will be increased by 15 % from the previous year.	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	All Students X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>African American, Hispanic, White, Students with Disabilities</u>	
		Note: Although this activity was not included as an action item for 2014-2015 because it required no LCFF funding, it was implemented, and services for students were improved as a result. 7.7 Parents will again be engaged and involved in developing the priorities for the LCAP. The number of parents participating in the LCAP revision will exceed 250.	$0
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	All Schools X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify)	

		African American, Hispanic, White, Students with Disabilities	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2015--2016, Goal 7 will be revised to be more clear and concise. For 2015-2016 HESD will continue to: provide dedicated days for parents to attend conferences with their students' teachers expand parent communication activities and resources at each school site. provide parent involvement and education activities at school sites expand the amount of information available to parents online. provide opportunities for parent volunteers. The activity discussed above as 7.1 will carry forward as Action 7.1 to the 2015-2016 LCAP. The activity discussed above as 7.2 will carry forward as Action 7.2 to the 2015-2016 LCAP. The activity discussed above as 7.3 will carry forward as Action 7.3 to the 2015-2016 LCAP. The activity discussed above as 7.4 will begin as Action 7.4 to the 2015-2016 LCAP. Action 7.5 discussed above is ongoing and will carry forward as action 7.5 in the 2015-2016 LCAP. The activity discussed above as 7.5 will carry forward as Action 7.4 to the 2015-2016 LCAP. The activity discussed above as 7.6 will carry forward as Action 7.5 to the 2015-2016 LCAP. The activity discussed above as 7.7 will carry forward as Action 7.6 to the 2015-2016 LCAP.		

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

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

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

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

   For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a District-wide 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:	$7,275,574

Hanford Elementary is expending these funds in the 2015-2016 school year to meet the following seven goals identified through an analysis
of student achievement data coupled with input from key stakeholder groups:

1. Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.
2. English learners will understand, speak, read, and write English.
3. Schools will identify and support EL students who are not making sufficient progress.
4. Students' progress will be measured and shared with students, parents, teachers, and administrators.
5. The district will hire, support, and retain qualified teachers, support staff, and administrators.
6. Students will attend a safe, well maintained school.
7. Communication between schools and home will be regular and meaningful.

In order to ensure that all students will receive a broad instructional program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education, the district will make expenditures to align instruction, pacing calendars, assessments, report cards, and instructional materials to the Common Core Standards. Additionally, the district will provide professional development to teachers and administrators on effective implementation of the Common Core Standards. The district will upgrade and enhance technology and improve student access to instructional materials that are aligned to the Common Core Standards. Finally, the district will expand the instructional program to include enrichment programs that may include instruction in art, music, and physical education. The district will support these programs with supplies, materials, and field trips. The district will upgrade and enhance data systems used by teachers, administrators, and parents to monitor student, school-wide, and district-wide progress and achievement. The district will provide training to teachers, administrators, and parents in the use of available data systems. The district will develop and implement additional formative and summative assessments and will implement anticipated statewide assessments in ELA and math.

The district will ensure that fully credentialed, qualified teachers and administrators are hired and retained, and that these personnel receive ongoing instructional assistance, and professional development. The district will train teachers and administrators in the effective implementation of the Common Core Standards and provide on-going, in-class coaching and assistance to teachers. The district will offer teachers training in providing effective, research-based instruction in English language development. Finally, the district will provide training to teachers, administrators, and paraprofessionals in meeting the unique needs of low income students and foster youth.

In order to ensure that all students attend a safe, well maintained school, the district will make expenditures to increase the availability of student support including the provision of additional behavioral and attendance interventions and alternative education options. The district will provide students with State Board of Education approved instructional materials and increase access to technology that supports the instructional program. The district will maintain, upgrade, and improve safety at school campuses. The district will provide dedicated days for parent-teacher conferences, expand parent communication and outreach activities, improve the amount of information available to parents online, and offer opportunities for parents to volunteer in an effort to ensure regular and meaningful communication between home and school. Additionally, the district will actively engage parent participation in the review and development of the Local Control Accountability Plan (LCAP).

Decisions related to whether services and or materials are provided on a district-wide or school-wide basis will be based on efficiency, consistency, and cost effectiveness. As an example, district-led professional development ensures that all teachers receive a consistent level of high-quality, research-based training in areas such as implementing the CCS, providing effective instruction to EL students and meeting the needs of low-income students and foster youth. Whereas, many decisions regarding supplies, materials, in-class coaching, individual student interventions and incentives are more efficient, effective, and cost effective when made at the school-site level.

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.

19.4	%

For students who are from low-income families and who are foster youth, the district will increase services by increasing/improving teaching and support staff including, but not limited
to:

Continuing from 14-15
- Supplies, Materials, Technology
- Media Service Aides
- Additional Hours of Instruction
- 1.2 FTE Art Teacher
- 3.46 FTE Music Teacher
- Study Trips
- Technology
- Teacher Professional Development Day
- Bilingual Aides (Jr. High)
- School Resource Officer

- Student Specialists
- 4 Health Care Assistants
- 2 Counselors (Jr. High)
- Parent Liaison

Adding/Improving for 15-16 and beyond:
- Additional Staff to Reduce/Eliminate Combo Classes
- Reduce Class Sizes 4-6 from 33-28
- 4 PE Teachers (Elementary)
- Intersession (Summer, Winter, Spring TBD)
- Technician to Support Student Technology
- Two Curriculum Specialists
- Two Additional Health Care Assistants (Bringing total to six)
- Two additional School Nurses (Bringing total to five)
- Two Counselors Elementary School (Bringing the total to four—2 elem., 2 jr.high)

The district will provide professional development to teachers and administrators in understanding and implementing the Common Core Standards in English language arts and mathematics. Having a skilled teacher work force that is highly trained to deliver standards-aligned instruction will improve instruction (i.e. services) for low-income students and foster youth.

For English learners, the district will provide teachers and administrators with training that develops a foundational understanding of EL students' needs at each of the language development levels, the pedagogy of systematic English language development instruction, and specially designed academic instruction in English (SDAIE) strategies to support ELs across the day. Having a skilled teacher work force that is highly trained to deliver ELD instruction, to support ELs in all content areas, and to identify and understand the educational and language needs of ELs and differentiate instruction based on this understanding will improve instruction (i.e. services) for EL students.
The district will ensure timely identification of English learners, progress monitoring of ELs , and identification of EL students who are at risk of becoming Long Term English Learners (LTEL). The district will ensure that ELs, especially ELs who are at risk, will receive increased services including, but not limited to classroom support, interventions, extended day, and extended year sessions.

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).

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