

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Beginning in January 2014, the district conducted a series of five parent meetings led by the superintendent, director of categorical programs, and director of curriculum at various school sites around the district 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. Spanish translation was available at each of the meetings. The fifth meeting of the series, held at Roosevelt school, was conducted in Spanish. Information regarding the state priorities, the purposes of the funding including the supplemental and concentration funds, were presented to parents to facilitate the goal setting process.</p>	<p>Information provided by parents, staff, and community members resulted in planning activities that include, but are not limited to the following:</p> <ul style="list-style-type: none"> • 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 • access to technological resources • instruction and materials aligned to the common core standards • well maintained schools where students and staff are safe
<p>The superintendent, director of categorical programs, or the director of curriculum attended school site council (SSC) and English learner advisory committee (ELAC) 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 and ELAC 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 and ELAC participate in analysis of how these programs effect student achievement, and provide recommendations as to how the programs can be improved to increase achievement. ELAC members receive information that is specific to the identification and achievement of EL students. The ELAC provides input on programs and services for English learners.</p>	<p>Information provided by parents, staff, and community members at site based ELAC and SSC meetings resulted in planning activities that include but are not limited to the following:</p> <ul style="list-style-type: none"> • supplemental instruction and services for English learners, students with disabilities, and students who are at-risk • 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
<p>The director of categorical programs and the director of curriculum conducted a presentation on the LCFF at the District English Learner Advisory committee (DELAC) meeting. DELAC members receive information and analysis of student achievement data particularly as it relates to ELs. DELAC members receive information on the district's services and programs for ELs and participate in analysis of how these programs effect student achievement and provide recommendations as to how the programs can be improved to increase the achievement of ELs.</p>	<p>Information provided by parents, staff, and community members at DELAC meetings resulted in planning activities that include but are not limited to the following:</p> <ul style="list-style-type: none"> • 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

<p>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.</p>	<p>Information provided by survey results from parents, staff, and community members resulted in planning activities that include but are not limited to the following:</p> <ul style="list-style-type: none"> • school to home communication • expansion of the district's educational offerings • recruitment and retention of highly qualified staff • supplemental instruction for 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
<p>The LCAP has been discussed at the monthly meet-and-consult sessions with the district's 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.</p>	<p>Information provided from meetings and from survey results from staff resulted in planning activities that include but are not limited to the following:</p> <ul style="list-style-type: none"> • recruitment and retention of highly qualified staff • professional development in implementing the CCCS • professional development in instruction for ELs, at-risk students, and students with disabilities • access to standards aligned instructional materials and technology
<p>A 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.</p>	<p>Information provided by representatives of foster youth resulted in planning activities that include but are not limited to the following:</p> <ul style="list-style-type: none"> • 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
<p>The district has conducted a series of meetings with student leadership groups...</p>	<p>Information provided by representatives of students resulted in planning activities that include but are not limited to the following:</p> <ul style="list-style-type: none"> • good teachers who care about students and make learning fun • campuses where students are safe • extra curricular activities • access to technology

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>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.</p> <p>Metric: Yr. 1, District Benchmark Assessments Yr. 2, CAASPP Results, District Benchmark Assessments Yr. 3, API</p>	<p>Goal 1. All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards</p>	<p>All Students African American Hispanic White SED English Learners SWD Foster Youth</p>	<p>All Schools</p>	<p>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.</p>	<p>1.1 All students in all grade level will have instruction that is aligned with the Common Core Standards with emphasis on identified key standards. Based on district-wide benchmark assessments, 30% of students in grades K-8 will score at the Benchmark level in ELA and mathematics. It is anticipated that 30% of students will demonstrate mastery of CCCS's on the 2014 - 2015 CAASPP</p>	<p>1.1 All students in all grade level will have instruction and that is aligned with the Common Core Standards with emphasis on identified key standards and meets the rigor of the CCCS. The district will meet state defined targets for the API. Based on district-wide benchmark assessments 40% of students in grades K-8 will score at the Benchmark level in ELA and mathematics on district benchmark</p>	<p>2: Content Standards 4: Pupil Achievement 7: Broad Course of Study 8: Pupil Outcomes</p>	

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Williams Report for Instructional Materials					<p><i>1.2 Professional development in the implementation of CCCS will be on-going and refined.</i></p> <p><i>1.3 All report cards will be modified to reflect alignment with CCCS.</i></p>	<p>assessment in ELA and mathematics.</p> <p><i>1.2 CCCS All teachers will receive professional development that deepens their understanding of the CCCS.</i></p> <p><i>1.2a Professional development will be tailored to individual school and teacher needs emphasizing a coaching model.</i></p> <p><i>1.3 All report cards aligned with CCCS and refined to include key standards in a manner that is</i></p>	<p>assessments.</p> <p><i>1.2 CCCS All teachers will receive professional development that deepens their understanding of the CCCS.</i></p> <p><i>1.2a Professional development will be tailored to individual school and teacher needs emphasizing a coaching model.</i></p> <p><i>1.3 All report cards aligned with CCCS and continue to be refined to include key standards in a manner that is</i></p>	

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					<p><i>1.4 District pacing calendars will be revised to align with CCCS in all grade levels.</i></p> <p><i>1.5 Mathematics instructional materials that are aligned with the Common Core Standards will be purchased and implemented in all grade levels.</i></p>	<p><i>understandable to parents.</i></p> <p><i>1.4 District pacing calendars align with CCCS in all grade levels and will be continuously refined to reflect identified key standards.</i></p> <p><i>1.5 Mathematics instructional materials are aligned with the Common Core Standards will be implemented in all grade levels.</i></p> <p><i>1.5a Review of CCCS aligned instructional materials will be underway with an emphasis on selection of SBE approved ELA programs.</i></p>	<p><i>understandable to parents.</i></p> <p><i>1.4 District pacing calendars align with CCCS in all grade levels and will be continuously refined to reflect identified key standards.</i></p> <p><i>1.5 Mathematics instructional materials are aligned with the Common Core Standards will be implemented in all grade levels.</i></p> <p><i>1.5a Review of CCCS aligned instructional materials will be underway with an emphasis on selection of SBE approved ELA programs.</i></p>	

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					<p>1.6 District formative assessments, aligned to the CCCS in ELA and mathematics, will be implemented in all grade levels.</p>	<p>1.6 Data from district CCCS formative assessments in ELA and math are used to plan instruction and intervention, and to analyze the effectiveness of the district's instructional program.</p> <p>1.6a Data from CCCS aligned formative and summative assessments provided by the CDE are used to</p>	<p>1.5c ELA instructional materials that are aligned with the Common Core Standards will be purchased and implemented in all grade levels.</p> <p>1.6a Data from district CCCS formative assessments in ELA and math and from CCCS aligned formative and summative assessments provided by the CDE are used to plan instruction and intervention and to analyze the effectiveness of the district's instructional program.</p>	

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					<p><i>1.7 Expansion of instructional technology will continue to support student mastery of Common Core Standards.</i></p> <p><i>1.8 The district will expand its academic and enrichment programs including, but not limited to</i></p>	<p><i>plan instruction and intervention and to analyze the effectiveness of the district's instructional program.</i></p> <p><i>1.7 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.</i></p> <p><i>1.8 The district will expand its academic and enrichment programs</i></p>	<p><i>1.7 Expansion of instructional technology, to include instruction in the use of 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.</i></p> <p><i>1.8 The district will expand its academic and enrichment programs</i></p>	

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					<i>art, music and physical education.</i>	<i>including, but not limited to art, music and physical education.</i>	<i>including, but not limited to art, music and physical education.</i>	
Based on analysis of student achievement and analysis of the district's current core and supplemental EL programs using the English Learner Subgroup Self Analysis (ELSSA), there is a need for consistent, effective, research-based English language development instruction that is targeted to students' English proficiency levels. Metric: English Learner	Goal 2. All English learners will receive effective, research-based English language development instruction that is specifically targeted to their English proficiency levels.	English Learners	All Schools		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	2.1 All EL students receive a dedicated period of ELD instruction at all grade levels. The percentage of EL students gaining one level on the CELDT will be 56%. The district will continue to implement research-based ELD instruction over and above the core program at all grade levels. 2.2 All new teachers and administrators are trained in	2.1 All EL students receive a dedicated period of ELD instruction at all grade levels. EL students will meet state defined API targets. The percentage of EL students gaining one level on the CELDT will be 60%. The district will continue to implement research-based ELD instruction over and above the core program at all grade levels. 2.2 All new teachers and administrators are trained in	2: Content Standards 4: Pupil Achievement 8: Pupil Outcomes

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Subgroup Self Assessment (ELSSA)					<p>instruction. Implementation of ELD instruction will be supported through continuing professional development with an emphasis on instructional coaching.</p> <p>2.3 The district will enhance implementation support and monitoring of supplemental ELD instruction.</p>	<p>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.</p> <p>2.3 ELD Monitoring will continue to be implemented to refine the instructional program.</p>	<p>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.</p> <p>2.3 ELD Monitoring will continue to be implemented to refine the instructional program.</p>	
Based on analysis of student achievement	Goal 3. All schools will provide timely	English Learners	All Schools		3.1 District level monitoring of EL students' progress is	3.1 District level monitoring of EL students' will	3.1 District level monitoring of EL students' will	2: Content Standards 4: Pupil

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<p>data along with analysis of the district's EL program (ELSSA), 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)</p> <p>Metric: English Learner Subgroup Self Assessment (ELSSA).</p>	<p>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.</p>			<p>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 have a more timely identification than what is required by the state.</p> <p>Students moving into the district will be identified as EL within 30 days of enrollment.</p> <p>3.1a Students who are not making sufficient progress are identified and receive intervention.</p> <p>It is predicted that 22.8% of EL students</p>	<p>continue. Technical assistance to schools will be refined and improved. All EL students will be identified by October of each year.</p> <p>Students moving into the district will be identified as EL within 30 days of enrollment.</p> <p>Students English proficiency levels will be determined using local scoring of the CELDT in order have a more timely identification than what is required by the state.</p>	<p>continue. Technical assistance to schools will be refined and Students requiring extra assistance will receive interventions that include, but are not limited to, after school tutorials, intersession programs, and individualized and small group instruction.</p> <p>It is predicted that 28% of EL students in California schools for less than five years will score Proficient on the on the CELDT.</p> <p>It is predicted that 43% of EL students in California schools</p>	<p>Achievement 8: Pupil Outcomes</p>	

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					<p>in California schools for less than five years will score Proficient on the on the CELDT. It is predicted that 35% of EL students in California schools five years or more will score Proficient on the CELDT.</p> <p>3.2 Professional development in ELD instruction is provided to all teachers and site administrators.</p> <p>3.3 District-wide coordination of EL identification and services is ongoing and schools receive</p>	<p>It is predicted that 25% of EL students in California schools for less than five years will score Proficient on the on the CELDT. It is predicted that 40% of EL students in California schools five years or more will score Proficient on the CELDT.</p> <p>3.2 Professional development in ELD instruction is tailored to individual schools and teachers using a coaching model.</p> <p>3.3 District-wide coordination of EL identification and services is refined and</p>	<p>five years or more will score Proficient on the CELDT.</p> <p>3.2 Professional development in ELD instruction is tailored to individual schools and teachers using a coaching model.</p> <p>3.3 District-wide coordination of EL identification and services is refined and improved.</p>	

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				<i>technical assistance in identifying EL student who are not making sufficient progress for intervention.</i>	<i>improved. Schools continue to receive technical assistance in identifying EL student who are not making sufficient progress.</i>	<i>Schools continue to receive technical assistance in identifying EL student who are not making sufficient progress and in developing and implementing interventions and supports for these students.</i>		
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. Metric: Usage statistics on district data system, teacher	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.	All Students African American Hispanic White SED English Learners SWD Foster Youth	All Schools		<i>4.1 The district will implement benchmark and formative assessments for all grades aligned to the CCCS.</i>	<i>4.1 The district will implement CCCS aligned formative and summative assessments provided by the CDE. 4.1a The district will continue to refine benchmark and formative assessments for all grades aligned to the CCCS.</i>	<i>4.1 The district will study the correlation between student achievement on district assessments and on CAASPP and will continue to refine district assessments to align with the content and rigor of the CAASPP.</i>	2: Content Standards 4: Pupil Achievement 8: Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
collaboration records						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, 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. Analysis of data		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>4.2 Report cards are aligned to CCCS at all grade levels. Results from district adopted formative summative assessments coupled with qualitative analysis of student progress will be used for student report cards.</p>	<p>from the 2014-2015 CAASPP will be used to monitor individual student progress and provide a baseline for subsequent year comparisons.</p> <p>4.2 All report cards aligned with CCCS and refined to include key standards in a manner that is understandable to parents. Results from district adopted formative summative assessments coupled with qualitative analysis of student progress will be used for</p>	<p>4.2 The district will continue to use input from teachers and parents to refine report cards. Results from district adopted formative summative assessments coupled with qualitative analysis of student progress will be used for student report cards.</p>	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>4.3 The district's data systems will be maintained, enhanced, and upgraded as needed.</p> <p>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</p>	<p>student report cards.</p> <p>4.3 The district's data systems will be maintained, enhanced, and upgraded as needed.</p> <p>4.4 Teachers and administrators are provided with ongoing 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</p>	<p>4.3 The district's data systems will be maintained, enhanced, and upgraded as needed.</p> <p>4.4 Teachers and administrators are provided with ongoing training and/or technical assistance in use of the data systems and analysis of data, especially data from CAASPP. 100% of administrators and teachers use the district's</p>	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					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.	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.	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.	
					<i>4.5 Students will be administered the California Smarter</i>	<i>4.5 Data from the CAASPP will be analyzed and</i>	<i>4.5 Data from the CAASPP will be analyzed and</i>	

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					<i>Balance Assessment in the Spring of 2015.</i>	<i>information from this analysis will be used to plan instruction and interventions.</i>	<i>information from this analysis will be used to plan instruction and interventions and to determine the effectiveness of the district's instructional programs.</i>	
<p>In order to ensure that students receive effective instruction, there is a need for fully credentialed, appropriately assigned teachers.</p> <p>Metric: CALPADS HQT Reports, PD transcripts / records</p>	<p>Goal 5. The District will recruit and retain fully credentialed, qualified teachers and administrators who receive ongoing training, instructional assistance, and professional development.</p>	<p>All Students African American Hispanic White SED English Learners SWD Foster Youth</p>	<p>All Schools Elementary</p>	<p>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</p>	<p>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:</p>	<p>5.1 Training in implementation of CCCS and systematic ELD will be expanded. Ongoing training and support will be tailored to the individual needs of teachers using a coaching model. Professional development activities to support teachers and administrators will include, but are</p>	<p>1: Credentialed, appropriately assigned teachers</p>	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					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.	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.	not limited to continued training in systematic English language development, implementation of the CCCS, induction support for new teachers, ongoing training and in-class coaching for teachers and administrators, training on developing a positive school and classroom climate, meeting the needs of students with disabilities, and the effective use of instructional technology.	
					<i>5.2 District and school site</i>	<i>5.2 District and school site</i>	<i>5.2 District and school site</i>	

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					<p><i>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.</i></p> <p><i>5.2a By June of 2015 all teachers will have received training in meeting the unique needs of low income students and foster youth</i></p>	<p><i>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.</i></p> <p><i>5.2a 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.</i></p>	<p><i>administrators continuously monitor student achievement data, school discipline data, and feedback from teachers and staff using this data to develop and expand professional development provided to teachers and staff.</i></p> <p><i>5.2a 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 expanded.</i></p>	

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					<p>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.</p>	<p>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.</p>	<p>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.</p>	
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	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	All Students African American Hispanic White SED English Learners SWD Foster Youth	All Schools		<p>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</p>	<p>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</p>	<p>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</p>	1:Credentialed, appropriately assigned teachers 2: Content Standards 5: Pupil Engagement 6: School Climate

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environment. Metric: District and school expulsion and suspension rates, attendance rates, Facilities Inspection Tool (FIT) , Williams Report for Instructional Materials	are physically, socially, and emotionally safe.				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.	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 review and modify alternative education options for at-risk students as needed.	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 review and modify alternative education options for at-risk students as needed.	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>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.</p>	<p>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.</p>	<p>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.</p>	
					<p>6.5 The district will implement Common Core Standards aligned mathematics instructional materials.</p>	<p>6.5 Mathematics instructional materials are aligned with the Common Core Standards will be implemented in</p>	<p>6.5 Mathematics instructional materials are aligned with the Common Core Standards will be implemented in</p>	

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					<p><i>6.6 The district will continue to increase the availability and expand services needed to implement instructional technology in classrooms.</i></p> <p><i>6.7 Facility maintenance and repair continue to</i></p>	<p><i>all grade levels.</i></p> <p><i>6.6a Review of CCCS aligned instructional materials will be underway with an emphasis on selection of SBE approved ELA programs.</i></p> <p><i>6.6 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.</i></p> <p><i>6.7 Facility maintenance and repair</i></p>	<p><i>all grade levels.</i></p> <p><i>6.6a The process of adopting CCCS aligned SBE approved instructional materials in ELA will begin.</i></p> <p><i>6.6 Continued 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.</i></p> <p><i>6.7 Facility maintenance and repair continue to</i></p>	

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					<i>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.</i>	<i>continue to be ongoing as identified through a long term deferred maintenance plan and needs identified through the FIT. The Facilities Inspection Tool (FIT) and the Deferred Maintenance Plan will be used to identify short and long term maintenance needs.</i>	<i>be ongoing as identified through a long term deferred maintenance plan and needs identified through the FIT. The Facilities Inspection Tool (FIT) and the Deferred Maintenance Plan will be used to identify short and long term maintenance needs.</i>	
In order for parents/guardians to actively participate in their children's education, there is a need for home to school communication	Goal 7. Parents will participate in regular, two-way, and meaningful communication involving student academic	All Students African American Hispanic White SED English Learners SWD	All Schools		7.1 The district provides dedicated days for parents to attend conferences with their students' teachers.	7.1 The district provides dedicated days for parents to attend conferences with their students' teachers. Schools will make	7.1 The district provides dedicated days for parents to attend conferences with their students' teachers. Schools will make	3: Parent Involvement

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<p>and parent/guardian involvement.</p> <p>Metric: Statistics from ParentVue system, school records of parent involvement activities.</p>	<p>learning and other school activities.</p>	<p>Foster Youth</p>		<p>Schools will make every effort to gain a 100% participation rate for parent teacher conferences.</p> <p>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%.</p> <p>7.3 The district will continue to expand the amount of information available to parents online. The number of parents using the</p>	<p>every effort to gain a 100% participation rate for parent teacher conferences.</p> <p>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%.</p> <p>7.3 The district will continue to expand the amount of information available to parents online. The number of</p>	<p>every effort to gain a 100% participation rate for parent teacher conferences.</p> <p>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%.</p> <p>7.3 The district will continue to expand the amount of information available to parents online and will provide</p>		

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					<p>district's web-based student monitoring system will exceed 30%.</p> <p>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%.</p>	<p>parents using the district's web-based student monitoring system will exceed 35%.</p> <p>7.4 School sites will expand parent involvement and education activities to include parent trainings.</p>	<p>support to parents in the access and use of online information. The number of parents using the district's web-based student monitoring system will exceed 35%.</p> <p>7.4 School sites will expand parent involvement and education activities to include parent trainings.</p>	

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					<p>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.</p> <p>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.</p>	<p>7.5 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.</p> <p>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 275.</p>	<p>7.5 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.</p> <p>7.6 The organic development of the LCAP will include the input of key stakeholders with an emphasis on parents. The number of parents participating in the LCAP revision will exceed 300.</p>	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?								
					Year 1: 2014-15		Year 2: 2015-16		Year 3: 2016-17				
Goal 1. All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards.	2: Content Standards 4: Pupil Achievement 7: Broad Course of Study 8: Pupil Outcomes	1.1 All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards.	All Schools County Special Education Program Jefferson School		Supplies, Materials, Technology to School Sites	LCFF SC	103,533	Supplies, Materials, Technology to School Sites	LCFF SC	146,000	Supplies, Materials, Technology to School Sites	LCFF SC	270,000
					County Special Education Program	LCFF SC	39,214	County Special Education Program	LCFF SC	43,271	County Special Education Program	LCFF SC	47,747
					Teacher on Special Assignment	LCFF SC	69,820	Teacher on Special Assignment	LCFF SC	69,820	Teacher on Special Assignment	LCFF SC	69,820
Goal 1.	2: Content Standards 4: Pupil Achievement 7: Broad Course of Study 8: Pupil Outcomes	1.2 Professional development in the implementation of CCCS will be on-going and refined.	All Schools		33% of Learning Director Sal & Ben (PD & Training)	LCFF SC	371,199	33% of Learning Director Sal & Ben (PD & Training)	LCFF SC	371,199	33% of Learning Director Sal & Ben (PD & Training)	LCFF SC	371,199
					Admin Secretary II	LCFF SC	36,897	Admin Secretary II	LCFF SC	36,897	Admin Secretary II	LCFF SC	36,897
					Admin Supplies, Materials	LCFF SC	31,297	Admin Supplies, Materials	LCFF SC	31,297	Admin Supplies, Materials	LCFF SC	31,297

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1.	2: Content Standards 4: Pupil Achievement 7: Broad Course of Study 8: Pupil Outcomes	1.7 Expansion of instructional technology will continue to support student mastery of Common Core Standards.	All Schools		Student Technology LCFF SC 461,000	Student Technology LCFF SC 461,000	Student Technology LCFF SC 461,000
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.	2: Content Standards 4: Pupil Achievement 8: Pupil Outcomes	4.1 The district will implement benchmark and formative assessments for all grades aligned to the CCCS.	All Schools		25% Director of Categorical Programs LCFF SC 34,345	25% Director of Categorical Programs LCFF SC 34,345	25% Director of Categorical Programs LCFF SC 34,345
Goal 5. The District will recruit and retain fully credentialed, qualified teachers and	1: Credentialed, appropriately assigned teachers	5.1 Continued training in implementation of CCCS and systematic ELD will be tailored to the individual	All Schools		33% of Learning Directors Sal & Ben LCFF SC 371,199	33% of Learning Directors Sal & Ben LCFF SC 371,199	33% of Learning Directors Sal & Ben LCFF SC 371,199

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
administrators who receive ongoing training, instructional assistance, and professional development		needs of teachers using a coaching model.					
Goal 5.	1: Credentialed, appropriately assigned teachers	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.	All Schools		25% Director of Categorical Programs LCFF SC 34,345	25% Director of Categorical Programs LCFF SC 34,345	25% Director of Categorical Programs LCFF SC 34,345
Goal 5.	1: Credentialed, appropriately assigned teachers	5.3 Recruitment and teacher retention activities will focus on maintenance of a highly qualified and effective instructional staff.	All Schools		Admin Sec II Clerical Support for Induction, Supplies LCFF SC 65,000 Peer Assistance and Review Activities LCFF SC 15,000	Admin Sec II Clerical Support for Induction, Supplies LCFF SC 65,000 Peer Assistance and Review Activities LCFF SC 15,000	Admin Sec II Clerical Support for Induction, Supplies LCFF SC 65,000 Peer Assistance and Review Activities LCFF SC 15,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?								
					Year 1: 2014-15			Year 2: 2015-16			Year 3: 2016-17		
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.	1: Credentialed, appropriately assigned teachers 2: Content Standards 5: Pupil Engagement 6: School Climate	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.	All Schools		33% of Learning Directors Sal & Ben	LCFF SC	371,198	33% of Learning Directors Sal & Ben	LCFF SC	371,198	33% of Learning Directors Sal & Ben	LCFF SC	371,198
					10 Media Service Aides	LCFF SC	276,783	10 Media Service Aides	LCFF SC	276,783	10 Media Service Aides	LCFF SC	276,783
					School Resource Officer	LCFF SC	92,000	School Resource Officer	LCFF SC	92,000	School Resource Officer	LCFF SC	92,000
Goal 6.	6: School Climate	6.7 Facility maintenance and repair continue to be ongoing as identified through a long term deferred maintenance plan and needs identified through the FIT.	All Schools		Deferred Maintenance for Facilities	LCFF SC	375,000	Deferred Maintenance for Facilities	LCFF SC	400,000	Deferred Maintenance for Facilities	LCFF SC	450,000

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1. All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards.	2: Content Standards 4: Pupil Achievement 7: Broad Course of Study 8: Pupil Outcomes	For Low Income, EL, Foster Youth: 1.1 All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards.	All Schools		Teacher Overcontract, supplies, materials for Interventions /enrichment LCFF SC 119,357	Teacher Overcontract, supplies, materials for Interventions /enrichment Extended Year Session LCFF SC 125,000 LCFF SC 121,500	Teacher Overcontract, supplies, materials for Interventions /enrichment Extended Year Session LCFF SC 125,000 LCFF SC 200,000
Goal 1.	2: Content Standards 4: Pupil Achievement 7: Broad Course of Study 8: Pupil Outcomes	For Low Income, EL, Foster Youth: 1.2 Professional development in the implementation of CCCS will be on-going and refined.	All Schools		1.5 Additional Teacher Days for CCCS PD Overcontract for PD LCFF SC 148,559	2.5 Additional Teacher Days for CCCS PD LCFF SC 248,000	3.5 Additional Teacher Days for CCCS PD LCFF SC 347,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?								
					Year 1: 2014-15			Year 2: 2015-16			Year 3: 2016-17		
Goal 1.	2: Content Standards 4: Pupil Achievement 7: Broad Course of Study 8: Pupil Outcomes	For Low Income, EL, Foster Youth: 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.	Elementary Schools Elementary Schools All Schools		1.2 FTE Art Teachers Elementary 3.64 FTE Music Teachers Elementary Study Trip	LCFF SC LCFF SC LCFF SC	82,836 293,408 200,000	1.2 FTE Art Teachers Elementary 3.64 FTE Music Teachers Elementary 4 PE Teachers Elementary Study Trip	LCFF SC LCFF SC LCFF SC	82,836 293,408 260,000 200,000	1.2 FTE Art Teachers Elementary 3.64 FTE Music Teachers Elementary 4 PE Teachers Elementary Study Trip	LCFF SC LCFF SC LCFF SC	82,836 293,408 260,000 300,000
Goal 2. All English learners will receive effective, research-based English language development instruction that is specifically targeted to their English proficiency levels.	2: Content Standards 4: Pupil Achievement 8: Pupil Outcomes	For EL students: 2.2 All teachers and administrators are trained in systematic ELD instruction.	All Schools		0.5 Additional Teacher Days for ELD PD	LCFF SC	49,519	0.5 Additional Teacher Days for ELD PD	LCFF SC	50,000	0.5 Additional Teacher Days for ELD PD	LCFF SC	50,000
Goal 2.	2: Content Standards 4: Pupil	For EL students:	All Schools		50% Director of Curriculum		68,690	50% Director of Curriculum		68,690	50% Director of Curriculum		68,690

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Achievement 8: Pupil Outcomes	2.3 Monitoring of student ELD will be implemented to refine the instructional program and identify professional development needs.			English Learner Instructional Aides LCFF SC 32,103 50% Admin Secretary II LCFF SC 36,897	English Learner Instructional Aides LCFF SC 32,103 50% Admin Secretary II LCFF SC 36,897	English Learner Instructional Aides LCFF SC 32,103 50% Admin Secretary II LCFF SC 36,897
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	2: Content Standards 4: Pupil Achievement 8: Pupil Outcomes	For EL students: 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.	All Schools		Teacher Over contract for Interventions LCFF SC 119,357	Teacher Over contract for Interventions LCFF SC 125,000	Teacher Over contract for Interventions LCFF SC 125,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?									
					Year 1: 2014-15			Year 2: 2015-16			Year 3: 2016-17			
proficiency.														
Goal 3.	2: Content Standards 4: Pupil Achievement 8: Pupil Outcomes	For EL students: 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.	All Schools		Director of Curriculum	LCFF SC	68,691	Director of Curriculum	LCFF SC	68,691	Director of Curriculum	LCFF SC	68,691	
Goal 6. All students will attend a secure, clean, well maintained school, where they are engaged in learning, have	1: Credentialed, appropriately assigned teachers 2: Content Standards 5: Pupil Engagement 6: School	For Low Income, EL, Foster Youth: 6.1 The district will continue to increase the availability and expand student	Elementary Schools All Schools Junior High Schools		8 Student Specialists	LCFF SC	541,015	8 Student Specialists	LCFF SC	541,015	8 Student Specialists	LCFF SC	541,015	
					4 Health Care Assistants	LCFF SC	169,031	6 Health Care Assistants	LCFF SC	249,000	10 Health Care Assistants	LCFF SC	415,000	
					2 Counselors Jr. High	LCFF SC	175,918	2 Counselors Jr. High	LCFF SC	175,918	2 Counselors Jr. High	LCFF SC	175,918	

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
access to the standards-aligned instructional materials and technology, and are physically, socially, and emotionally safe.	Climate	support services and behavioral interventions at school sites resulting in reduced numbers of discipline incidents, suspensions, and expulsions.					
Goal 7. Parents will participate in regular, two-way, and meaningful communication involving student academic learning and other school activities.	3: Parent Involvement	For Low Income, EL, Foster Youth: 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	All Schools		Parent Liaison LCFF SC 62,802	Parent Liaison LCFF SC 62,802	Parent Liaison LCFF SC 62,802

- C. Describe the LEA's increase in 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, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The calculated amount of Hanford Elementary's supplemental and concentration funding for the 2014-2015 school year, based on the number and concentration of low income students, foster youth, and English learners is \$4,760,629. Hanford Elementary has identified \$4,916,013 in expenditures that will be used to increase or improve services for low income, foster youth, and English learner pupils in 2014-2015. Therefore, Hanford Elementary estimates it will spend \$155,384 above the calculated grant amount to improve services for these students in 14-15.

Hanford Elementary is expending these funds in the 2014-2015 school year to meet the following seven goals identified through an analysis of student achievement data coupled with input from key stakeholder groups:

1. All students will receive a broad instructional program that is aligned to the state board of education approved Common Core Standards (CCS).
2. All English learners will receive effective, research-based English language development instruction that is specifically targeted to their proficiency level.
3. All schools will identify English learners, continually monitor the progress of English learners, and will provide appropriate interventions and support to increase English proficiency and reduce the number of Long Term English Learners (LTEL).
4. The District will have a student monitoring system that informs teachers and parents of students' progress, provides principals with school-wide progress, and allows district leadership to evaluate the effectiveness of the instructional program.
5. The District will recruit and retain fully credentialed, qualified teachers and administrators who receive instructional assistance and ongoing professional development.
6. All students will attend a secure, well maintained school, where they are engaged in learning, have access to technology, and are provided standards-aligned instructional materials in a school environment that is physically, socially, and emotionally safe.

7. Parents will participate in regular and meaningful communication involving student academic learning and other school activities.

In order to ensure that all students will receive a broad instructional program that is aligned to the California State Board of Education approved Common Core Standards, the district will make expenditures to align instruction, pacing calendars, assessments, report cards, and instructional materials to the CCS. Additionally, the district will provide professional development to teachers and administrators on effective implementation of the CCS. The district will upgrade and enhance technology and improve student access to instructional materials that are aligned to the CCS. 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 CCS 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 secure, well maintained school, where they are engaged in learning, have access to technology and standards-aligned instructional materials, and are physically, socially, and emotionally safe, 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.

- D. 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). 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). 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.

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.

For students who are from low-income families and who are foster youth, 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. The district will increase services for low-income students and foster youth by adding support staff including, but not limited to student specialists, counselors, a school resource officer, health care assistants, and media service assistants. The district will increase services for low-income students and foster youth by expanding the educational program to include art, music, and physical education. The district will support this expansion with academic study trips, supplies, and materials. The district will provide students with increased access to technology.

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) is 12.67% for 2014-2015, 19.14% for 2015-2016, and 21.47% for 2016-2017.

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