

**Introduction:** 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 2015-2016 was approximately 5890. The district's percentage of Unduplicated students (students from low income families, English learners, and foster youth) is approximately 81%. The district has the following statistically significant subgroups: All Students, Gender, African American, Asian, Filipino, Hispanic, White, Two or More Races, English Learners, Low Income Pupils, Students with Disabilities, Foster Youth, Homeless, Migrant.

**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:** 2016-2017 to 2018-2019

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>The district's Parent Advisory Committee (PAC) continued to meet regularly throughout the school year. Each school site council elected a parent for the district PAC. The PAC met five times during the 15-16 school year. The superintendent, Director of Program Development, Assessment, Accountability, and/or director of curriculum attended these meetings. The purpose of the PAC is to engage parents in the LCAP review and 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</p>	<p>Information provided by PAC 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"> <li>• school-to-home communication</li> <li>• expansion of the district's educational offerings</li> <li>• recruitment and retention of highly qualified teachers and staff</li> <li>• supplemental instructional services for English learners, students with disabilities, and at-risk students</li> </ul>

available at each of the meetings. Information regarding the state priorities, the district's goals, the purposes of the supplemental and concentration funding were presented to parents to facilitate the review and goal setting process. The PAC reviewed information and/or data showing the district's performance in relation to the metrics that are part of each of the state's priorities. The PAC reviewed drafts of the LCAP throughout the school year providing input and advice as the plan was reviewed and developed.

Parent Advisory Committee

Dates Meeting Time Place

10/27/2015 PAC Meeting #1

9:00 a.m.

District Office Boardroom

714 N. White St. Hanford, CA

1/19/2016 PAC Meeting #2

9:00 a.m.

District Office Boardroom

714 N. White St. Hanford, CA

3/15/2016 PAC Meeting #3

9:00 a.m.

District Office Boardroom

714 N. White St. Hanford, CA

4/19/2016 PAC Meeting #4

9:00 a.m.

District Office Boardroom

714 N. White St. Hanford, CA

5/17/2016 PAC Meeting #5

9:00 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 state adopted standards
  - well maintained schools where students and staff are safe
- 
- Struggling students will continue to be provided with winter/summer intersession (Goal 2, SP 4)
  - Class sizes will be reduced in grades 4-6 (Goal 2, SP 4)
  - The number of combination classes will be reduced (Goal 2, SP 4)
  - Activities will be provided that promote a positive school community and that motivate students to do their best work (Goal 1, SP 2, 7)
    - Study Trips
    - Art, music, PE
  - Support will continue to be provided for English Learners (Goal 2, SP 4)
    - Curriculum director, school site learning directors, and bilingual aides will provide direct support to English Learners
  - The progress of English learners, including those who have been reclassified will be followed (Goal 2, SP 4)
    - Curriculum director will provide leadership and support to school sites as they follow the progress of students who are English learners
    - Learning directors will support and follow the progress of English learners at their school site
  - Activities to hire and retain qualified teachers will continue (Goal 3, SP 1)
    - Professional Development
    - Directors of Curriculum (provide professional development)
    - Yard supervision will provide teachers off-duty lunch
  - The district's facilities will continue to be maintained at the "Exemplary" level (Goal 4, SP 1)
    - Deferred maintenance
  - English language arts instructional materials will be upgraded/improved (Goal 4, SP 1)
  - Programs/activities from LCAP years two and three will be accelerated to the current school year (Goals 1, 4; SP 2,5,7)
    - Technology Ipads
    - Technician to maintain student equipment

- Technology data center
- Health Care Assistants (six to ten)
- Band instruments and supplies
- The following programs/activities will be included in LCFF Supplemental/Concentration (Goals 1, 4; SP 1, 5, 6, 7)
  - ELA Instructional Materials
  - Art, music, PE including supplies and materials for these programs
  - After school youth development, athletics and enrichment
  - Nursing
  - Community Day School
  - Yard supervision
  - Junior high vice principals
  - Child welfare and support
  - After school athletic enrichment and youth development
- Programs/activities that foster good attendance will continue ( Goal 4, SP 5)
  - Child Welfare and Attendance
  - Nurses, counselors, health care assistants
  - Continue providing/improving services to students that foster good citizenship and reduce the numbers of suspensions and expulsions (Goal 4, SP 6)
  - Child Welfare and Attendance
  - Student Specialists
  - School Counselors
- An alternate educational setting will be provided to provide behavior/social support for students (Goal 4, SP 6)
  - Community Day School

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 including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. DELAC members review EL student achievement

Information provided by parents, staff, and community members at DELAC meetings resulted in planning activities that include but are not limited to the following:

- Support and progress monitoring of students who are English learners
- parent training activities to support student learning
- district-wide professional development activities to support English learners
- additional student technology at school sites

and provide recommendations as to how the district's programs can be improved to increase the achievement of ELs.

Dates Meeting Time Place  
 10/28/2015 DELAC Meeting #1  
 9:00 a.m.  
 District Office Boardroom  
 714 N. White St. Hanford, CA

1/20/2016 DELAC Meeting #2  
 9:00 a.m.  
 District Office Boardroom  
 714 N. White St. Hanford, CA

3/16/2016 DELAC Meeting #3  
 9:00 a.m.  
 District Office Boardroom  
 714 N. White St. Hanford, CA

4/20/2016 DELAC Meeting #4  
 9:00 a.m.  
 District Office Boardroom  
 714 N. White St. Hanford, CA

5/15/2016 DELAC Meeting #5  
 9:00 a.m.  
 District Office Boardroom  
 714 N. White St. Hanford, CA

- teacher training to support the use of technology in classrooms
- The implementation and expansion of summer and/or intersession instruction will continue (Goal 2, SP 4)
- The progress of English learners will be followed (Goal 2, SP 4)
  - Curriculum director provides leadership and support to school sites as they follow the progress s of students who are English learners
  - Learning directors support and follow the progress of English learners at their school site
- Programs and services to support English learners will continue (Goal 2, SP4)
- Curriculum director, school site learning directors, and bilingual aides provide direct support to ELs.
- Art, music, and physical education programs in schools will continue (Goal 1, SP 7)
- Activities to hire and retain qualified teachers will continue (Goal 3, SP 1)
  - Professional Development
  - Directors of Curriculum (provide professional development)
  - Yard supervision to provide teachers off-duty lunch
- Programs that provide health and social/emotional support for students will continue. (Goal 4, SP 5, 6)
  - Child Welfare and Attendance
  - Nurses, counselors, health care assistants
  - Child Welfare and Attendance
  - Student Specialists
  - School Counselors
- English language arts instructional materials will be upgraded/improved (Goal 4, SP 1)
- Parent training and support will continue (Goal 5, SP 3)
  - Parent Liaison
  - Director of Curriculum develops and provides parent training and support activities
- Services that foster good attendance and citizenship and reduce absences, suspensions, and expulsions will continue (Goal 4, SP 5, 6)
  - Learning Directors
  - Nurses, health care assistants, Elementary and junior high counselors

A series of surveys were conducted, with both paper and online options, in English and Spanish, to provide parents, staff, students, 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.

The LCAP is a standing item 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.

Hanford Elementary Teachers Association (HETA) meet-and-consult is held on the first Monday of each month. California School Employee's Association (CSEA) meet and consult is held on the third Monday of each month.

- Student specialists, resource officers, junior high vice principals, child welfare and support, yard supervision
- A draft of the Local Control Accountability Plan will be published on the district's public website (Goal 5, SP3)

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 State adopted standards
- well maintained schools where students and staff are safe

Information provided from meetings with bargaining units 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 (Goal 3, SP1)
- professional development in implementing the State adopted standards (Goal 1, SP 2)
- professional development in instruction for English learners, at-risk students, and students with disabilities (Goal 3, SP1)
- access to standards aligned instructional materials and technology (Goal 4 Sp 1)

Activities to hire and retain qualified teachers will continue (SP 1)

- Professional Development
- Yard supervision to provide teachers off-duty lunch

The Kings County Office of Education in partnership with the California Youth Connection (CYC) a foster youth support and advocacy group, held a series of informational meetings on the needs of foster youth. At these meetings, the specific needs and challenges of foster youth were presented and discussed.

A student focus group, to give students the opportunity to have their voices heard in relation to the LCAP was held on February 10, 2016 at John F. Kennedy Junior High School. Students representing Hamilton, Lincoln, Lee Richmond, Washington, King, Monroe, Roosevelt, Simas, and Wilson schools attended the session. In preparation for the focus group, 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 the John F. Kennedy for the focus group session. Working together with junior high student leadership groups, consisting of student leaders from Kennedy and Wilson schools, 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. This information was collected and compiled by district officials.

The Student Focus Group was held on February 10, 2016 at John F. Kennedy Junior High School.

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

Funding will be set-aside to support foster youth (SP 4)

- Access including transportation to extracurricular activities
- professional development for teachers and staff regarding the unique needs of foster youth
- access to additional instructional time including but not limited to after school tutoring
- access to technology, books, supplies, and materials

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
- maintaining/increasing/improving social, behavioral, and health services
- well maintained campuses where students are safe
- extracurricular activities
- field trips
- access to technology
- good food

- Activities will be provided that promote a positive school community and that motivate students to do their best work (SP 2, 7)
  - Study Trips
  - Art, music, PE
- Class sizes will be reduced in grades 4-6 (SP 4)
- Activities to hire and retain qualified teachers will continue (SP 1)
  - Professional Development
  - Directors of Curriculum (provide professional development)
  - Yard supervision to provide teachers off-duty lunch

- The district’s facilities will continue to be maintained at the “Exemplary” level (SP 1)
  - Deferred maintenance
- The expansion of technology resources will continue

**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.

Because planning for upcoming school-years and review of the current school-year are both part of a continuous process, elements of the annual update were reviewed and discussed at each of the five PAC and DELAC meetings throughout the school year.

The PAC reviewed the district's performance in relation to the metrics associated with the state's priorities as shown below:

PAC Meeting October 27, 2015

DELAC Meeting October 28, 2015

Metrics Discussed/Data Shared

- Implementation of State adopted standards
- District Reviews/observations
- State Assessments
- CAASPP (Data from the 2014-2015 school year)
- Broad Course of Study
- Review of District Programs
- Pupil Outcomes (Enrichment)
- Review of District Programs
- Standards Aligned Materials
- Sufficiency of Materials Resolution

PAC Meeting January 19, 2016

**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 2015-2016. Additionally, the Parent Advisory Committee acknowledged areas in which there were challenges to implementation. The committee recommended that planning for intersession instruction that would take place during the winter, spring, or summer breaks should be undertaken. This planning has been implemented.

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. Additionally, the DELAC acknowledged areas in which there were challenges to implementation. The committee recommended that planning for intersession instruction that would take place during the winter, spring, or summer breaks should be undertaken.

The data points, covering each of the state priorities and each of the district's goals, that were discussed with the DELAC and PAC, were incorporated into the Annual Update section of the LCAP under Actual Annual Measurable Outcomes.

DELAC Meeting January 20, 2016

Metrics Discussed/Data Shared

- EL's Progress Learning English (CELDT scores from 2014-2015 and from 2015-2016)
- EL Access to the State adopted standards and English Language Development (ELD) Standards
- District Reviews/observations
- EL's Progress Learning English (CELDT scores from 2014-2015 and from 2015-2016, EL Reclassification Rate)

PAC Meeting March 15, 2016

DELAC Meeting March 16, 2016

Metrics Discussed/Data Shared

- Credentialed Teachers
- o CALPADS Reporting
  - Teacher Assignments
- o CALPADS Reporting

PAC Meeting April 19, 2016

DELAC Meeting April 20, 2016

Metrics Discussed/Data Shared

- Suspension Rates (2014-2015 and 2015-2016 data)
- Expulsion Rates (2014-2015 and 2015-2016 data)
- Attendance Rate (2014-2015 and 2015-2016 data)
- Chronic Absenteeism Rate (2014-2015 and 2015-2016 data)
- Middle School Dropout Rate
- Other Local Measures-Surveys
- School Facilities in Good Repair
  
- Parent Involvement (District Reviews)
- Parent Input (PAC, DELAC, SSC, ELAC)
- Parent Participation in Programs for Unduplicated Students (District Reviews)

PAC Meeting May 17, 2016

DELAC Meeting May 18, 2016

- Review of LCAP

The PAC and DELAC reviewed services that have/are being improved for unduplicated pupils, including but not limited to:

- Reduction in the numbers of combination classes across the district
- Reduction in class sizes in grades 4-8
- Student technology increased at all schools
- Media Service Aide at every school
- Teacher professional development/training
- Beginning the process of adopting new ELA instructional materials
- Student Specialist at each elementary school
- Counselor at each junior high school
- Counselors serving elementary schools
- Health Care Assistants
- Intersession/summer session
- Study trips for all grades
- Art and music teachers
- Parent Liaison
- Additional supplies, materials, books to school sites

For purposes of the annual update, areas of challenge in implementing the LCAP along with areas where actions were accelerated or added to the LCAP were discussed with the Parent Advisory Committee.

The junior high schools experienced challenges in finding locations for grade and age appropriate study trips that were aligned with the state adopted standards. The junior high leadership teams along with teachers will continue to research study trips or other activities to support their students

Information on actions and/or expenditures that were accelerated or added in the current school was discussed with the PAC and DELAC. These include:

- Programs/activities from LCAP years two and three were accelerated to the current school year (Goals 1, 4; SP 2,5,7)
  - Technology Ipads
  - Technician to maintain student equipment
  - Technology data center
  - Health Care Assistants (six to ten)
  - Band instruments and supplies
- The following programs/activities were included in LCFF Supplemental/Concentration (Goals 1, 4; SP 1, 5, 6, 7)
  - ELA Instructional Materials

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. The areas in which services for unduplicated pupils have been added or improved was reviewed. These include:

- Reduction in the numbers of combination classes across the district
- Reduction in class sizes in grades 4-8
- Student technology increased at all schools
- Media Service Aide at every school
- Teacher professional development/training
- Beginning the process of adopting new ELA instructional materials
- Student Specialist at each elementary school
- Counselor at each junior high school
- Counselors serving elementary schools
- Health Care Assistants
- Intersession/summer session
- Study trips for all grades
- Art and music teachers
- Parent Liaison
- Additional supplies, materials, books to school sites

- Art, music, PE including supplies and materials for these programs
- After school youth development, athletics and enrichment
- Nursing
- Community Day School
- Yard supervision
- Junior high vice principals
- Child welfare and support
- After school athletic enrichment and youth development

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. These include

- professional development in implementing the State adopted standards
- professional development in instruction for English learners, at-risk students, and students with disabilities
- access to standards aligned instructional materials and technology

The bargaining unit's 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 State adopted standards
- professional development in instruction for English learners, at-risk students, and students with disabilities
- access to standards aligned instructional materials and technology

The bargaining units reviewed information from staff surveys.

A student focus group, to give students the opportunity to have their voices heard in relation to the LCAP was held on January 27, 2016 at John F. Kennedy Junior High School. Students representing Hamilton, Lincoln, Lee Richmond, Washington, King, Monroe, Roosevelt, Simas, Kennedy, and Wilson schools attended the session. In preparation for the focus group, 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 the John F. Kennedy for the focus group session. Working together with junior high student leadership groups of students further discussed the survey questions. The student survey included questions about the implementation of the LCAP and about services student are currently receiving for purposes of the annual update. The groups of students, refined their opinions, produced written documentation of their discussion and opinions, and presented this information to the larger group. This information was collected and compiled by district officials.

The bargaining units reviewed information from staff surveys. Based on results from this survey:

Students will continue to receive instruction in art, music, physical education (Goal1, SP 2)

Students will continue to receives academic supports support so they can make satisfactory progress toward the Standards in Language Arts and/or Math, including the reduction of class sizes, and summer intersession (Goal 2, SP 4)

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

The following will be included in the LCAP:

- Activities will be provided that promote a positive school community and that motivate students to do their best work (SP 2, 7)
  - Study Trips
  - Art, music, PE
- Class sizes will be reduced in grades 4-6 (SP 4)
- Activities to hire and retain qualified teachers will continue (SP 1)
  - Professional Development
  - Directors of Curriculum (provide professional development)
  - Yard supervision to provide teachers off-duty lunch
- The district’s facilities will continue to be maintained at the “Exemplary” level (SP 1)
  - Deferred maintenance
- The expansion of technology resources will continue

**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 districtwide, schoolwide, countywide, or charterwide.

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

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

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

**Guiding Questions:**

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

<p>GOAL 1:</p>	<p>Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.</p>	<p>Related State and/or Local Priorities:          1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>          COE only: 9 _ 10 _          Local : Specify</p>						
<p>Identified Need :</p>	<p>There is a need for students to receive a broad instructional program that is aligned to the state board of education approved State adopted standards.</p> <ul style="list-style-type: none"> <li>• We have large numbers of students from low income families.             <ul style="list-style-type: none"> <li>○ Students from low income families don't achieve at the same levels as students from higher income families.</li> <li>○ Students from low income families sometimes lack the resources to experience the types of enrichment activities, such as music, art, physical education, that have been shown to increase academic achievement.</li> <li>○ Students from low income families sometimes lack the resources to experience activities that have been shown to increase their interest and engagement in school, such as travel to museums, zoos, and parks such as Yosemite or Sequoia.</li> <li>○ Students from low income families don't always have access to the technology that is essential for success in college and in today's workplaces.</li> <li>○ Students from low income families sometimes lose academic ground over the summer.</li> </ul> </li> </ul> <p>Metrics State Priority 2:            Implementation of State adopted standards            ELs Access to the State adopted standards and English Language Development (ELD) Standards</p> <p>Metrics State Priority 7:            Broad Course of Study</p> <p>Metrics State Priority 8:            Pupil Outcomes</p>							
<p>Goal Applies to:</p>	<table border="1"> <tr> <td data-bbox="325 1286 436 1318">Schools:</td> <td colspan="2" data-bbox="436 1286 1986 1318">All Schools</td> </tr> <tr> <td data-bbox="325 1328 520 1393">Applicable Pupil Subgroups:</td> <td colspan="2" data-bbox="520 1328 1986 1482">           All Students            Gender            African American            Asian            Filipino         </td> </tr> </table>		Schools:	All Schools		Applicable Pupil Subgroups:	All Students Gender African American Asian Filipino	
Schools:	All Schools							
Applicable Pupil Subgroups:	All Students Gender African American Asian Filipino							

		<p>Hispanic White Two or More Races</p> <p>English Learners Socioeconomically Disadvantaged Students with Disabilities Foster Youth Homeless Migrant</p>
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**LCAP Year 1: 2016-2017**

<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 All instruction in core subject areas is aligned to the State adopted standards as evidenced by school-site based reviews that include classroom observations. (SP2)</p> <p>1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7 &amp; 8)</p> <p>1.2 a. Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results. (SP 8)</p> <p>1.3 ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the State adopted standards as evidenced by school-site based reviews that include classroom observations (SP 2)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A1.1 State adopted standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Supplies, Materials, Site-directed Technology: Books And Supplies LCFF/SC \$150,000 10 Media Service Aides: Classified Personnel Salaries & Benefits LCFF/SC \$324,130

		_ Other Subgroups: (Specify)	Library Information System (Destiny) Tech Support Professional/Consulting Services And Operating Expenditures LCFF/SC \$30,000 <hr/> Student Technology: Books And Supplies LCFF/SC \$500,000 6 Technicians for Student Technology: Classified Personnel Salaries & Benefits LCFF/SC \$515,398 <hr/> Technology Data Center: Capital Outlay LCFF/SC \$350,000 <hr/> Study Trips: Books And Supplies LCFF/SC \$190,133
A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.	Districwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.0 FTE Art Teacher: Certificated Personnel Salaries & Benefits LCFF/SC \$173,078 <hr/> 4.5 FTE Music Teachers: Certificated Personnel Salaries & Benefits LCFF/SC \$419,336 <hr/> Music Program Supplies & Equipment: Books And Supplies LCFF/SC \$81,932 <hr/> 4 FTE PE Teachers: Certificated Personnel Salaries & Benefits LCFF/SC \$364,626 <hr/> After School Athletic Enrichment and Youth Development Admin and Staff: Certificated Personnel Salaries & Benefits (.5 FTE and Cert. Coaching Stipends) LCFF/SC \$138,670 <hr/> After School Athletic Enrichment and Youth Development Supplies: Books And Supplies LCFF/SC \$103,889 <hr/> .5 FTE READY Program Support Staff 2000-2999: Classified Personnel Salaries & Benefits LCFF/SC \$39,630 <hr/> READY Program Supplies: Books And Supplies LCFF/SC \$113,832
A1.3 Director of Curriculum (EL) provides leadership in the alignment of ELD, the state adopted standards, and the district's instructional programs.	Districtwide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% Director of Curriculum: Certificated Personnel Salaries & Benefits LCFF/SC \$79,869

**LCAP Year 2: 2017-2018**

**Expected Annual Measurable Outcomes:**

1.1 All instruction in core subject areas is aligned to the State adopted standards as evidenced by school-site based reviews that include classroom observations. (SP2)

1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7 & 8)

1.2 a. Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results. (SP 8)

1.3 ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the State adopted standards as evidenced by school-site based reviews that include classroom observations (SP 2)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A1.1 State adopted standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.	Districtwide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies, Materials, Site-directed Technology: Books And Supplies LCFF/SC \$150,000 10 Media Service Aides: Classified Personnel Salaries & Benefits LCFF/SC \$343,578 Library Information System (Destiny) Tech Support: Professional/Consulting Services And Operating Expenditures LCFF/SC \$35,000 Student Technology: Books And Supplies LCFF/SC \$500,000 6 Technicians for Student Technology: Classified Personnel Salaries & Benefits LCFF/SC \$546,322 Study Trips: Books And Supplies LCFF/SC 250,000
A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.0 FTE Art Teachers: Certificated Personnel Salaries & Benefits LCFF/SC \$183,463 4.5 FTE Music Teachers: Certificated Personnel Salaries & Benefits LCFF/SC \$444,496 Music Program Supplies & Equipment: Books And Supplies LCFF/SC \$81,102 4 FTE Elementary PE Teachers: Certificated Personnel Salaries & Benefits LCFF/SC \$386,504 After School Athletic Enrichment and Youth Development Admin and Staff: Certificated Personnel Salaries & Benefits (.5 FTE and Cert. Coaching Stipends) LCFF/SC \$146,990

			After School Athletic Enrichment and Youth Development Supplies: Books And Supplies LCFF/SC \$103,889 .5 FTE READY Program Support Staff: Classified Personnel Salaries & Benefits LCFF/SC \$42,008 READY Program Supplies: Books And Supplies LCFF/SC \$115,000
A1.3 Director of Curriculum (EL) provides leadership in the alignment of ELD, the state adopted standards, and the district's instructional programs.	Districtwide	All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% Director of Curriculum: Certificated Personnel Salaries & Benefits LCFF/SC \$84,661

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	1.1 All instruction in core subject areas is aligned to the State adopted standards as evidenced by school-site based reviews that include classroom observations. (SP2)  1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7 & 8)  1.2 a. Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results. (SP 8)  1.3 ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the State adopted standards as evidenced by school-site based reviews that include classroom observations (SP 2)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A1.1 State adopted standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.	Districtwide	All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies, Materials, Site-directed Technology: Books And Supplies LCFF/SC \$150,000 10 Media Service Aides: Classified Personnel Salaries & Benefits LCFF/SC \$364,192 Library Information System (Destiny): Professional/Consulting Services And Operating Expenditures LCFF/SC \$40,000 Student Technology: Books And Supplies LCFF/SC \$500,000

			6 Technicians for Student Technology: Classified Personnel Salaries & Benefits LCFF/SC \$579,101 Study Trips: Books And Supplies LCFF/SC \$250,000
A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.0 FTE Art Teachers: Certificated Personnel Salaries & Benefits LCFF/SC \$194,470 4.5 FTE Music Teachers : Certificated Personnel Salaries & Benefits LCFF/SC \$471,166 Music Program Supplies & Equipment: Books And Supplies LCFF/SC \$81,102 4 FTE Elementary PE Teachers: Certificated Personnel Salaries & Benefits LCFF/SC \$409,694 After School Athletic Enrichment and Youth Development Admin and Staff: Classified Personnel Salaries & Benefits (.5 FTE and Cert. Coaching Stipends) LCFF/SC \$155,810 After School Athletic Enrichment and Youth Development Supplies: Books And Supplies LCFF/SC 103,889 .5 FTE READY Program Support Staff: Classified Personnel Salaries & Benefits LCFF/SC \$44,528 READY Program Supplies: Books And Supplies LCFF/SC \$115,000
A1.3 Director of Curriculum (EL) provides leadership in the alignment of ELD, the state adopted standards, and the district's instructional programs.	Districtwide	All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	50% Director of Curriculum : Certificated Personnel Salaries & Benefits LCFF/SC \$89,741

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

GOAL 2:	All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	<p>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 instruction in ELA, mathematics, and English language development instruction for English learners.</p> <p>Metrics State Priority 4                  State Assessments                  EL’s Progress Learning English (CELDT)                  EL Reclassification Rate</p> <p>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 LCAP.                  A-G Course Completion for UC/CSU (Note: This metric does not apply to HESD as it applies only to high schools)                  CTE Courses: (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.)</p>
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Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All Students Gender African American Asian Filipino Hispanic White Two or More Races  English Learners Socioeconomically Disadvantaged

		Students with Disabilities Foster Youth Homeless Migrant
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	<p>2.1 Students make progress in mastering the required State adopted standards in ELA and math. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>2.2 The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will remain at or above 23.%. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will be 36.2% or greater. (SP4)</p> <p>2.3 The percentage of EL students gaining one level on the CELDT will be 40.2%. (SP4)</p> <p>2.4 The EL reclassification rate will be 8.2% or greater. (SP4)</p> <p>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 LCAP. (State Priority 4)</p> <p>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)</p> <p>AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p> <p>EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A2.1 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.	Schoolwide: Hamilton King Lincoln Monroe Richmond Roosevelt Simas Washington	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teaching Staff to Reduce or Eliminate Combination Classes (4 teachers): Certificated Personnel Salaries & Benefits LCFF/SC \$272,516 Teaching Staff to Reduce Class Sizes in 4-6 to 28:1 (3 teachers): Certificated Personnel Salaries & Benefits LCFF/SC \$204,384

<p>A2.2 Students are supported with after-hours, intersession, or summer educational programs.</p>	<p>Districtwide</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)Migrant</p>	<p>After-Hours/Intersession Instruction: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$241,640</p>
<p>A2.3 Foster youth are supported with supplies, materials, tutoring, and/or other materials or activities.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Support for Foster Youth: Books And Supplies LCFF/SC \$15,000</p>
<p>A2.4 Curriculum specialists provide leadership, training, and support for teaching staff.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>One Curriculum Director (Math) and One Curriculum Specialist (ELA): Certificated Personnel Salaries &amp; Benefits LCFF/SC \$301,184</p>
<p>A2.5 Director of Curriculum provides leadership, training, and support for teaching staff in supporting English Learners.</p>	<p>Districtwide (Dir. Of Curric. &amp; Admin Sec.)   Schoolwide Kennedy, Wilson (EL Aides)</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>50% Director of Curriculum (EL): Certificated Personnel Salaries &amp; Benefits LCFF/SC \$79,869  2 EL Instructional Aides (Jr. High): Classified Personnel Salaries &amp; Benefits LCFF/SC \$43,470  50% Admin Secretary II for Monitoring EL Student Progress: Classified Personnel Salaries &amp; Benefits LCFF/SC \$43,033</p>

<p>A2.6 Learning Directors provide leadership, training, and support for teaching staff in supporting English Learners.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>33% of 10 Learning Directors: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$445,759</p>
<p>A2.7 Director of Program Development, Assessment, Accountability provides leadership, training, technical assistance, and support to district and school site administrators in the monitoring of student achievement data, school discipline data.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>50% Director of Program Development, Assessment, Accountability: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$83,937</p>

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Students make progress in mastering the required State adopted standards in ELA and math. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>2.2 The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will remain at or above 23%. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will be 36.2% or greater. (SP4)</p> <p>2.3 The percentage of EL students gaining one level on the CELDT will be 40.2%. (SP4)</p> <p>2.4 The EL reclassification rate will be 8.2% or greater. (SP4)</p> <p>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 LCAP. (State Priority 4)</p> <p>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)</p> <p>AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p> <p>EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A2.1 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.	Schoolwide: Hamilton King Lincoln Monroe Richmond Roosevelt Simas Washington	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teaching Staff to Reduce or Eliminate Combination Classes (4 teachers): Certificated Personnel Salaries & Benefits LCFF/SC \$288,867 <hr/> Teaching Staff to Reduce Class Sizes in 4-6 to 28:1 (3 teachers): Certificated Personnel Salaries & Benefits LCFF/SC \$216,647
A2.2 Students are supported with after-hours, intersession, or summer educational programs.	Districtwide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	After-Hours/Intersession Instruction: Certificated Personnel Salaries & Benefits LCFF/SC \$400,000

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)Migrant	
A2.3 Foster youth are supported with supplies, materials, tutoring, and/or other materials or activities.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support for Foster Youth: Books And Supplies LCFF/SC \$15,000
A2.4 Curriculum specialists provide leadership, training, and support for teaching staff.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	One Curriculum Director(Math) and One Curriculum Specialist(ELA): Certificated Personnel Salaries & Benefits LCFF/SC \$319,255
A2.5 Director of Curriculum provides leadership, training, and support for teaching staff in supporting English Learners.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	50% Director of Curriculum (EL): Certificated Personnel Salaries & Benefits LCFF/SC \$84,661 <hr/> 2 EL Instructional Aides (Jr. High): Classified Personnel Salaries & Benefits LCFF/SC \$46,078 <hr/> 50% Admin Secretary II for Monitoring EL Student Progress: Classified Personnel Salaries & Benefits LCFF/SC \$45,615
A2.6 Learning Directors provide leadership, training, and support for teaching staff in supporting English Learners.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	33% of 10 Learning Directors: Certificated Personnel Salaries & Benefits LCFF/SC \$472,505

		_ Other Subgroups: (Specify)	
A2.7 Director of Program Development, Assessment, Accountability provides leadership, training, technical assistance, and support to district and school site administrators in the monitoring of student achievement data, school discipline data.	Districtwide	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	50% Director of Program Development, Assessment, Accountability: Certificated Personnel Salaries & Benefits LCFF/SC \$88,973

**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Students make progress in mastering the required State adopted standards in ELA and math. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>2.2 The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will remain at or above 23.4%. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will be 36.2% or greater. (SP4)</p> <p>2.3 The percentage of EL students gaining one level on the CELDT will be 40.6%. (SP4)</p> <p>2.4 The EL reclassification rate will be 8.6% or greater. (SP4)</p> <p>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 LCAP. (State Priority 4)</p> <p>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)</p> <p>AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p> <p>EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A2.1 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.	Schoolwide: Hamilton King Lincoln Monroe Richmond Roosevelt Simas Washington	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teaching Staff to Reduce or Eliminate Combination Classes (4 Teachers): Certificated Personnel Salaries & Benefits LCFF/SC \$306,199 <hr/> Teaching Staff to Reduce Class Sizes in 4-6 to 28:1 (3 Teachers): Certificated Personnel Salaries & Benefits LCFF/SC \$229,646
A2.2 Students are supported with after-hours, intersession, or summer educational programs.	Districtwide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	After-Hours/Intersession Instruction: Certificated Personnel Salaries & Benefits LCFF/SC \$500,000

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)Migrant	
A2.3 Foster youth are supported with supplies, materials, tutoring, and/or other materials or activities.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support for Foster Youth: Books And Supplies LCFF/SC \$15,000
A2.4 Curriculum specialists provide leadership, training, and support for teaching staff.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	One Curriculum Director(Math) and One Curriculum Specialist(ELA): Certificated Personnel Salaries & Benefits LCFF/SC \$338,410
A2.5 Director of Curriculum provides leadership, training, and support for teaching staff in supporting English Learners.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	50% Director of Curriculum (EL): Certificated Personnel Salaries & Benefits LCFF/SC \$89,741 <hr/> 2 EL Instructional Aides (Jr. High): Classified Personnel Salaries & Benefits LCFF/SC \$48,843 <hr/> 50% Admin Secretary II for Monitoring EL Student Progress: Certificated Personnel Salaries & Benefits LCFF/SC \$48,352
A2.6 Learning Directors provide leadership, training, and support for teaching staff in supporting English Learners.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	33% of 10 Learning Directors: Certificated Personnel Salaries & Benefits LCFF/SC \$500,855

		_ Other Subgroups: (Specify)	
A2.7 Director of Program Development, Assessment, Accountability provides leadership, training, technical assistance, and support to district and school site administrators in the monitoring of student achievement data, school discipline data.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% Director of Program Development, Assessment, Accountability: Certificated Personnel Salaries & Benefits LCFF/SC \$94,312

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

GOAL 3:	The district will hire, support, and retain qualified teachers, support staff, and administrators.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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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
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Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All Students Gender African American Asian Filipino Hispanic White Two or More Races  English Learners Socioeconomically Disadvantaged Students with Disabilities Foster Youth Homeless Migrant

**LCAP Year 1: 2016-2017**

<p>Expected Annual Measurable Outcomes:</p>	<p>3.1 The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (SP1)</p> <p>The district has State Board of Education approved, State adopted standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1) (Note this metric is expanded upon under goal #4)</p> <p>Facilities are maintained and in good repair. All schools receive a score of “Good” or “Exemplary” on the California Facilities Inspection Tool (FIT) (SP1) (Note this metric is expanded upon under goal #4)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>33% of 10 Learning Directors: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$445,759</p> <hr/> <p>50% Admin Secretary (PD EIs): Classified Personnel Salaries &amp; Benefits LCFF/SC \$43,032</p> <hr/> <p>Admin Supplies Materials: Books And Supplies LCFF/SC \$46,000</p> <hr/> <p>3 Teacher PD Days: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$360,000</p> <hr/> <p>Admin Secretary II (Induction): Classified Personnel Salaries &amp; Benefits LCFF/SC \$86,929</p> <hr/> <p>Induction Program Supplies: Books And Supplies LCFF/SC \$24,756</p>

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	<p>3.1 The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (SP1)</p> <p>The district has State Board of Education approved, State adopted standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1) (Note this metric is expanded upon under goal #4)</p> <p>Facilities are maintained and in good repair. All schools receive a score of “Good” or “Exemplary” on the California Facilities Inspection Tool (FIT) (SP1) (Note this metric is expanded upon under goal #4)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	33% of 10 Learning Directors: Certificated Personnel Salaries & Benefits LCFF/SC \$472,505 50% Admin Secretary (PD EIs): Classified Personnel Salaries & Benefits LCFF/SC \$45,614 Admin Supplies Materials: Books And Supplies LCFF/SC \$46,000 3 Teacher PD Days: Certificated Personnel Salaries & Benefits LCFF/SC \$381,600 Admin Secretary II (Induction): Classified Personnel Salaries & Benefits LCFF/SC \$92,145 Induction Program Supplies: Books And Supplies LCFF/SC \$24,756

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	<p>3.1 The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (SP1)</p> <p>The district has State Board of Education approved, State adopted standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1) (Note this metric is expanded upon under goal #4)</p> <p>Facilities are maintained and in good repair. All schools receive a score of “Good” or “Exemplary” on the California Facilities Inspection Tool (FIT) (SP1) (Note this metric is expanded upon under goal #4)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	33% of 10 Learning Directors: Certificated Personnel Salaries & Benefits LCFF/SC \$500,855 50% Admin Secretary (PD EIs): Classified Personnel Salaries & Benefits LCFF/SC \$48,351 Admin Supplies Materials: Books And Supplies LCFF/SC \$46,000 3 Teacher PD Days: Certificated Personnel Salaries & Benefits LCFF/SC \$404,496 Admin Secretary II (Induction): Classified Personnel Salaries & Benefits LCFF/SC \$97,673 Induction Program Supplies: Books And Supplies LCFF/SC \$24,756

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

GOAL 4:	Students will attend a safe, well maintained school and will have access to standards aligned materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	There is an identified need that students attend a safe, well maintained school with access to standards aligned materials.  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 Pupils/parents/staff/safety & School Connectedness
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:  All Students Gender African American Asian Filipino Hispanic White Two or More Races  English Learners Socioeconomically Disadvantaged Students with Disabilities Foster Youth
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		Homeless Migrant
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	<p>4.1 The district has State Board of Education approved, State adopted standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1)</p> <p>4.2 The district’s suspension rate will be below 8%. The district’s expulsion rate will be below 0.7%. (SP 6)</p> <p>4.3 The district’s school attendance rate will be at least 90%. The District's chronic absenteeism rate will be below 10%. (SP5)</p> <p>4.4 The district’s middle school dropout rate will be below 1%. (SP5)</p> <p>4.5 Students, parents and staff feel safe at school as evidenced by district reviews that may include surveys. (SP 6 Other Local Measures)</p> <p>4.6 Facilities are maintained and in good repair. All schools receive a score of “Good” or “Exemplary” on the California Facilities Inspection Tool (FIT) (SP1)</p> <p>The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (SP1) (This metric is expanded upon under Goal #3)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A4.1 The implementation and maintenance of instructional materials are supported with leadership, staff, and materials.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1 Teacher Resource Specialist: Classified Personnel Salaries & Benefits LCFF/SC \$86,770 Standards Aligned Instructional Materials: Books And Supplies LCFF/SC \$650,000

<p>A4.2 Learning directors provide direct academic and social support to students and coordinate the services from additional staff who provide academic, social and health support. Learning Directors serves as the foster youth coordinator at their school sites.</p>	<p>Districtwide</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>33% of 10 Learning Directors: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$445,760</p>
<p>A4.3 School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems.</p>	<p>Districtwide</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5 School Nurses: Classified Personnel Salaries &amp; Benefits LCFF/SC \$619,752  10 Health Care Assistants: Classified Personnel Salaries &amp; Benefits LCFF/SC \$453,328  3 Counselors Elementary Schools: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$317,597  2 Counselors Jr. High: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$226,973</p>
<p>A4.4 Additional support staffs provide direct services to students to promote positive school climate, good citizenship, and improve school safety.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>8 Student Specialists: Classified Personnel Salaries &amp; Benefits LCFF/SC \$639,393  2 School Resource Officers: Professional/Consulting Services And Operating Expenditures LCFF/SC \$195,040  2 Vice Principals Jr. High: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$268,853  2 FTE Child Welfare and Support (One supervisor and one secretary): Certificated Personnel Salaries &amp; Benefits LCFF/SC \$231,951  Child Welfare and Support: Books And Supplies LCFF/SC 23,098  Yard Supervision: Classified Personnel Salaries &amp; Benefits LCFF/SC \$624,519</p>
<p>A4.5 The District will provide alternative education options for at-risk students.</p>	<p>Schoolwide:  Community Day School</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Community Day School Administrator &amp; 3 Teachers: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$422,812  Community Day School Classified (3 Instructional Aides &amp; 1 Clerical): Classified Personnel Salaries &amp; Benefits LCFF/SC \$158,035  Community Day School Supplies Materials: Books And Supplies LCFF/SC \$7,000</p>

		_ Other Subgroups: (Specify)	
A4.6 Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transportation: Other Outgo LCFF/SC \$500,000
A4.7 Maintenance of district facilities are supported with staff, supplies, and equipment.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Deferred Maintenance: Other Outgo LCFF/SC \$300,000 2 Custodians: Classified Personnel Salaries & Benefits LCFF/SC \$125,140

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:

- 4.1 The district has State Board of Education approved, State adopted standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1)
  - 4.2 The district's suspension rate will be below 8%. The district's expulsion rate will be below 0.7%. (SP 6)
  - 4.3 The district's school attendance rate will be at least 90%. The District's chronic absenteeism rate will be below 10%. (SP5)
  - 4.4 The district's middle school dropout rate will be below 1%. (SP5)
  - 4.5 Students, parents and staff feel safe at school as evidenced by district reviews that may include surveys. (SP 6 Other Local Measures)
  - 4.6 Facilities are maintained and in good repair. All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (SP1)
- The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (SP1) (This metric is expanded upon under Goal #3)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A4.1 The implementation and maintenance of instructional materials are supported with leadership, staff, and materials.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1 Teacher Resource Specialist: Classified Personnel Salaries & Benefits LCFF/SC \$91,976 Standards Aligned Instructional Materials: Books And Supplies LCFF/SC \$650,000
A4.2 Learning directors provide direct academic and social support to students and coordinate the services from additional staff who provide academic, social and health support. Learning Directors serves as the foster youth coordinator at their school sites.	Districtwide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	33% of 10 Learning Directors: Certificated Personnel Salaries & Benefits LCFF/SC \$472,506

<p>A4.3 School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems.</p>	<p>Districtwide</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5 School Nurses: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$656,937                  10 Health Care Assistants: Classified Personnel Salaries &amp; Benefits LCFF/SC \$480,528                  3 Counselors Elementary Schools: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$336,653                  2 Counselors Jr. High: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$240,591</p>
<p>A4.4 Additional support staffs provide direct services to students to promote positive school climate, good citizenship, and improve school safety.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>8 Student Specialists: Classified Personnel Salaries &amp; Benefits LCFF/SC \$677,757                  2 School Resource Officers: Professional/Consulting Services And Operating Expenditures LCFF/SC \$206,742                  2 Vice Principals Jr. High : Certificated Personnel Salaries &amp; Benefits LCFF/SC \$284,984                  Child Welfare and Support: Classified Personnel Salaries &amp; Benefits LCFF/SC \$245,868                  2 FTE Child Welfare and Support (One supervisor and one secretary): Books And Supplies LCFF/SC \$23,098                  Yard Supervision: Classified Personnel Salaries &amp; Benefits LCFF/SC \$661,990</p>
<p>A4.5 The District will provide alternative education options for at-risk students.</p>	<p>Schoolwide: Community Day School</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Community Day School Administrator &amp; 3 Teachers: Certificated Personnel Salaries &amp; Benefits LCFF/SC \$448,181                  Community Day School Classified (3 Instructional Aides &amp; 1 Clerical): Classified Personnel Salaries &amp; Benefits LCFF/SC \$167,517                  Community Day School Supplies Materials: Books And Supplies LCFF/SC \$7,000</p>
<p>A4.6 Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Transportation: Other Outgo LCFF/SC \$500,000</p>

		_ Other Subgroups: (Specify)	
A4.7 Maintenance of district facilities are supported with staff, supplies, and equipment.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Deferred Maintenance: Services And Other Operating Expenditures LCFF/SC \$300,000 2 Custodians: Classified Personnel Salaries & Benefits LCFF/SC \$132,648

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	4.1 The district has State Board of Education approved, State adopted standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1)  4.2 The district's suspension rate will be below 8%. The district's expulsion rate will be below 0.7%. (SP 6)  4.3 The district's school attendance rate will be at least 90%. The District's chronic absenteeism rate will be below 10%. (SP5)  4.4 The district's middle school dropout rate will be below 1%. (SP5)  4.5 Students, parents and staff feel safe at school as evidenced by district reviews that may include surveys. (SP 6 Other Local Measures)  4.6 Facilities are maintained and in good repair. All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (SP1)  The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (SP1) (This metric is expanded upon under Goal #3)		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A4.1 The implementation and maintenance of instructional materials are supported with leadership, staff, and materials.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	1 Teacher Resource Specialist: Classified Personnel Salaries & Benefits LCFF/SC \$97,495 Standards Aligned Instructional Materials: Books And Supplies LCFF/SC \$650,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
A4.2 Learning directors provide direct academic and social support to students and coordinate the services from additional staff who provide academic, social and health support. Learning Directors serves as the foster youth coordinator at their school sites.	Districtwide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	33% of 10 Learning Directors: Certificated Personnel Salaries & Benefits LCFF/SC \$500,856
A4.3 School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems.	Districtwide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5 School Nurses: Certificated Personnel Salaries & Benefits LCFF/SC \$696,353 10 Health Care Assistants: Classified Personnel Salaries & Benefits LCFF/SC \$509,359 3 Counselors Elementary Schools: Certificated Personnel Salaries & Benefits LCFF/SC \$356,852 2 Counselors Junior High: Certificated Personnel Salaries & Benefits LCFF/SC \$255,027
A4.4 Additional support staffs provide direct services to students to promote positive school climate, good citizenship, and improve school safety.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	8 Student Specialists: Classified Personnel Salaries & Benefits LCFF/SC \$718,422 2 School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$219,147 2 Vice Principals Jr. High: Certificated Personnel Salaries & Benefits LCFF/SC \$302,083 2 FTE Child Welfare and Support (One supervisor and one secretary): Classified Personnel Salaries & Benefits LCFF/SC \$260,620 Child Welfare and Support: Books And Supplies LCFF/SC \$23,098 Yard Supervision: Classified Personnel Salaries & Benefits LCFF/SC \$701,710
A4.5 The District will provide alternative education options for at-risk students.	Schoolwide:	<input checked="" type="checkbox"/> All OR:	Community Day School Administrator & 3 Teachers: Certificated Personnel Salaries & Benefits \$475,072

	Community Day School	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community Day School Classified (3 Instructional Aides & 1 Clerical): Classified Personnel Salaries & Benefits LCFF/SC \$177,568 <hr/> Community Day School Supplies Materials: Books And Supplies LCFF/SC \$7,000
A4.6 Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.	Districtwide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation 7000-7439: Other Outgo LCFF/SC \$500,000
A4.7 Maintenance of district facilities are supported with staff, supplies, and equipment.	Districtwide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Deferred Maintenance 5700-5799: Transfers Of Direct Costs LCFF/SC \$300,000 <hr/> 2 Custodians: Classified Personnel Salaries & Benefits LCFF/SC \$140,607

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

GOAL 5:	Communication between schools and home will be regular and meaningful.	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	<p>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.</p> <ul style="list-style-type: none"> <li>• Parents need information and training to help their children achieve in school.</li> <li>o Students whose parents communicate with their children's schools achieve at higher levels than those who don't.</li> <li>o Students whose parents are informed about their children's progress in school achieve at higher levels.</li> <li>o Parents have a right to be involved in the decision-making process at the school and district levels.</li> </ul> <p>Metrics State Priority 3                  Parent Involvement                  Parent Input                  Parent Participation in Programs for Unduplicated Students</p>
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:  All Students Gender African American Asian Filipino Hispanic White Two or More Races  English Learners Socioeconomically Disadvantaged Students with Disabilities Foster Youth Homeless Migrant
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	<p>5.1 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 receiving standards aligned report cards, and parent responses to questions regarding communication on district surveys. (SP 3 Involvement)</p> <p>5.2 Parents participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)</p> <p>5.3 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. (SP3 Input)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A5.1 The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 LCFF/SC
A5.2 School sites and the district will provide parents with a variety of informational, training/educational, and social activities.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Liaison: Classified Personnel Salaries & Benefits LCFF/SC \$72,747
A5.3 The district and school sites will maintain the required committees for parent input.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$0 LCFF/SC

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	5.1 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 receiving standards aligned report cards, and parent responses to questions regarding communication on district surveys. (SP 3 Involvement)  5.2 Parents participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)  5.3 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. (SP3 Input)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A5.1 The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.	Districtwide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 LCFF/SC
A5.2 School sites and the district will provide parents with a variety of informational, training/educational, and social activities.	Districtwide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Liaison: Classified Personnel Salaries & Benefits LCFF/SC \$77,112 Parent Education Center: Professional/Consulting Services And Operating Expenditures LCFF/SC \$50,000

<p>A5.3 The district and school sites will maintain the required committees for parent input.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$0 LCFF/SC</p>
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**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<p>5.1 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 receiving standards aligned report cards, and parent responses to questions regarding communication on district surveys. (SP 3 Involvement)</p> <p>5.2 Parents participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)</p> <p>5.3 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. (SP3 Input)</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>A5.1 The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$0 LCFF/SC</p>
<p>A5.2 School sites and the district will provide parents with a variety of informational, training/educational, and social activities.</p>	<p>Districtwide</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Parent Liaison: Classified Personnel Salaries &amp; Benefits LCFF/SC \$81,739                  Parent Education Center: Professional/Consulting Services And Operating Expenditures LCFF/SC \$50,000</p>

		_ Other Subgroups: (Specify)	
A5.3 The district and school sites will maintain the required committees for parent input.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0 LCFF/SC

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.</p>		<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>                   COE only: 9 _ 10 _                   Local : Specify</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Schools</p> <p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> <li>All Students</li> <li>African American</li> <li>Hispanic</li> <li>White</li> <li>Two or More Races</li> <li>Low Income Students (Socioeconomically Disadvantaged)</li> <li>English Learners</li> <li>Students with Disabilities</li> <li>Migrant Students</li> <li>Foster Youth</li> </ul>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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)</p> <p>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)</p> <p>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)</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>1.1 Instruction in all core subject areas is aligned to the Common Core Standards:</p> <p>District and school-site level administration conducted school-site/classroom observations on 9/25/14, 10/23/14, 11/20/14, 1/29/15, 2/26/15, and 4/23/15 (14-15 school year) and on 9/24/15, 10/29/15, 11/19/15, 1/28/16, 2/25/16, and 3/17/16 (15-16 school year) as part of the district's Instructional Cabinet. During these visits, evidence of Common Core implementation was collected and reviewed using the HESD Instructional Cabinet Site Focus Area Tool. Instruction in all core subject areas is aligned to the Common Core Standards.</p> <p>1.2 Students made progress in mastering the required Common Core Standards in ELA and math:</p>	

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)

Note that 2014-2015 test scores are a baseline. Participation rate above 95%.

CAASPP Summative 2014-2015

All Students

ELA

11% Standard Exceeded  
 28% Standard Met  
 27% Standard Nearly Met  
 34% Standard Not Met

Math

8% Standard Exceeded  
 18% Standard Met  
 32% Standard Nearly Met  
 42% Standard Not Met

African American

ELA

7% Standard Exceeded  
 27% Standard Met  
 26% Standard Nearly Met  
 40% Standard Not Met

Math

5% Standard Exceeded  
 14% Standard Met  
 29% Standard Nearly Met  
 51% Standard Not Met

Hispanic

ELA

9% Standard Exceeded  
 27% Standard Met  
 29% Standard Nearly Met  
 36% Standard Not Met

Math

6% Standard Exceeded  
 17% Standard Met  
 32% Standard Nearly Met  
 45% Standard Not met

White

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)

ELA  
 18% Standard Exceeded  
 33% Standard Met  
 22% Standard Nearly Met  
 27 % Standard Not Met

Math  
 14% Standard Exceeded  
 21% Standard Met  
 33% Standard Nearly Met  
 32% Standard Not Met

Two or More Races  
 ELA  
 15% Standard Exceeded  
 39% Standard Met  
 29% Standard Nearly Met  
 17% Standard Not Met

Math  
 10% Standard Exceeded  
 22% Standard Met  
 39% Standard Nearly Met  
 29% Standard Not Met

Economically Disadvantaged  
 ELA  
 8% Standard Exceeded  
 26% Standard Met  
 28% Standard Nearly Met  
 37% Standard Not Met

Math  
 6% Standard Exceeded  
 16% Standard Met  
 32% Standard Nearly Met  
 46% Standard Not Met

English Learners  
 ELA  
 3% Standard Exceeded  
 10% Standard Met  
 28% Standard Nearly Met  
 59% Standard Not Met

Math  
2% Standard Exceeded  
9% Standard Met  
23% Standard Nearly Met  
66% Standard Exceeded

Students with Disabilities  
ELA  
1% Standard Exceeded  
6% Standard Met  
15% Standard Nearly Met  
77% Standard Not Met

Math  
1% Standard Exceeded  
4% Standard Met  
16% Standard Nearly Met  
79% Standard Not Met

Migrant  
ELA  
5% Standard Exceeded  
28% Standard Met  
28% Standard Nearly Met  
40% Standard Not Met

Math  
8% Standard Exceeded  
14% Standard Met  
30% Standard Nearly Met  
48% Standard Not Met

Note: Although Foster Youth is a subgroup for HESD, test results for these students are not available as group from the CDE. CAASPP statistics for Foster Youth are estimated locally.

Foster Youth  
ELA  
4% Standard Exceeded  
30% Standard Met  
27% Standard Nearly Met  
38% Standard Not Met

Math

4% Standard Exceeded  
15% Standard Met  
23% Standard Nearly Met  
58% Standard Not Met

Data from the CAASPP interim assessments are preliminary and further review by the district will be needed in order to determine whether these assessments provide sufficient information to determine whether students are making progress in mastering the required Common Core Standards in ELA and math.

The current suite of district assessments are in development and will not be used to determine whether students are making progress in mastering the required Common Core Standards in ELA and math at this time however, data from formative assessments, and classroom observations show that students are making progress toward mastery of the Common Core Standards in ELA and math.

1.3

Students received instruction and enrichment in 15-16 that was supported by technology, supplies, materials, and study trips:

Enrichment: Human resource records show art, music, and physical education teachers on staff in 15-16.

Technology: 1365 student iPads were purchased in 15-16.  
Supplies/materials: School sites added supplies and materials that included, books, technology, and incentives in 15-16.  
Students in grade levels K-6 attended study trips including, but not limited to the following locations. Evidence that these study trips were implemented includes purchase orders.

- | Grade | Location  |
|-------|---|
| TK    | Chaffee Zoo (Fresno)  |
|       | Imagine U (Visalia)   |
| K     | Chaffee Zoo (Frenso)  |
| 1     | Walking Tour Hanford (Fire/Police Station, Carnegie, Library)<br>Circle J Ranch |
|       | Scout Island (Fresno)   |
|       | CSUF Farm (Fresno)  |
| 2     | Discovery Center (Fresno)   |
| 3     | Pena Planetarium (Visalia)  |
|       | Fresno State Planetarium (Fresno)   |
| 4     | Columbia  |

Missions

- 5 Academy of Science (San Francisco)
- 6 California Science Center (Los Angeles)
- Tech Museum of Innovation (San Jose)
- Monterey Bay Aquarium (Monterey)

Students in grades 7 and 8 did not attend field trips. An evaluation of the needs of junior high schools to determine what types of trips or other activities will be implemented to support student learning will be conducted in 2016-2017.

1.4

All participation rates for state mandated testing were met in 2014-2015. The district's participation rate was above 95%. See 1.2 for CAASPP scores.

Data from the CAASPP interim assessments are preliminary and further review by the district will be needed in order to determine whether these assessments provide sufficient information to determine whether students are making progress in mastering the required Common Core Standards in ELA and math.

The current suite of district assessments are in development and will not be used to determine whether students are making progress in mastering the required Common Core Standards in ELA and math at this time.

At-risk students are identified at their school site by their classroom teachers and school site administration. These students are provided with appropriate interventions and support. The progress of these students is closely followed by classroom teachers along with school site level principals and learning directors.

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:

The HESD Board of Trustees adopted Resolution #2-15, Sufficiency of Instructional Materials, on September 24, 2014

resolving that the Hanford Elementary School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

The HESD Board of Trustees adopted Resolution # 2-16, Sufficiency of Instructional Materials, on September 23, 2015 resolving that the Hanford Elementary School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

1.6

Expansion of instructional technology, as evidenced by district technology purchases, continues to support student mastery of Common Core Standards:

680 student iPads were purchased in 14-15.  
1,365 student iPads were purchased in 15-16.  
Student devices

Increased access to technology provided students, particularly low income students and ELs with improved access to the State approved instructional materials, a highly engaging learning experience, and an increased ability to work effectively with technology. Increased access to technology provided English learners with additional access to the State approved instructional materials, academic content, and academic vocabulary through enhanced visual and auditory support.

5.4

All teachers were fully credentialed and NCLB Highly Qualified in 2014-2015 as evidenced by CALPADS 3.5.

In 2015-2016, 254 teachers are credentialed. Due to a teacher shortage, 4 teachers are working under short-term staff permits

with professional development plans in place in order to help them obtain their credential.

6.5

Facilities are maintained and in good repair:

The district received a score of "Exemplary" on the California Facilities Inspection Tool (FIT) for 2015-2016.

2.2

ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards:

District and school-site level administration conducted school-site/classroom observations on 9/25/14, 10/23/14, 11/20/14, 1/29/15, 2/26/15, and 4/23/15 (14-15 school year) and on 9/24/15, 10/29/15, 11/19/15, 1/28/16, 2/25/16, and 3/17/16 (15-16 school year) as part of the district's Instructional Cabinet. During these visits, evidence of Common Core implementation was collected and reviewed using the HESD Instructional Cabinet Site Focus Area Tool. Instruction in all core subject areas is aligned to the Common Core Standards.

2.1

The percentage of students gaining one level on the CELDT in 2014-2015 was 55.6%

The percentage of students gaining one level on the CELDT in 2015-2016 was 53.9%

3.3

The 2014-2015 EL reclassification rate was 11.3%.

The 2015-2016 EL reclassification rate is estimated at 13.4%

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 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)

	<p>AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p> <p>EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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.</p>	Supplies LCFF/SC \$149,881	<p>Fiscal: County Special Education Program estimated actual expenditures were not included in the LCAP in 15-16. These expenditures were made under State Special Ed. (res. 6500) and Unrestricted (res. 0000). Special education expenditures were greater than anticipated.</p> <p>The difference between budgeted and estimated actual expenditures are a result of salary increase and/or placement on salary schedule.</p> <p>Evaluation 1.1 Action 1.1 supports Expected Outcome 1.1 and SP 2.</p> <p>Instructional materials and supplies were purchased for the implementation of California Standards (i.e. notebooks, binder, paper, pencils, journals, crayons, construction paper) TK-8.</p> <p>Students' state standards aligned instruction was supported with fully staffed school libraries that were open</p>	Supplies, Materials: Books And Supplies LCFF/SC \$150,000
	County Special Education Program LCFF/SC \$43,271		County Special Education Program State Special Ed: \$221,855
	County Special Education Program LCFF/SC \$450,000		County Special Education Program: Unrestricted: \$563,545
	10 Media Service Aides LCFF/SC \$301,751		10 Media Service Aides: Classified Personnel Salaries LCFF/SC \$315,572
	Library Information System Technical Support LCFF/SC 24,752		Library Information System Technical Support: Other Outgo LCFF/SC \$24,752

		<p>during school hours. Students' reading quantity and engagement increased.</p> <p>Students, teachers, and parents were provided online access to library catalogs and electronic books with the Destiny system. Students' reading quantity and engagement increased.</p>	
<p>Scope of Service   Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>		<p>Scope of Service   Districtwide</p> <hr/> <p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Expand Teaching Staff to Reduce the Number of Combination Classes (4 Teachers) LCFF/SC \$260,244</p> <p>Expand Teaching Staff to Reduce Class Sizes in Grades 4-6 to 28:1 (3 Teachers) LCFF/SC \$195,183</p>	<p>Fiscal: The difference between budgeted and estimated actual expenditures are a result of salary increase and/or placement on salary schedule.</p> <p>Evaluation 1.2 Action 1.2 supports Expected Outcome 1.2 and SP 4.</p> <p>The numbers of combination classes were reduced across the district. Teachers provided students more individualized attention/instruction. Students made progress in mastering the required state adopted standards.</p>	<p>Expand Teaching Staff to Reduce the Number of Combination Classes (4 Teachers): Certificated Personnel Salaries LCFF/SC \$281,964</p> <p>Expand Teaching Staff to Reduce Class Sizes in Grades 4-6 to 28:1 (3 Teachers): Certificated Personnel Salaries LCFF/SC \$211,473</p>

		<p>Class sizes were reduced in grades 4-6. Teachers provided students more individualized attention/instruction Students made progress in mastering the required state adopted standards.</p>	
<p>Scope of Service   Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Schoolwide: Hamilton, King, Lincoln, Monroe, Richmond, Roosevelt, Simas, Washington</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>1.2 FTE Art Teachers LCFF/SC \$93,537</p> <p>3.14 FTE Music Teachers LCFF/SC \$288,994</p> <p>4 FTE Elementary PE Teachers LCFF/SC \$264,159</p> <p>Study Trips LCFF/SC \$275,000</p>	<p>Fiscal: The difference between budgeted and actual expenditures under 1.3 are the result of the following:</p> <p>Salary increase and/or placement on salary schedule.</p> <p>The inclusion of art, music, PE, and after school enrichment/athletic programs in the LCFF/SC.</p> <p>Study trips that cost less than anticipated. Junior high schools did not implement study trips.</p> <p>Evaluation 1.3 The expenditures under 1.3 supported Expected Outcome 1.3 and SP 7.</p>	<p>2.0 FTE Art Teachers: Certificated Personnel Salaries LCFF/SC \$164,348</p> <p>4.5 FTE Music Teachers: Certificated Personnel Salaries LCFF/SC \$418,810</p> <p>4 FTE Elementary PE Teachers: Certificated Personnel Salaries LCFF/SC \$353,982</p> <p>Study Trips: Books And Supplies LCFF/SC \$181,051</p> <p>Music Program Supplies, Materials: Books And Supplies LCFF/SC \$183,100</p> <p>After School Enrichment, Youth Development, and Athletics: Certificated Personnel Salaries LCFF/SC \$156,844</p>

		<p>Art teachers provided art instruction to elementary school students. Art instruction is an integral part of a broad course of study.</p> <p>Music teachers provided music instruction to elementary students. Students were provided with additional music supplies and materials. Music instruction is an integral part of a broad course of study.</p> <p>Students in grades K-6 participated in study trips. Study trips are an integral part of a broad course of study. Study trips provided students with background knowledge and increased engagement in content area topics.</p> <p>Junior high schools did not implement study trips. Junior high teachers and admin. will research activities/study trips for students.</p> <p>Students participated in after school youth development and athletic activities. Participation in physical activities is an integral part of a broad course of study. Students participating in after school athletic activities were more active and learned sportsmanship and teamwork.</p>	
<p>Scope of Service   Districtwide, Elementary Schools</p>		<p>Scope of Service   Districtwide</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Intersession Instruction LCFF/SC \$198,394</p> <hr/> <p>After School Tutoring (Supplemental Educational Services) Title I \$399,891</p>	<p>Fiscal:</p> <p>The difference between budgeted and estimated actual expenditures under 1.4 are the result of students eligible for SES not using all of the their allocated tutoring time due to absences, moving to non-PI schools, or out of the district.</p> <p>Evaluation 1.4</p> <p>Action 1.4 supports Expected Outcome 1.4 and SP 4.</p> <p>67 of the most struggling unduplicated students at Lincoln school received winter intersession instruction. Students received intensive reading instruction. Pre and post tests show increased reading skills.</p> <p>Intersession instruction is being planned for June of 2016. Expenditures have not been made for this instruction as of this writing.</p> <p>444 students received SES. Post test scores are not yet available for SES.</p>	<p>Intersession Instruction: Certificated Personnel Salaries LCFF/SC \$200,098</p> <hr/> <p>After School Tutoring (Supplemental Educational Services): Professional/Consulting Services And Operating Expenditures Title I \$350,000</p>

<p>Scope of Service</p> <p>Hamilton, King, Lincoln, Richmond, Roosevelt, for Intersession; Hamilton, Monroe, Simas, Washington, Kennedy, Wilson for SES</p>		<p>Scope of Service</p> <p>Schoolwide: Hamilton, King, Lincoln, Richmond, Roosevelt, for Intersession; Hamilton, Monroe, Simas, Washington, Kennedy, Wilson for SES</p>	
<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>African American, Hispanic, White, Students with Disabilities, Migrant Students, Foster Youth</u></p>		<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	
<p>1.5 Review of Common Core Standards aligned instructional materials will be underway with an emphasis on selection of SBE approved ELA instructional materials.</p>	<p>Teacher Resource Specialist LCFF/SC \$72,757</p>	<p>Fiscal:</p> <p>The difference between budgeted and estimated actual expenditures are a result of the following:</p> <p>salary increase and/or placement on salary schedule.</p> <p>improving/increasing standards aligned English language arts textbooks in 2015-2016.</p> <p>Evaluation 1.5</p> <p>Action 1.5 supports Expected Outcome 1.5 and SP 1.</p> <p>Teacher Resource Specialist ensures the sufficiency of materials by conducting inventories and ordering materials.</p> <p>English language arts instructional materials were improved. Upgraded instructional materials provide increased support for students who are English learners.</p>	<p>Teacher Resource Specialist: Classified Personnel Salaries LCFF/SC \$75,378</p> <p>English Language Arts Instructional Materials: Books And Supplies LCFF/SC \$1,000,000</p>

Scope of Service	Districtwide		Scope of Service	Districtwide	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>1.6 Expansion of instructional technology will continue to support student mastery of Common Core Standards.</p>		<p>iPads for Classroom Instruction and State Assessments LCFF/SC \$444,456</p> <hr/> <p>Technician to Support Student Technology LCFF/SC \$69,388</p> <hr/> <p>Subscriptions to Digital Services for Students (eBooks, Discovery Education etc.) Title I \$53,148</p>	<p>Fiscal: The difference between budgeted and actual expenditures under 1.6 are the result of the following:</p> <p>Accelerating expenditures for student iPads due to an increase in funding.</p> <p>Accelerating expenditures for technicians to support student technology due to an increase in funding and inclusion of all technicians who maintain student devices and systems in LCFF/SC.</p> <p>Accelerating expenditures for the technology data center due to an increase in funding. The technology data center provides network infrastructure support for student and staff computer devices.</p> <p>Evaluation 1.6: Action 1.6 supports Expected Outcome 1.6 and SP 4.</p> <p>The numbers of ipads were increased across the district. The two junior high</p>		<p>iPads for Classroom Instruction and State Assessments: Books And Supplies LCFF/SC \$979,347</p> <hr/> <p>6 Technicians to Support Student Technology: Classified Personnel Salaries LCFF/SC \$472,806</p> <hr/> <p>Subscriptions to Digital Services for Students (eBooks, Discovery Education etc.): Professional/Consulting Services And Operating Expenditures Title I \$60,000</p> <hr/> <p>Technology Data Center: Capital Outlay LCFF/SC \$50,000</p>

		<p>schools now have a 1:1 ration of ipads to students. Students accessed standards aligned content using ipads.</p> <p>The numbers of technicians to support student technology were increased. The turn-around time for repair of student devices is one day.</p> <p>Digital content aligned to the state adopted standards was provided to all students. Students made progress toward mastery of the standards.</p> <p>The technology data center was improved. Students and teachers received uninterrupted access to content computer devices.</p>	
<p>Scope of Service   Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016-2017 and beyond, expected outcome:</p> <p>1.2 moves to 2.1 and is revised to align more closely with State Priority 4. Drops participation rates as a measure.</p> <p>1.2 a. will be added and will read: Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results. (SP 8)</p> <p>1.3 moves to 1.2 and is revised to align more closely with State Priorities 7 and 8. (Revised to read:1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7 &amp; 8))</p> <p>1.4 is eliminated as it is a repetition of 2.1.</p> <p>1.5 moves to 4.1 with no revisions.</p> <p>1.6 is eliminated.</p>		

For 2016-2017 and beyond:

Action 1.1 is moved to A1.1 and is revised to read: State Adopted Standards aligned instruction is supported with staff, technology, supplies, and materials, and study trips. Expenditures under this action move as follows:

Supplies, Materials, Site Directed Technology moves to A1.1

10 Media Service Aides moves to A1.1. Expenditure for 16-17 to be increased by \$8,558 due to placement on salary schedule and retirement cost increases.

Library Information System moves to A1.1. Software increase of \$5,248 for 16-17.

County Special Education Program estimated actual expenditures were not included. Check box for Students With Disabilities will be unchecked going forward.

Action 1.2 is moved to A2.1 and is revised to read: 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. All expenditures under this action move to A2.1. The total expenditures will decrease in 16-17 by \$16,537 due to adjustments in average salaries.

Action 1.3 is eliminated. Expenditures under this action move as follows:

2.0 FTE Art Teachers moves to A1.2. Expenditure for 16-17 to be increased by \$8,730 due to placement on salary schedule and retirement cost increases.

4.5 FTE Music Teachers moves to A1.2.

4 FTE Elementary PE Teachers moves to A1.2. Expenditure for 16-17 to be increased by \$10,644 due to placement on salary schedule and retirement cost increases.

Study Trips moves to A1.1. For 16-17 an increase of \$9,082 due to increase in registration fees and transportation costs. Music program supplies and equipment are added to A1.2. (Expenses for 16-17 will decrease due to one-time purchase of supplies/equip. in 15-16).

After School Athletic Enrichment and Youth Development are added and move to A1.2 and are itemized as follows:

After School Athletic Enrichment and Youth Development Admin and Staff Certificated Personnel Salaries LCFF/SC \$138,670

After School Athletic Enrichment and Youth Development Supplies Books And Supplies LCFF/SC \$103,889

Action 1.4 is eliminated. Expenditures under this action move to A2.2 and will increase by \$41,542. Intersession programs are scheduled to scale-up over the three LCAP years. Scope checkbox is set to LI, EL, FY, M.

After School Tutoring (Supplemental Educational Services) (Title I) will not be included in the LCAP going forward.

Action 1.5 is moved to A4.1 and is revised to read: The implementation and maintenance of instructional materials are supported with leadership, staff, and materials. Expenditures under this action move to A4.1. Expenditure for 16-17 (Teacher Resource Specialist) to be increased by \$11,392 due to placement on salary schedule and retirement cost increases.

The improvement of standards aligned instructional materials moves to A4.1 and is estimated to be \$650,000 in 16-17.

Action 1.6 is eliminated. Expenditures under this action move to A1.1.

Expenditure for 16-17 (technicians) to be increased by \$42,592 due to placement on salary schedule and retirement cost increases. (Note: 2 technicians worked a partial year in 15-16 and will work a full year in 16-17.) Expenditures for technology data center increase as project proceeds in 16-17.

iPads for Classroom Instruction and State Assessments is revised to read: Student Technology

Subscriptions to Digital Services for Students (eBooks, Discovery Education etc.) (Title I) will not be included in the LCAP.

Analysis of programs and services that the district provided to pupils in the 2015-2016 school year shows that some of the actions in the LCAP marked for "All" pupils were actually delivered to, and should have been identified as being targeted to low income pupils and English learners. These services will be appropriately identified in the LCAP in 2016-2017 and beyond. For 16-17 and beyond, the Scope checkbox for A1.1 will be set to Low Income and A1.3 will be set to English Learner.

For 16-17, subgroups will be updated as follows:

All Students

Gender

African American

Asian

Filipino

Hispanic

White

Two or More Races

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

Foster Youth

Homeless

Migrant

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:	English learners will understand, speak, read, and write English.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify		
Goal Applies to:	Schools:	All Schools			
	Applicable Pupil Subgroups:	English Learners			
Expected Annual Measurable Outcomes:	<p>2.1 The percentage of EL students gaining one level on the CELDT will be 40%. (State Priority 4: Pupil Achievement)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3)</p> <p>Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance</p>		Actual Annual Measurable Outcomes:	<p>2.1 The percentage of students gaining one level on the CELDT in 2014-2015 was 55.6% The percentage of students gaining one level on the CELDT in 2015-2016 was 53.9%</p> <p>2.2 ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards:  District and school-site level administration conducted school-site/classroom observations on 9/25/14, 10/23/14, 11/20/14, 1/29/15, 2/26/15, and 4/23/15 (14-15 school year) and on 9/24/15, 10/29/15, 11/19/15, 1/28/16, 2/25/16, and 3/17/16 (15-16 school year) as part of the district's Instructional Cabinet. During these visits, evidence of Common Core implementation was collected and reviewed using the HESD Site Focus Area Tool. Instruction in all core subject areas is aligned to the Common Core Standards.</p> <p>1.1 Instruction in all core subject areas is aligned to the Common Core Standards:  District and school-site level administration conducted school-site/classroom observations on 9/25/14, 10/23/14, 11/20/14, 1/29/15, 2/26/15, and 4/23/15 (14-15 school year) and on 9/24/15, 10/29/15, 11/19/15, 1/28/16, 2/25/16, and 3/17/16 (15-16 school year) as part of the district's Instructional Cabinet.</p>	

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)

During these visits, evidence of Common Core implementation was collected and reviewed using the HESD Instructional Cabinet Site Focus Area Tool. Instruction in all core subject areas is aligned to the Common Core Standards.

1.2

Students made progress in mastering the required Common Core Standards in ELA and math:

Note that 2014-2015 test scores are a baseline. Participation rate above 95%.

CAASPP Summative 2014-2015

All Students

ELA

- 11% Standard Exceeded
- 28% Standard Met
- 27% Standard Nearly Met
- 34% Standard Not Met

Math

- 8% Standard Exceeded
- 18% Standard Met
- 32% Standard Nearly Met
- 42% Standard Not Met

African American

ELA

- 7% Standard Exceeded
- 27% Standard Met
- 26% Standard Nearly Met
- 40% Standard Not Met

Math

- 5% Standard Exceeded
- 14% Standard Met
- 29% Standard Nearly Met
- 51% Standard Not Met

Hispanic

ELA

- 9% Standard Exceeded
- 27% Standard Met
- 29% Standard Nearly Met

36% Standard Not Met

Math

6% Standard Exceeded

17% Standard Met

32 % Standard Nearly Met

45% Standard Not met

White

ELA

18% Standard Exceeded

33% Standard Met

22% Standard Nearly Met

27 % Standard Not Met

Math

14% Standard Exceeded

21% Standard Met

33% Standard Nearly Met

32% Standard Not Met

Two or More Races

ELA

15% Standard Exceeded

39% Standard Met

29% Standard Nearly Met

17% Standard Not Met

Math

10% Standard Exceeded

22% Standard Met

39% Standard Nearly Met

29% Standard Not Met

Economically Disadvantaged

ELA

8% Standard Exceeded

26% Standard Met

28% Standard Nearly Met

37% Standard Not Met

Math

6% Standard Exceeded

16% Standard Met

		<p>32% Standard Nearly Met 46% Standard Not Met</p> <p>English Learners ELA 3% Standard Exceeded 10% Standard Met 28% Standard Nearly Met 59% Standard Not Met</p> <p>Math 2% Standard Exceeded 9% Standard Met 23% Standard Nearly Met 66% Standard Exceeded</p> <p>Students with Disabilities ELA 1% Standard Exceeded 6% Standard Met 15% Standard Nearly Met 77% Standard Not Met</p> <p>Math 1% Standard Exceeded 4% Standard Met 16% Standard Nearly Met 79% Standard Not Met</p> <p>Migrant ELA 5% Standard Exceeded 28% Standard Met 28% Standard Nearly Met 40% Standard Not Met</p> <p>Math 8% Standard Exceeded 14% Standard Met 30% Standard Nearly Met 48% Standard Not Met</p>
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Note: Although Foster Youth is a subgroup for HESD, test results for these students are not available as group from the CDE. CAASPP statistics for Foster Youth are estimated locally.

Foster Youth

ELA

4% Standard Exceeded  
30% Standard Met  
27% Standard Nearly Met  
38% Standard Not Met

Math

4% Standard Exceeded  
15% Standard Met  
23% Standard Nearly Met  
58% Standard Not Met

Data from the CAASPP interim assessments are preliminary and further review by the district will be needed in order to determine whether these assessments provide sufficient information to determine whether students are making progress in mastering the required Common Core Standards in ELA and math.

The current suite of district assessments are in development and will not be used to determine whether students are making progress in mastering the required Common Core Standards in ELA and math at this time.

3.3

The 2014-2015 EL reclassification rate was 11.3%.  
The 2015-2016 EL reclassification rate is estimated at 13.4%

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 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)

	<p>AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p> <p>EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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.</p>	<p>50% Admin Secretary II (Clerical for Monitoring EL Student Progress) LCFF/SC \$39,999</p>	<p>Analysis 2.1 The expenditures under 2.1 supported Expected Outcome 2.1 by providing clerical support for the monitoring of EL student's progress.</p> <p>Evaluation 2.1 Action 2.1 supports Expected Outcome 2.1 and SP 4.</p> <p>Admin. secretary supports the progress monitoring of EL students.</p> <p>The expected outcome for students gaining one level on the CELDT was met.</p>	<p>50% Admin Secretary II (Clerical for Monitoring EL Student Progress): Classified Personnel Salaries LCFF/SC \$42,322</p>
<p>Scope of Service   Districtwide</p>		<p>Scope of Service   Districtwide</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>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.</p>	<p>33% Learning Directors LCFF/SC \$361,577</p> <hr/> <p>50% Director of Curriculum LCFF/SC \$74,239</p>	<p>Fiscal: The difference between budgeted and estimated actual expenditures are a result of salary increase and/or placement on salary schedule.</p> <p>Evaluation 2.2 Action 2.2 supports Expected Outcome 2.1 and 2.2, SP 2 and 4.</p> <p>Learning Directors provide direct support to EL students, professional development in ELD to teachers, and progress monitoring of EL students and alignment of instruction with ELD standards.</p> <p>The expected outcome for students gaining one level on the CELDT (2.1) was met.</p> <p>The expected outcome for standards alignment of ELD (2.2) was met.</p> <p>The Director of Curriculum (EL) provided direct support to EL students and their families, professional development in ELD to teachers, and supervised the progress monitoring of EL students and alignment of instruction with ELD standards across the district.</p> <p>The expected outcome for students gaining one level on the CELDT (2.1) was met.</p> <p>The expected outcome for standards alignment of ELD (2.2) was met.</p>	<p>33% Learning Directors: Certificated Personnel Salaries LCFF/SC \$421,026</p> <hr/> <p>50% Director of Curriculum: Certificated Personnel Salaries LCFF/SC \$78,588</p>
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Scope of Service	Districtwide		Scope of Service	Districtwide	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>For 2016-2017 and beyond, to be more concise and for better alignment with the State Priorities, goals 2, 3, and 4 will be combined into a single goal (Goal #2) that addresses student achievement.</p> <p>For 2016-2017 and beyond, expected outcome:                      2.1 moves to 2.3 with no revisions.                      2.2 moves to 1.3 with no revisions.</p> <p>For 2016-2017 and beyond:                      Action 2.1 is eliminated. Expenditures under this action move to A2.5</p> <p>Action 2.2 is eliminated. Expenditures under this action move as follows:                      33% Learning Directors moves to A2.6. Expenditure for 16-17 to be increased by \$24,733 due to placement on salary schedule and retirement cost increases.                      50% Director of Curriculum moves to A2.5.</p> <p>Analysis of programs and services that the district provided to pupils in the 2015-2016 school year shows that some of the actions in the LCAP marked for "All" pupils were actually delivered to, and should have been identified as being targeted to low income pupils and English learners. These services will be appropriately identified in the LCAP in 2016-2017 and beyond. For 16-17 and beyond, the Scope checkbox for A2.2 will be set to Low Income Pupils, English Learners, Foster Youth, Migrant.</p> <p>For 16-17, subgroups will be updated as follows:                      All Students                      Gender                      African American                      Asian                      Filipino                      Hispanic                      White                      Two or More Races</p>				

	English Learners Socioeconomically Disadvantaged Students with Disabilities Foster Youth Homeless Migrant
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**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:	Schools will identify and support EL students who are not making sufficient progress.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	English Learners		
Expected Annual Measurable Outcomes:	<p>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)</p> <p>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)</p> <p>3.3 The EL reclassification rate will be 8% or greater. (State Priority 4: Pupil Achievement)</p> <p>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)</p> <p>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)</p>		Actual Annual Measurable Outcomes:	<p>3.1 The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency in 2014-2015 was 27.7%. The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency in 2015-2016 was 26.4%.</p> <p>The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency in 2014-2015 was 40.9% The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency in 2015-2016 was 43.2%.</p> <p>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:</p> <p>District and school-site level administration conducted school-site/classroom observations on 9/25/14, 10/23/14, 11/20/14, 1/29/15, 2/26/15, and 4/23/15 (14-15 school year) and on 9/24/15, 10/29/15, 11/19/15, 1/28/16, 2/25/16, and 3/17/16 (15-16 school year) as part of the district's Instructional Cabinet. During these visits, evidence of Common Core implementation was collected and reviewed using the HESD Instructional</p>

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)

Cabinet Site Focus Area Tool. Instruction in all core subject areas is aligned to the Common Core Standards.

3.3

The 2014-2015 EL reclassification rate was 11.3%.  
The 2015-2016 EL reclassification rate is estimated at 13.4%

1.1

Instruction in all core subject areas is aligned to the Common Core Standards:

District and school-site level administration conducted school-site/classroom observations on 9/25/14, 10/23/14, 11/20/14, 1/29/15, 2/26/15, and 4/23/15 (14-15 school year) and on 9/24/15, 10/29/15, 11/19/15, 1/28/16, 2/25/16, and 3/17/16 (15-16 school year) as part of the district's Instructional Cabinet. During these visits, evidence of Common Core implementation was collected and reviewed using the HESD Instructional Cabinet Site Focus Area Tool. Instruction in all core subject areas is aligned to the Common Core Standards.

1.2

Students made progress in mastering the required Common Core Standards in ELA and math:

Note that 2014-2015 test scores are a baseline. Participation rate above 95%.

CAASPP Summative 2014-2015

All Students

ELA

11% Standard Exceeded

28% Standard Met

27% Standard Nearly Met

34% Standard Not Met

Math

8% Standard Exceeded

18% Standard Met

32% Standard Nearly Met

		<p>42% Standard Not Met</p> <p>African American ELA 7% Standard Exceeded 27% Standard Met 26% Standard Nearly Met 40% Standard Not Met</p> <p>Math 5% Standard Exceeded 14% Standard Met 29% Standard Nearly Met 51% Standard Not Met</p> <p>Hispanic ELA 9% Standard Exceeded 27% Standard Met 29% Standard Nearly Met 36% Standard Not Met</p> <p>Math 6% Standard Exceeded 17% Standard Met 32 % Standard Nearly Met 45% Standard Not met</p> <p>White ELA 18% Standard Exceeded 33% Standard Met 22% Standard Nearly Met 27 % Standard Not Met</p> <p>Math 14% Standard Exceeded 21% Standard Met 33% Standard Nearly Met 32% Standard Not Met</p> <p>Two or More Races ELA 15% Standard Exceeded</p>
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39% Standard Met  
29% Standard Nearly Met  
17% Standard Not Met

Math  
10% Standard Exceeded  
22% Standard Met  
39% Standard Nearly Met  
29% Standard Not Met

Economically Disadvantaged  
ELA  
8% Standard Exceeded  
26% Standard Met  
28% Standard Nearly Met  
37% Standard Not Met

Math  
6% Standard Exceeded  
16% Standard Met  
32% Standard Nearly Met  
46% Standard Not Met

English Learners  
ELA  
3% Standard Exceeded  
10% Standard Met  
28% Standard Nearly Met  
59% Standard Not Met

Math  
2% Standard Exceeded  
9% Standard Met  
23% Standard Nearly Met  
66% Standard Exceeded

Students with Disabilities  
ELA  
1% Standard Exceeded  
6% Standard Met  
15% Standard Nearly Met  
77% Standard Not Met

Math

1% Standard Exceeded  
4% Standard Met  
16% Standard Nearly Met  
79% Standard Not Met

Migrant  
ELA

5% Standard Exceeded  
28% Standard Met  
28% Standard Nearly Met  
40% Standard Not Met

Math

8% Standard Exceeded  
14% Standard Met  
30% Standard Nearly Met  
48% Standard Not Met

Note: Although Foster Youth is a subgroup for HESD, test results for these students are not available as group from the CDE. CAASPP statistics for Foster Youth are estimated locally.  
Foster Youth

ELA

4% Standard Exceeded  
30% Standard Met  
27% Standard Nearly Met  
38% Standard Not Met

Math

4% Standard Exceeded  
15% Standard Met  
23% Standard Nearly Met  
58% Standard Not Met

Data from the CAASPP interim assessments are preliminary and further review by the district will be needed in order to determine whether these assessments provide sufficient information to determine whether students are making progress in mastering the required Common Core Standards in ELA and math.

The current suite of district assessments are in development and will not be used to determine whether students are making progress in mastering the required Common Core Standards in ELA and math at this time.

			<p>2.1                  The percentage of students gaining one level on the CELDT in 2014-2015 was 55.6%                  The percentage of students gaining one level on the CELDT in 2015-2016 was 53.9%</p> <p>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 LCAP. (State Priority 4)</p> <p>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)</p> <p>AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p> <p>EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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.</p>	<p>50% Director of Curriculum                      LCFF/SC \$74,238</p>	<p>Evaluation 3.1                      Action 3.1 supported Expected Outcome 3.1, 3.3 and SP 4.</p> <p>The Director of Curriculum provided district-wide coordination of EL identification and services and provided schools with technical assistance in identifying EL students who were not making sufficient progress for intervention.</p>	<p>50% Director of Curriculum:                      Certificated Personnel Salaries                      LCFF/SC \$78,588</p>

		<p>The district met the expected outcome for students gaining English proficiency (3.1) was met.</p> <p>The expected outcome for EL reclassification (3.3) was met.</p>	
<p>Scope of Service   Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>EL Instructional Aides (Jr High) LCFF/SC \$35,374</p> <hr/> <p>Teacher Overcontract for Supplemental (After Hours) English Language Development Instruction Title III \$84,076</p> <hr/> <p>Books, Supplies, Materials, Printing for Supplemental (After Hours) English Language Development Instruction Title III \$12,477</p>	<p>Fiscal: The difference between budgeted and estimated actual expenditures under 3.2 for teacher overcontract are a result of actual demand for after-hours professional development.</p> <p>The difference between budget and estimated actual expenditures under 3.2 for After Hours) English Language Development Instruction are a result of actual demand/participation for after-hours instruction.</p> <p>Evaluation 3.2 Action 3.2 supported Expected Outcome 3.1, 3.3 and SP 4.</p> <p>Instructional aides provided direct support to students EL at the junior high schools using a push-in model.</p>	<p>EL Instructional Aides: Classified Personnel Salaries LCFF/SC \$36,408</p> <hr/> <p>Teacher Overcontract for Supplemental (After Hours) English Language Development Instruction: Certificated Personnel Salaries Title III \$56,000</p> <hr/> <p>Books, Supplies, Materials, Printing for Supplemental (After Hours) English Language Development Instruction: Books And Supplies Title III \$8,000</p>

		<p>Teachers received supplemental, voluntary professional development after-hours funded with Title III. A professional development transcript is kept on each teacher in the district. Teachers attending Title III PD have this PD recorded in their transcripts.</p> <p>EL students identified as needing intervention received after-hours instruction. Pre and post test data show students receiving interventions made gains in their English language development levels.</p> <p>Instructional materials and supplies were purchased for the implementation of after hours ELD instruction.</p> <p>The expected outcome for English proficiency (3.1) was met.</p> <p>The expected outcome for EL reclassification (3.3) was met.</p>		
<p>Scope of Service Kennedy, Wilson, Roosevelt, Lincoln, Lee Richmond, Martin Luther King</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide: Kennedy, Wilson, Roosevelt, Lincoln, Lee Richmond, Martin Luther King</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>What changes in actions, services, and expenditures will be</p>		<p>For 2016-2017 and beyond, to be more concise and for better alignment with the State Priorities, goals 2,3, and 4 will be combined into a single goal (Goal #2) that addresses student achievement.</p>		

made as a result of reviewing past progress and/or changes to goals?

For 2016-2017 and beyond, expected outcome:

3.1 moves to 2.2 and is revised to read: 2.2 The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will remain at or above 23.%. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will be 36.2% or greater. (SP4)

3.2 moves to 1.3 and is revised to read: ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards as evidenced by school-site based reviews that include classroom observations (SP 2)

3.3 moves to 2.4 and is revised to read: The EL reclassification rate will be 8.2% or greater. (SP4)

For 2016-2017 and beyond:

Action 3.1 is eliminated. Expenditures under this action are moved to A2.5.

Action 3.2 is eliminated. Expenditures under this action are moved to A2.5 Expenditure for 16-17 to be increased by \$7,062 due to placement on salary schedule and retirement cost increases.

Teacher Overcontract for Supplemental (After Hours) English Language Development Instruction (Title III) will not be included in the LCAP going forward.

Books, Supplies, Materials, Printing for Supplemental (After Hours) English Language Development Instruction (Title III) will not be included in the LCAP going forward.

For 16-17, subgroups will be updated as follows:

All Students

Gender

African American

Asian

Filipino

Hispanic

White

Two or More Races

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

Foster Youth

Homeless

Migrant

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:	Students' progress will be measured and shared with students, parents, teachers, and administrators.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 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 Two or More Races Low Income Students (Socioeconomically Disadvantaged) English Learners Students with Disabilities Migrant Students Foster Youth		
Expected Annual Measurable Outcomes:	<p>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)</p> <p>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)</p> <p>The district's reclassification rate will be at least 8%. (State Priority 4 EL Reclassification Rate: This metric is expanded upon under Goal #3)</p> <p>Academic Performance Index (Note that the California State Board of Education has suspended the Academic Performance</p>		Actual Annual Measurable Outcomes:	<p>4.1 All participation rates for state mandated testing were met in 2014-2015. See 1.2 below for CAASPP scores.</p> <p>Data from the CAASPP interim assessments are preliminary and further review by the district will be needed in order to determine whether these assessments provide sufficient information to determine whether students are making progress in mastering the required Common Core Standards in ELA and math.</p> <p>The current suite of district assessments are in development and will not be used to determine whether students are making progress in mastering the required Common Core Standards in ELA and math at this time.</p> <p>1.2</p>

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)

Students made progress in mastering the required Common Core Standards in ELA and math:

Note that 2014-2015 test scores are a baseline. Participation rate above 95%.

CAASPP Summative 2014-2015

All Students

ELA

11% Standard Exceeded  
 28% Standard Met  
 27% Standard Nearly Met  
 34% Standard Not Met

Math

8% Standard Exceeded  
 18% Standard Met  
 32% Standard Nearly Met  
 42% Standard Not Met

African American

ELA

7% Standard Exceeded  
 27% Standard Met  
 26% Standard Nearly Met  
 40% Standard Not Met

Math

5% Standard Exceeded  
 14% Standard Met  
 29% Standard Nearly Met  
 51% Standard Not Met

Hispanic

ELA

9% Standard Exceeded  
 27% Standard Met  
 29% Standard Nearly Met  
 36% Standard Not Met

Math

6% Standard Exceeded  
 17% Standard Met

32 % Standard Nearly Met  
45% Standard Not met

White

ELA

18% Standard Exceeded  
33% Standard Met  
22% Standard Nearly Met  
27 % Standard Not Met

Math

14% Standard Exceeded  
21% Standard Met  
33% Standard Nearly Met  
32% Standard Not Met

Two or More Races

ELA

15% Standard Exceeded  
39% Standard Met  
29% Standard Nearly Met  
17% Standard Not Met

Math

10% Standard Exceeded  
22% Standard Met  
39% Standard Nearly Met  
29% Standard Not Met

Economically Disadvantaged

ELA

8% Standard Exceeded  
26% Standard Met  
28% Standard Nearly Met  
37% Standard Not Met

Math

6% Standard Exceeded  
16% Standard Met  
32% Standard Nearly Met  
46% Standard Not Met

English Learners

ELA

3% Standard Exceeded  
10% Standard Met  
28% Standard Nearly Met  
59% Standard Not Met

Math  
2% Standard Exceeded  
9% Standard Met  
23% Standard Nearly Met  
66% Standard Exceeded

Students with Disabilities  
ELA  
1% Standard Exceeded  
6% Standard Met  
15% Standard Nearly Met  
77% Standard Not Met

Math  
1% Standard Exceeded  
4% Standard Met  
16% Standard Nearly Met  
79% Standard Not Met

Migrant  
ELA  
5% Standard Exceeded  
28% Standard Met  
28% Standard Nearly Met  
40% Standard Not Met

Math  
8% Standard Exceeded  
14% Standard Met  
30% Standard Nearly Met  
48% Standard Not Met

Note: Although Foster Youth is a subgroup for HESD, test results for these students are not available as group from the CDE. CAASPP statistics for Foster Youth are estimated locally.  
Foster Youth  
ELA  
4% Standard Exceeded  
30% Standard Met

27% Standard Nearly Met  
38% Standard Not Met

Math  
4% Standard Exceeded  
15% Standard Met  
23% Standard Nearly Met  
58% Standard Not Met

Data from the CAASPP interim assessments are preliminary and further review by the district will be needed in order to determine whether these assessments provide sufficient information to determine whether students are making progress in mastering the required Common Core Standards in ELA and math.

The current suite of district assessments are in development and will not be used to determine whether students are making progress in mastering the required Common Core Standards in ELA and math at this time.

2.1  
The percentage of students gaining one level on the CELDT in 2014-2015 was 55.6%  
The percentage of students gaining one level on the CELDT in 2015-2016 was 53.9%

3.3  
The 2014-2015 EL reclassification rate was 11.3%.  
The 2015-2016 EL reclassification rate is estimated at 13.4%

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 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)

	<p>AP Exam (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p> <p>EAP (Note: This metric does not apply to HESD as it applies only to high schools.) (State Priority 4)</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>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.</p>	<p>Supplies, Materials, Printing District Assessments Base \$52,200</p>	<p>Evaluation 4.1</p> <p>Action 4.1 supports Expected Outcome 4.1 and SP 4.</p> <p>District wide assessments were printed.</p> <p>The expected outcome for assessment (4.1) is undetermined. Further development and analysis of district assessments is needed.</p>	<p>Supplies, Materials, Printing District Assessments: Transfers Of Direct Costs Base \$50,000</p>
<p>Scope of Service</p> <p>Districtwide</p>		<p>Scope of Service</p> <p>Districtwide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.2 District and school site administrators receive support and technical assistance as they monitor student achievement data, school discipline data, and feedback from</p>	<p>50% Director of Categorical Programs LCFF/SC \$75,380</p>	<p>Evaluation 4.2</p> <p>Action 4.1 supports Expected Outcome 4.1 and SP 4.</p>	<p>50% Director of Categorical Programs: Certificated Personnel Salaries LCFF/SC \$79,708</p>

<p>teachers and to plan professional development.</p>		<p>The Director of Categorical Programs supported and provided technical assistance to school sites as they monitored achievement data, school discipline data Director supported the monitoring of feedback from teachers and planning professional development.</p> <p>Preliminary analysis of state summative assessments indicates are students making progress toward mastering standards (Expected Outcome 4.1, SP 4)</p>													
<table border="1"> <tr> <td data-bbox="100 618 243 695">Scope of Service</td> <td data-bbox="243 618 569 695">Districtwide</td> </tr> <tr> <td colspan="2" data-bbox="100 695 569 760"> <input checked="" type="checkbox"/> All                 </td> </tr> <tr> <td colspan="2" data-bbox="100 760 569 1008">                     OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Districtwide	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 618 1182 695">Scope of Service</td> <td data-bbox="1182 618 1514 695">Districtwide</td> </tr> <tr> <td colspan="2" data-bbox="1031 695 1514 760"> <input checked="" type="checkbox"/> All                 </td> </tr> <tr> <td colspan="2" data-bbox="1031 760 1514 1008">                     OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Districtwide	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Districtwide														
<input checked="" type="checkbox"/> All															
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Scope of Service	Districtwide														
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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
<p>4.3 The district's data systems will be maintained, enhanced, and upgraded as needed.</p>	<p>School City Assessment Data Analysis System Title I \$33,000</p>	<p>Evaluation 4.3 Action 433 supports Expected Outcome 4.1 and SP 4.</p> <p>The district's data system for analyzing student achievement data was maintained.</p> <p>Preliminary analysis of state summative assessments indicates are students making progress toward mastering standards (Expected Outcome 4.1, SP 4)</p>	<p>School City Assessment Data Analysis System: Professional/Consulting Services And Operating Expenditures Title I \$33,434</p>												

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<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.</p>	<p>\$0</p>	<p>Evaluation 4.4 Action 4.4 supports Expected Outcome 4.1 and SP 4.</p> <p>Teachers and administrators were provided with training/technical assistance in use of the data systems and analysis of data.</p> <p>Preliminary analysis of state summative assessments indicates are students making progress toward mastering standards (Expected Outcome 4.1, SP 4)</p>	<p>No Expenditures in 15-16 \$0</p>				
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<p>4.5 Data from the district assessments along with data from the CAASPP will be used to analyze the effectiveness</p>	<p>\$0</p>	<p>Evaluation 4.5 Action 4.5 supports Expected Outcome 4.1 and SP 4.</p>	<p>No Expenditures in 15-16 \$0</p>				

<p>of and make adjustments to the district's instructional programs.</p>		<p>Data from the district assessments/CAASPP were analyzed. Programmatic adjustments were made.</p> <p>Preliminary analysis of state summative assessments indicates are students making progress toward mastering standards (Expected Outcome 4.1, SP 4)</p>									
<table border="1"> <tr> <td data-bbox="94 496 243 574">Scope of Service</td> <td data-bbox="243 496 569 574">Districtwide</td> </tr> <tr> <td colspan="2" data-bbox="94 574 569 886"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Districtwide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 496 1180 574">Scope of Service</td> <td data-bbox="1180 496 1514 574">Districtwide</td> </tr> <tr> <td colspan="2" data-bbox="1031 574 1514 886"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Districtwide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016-2017 and beyond, to be more concise and for better alignment with the State Priorities, goals 2,3, and 4 will be combined into a single goal (Goal #2) that addresses student achievement.</p> <p>For 2016-2017 and beyond expected outcome: 4.1 is eliminated as it is a repetition of 2.1</p> <p>For 2016-2017 and beyond: Action 4.1 is eliminated. Supplies, Materials, Printing District Assessments (Base) will not be included in the LCAP going forward. Action 4.2 moves to A2.7 and is revised to more closely align with Expected Outcomes under Goal 2. Expenditures under this action move to A2.7. Expenditure for 16-17 to be increased by \$4,229 (Director of Program Development, Assessment, Accountability) due to placement on salary schedule and retirement cost increases. Action 4.3 is eliminated. School City Assessment Data Analysis System (Title I) will not be included in the LCAP going forward. Actions 4.4 and 4.5 are eliminated. There are no expenditures under these actions.</p> <p>The improvement of standards aligned instructional materials will be added to action A4.1</p>										

	<p>Analysis of programs and services that the district provided to pupils in the 2015-2016 school year shows that some of the actions in the LCAP marked for "All" pupils were actually delivered to, and should have been identified as being targeted to low income pupils and English learners. These services will be appropriately identified in the LCAP in 2016-2017 and beyond. For 16-17 and beyond, the Scope checkbox for A4.2 will be set to Low Income and Foster Youth. The checkbox for A4.3 will be set to Low Income Pupils.</p> <p>For 16-17, subgroups will be updated as follows:</p> <ul style="list-style-type: none"><li>All Students</li><li>Gender<ul style="list-style-type: none"><li>African American</li><li>Asian</li><li>Filipino</li><li>Hispanic</li><li>White</li><li>Two or More Races</li></ul></li><li>English Learners</li><li>Socioeconomically Disadvantaged</li><li>Students with Disabilities</li><li>Foster Youth</li><li>Homeless</li><li>Migrant</li></ul>
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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:	The district will hire, support, and retain qualified teachers, support staff, and administrators.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
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		
Expected Annual Measurable Outcomes:	<p>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)</p> <p>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)</p> <p>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)</p> <p>The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms</p>		Actual Annual Measurable Outcomes:	<p>5.1 Instruction in all core subject areas is aligned to the Common Core Standards:  District and school-site level administration conducted school-site/classroom observations on 9/25/14, 10/23/14, 11/20/14, 1/29/15, 2/26/15, and 4/23/15 (14-15 school year) and on 9/24/15, 10/29/15, 11/19/15, 1/28/16, 2/25/16, and 3/17/16 (15-16 school year) as part of the district's Instructional Cabinet. During these visits, evidence of Common Core implementation was collected and reviewed using the HESD Instructional Cabinet Site Focus Area Tool. Instruction in all core subject areas is aligned to the Common Core Standards.</p> <p>5.2 Instruction in all core subject areas is aligned to the Common Core Standards:  District and school-site level administration conducted school-site/classroom observations on 9/25/14, 10/23/14, 11/20/14,</p>

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)

1/29/15, 2/26/15, and 4/23/15 (14-15 school year) and on 9/24/15, 10/29/15, 11/19/15, 1/28/16, 2/25/16, and 3/17/16 (15-16 school year) as part of the district's Instructional Cabinet. During these visits, evidence of Common Core implementation was collected and reviewed using the HESD Instructional Cabinet Site Focus Area Tool. Instruction in all core subject areas is aligned to the Common Core Standards.

5.3

Students made progress in mastering the required Common Core Standards in ELA and math:

Note that 2014-2015 test scores are a baseline. Participation rate above 95%.

CAASPP Summative 2014-2015

All Students

ELA

11% Standard Exceeded

28% Standard Met

27% Standard Nearly Met

34% Standard Not Met

Math

8% Standard Exceeded

18% Standard Met

32% Standard Nearly Met

42% Standard Not Met

African American

ELA

7% Standard Exceeded

27% Standard Met

26% Standard Nearly Met

40% Standard Not Met

Math

5% Standard Exceeded

14% Standard Met

29% Standard Nearly Met

51% Standard Not Met

Hispanic

ELA

9% Standard Exceeded  
27% Standard Met  
29% Standard Nearly Met  
36% Standard Not Met

Math  
6% Standard Exceeded  
17% Standard Met  
32 % Standard Nearly Met  
45% Standard Not met

White  
ELA  
18% Standard Exceeded  
33% Standard Met  
22% Standard Nearly Met  
27 % Standard Not Met

Math  
14% Standard Exceeded  
21% Standard Met  
33% Standard Nearly Met  
32% Standard Not Met

Two or More Races  
ELA  
15% Standard Exceeded  
39% Standard Met  
29% Standard Nearly Met  
17% Standard Not Met

Math  
10% Standard Exceeded  
22% Standard Met  
39% Standard Nearly Met  
29% Standard Not Met

Economically Disadvantaged  
ELA  
8% Standard Exceeded  
26% Standard Met  
28% Standard Nearly Met  
37% Standard Not Met

		<p>Math 6% Standard Exceeded 16% Standard Met 32% Standard Nearly Met 46% Standard Not Met</p> <p>English Learners ELA 3% Standard Exceeded 10% Standard Met 28% Standard Nearly Met 59% Standard Not Met</p> <p>Math 2% Standard Exceeded 9% Standard Met 23% Standard Nearly Met 66% Standard Exceeded</p> <p>Students with Disabilities ELA 1% Standard Exceeded 6% Standard Met 15% Standard Nearly Met 77% Standard Not Met</p> <p>Math 1% Standard Exceeded 4% Standard Met 16% Standard Nearly Met 79% Standard Not Met</p> <p>Migrant ELA 5% Standard Exceeded 28% Standard Met 28% Standard Nearly Met 40% Standard Not Met</p> <p>Math 8% Standard Exceeded 14% Standard Met 30% Standard Nearly Met 48% Standard Not Met</p>
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Note: Although Foster Youth is a subgroup for HESD, test results for these students are not available as group from the CDE. CAASPP statistics for Foster Youth are estimated locally.

Foster Youth

ELA

4% Standard Exceeded  
30% Standard Met  
27% Standard Nearly Met  
38% Standard Not Met

Math

4% Standard Exceeded  
15% Standard Met  
23% Standard Nearly Met  
58% Standard Not Met

Data from the CAASPP interim assessments are preliminary and further review by the district will be needed in order to determine whether these assessments provide sufficient information to determine whether students are making progress in mastering the required Common Core Standards in ELA and math.

The current suite of district assessments are in development and will not be used to determine whether students are making progress in mastering the required Common Core Standards in ELA and math at this time.

5.4

All teachers were fully credentialed and NCLB Highly Qualified in 2014-2015 as evidenced by CALPADS 3.5.

In 2015-2016, 254 teachers are credentialed. Due to a teacher shortage, 4 teachers are working under short-term staff permits with professional development plans in place in order to help them obtain their credential.

All teachers were correctly assigned in 2014-2015 as evidenced by CALPADS 3.4.

All teachers were correctly assigned in 2015-2016 as evidenced by CALPADS 3.4.

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:

The HESD Board of Trustees adopted Resolution #2-15, Sufficiency of Instructional Materials, on September 24, 2014 resolving that the Hanford Elementary School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

The HESD Board of Trustees adopted Resolution # 2-16, Sufficiency of Instructional Materials, on September 23, 2015 resolving that the Hanford Elementary School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

6.5

Facilities are maintained:

The district received a score of "Exemplary" on the California Facilities Inspection Tool (FIT) for 2015-2016.

2.2

ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards:

District and school-site level administration conducted school-site/classroom observations on 9/25/14, 10/23/14, 11/20/14, 1/29/15, 2/26/15, and 4/23/15 (14-15 school year) and on 9/24/15, 10/29/15, 11/19/15, 1/28/16, 2/25/16, and 3/17/16 (15-16 school year) as part of the district's Instructional Cabinet. During these visits, evidence of Common Core implementation and implementation of the ELD standards was collected and reviewed using the HESD Instructional Cabinet Site Focus Area Tool. Instruction in all core subject areas is aligned to the Common Core ELD Standards.

2.1

The percentage of students gaining one level on the CELDT in 2014-2015 was 55.6%  
The percentage of students gaining one level on the CELDT in 2015-2016 was 53.9%

3.3

The 2014-2015 EL reclassification rate was 11.3%.  
The 2015-2016 EL reclassification rate is estimated at 13.4%

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 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)

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	33% of Learning Directors LCFF/SC \$361,577	<p>Fiscal: The difference between budgeted and estimated actual expenditures are a result of salary increase and/or placement on salary schedule.</p> <p>Evaluation 5.1 Action 5.1 supported Expected Outcome 5.1 and SP 2.</p> <p>Learning directors provided teaching staff with professional development in the delivery of instruction aligned with the state adopted standards.</p> <p>The admin secretary provided clerical support in the logistics and documentation of professional development.</p> <p>Supplies and materials were purchased that supported professional development activities.</p> <p>Teaching staff participated in two full-day professional development sessions in the development and delivery of state adopted standards aligned instruction. (8/10/2015 &amp; 10/23//2015)</p> <p>The expected outcome for the alignment of instruction to the state adopted standards (5.1) was met.</p>	33% of Learning Directors: Certificated Personnel Salaries LCFF/SC \$421,026
	50% Admin Secretary II to Support Professional Development Activities LCFF/SC \$39,999		50% Admin Secretary II to Support Professional Development Activities: Classified Personnel Salaries LCFF/SC \$42,322
	Admin Supplies Materials LCFF/SC \$41,297		Admin Supplies Materials: Books And Supplies LCFF/SC \$42,297
	2 Teacher PD Days LCFF/SC \$200,000		2 Teacher PD Days: Certificated Personnel Salaries LCFF/SC \$203,205
Scope of Service	Districtwide	Scope of Service	Districtwide

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<p>5.2 Continued training in implementation of the Common Core Standards will be tailored to the individual needs of teachers using a coaching model.</p>	<p>Two Curriculum Specialists LCFF/SC \$258,988</p> <hr/> <p>5 Instructional Coaches Title I \$580,393</p>	<p>Fiscal: The difference between budgeted and estimated actual expenditures under 5.2 are a result of differing staffing needs to implement this action (See evaluation below.)</p> <p>Evaluation 5.2 Action 5.2 supports Expected Outcome 5.2 and SP 2.</p> <p>Note that two curriculum specialists were planned to support this action. A curriculum director was hired as this was the most qualified person available. This action will be supported with one curriculum specialist, whose focus will be English language arts, and one curriculum director, whose focus will be mathematics.</p> <p>The math curriculum director developed and delivered professional development in the delivery of instruction aligned with the state adopted standards (focus mathematics).</p> <p>The ELA curriculum specialist developed and delivered professional development in the delivery of instruction aligned with the state adopted standards (focus ELA).</p> <p>Four instructional coaches provided professional development and in-class</p>	<p>One Curriculum Specialists and one Curriculum Director: Certificated Personnel Salaries LCFF/SC \$288,078</p> <hr/> <p>4 Instructional Coaches: Certificated Personnel Salaries Title I \$426,639</p>

		<p>coaching in the development and delivery of state adopted standards aligned instruction. (The fifth instructional was not hired due to a shortage of teachers.)</p> <p>The expected outcome for the alignment of instruction to the state adopted standards (5.1) was met.</p>					
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<p>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.</p>	<p>Summer Professional Development LCFF/SC \$62,000</p>	<p>Evaluation 5.3 LCFF will not be used for summer professional development in 2015-2016. The district received sufficient funding through the Educator Effectiveness Grant to deliver summer PD in 15-16. The district made expenditures of \$82,000 from Educator Effectiveness (res 6264) in summer 15-16.</p>	<p>Summer Professional Development: Certificated Personnel Salaries LCFF/SC \$0</p>				
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<p>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.</p>	<p>Admin Secretary II To Support Induction Activities LCFF/SC \$66,300</p> <p>Induction Coaches to Support New Teachers (2) Title II \$200,120</p> <p>Peer Assistance and Review Activities (Supplies, Materials) LCFF/SC \$15,000</p>	<p>Fiscal: The difference between budgeted and estimated actual expenditures are a result of salary increase and/or placement on salary schedule.</p> <p>No teachers were in the PAR program in 15-16.</p> <p>Evaluation 5.4 Action 5.4 supported Expected outcome 5.4 and SP 1.</p> <p>The Admin. secretary provided clerical and documentation support for the district's new teacher induction program.</p> <p>Induction coaches provided direct support and in-class coaching to new teachers in the induction program.</p> <p>In 15-16 twenty-eight teachers received induction support. Eighteen teachers will receive clear credential recommendations in 15-16. (Induction is a two-year program. Remaining teachers will be recommended for credential in upcoming year.)</p>	<p>Admin Secretary II To Support Induction Activities: Classified Personnel Salaries LCFF/SC \$64,629</p> <p>Induction Coaches to Support New Teachers (2): Certificated Personnel Salaries Title II \$218,409</p> <p>Peer Assistance and Review Activities (Supplies, Materials): Books And Supplies LCFF/SC \$0</p>

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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>With the consolidation of goals, Goal #5 will be renamed as Goal #3.</p> <p>For 2016-2017 and beyond, expected outcome:</p> <p>5.1 is eliminated as it is a repetition of 1.1.</p> <p>5.2 is eliminated as it is a repetition of 1.1.</p> <p>5.3 is eliminated as it is a repetition of 2.1.</p> <p>5.4 is moved to 3.1 with no revisions.</p> <p>For 2016-2017 and beyond:</p> <p>Action 5.1 is eliminated. Expenditures under this action move to A3.1. Expenditure for 16-17 (Learning Directors) to be increased by \$24,733 due to placement on salary schedule and retirement cost increases. Expenditure for 16-17 (supplies) will increase by \$3,703. Expenditure for 16-17 (PD Days) to be increased by \$156,795 due to placement on salary schedule, retirement cost increases, and the addition of a third PD day.</p> <p>Action 5.2 is eliminated. Expenditures under this action move to A2.4. Expenditure for 16-17 to be increased by \$13,106 due to placement on salary schedule and retirement cost increases. Instructional Coaches (Title I) will not be included in the LCAP going forward.</p> <p>Action 5.3 is eliminated. Expenditures under this action (summer professional development) will be paid from The Educator Effectiveness Grant, therefore not included in the 16-17 LCAP.</p> <p>Action 5.4 is eliminated. Expenditures under this action move to A3.1. Induction admin. Secretary position will be fully funded with LCFF/SC in 16-17 and beyond. Induction supplies and materials will be included in A3.1 for 16-17 and beyond. PAR will not be included in the LCAP going forward. Induction Coaches to Support New Teachers (2) (Title II) will not be included in the LCAP going forward.</p> <p>For 16-17, subgroups will be updated as follows:</p> <p>All Students</p> <p>Gender</p>						

	African American Asian Filipino Hispanic White Two or More Races  English Learners Socioeconomically Disadvantaged Students with Disabilities Foster Youth Homeless Migrant
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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:	Students will attend a safe, well maintained school.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
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		
Expected Annual Measurable Outcomes:	<p>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)</p> <p>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)</p> <p>6.3 The district's middle school dropout rate will be below 1%. (State Priority 5: Middle School Dropout Rate)</p> <p>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)</p> <p>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)</p>		Actual Annual Measurable Outcomes:	<p>6.1 The district's 2014-2015 suspension rate was 5.1%. As of January 22, 2016 the district's estimated suspension rate is 2%. As a result, it is anticipated that the district's 2015-2016 suspension rate, for all students and all subgroups, will be below 8%.</p> <p>The district's 2014-2015 expulsion rate was 0.3%. As of January 2016, the district's estimated expulsion rate is 0.05%. As a result, it is anticipated that the district's 2015-2016 expulsion rate, for all students and all subgroups, will be below 0.7%.</p> <p>6.2 The district's 2014-2015 attendance rate was 96.5% As of January 2016 the district's attendance rate was 97.3%. As a result, it is anticipated that the district's 2015-2016 attendance rate, for all students and all subgroups, will be at least 90%.</p>

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)

The district's 2014-2015 estimated chronic absenteeism rate was 7.5%

As of April 2016 the district's estimated chronic absenteeism rate was 7.4%. As a result, it is anticipated that the district's 2015-2016 chronic absenteeism rate, for all students and all subgroups, will be above 7%.

6.3

The district's 2013-2014 and 2014-2015 middle school dropout rate was zero.

It is anticipated that the 2015-2016 dropout rate, for all students and subgroups, will be below 1%.

6.4

Students, parents and staff feel safe at school:

91% of parents either agreed or strongly agreed with the statement, "My child is safe at school" on the 2014-2015 HESD Parent Survey.

90.5% of parents either agreed or strongly agreed with the statement, "My child is safe at school" on the 2015-2016 HESD Parent Survey.

97% of certificated staff either agreed or strongly agreed with the statement, "My students are safe at school" on the 2015-2016 HESD Staff Survey.

Observations and other measurements were unavailable to measure Expected Outcome 6.4

79% of elementary students responded that they feel safe at school all or most of the time on the 15-16 California Healthy Kids Survey.

80% of students at the junior high schools responded that they feel safe at school all or most of the time on the 15-16 California Healthy Kids Survey.

6.5

Facilities are maintained and in good repair:  
The district received a score of "Exemplary" on the California Facilities Inspection Tool (FIT) for 2015-2016.

5.4

All teachers were fully credentialed and NCLB Highly Qualified in 2014-2015 as evidenced by CALPADS 3.5.

In 2015-2016, 254 teachers are credentialed. Due to a teacher shortage, 4 teachers are working under short-term staff permits with professional development plans in place in order to help them obtain their credential.

All teachers were correctly assigned in 2014-2015 as evidenced by CALPADS 3.4.

All teachers were correctly assigned in 2015-2016 as evidenced by CALPADS 3.4.

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:

The HESD Board of Trustees adopted Resolution #2-15, Sufficiency of Instructional Materials, on September 24, 2014 resolving that the Hanford Elementary School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

The HESD Board of Trustees adopted Resolution # 2-16, Sufficiency of Instructional Materials, on September 23, 2015 resolving that the Hanford Elementary School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

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)

**LCAP Year: 2015-2016**

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.	33 % of Learning Director Salary & Ben LCFF/SC \$361,577	<p>Fiscal:</p> <p>The difference between budgeted and estimated actual expenditures are a result of salary increase and/or placement on salary schedule.</p> <p>Acceleration of expenditures for health care assistants due to an increase in funding.</p> <p>An increase in nursing services and the inclusion of all nursing staff in LCFF/SC</p> <p>Inclusion of Junior High Vice Principals in LCFF/SC</p> <p>The inclusion of yard supervision in LCFF/SC</p> <p>Evaluation 6.1 Action 6.1 supports Expected Outcome 6.1, 6.2, 6.3, and 6.4 and SP 5, 6.</p> <p>Learning Directors supported the most at-risk students providing direct services and coordinating the efforts of</p>	33 % of Learning Director Salary & Ben: Certificated Personnel Salaries LCFF/SC \$421,026
	2 School Resource Officers LCFF/SC \$184,000		2 School Resource Officers: Professional/Consulting Services And Operating Expenditures LCFF/SC \$184,000
	8 Student Specialists LCFF/SC \$593,983		8 Student Specialists: Classified Personnel Salaries LCFF/SC \$627,496
	6 Health Care Assistants LCFF/SC \$255,639		10 Health Care Assistants: Classified Personnel Salaries LCFF/SC \$384,982
	2 Counselors (Jr. High) LCFF/SC \$208,244		2 Counselors (Jr. High): Certificated Personnel Salaries LCFF/SC \$219,802
	Two School Nurses LCFF/SC \$216,866		5 School Nurses: Certificated Personnel Salaries LCFF/SC \$537,767
	2 Counselors (Elem School) LCFF/SC \$197,546		2 Counselors (Elem School): Certificated Personnel Salaries LCFF/SC \$201,474
	READY Program Admin Staff LCFF/SC \$56,442		READY Program Admin Staff: Classified Personnel Salaries LCFF/SC \$57,892
	READY Program Supplies, Materials LCFF/SC \$14,900		READY Program Supplies, Materials: Books And Supplies LCFF/SC \$13,150

the student specialist, nurses, health care assistants, and counselors.

School Nurses provided health support to students.

Health Care Assistants supported students by providing health support under the direction of the school nurses.

It is anticipated that the expected outcome for attendance rate (6.2) will be met.

The expected outcome for chronic absenteeism (6.2) is not yet available.

Vice Principals Junior High provided social, behavior, and academic support to junior high students.

Resource Officers supported students by providing an increased layer of safety and security at school sites.

Student Specialists provided social, behavior, and attendance support at the elementary schools.

Yard supervisors provided an increased layer of safety, security, and support for students before and after school, and during recess and lunch periods.

Counselors (Elementary) provided social and behavioral support.

Counselors (Jr. High) provided social and academic support.

Vice Principals Junior High Schools  
Certificated Personnel Salaries  
LCFF/SC \$260,000

Yard Supervision: Classified  
Personnel Salaries LCFF/SC  
\$537,146

		<p>It is anticipated that the expected outcome for suspension and expulsion rate (6.1) will be met.          It is anticipated that the expected outcome for attendance rate (6.2) will be met.          It is anticipated that the middle school dropout rate (6.3) will be met.          The expected outcome for school safety (6.4) was met.</p> <p>Ready Program Admin Staff provided students with academic support and enrichment after school.</p> <p>Supplies and materials were purchased to support the after school program.</p>									
<table border="1"> <tr> <td data-bbox="92 771 241 852">Scope of Service</td> <td data-bbox="241 771 569 852">Districtwide, Elementary Schools, Junior High</td> </tr> <tr> <td colspan="2" data-bbox="92 852 569 1252"> <input checked="" type="checkbox"/> All  <hr/>                     OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Districtwide, Elementary Schools, Junior High	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 771 1180 971">Scope of Service</td> <td data-bbox="1180 771 1514 971">Schoolwide: Hamilton, King, Lincoln, Monroe, Richmond, Roosevelt, Simas, Washington, CDS, JFK, Wilson</td> </tr> <tr> <td colspan="2" data-bbox="1031 971 1514 1252"> <input checked="" type="checkbox"/> All  <hr/>                     OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Schoolwide: Hamilton, King, Lincoln, Monroe, Richmond, Roosevelt, Simas, Washington, CDS, JFK, Wilson	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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<p>6.2 The district will participate in the School Attendance Review Board process.</p>		<p>Evaluation 6.2          Action 6.2 supports Expected Outcome 6.2 and SP 5.</p> <p>The SARB process was implemented and provided support for</p>	<p>No Expenditures in 15-16 \$0</p>								

		<p>students/families with attendance issues.</p> <p>It is anticipated that the expected outcome for attendance rate (6.2) will be met.</p> <p>The expected outcome for chronic absenteeism (6.2) is not yet available.</p>	
<p>Scope of Service   Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.3 The district will review and modify alternative education options for at-risk students as needed.</p>		<p>Fiscal:</p> <p>Inclusion of the Community Day School program and and Child Welfare and Support in LCFF/SC</p> <p>Evaluation 6.3</p> <p>Action 6.3 supports Expected Outcome 6.1 and SP 6.</p> <p>Students with behavior issues were supported with an alternate educational setting, Community Day School.</p> <p>It is anticipated that the expected outcome for suspension and expulsion rate (6.1) will be met.</p>	<p>Community Day School Program: Certificated Personnel Salaries LCFF/SC \$570,408</p> <hr/> <p>Child Welfare and Support: Classified Personnel Salaries LCFF/SC \$239,498</p>
<p>Scope of Service   Districtwide</p>		<p>Scope of Service   Schoolwide: Community Day School</p>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.4 The district's committee, that includes law enforcement, will continue to meet and enhance school and district safety procedures.</p>		<p>Evaluation 6.4 Action 6.4 supports Expected Outcome 6.4 and SP 6.</p> <p>The district's safety committee continues to meet regularly and review safety policies and procedures.</p> <p>The expected outcome for school safety (6.4) was met.</p>	<p>No Expenditures in 15-16 \$0</p>
<p>Scope of Service   Districtwide</p>		<p>Scope of Service   Districtwide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Deferred Maintenance LCFF/SC \$200,000</p> <p>Custodian LCFF/SC \$56,202</p>	<p>Fiscal: The difference between budgeted and estimated actual expenditures are the result of increased deferred maintenance needs.</p> <p>The addition of custodial staff. 2 custodians served the junior high schools.</p>	<p>Deferred Maintenance: Other Outgo LCFF/SC \$300,000</p> <p>2 Custodian: Classified Personnel Salaries LCFF/SC \$119,015</p> <p>District Service Facility: Other Outgo LCFF/SC \$75,000</p>

		Evaluation 6.5 Maintenance and repairs continue. The district received a score of "Exemplary" on the FIT.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide	
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<p>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.</p>	<p>Transportation LCFF/SC \$500,000</p>	<p>Analysis 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 are provided with transportation to and from school.</p> <p>As of January 2016 the district's attendance rate was 97.3%. As a result, it is anticipated that the district's 2015-2016 attendance rate, for all students and all subgroups, will be at least 90%.</p> <p>As of January 2016 the district's estimated chronic absenteeism rate was 3%. As a result, it is anticipated that the district's 2015-2016 chronic absenteeism rate, for all students and all subgroups, will be below 7%.</p>	<p>Transportation: Services And Other Operating Expenditures LCFF/SC \$500,000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
<p>X All</p> <hr/> <p>OR:</p>		<p>X All</p> <hr/> <p>OR:</p>					

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>With the consolidation of goals, Goal #6 will be renamed as Goal #4 and will read: Students will attend a safe, well maintained school and will have access to standards aligned materials.</p> <p>For 2016-2017 and beyond, expected outcome:</p> <p>6.1 is moved to 4.2 with no revisions.</p> <p>6.2 is moved to 4.3 and will be revised to: The district's school attendance rate will be at least 90%. The District's chronic absenteeism rate will be below 10%. (SP5)</p> <p>6.3 is moved to 4.4 with no revisions.</p> <p>6.4 is moved to 4.5 and revised to read: Students, parents and staff feel safe at school as evidenced by district reviews that may include surveys. (SP 6 Other Local Measures)</p> <p>6.5 is moved to 4.6 with no revisions.</p> <p>For 2016-2017 and beyond:</p> <p>Action 6.1 is eliminated. Expenditures under this action move as follows:</p> <p>33% Learning Directors moves to A4.2, and will be targeted to low income and foster youth. Expenditure for 16-17 to be increased by \$24,734 due to placement on salary schedule and retirement cost increases.</p> <p>2 School Resource Officers moves to A4.4. Expenditure for 16-17 to be increased by \$11,040 due to cost increases.</p> <p>8 Student Specialists moves to A4.4. Expenditure for 16-17 to be increased by \$11,897 due to placement on salary schedule and retirement cost increases.</p> <p>10 Health Care Assistants moves to A4.3 and will be targeted to low income. Expenditure for 16-17 to be increased by \$68,346 due to placement on salary schedule and retirement cost increases. Note 4 health care assistants worked a partial year in 15-16 and will work a full year in 16-17.</p> <p>2 Counselors (Jr. High) moves to A4.3 and will be targeted to low income. Expenditure for 16-17 to be increased by \$7,171 due to placement on salary schedule and retirement cost increases.</p> <p>5 School Nurses moves to A4.3 and will be targeted to low income. Expenditure for 16-17 to be increased by \$81,985 due to placement on salary schedule and retirement cost increases.</p> <p>3 Counselors Elementary Schools moves to A4.3 and will be targeted to low income. Expenditure for 16-17 to be increased by \$116,123 due to placement on salary schedule, retirement cost increases, and the addition of one counselor.</p> <p>READY Program Admin Staff moves to A1.2. 6-17 cost reduced due to one READY staff funded with non-LCFF dollars.</p> <p>Ready Program Supplies moves to A1.2. For 16-17 an increase of \$100,682 due to program cost increases.</p>
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Vice Principals Jr. High Schools are added and move to A4.4. Expenditure for 16-17 to be increased by \$8,853 due to placement on salary schedule and retirement cost increases.  
Yard Supervision moves to A4.4. Costs increase in 16-17 and beyond due to fluctuations in the numbers of yard supervisors required.

Child Welfare and Support moves to A4.4. Expenditure for 16-17 to be increased by \$15,551 due to placement on salary schedule and retirement cost increases. Child Welfare and Support supplies will be included in LCFF/SC for 16-17 and beyond.

Action 6.3 moves to A4.5 and is revised to align more closely with Expected outcome 4.5.  
Community Day School moves to A4.5. Expenditures (rather than being combined as in 15-16) will be itemized in 16-17 as follows:

- Administrator & 3 Teachers Certificated Personnel Salaries LCFF/SC \$422,812
- Classified (Instructional Aides & Clerical) Classified Personnel Salaries LCFF/SC \$158,035
- Supplies Materials Books And Supplies LCFF/SC \$7,000

Actions 6.2, and 6.4 are eliminated. There were no expenditures under these actions.

Action 6.5 is eliminated. Expenditures under this action move to A4.7. Expenditure for 16-17 (custodians) to be increased by \$6,125 due to placement on salary schedule and retirement cost increases. District Service Facility was a one-time expenditure in 15-16 and will not be included in LCAP for 16-17.

Action 6.6 moves to A4.6. Expenditures under this action move to A4.6.

For 16-17, subgroups will be updated as follows:

- All Students
- Gender
  - African American
  - Asian
  - Filipino
  - Hispanic
  - White
  - Two or More Races

- English Learners
- Socioeconomically Disadvantaged
- Students with Disabilities
- Foster Youth
- Homeless
- Migrant

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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:	Communication between schools and home will be regular and meaningful.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 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 Two or More Races Low Income Students (Socioeconomically Disadvantaged) English Learners Students with Disabilities Migrant Students Foster Youth		
Expected Annual Measurable Outcomes:	<p>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)</p> <p>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)</p> <p>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)</p>		Actual Annual Measurable Outcomes:	<p>7.1 Parents received meaningful and timely communication on their students' progress/achievement.</p> <p>The district's parent/teacher conference attendance rate was 98%.</p> <p>All parents received standards aligned report cards. 94% of parents either agreed or strongly agreed with the statement, "The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math" on the 2015-2016 HESD Parent Survey.</p> <p>1,113 parents logged on to ParentVue.</p> <p>94% of parents either agree or strongly agree with the statement, "I receive information about my child's progress in the classroom" on the 2015-2016 HESD Parent Survey.</p> <p>7.2</p>

Parents participated in a variety of educational and social activities including, but not limited to:  
After School Pumpkin Contest  
Art/Game Night  
Back-to-school Night  
Band Performances  
Book Fairs  
Canned Food Drives  
District English Learner Advisory Committee (DELAC)  
English as a Second Language Classes for Parents  
Grade-level Academic Parent Workshops  
Literacy Night  
Math Night  
Parent Advisory Committee (PAC)  
Parent Training on Digital Resources (Raz Kids etc.)  
Parent Volunteer Recognition Ceremonies  
Parents as Partners  
Positive Behavior Intervention Support (PBIS) Parent Workshops  
Read Across America  
School Site Council  
Sporting Events  
Student Project Presentations  
Veterans Day Ceremonies

7.3

Parents provided input into the district's programs and services: Parents participated in School Site Councils, District English Learner Advisory Committee (DELAC), Parent Advisory Committee, the District LCAP Survey, and the Title I Parent Survey.

89% of parents either agreed or strongly agreed with the statement, "There are adequate opportunities for me to become involved in my child's school" on the 2015-2016 HESD Parent Survey.

92% of parents either agreed or strongly agreed with the statement, "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations" on the 2015-2016 HESD Parent Survey.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	\$0	<p>Analysis 7.1                      Parent conference days for 2015-2016 were November 23 and 24. The district conducted 5,770 scheduled parent conferences on these two days. The district's parent/teacher conference attendance rate was 98%. (This number does not include conferences that parents may request with their child's teachers at any time during the school year.)</p> <p>1,113 parents logged on to ParentVue.</p> <p>94% of parents either agree or strongly agree with the statement, "I receive information about my child's progress in the classroom" on the 2015-2016 HESD Parent Survey.</p>	No Expenditures in 15-16 \$0
<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
7.2 The district will expand parent communication activities and resources at each school site, will	Parent Liaison LCFF/SC \$68,132	Analysis 7.2 Parents participated in a variety of educational and social activities funded	Parent Liaison: Classified Personnel Salaries LCFF/SC \$71,825

<p>expand parent involvement and education activities to include parent training and will continue to expand opportunities for parent volunteers.</p>	<p>Parent Education and Outreach Activities for Parents of EL Students Title III \$20,000</p>	<p>with Title I and Title III federal funds. Parent activities funded from Title II are specifically for the parents of EL students. Activities included:</p>	<p>Parent Education and Outreach Activities for Parents of EL Students: Books And Supplies Title III \$18,000</p>
	<p>Parent Education and Outreach Activities Title I \$20,045</p>	<p>Setting short and long term academic goals with their children          Using tools to monitor student progress          Tools to improve communication with school          Accessing school information &amp; resources          Strategies to support extended learning at home          Strategies for read alouds in Spanish          Using ParentVue to monitor student progress</p> <p>Additionally, parents of EL students were provided supplies, books, the use of technology, and other supports.</p>	<p>Parent Education and Outreach Activities: Books And Supplies Title I \$25,000</p>
<p>Scope of Service   Districtwide</p>		<p>Scope of Service   Districtwide</p>	
<p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7.3 Parents will again be engaged and involved in developing the priorities for the LCAP.</p>	<p>\$0</p>	<p>Analysis 7.3          Parents were engaged and involved in the development of the LCAP in 15-16.</p> <p>The district's Parent Advisory Committee (PAC) continued to meet regularly in the 2015-2016 school year. Each school site council elected a parent for the district PAC. The PAC</p>	<p>No Expenditures in 15-16 \$0</p>

		<p>met five times during the 15-16 school year.</p> <p>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 met five times in the 15-16 school year.</p> <p>92% of parents either agreed or strongly agreed with the statement, "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations" on the 2015-2016 HESD Parent Survey.</p>					
<table border="1"> <tr> <td data-bbox="92 802 243 878">Scope of Service</td> <td data-bbox="243 802 569 878">Districtwide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Districtwide		<table border="1"> <tr> <td data-bbox="1031 802 1182 878">Scope of Service</td> <td data-bbox="1182 802 1514 878">Districtwide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>With the consolidation of goals, Goal #7 will be renamed as Goal #5.</p> <p>For 2016-2017 and beyond, expected outcome:</p> <p>7.1 moves to 5.1 and is revised to align more closely with State Priority 3.</p> <p>7.2 is moved to 5.2 with and is revised to align more closely with State Priority 3</p> <p>7.3 is moved to 5.3 with no revisions.</p> <p>For 2016-2017 and beyond:</p>						

	<p>Action 7.1 is moved to 5.1 and revised to align more closely with Expected Outcome 5.1. There were no expenditures under this action.</p> <p>Action 7.2 is moved to 5.2 and revised to align more closely with Expected Outcome 5.2. Scope checkbox is set to LI, EL. Expenditures under this action move to A5.2. (Parent Education Center will not be implemented in 2016-2017) Parent Education and Outreach Activities for Parents of EL Students (Title III) will not be included in the LCAP. Parent Education and Outreach Activities (Title I) will not be included in the LCAP going forward.</p> <p>Action 7.3 is moved to A5.3 and revised to more closely align with Expected Outcome 5.3. There were no expenditures under this action.</p> <p>For 16-17, subgroups will be updated as follows:</p> <ul style="list-style-type: none"><li>All Students</li><li>Gender</li><li>African American</li><li>Asian</li><li>Filipino</li><li>Hispanic</li><li>White</li><li>Two or More Races</li></ul> <ul style="list-style-type: none"><li>English Learners</li><li>Socioeconomically Disadvantaged</li><li>Students with Disabilities</li><li>Foster Youth</li><li>Homeless</li><li>Migrant</li></ul>
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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 districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:		\$12,238,234	
In the 2015-2016 school year, the Hanford Elementary School District had an enrollment of 81% unduplicated pupils. Moreover, the enrollment at each school site served by this LCAP was greater than 55% unduplicated pupils. Given these percentages of unduplicated pupils, districtwide is often the most effective way to ensure all unduplicated students receive these services.			
Expected Outcome	Action	Expenditure	Description and Justification
1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7 & 8)	A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.	2.0 FTE Art Teachers 4.5 FTE Music Teachers Music Program Supplies Equipment 4 FTE Elementary PE Teachers  After School Athletic Enrichment and Youth Development staff and supplies READY Program Admin Staff Ready Program Supplies	This action is principally directed to our unduplicated pupils by providing the addition of teachers specializing in art, music, and PE who will deliver the types of enrichment activities that low income and other unduplicated pupils may not have access to and that have been shown to increase achievement. A districtwide service is the most efficient way to reach unduplicated pupils. Art, music, and physical education teachers serve multiple schools on a rotation.  This action is principally directed to our unduplicated pupils by adding additional minutes of after school academic support and enrichment activities that have been shown to improve school engagement and that low income and other unduplicated pupils may not have access to. A district wide service is the most effective way to provide these services. Personnel providing these services serve all schools.
2.1 Students make progress in mastering the required State adopted standards in ELA and math. Progress will be measured by performance on the CAASPP. (SP4)	A2.1 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.	Teaching Staff to Reduce or Eliminate Combination Classes (4 Teachers)  Teaching Staff to Reduce Class Sizes in 4-6 to 28.1 (3 Teachers)	The action is principally directed to unduplicated pupils by providing a reduction in class size (4-6) and in the numbers of combination classes. Reducing combination classes eliminates the need for teachers to prep for and teach two grades simultaneously, providing for classroom teachers to differentiate instruction for their unduplicated pupils. This service is delivered Schoolwide to Hamilton, King, Lincoln, Monroe, Richmond, Roosevelt and Simas and Washington schools, where needed, based on enrollment and staffing needs.

<p>2.4 The EL reclassification rate will be 8% or greater. (SP4)</p>	<p>A2.4 Curriculum specialists provide leadership, training, and support for teaching staff.</p>	<p>One Curriculum Director (Math) and One Curriculum Specialist (ELA)</p>	<p>This action is principally directed to our unduplicated pupils by providing instructional leaders/staff developers who design and deliver training and in-class coaching to teaching staff ensuring that the delivery of instruction is effective and aligned to the standards. The director of curriculum focuses on mathematics instruction and the curriculum specialist focuses on English language arts and English language development. Research shows that low-income and other unduplicated pupils are placed in classrooms with less experienced teachers or with teachers who have a lower level of training more often than pupils from higher income families. These leaders ensure that unduplicated pupils, districtwide, are served with an effective, well-trained teacher.</p>
	<p>A2.7 Director of Program Development, Assessment, Accountability provides leadership, training, technical assistance, and support to district and school site administrators in the monitoring of student achievement data, school discipline data.</p>	<p>50% Director of Program Development, Assessment, Accountability</p>	<p>This action is principally directed to our unduplicated pupils by providing district and school site leadership with training, technical assistance, and support in the monitoring of student achievement data and school climate data, and in the development and implementation of programs and activities to improve student achievement at their sites. Providing school sites with this leadership ensures that unduplicated are receiving the programs and services that best meet their needs. District and school leaders who are able to access and interpret data on student achievement and school climate are more able to assess and adapt their academic and engagement programs providing their pupils with a qualitatively better programs. Director of Program Development, Assessment, Accountability serves all schools districtwide.</p>
<p>3.1 The district has 100% fully credentialed, qualified teachers who are correctly assigned in core academic classes as evidenced by state (CALPADS) reporting. (SP1)</p>	<p>A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.</p>	<p>33% of 10 Learning Directors</p>	<p>This action is principally directed to our unduplicated pupils by providing teachers and classified staff at each school site with professional development, in-class coaching, and leadership to ensure that these pupils receive instruction that is effective, is aligned with the state standards, and is being delivered to all unduplicated pupils. Low income and other unduplicated pupils do not achieve at the same levels as pupils who are not in one of the unduplicated categories. Research shows that unduplicated pupils achieve at higher levels with a well-trained teacher. All schools, districtwide have a learning director, therefore this is a districtwide service.</p>
		<p>50% Admin Secretary (PD EIs)</p>	<p>This action is principally directed to our unduplicated pupils by ensuring that all teacher professional development is documented, and that staff receive assistance with the logistics of attending professional development, reviewing and monitoring professional development budgets, and setting up district led professional development. Admin. secretary support ensures that all unduplicated pupils, districtwide, have a well-trained teacher.</p>
		<p>Admin Supplies Materials</p>	<p>This action is principally directed to our unduplicated pupils by providing supplies and materials, districtwide, to support district leaders serving the school sites.</p>
		<p>3 Teacher PD Days</p>	<p>This action is principally directed to our unduplicated pupils by providing all teaching staff, districtwide, with three full days of professional development that addresses the identified needs of teachers serving unduplicated pupils (Standards aligned instruction, English learners, and technology). This activity ensures that all unduplicated pupils, districtwide, have a well-trained teacher</p>

Admin Secretary II  
(Induction) and Supplies

This action is principally directed to increase or improve services to our unduplicated pupils by supporting the Induction program for new teachers. New teachers districtwide are served with induction. Induction support ensures that all unduplicated pupils, districtwide, have a well-trained teacher.

<p>4.1 The district has State Board of Education approved, State adopted standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1)</p>	<p>A4.1 The implementation and maintenance of instructional materials are supported with leadership, staff, and materials.</p>	<p>Teacher Resource Specialist</p>	<p>This action is principally directed to our unduplicated pupils by ensuring that these pupils have access to standards aligned instructional materials. The Teacher Resource Specialist supports the upgrading of instructional materials by inventorying and ordering instructional materials ensuring that unduplicated pupils have materials that they may not otherwise have access to. The Teacher Resource Center/Teacher Resource Specialist that provides teachers with a variety of supplies, materials, reproduction/copying services for use in their classrooms. The Teacher Resource Specialist serves teachers districtwide and supports the districtwide sufficiency of materials.</p>
		<p>Standards Aligned Instructional Materials</p>	<p>This action is principally directed to our unduplicated pupils by upgrading Instructional materials to provide teachers with additional/improved tools for integrated ELD instruction and for providing additional services to low income pupils who are academically at risk. Unduplicated pupils will receive improved instructional materials that are more up-to-date and more closely aligned to the new standards providing them with at qualitatively better education. Materials will be upgraded districtwide.</p>
<p>4.5 Students, parents and staff feel safe at school as evidenced by district reviews that may include surveys, observations, and other measurements. (SP 6 Other Local Measures)</p>	<p>A4.4 Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.</p>	<p>8 Student Specialists</p>	<p>This action is principally directed to our unduplicated pupils by providing staff who directly serve these pupils. Research shows that unduplicated pupils, including low income pupils have higher rates of absenteeism and behavior incidents. Student specialists provide low income and other unduplicated pupils at the elementary schools with increased behavior and attendance support. These staff work proactively, to support pupils with the goal of preventing behavior incidents and supporting good attendance. The services of vice principals are principally directed toward unduplicated pupils by providing these pupils with increased behavior and attendance support. All unduplicated pupils receive these services, districtwide.</p>
		<p>2 Vice Principals Junior High</p>	
		<p>2 School Resource Officers</p>	<p>This action is principally directed to our unduplicated pupils by providing staff who directly serve these pupils. Resource officers provide an increased layer of safety and security at school sites. All unduplicated pupils receive these services, districtwide.</p>
		<p>Child Welfare and Support</p>	<p>This action is principally directed to our unduplicated pupils by providing staff who directly serve these pupils. Child Welfare and Support staff provide a dedicated homeless and foster youth liaison that ensures the needs of these pupils are met, that their placements and progress are monitored, that they have adequate resources, and they attend school each day. They provide school sites with support and technical assistance in monitoring all aspects of school climate, including attendance, suspensions, expulsions, and chronic absenteeism. They provide direct behavioral and attendance support to unduplicated pupils districtwide.</p>
		<p>Yard Supervision</p>	<p>This action is principally directed to our unduplicated pupils by providing staff who directly serve these pupils. Yard supervisor provide an additional layer of safety before and after school, at recess and lunch. Additionally, yard supervisors provide incentive for retaining qualified and effective teachers by providing certificated staff in HESD with duty-free recess and lunch periods. All unduplicated pupils receive these services, districtwide.</p>

	<p>A4.5 The District will provide alternative education options for at-risk students.</p> <p>A4.6 Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.</p>	<p>Community Day School Administrator &amp; 3 Teachers Community Day School Classified Community Day School Supplies Materials Transportation</p>	<p>This action is principally directed to our unduplicated pupils by providing our most at-risk pupils with an alternative educational setting. Pupils with serious social/behavior needs are placed at CDS. Classes at CDS are small, usually 15 pupils or less, and each classroom has a teacher and an instructional aide along with site-level support staff. Pupils at CDS work on social, emotional, and academic skills with the goal of returning to their home school. At-risk pupils from all schools, districtwide may be served at CDS.</p> <p>This action is principally directed to our unduplicated pupils. Research shows that low income and other unduplicated pupils have higher rates of absenteeism and/or chronic absenteeism. These pupils are provided with transportation to and from school. This action serves to shorten the distance these pupils must walk, provides relief for families who may lack transportation, and provides safer routes to and from school (e.g. providing bus transportation to pupils who would otherwise cross a busy street). Unduplicated pupils districtwide receive transportation services.</p>
<p>4.6 Facilities are maintained and in good repair. All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) (SP1)</p>	<p>A4.7 Maintenance of district facilities are supported with staff, supplies, and equipment.</p>	<p>Deferred Maintenance  2 Custodians</p>	<p>This action is principally directed to our unduplicated pupils by providing maintenance. With our aging facilities, districtwide, additional maintenance provides for needed projects districtwide. Research shows that unduplicated pupils attending a well maintained school achieve at higher levels than those who do not.</p> <p>This action is principally directed to our unduplicated pupils by increasing custodial staffing for each junior high ensuring clean campuses. Research shows that unduplicated pupils attending a well maintained school achieve at higher levels than those who do not. All unduplicated pupils receive these services, districtwide.</p>
<p>5.1 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 receiving standards aligned report cards, and parent responses to questions regarding communication on district surveys. (SP 3 Involvement)</p>	<p>A5.1 The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.</p>	<p>No LCFF/SC Expenditures budgeted for this action</p>	<p>This action is principally directed to our unduplicated pupils. Research shows that low income and other unduplicated pupils achieve at higher levels when their families communicate with the school. These pupils (and their families) are provided with conferences, report cards and other means of communication. Unduplicated pupils districtwide receive these services.</p>

<p>5.3 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. (SP3 Input)</p>	<p>A5.3 The district and school sites will maintain the required committees for parent input.</p>	<p>No LCFF/SC Expenditures budgeted for this action</p>	<p>This action is principally directed to our unduplicated pupils. Research shows that low income and other unduplicated pupils achieve at higher levels when their families are informed about the school's/district's programs and participate in the development of these programs. Families of unduplicated pupils districtwide are encouraged and provided with opportunities to participate in school and district committees.</p>
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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.

32.79	%
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In 2016-2017, the Hanford Elementary School District has planned services and programs for unduplicated pupils that will increase services for these pupils by 32.79% as compared to the services provided to all pupils.

Expected Outcome	Action	Expenditure	Quantitative/Qualitative Description
<p>1.1 All instruction in core subject areas is aligned to the State adopted standards as evidenced by school-site based reviews that include classroom observations. (SP2)</p>	<p>A1.1 State adopted standards aligned instruction is supported with staff, technology, supplies, and materials, and study trips.</p>	<p>Supplies, Materials, Site-directed technology</p>	<p>This action is targeted to our low income students by providing (thereby increasing) supplies and materials. Pupils from low income families may not otherwise have access to these materials. This service will be provided districtwide.</p>
		<p>10 Media Service Aides Library Information System (Destiny) Tech Support</p>	<p>This action is targeted to our low income pupils by providing school libraries that are fully staffed during school hours and providing these pupils with access to books and electronic educational media. Low income may not have access to books or digital media at home. Providing library services ensures that low income pupils have access to reading, both at school and home, thereby increasing the amount of reading materials they have access to and the amount of reading they do.</p>
		<p>Student Technology 6 Technicians for Student Technology Technology Data Center</p>	<p>This action is targeted to our low income pupils by providing them with access to technological resources that include student devices, support, and infrastructure. Pupils from low income families may not have access to the technology that is essential for success in college and in today's workplaces. This action increases unduplicated pupils' access to technology resources.</p>
		<p>Study Trips</p>	<p>This action is targeted to our low income pupils by providing study trips that support and enhance the standards aligned instruction they receive in their classrooms. Pupils from low income families sometimes lack the resources to experience activities that have been shown to increase interest and engagement in school, such as travel to museums, zoos, state and national parks. A district wide implementation of study trips ensures that all unduplicated pupils receive study trips that are aligned to the state adopted standards, are age and grade appropriate.</p>
<p>1.3 ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the State adopted standards as evidenced by school-site based reviews that include classroom observations (SP 2)</p>	<p>A1.3 Director of Curriculum (English Learners) provides leadership in the alignment of ELD, the state adopted standards, and the district's instructional programs.</p>	<p>50% Director of Curriculum (EL)</p>	<p>This action is targeted to EL pupils. The director of curriculum serves EL pupils by providing a level of leadership that ensures the instruction these pupils receive, is in place, is effective, and is aligned with the state standards. Providing leadership and monitoring of the implementation of integrated and designated ELD across the district ensures that all EL pupils are receiving (i.e. increasing) this instruction and that the instruction is qualitatively better than it would be without this leadership. The director of curriculum provides direct services to the families of EL pupils by developing and delivering training and support to the parents of EL pupils. Research shows that parents who communicate with their child's teacher/school, and are able to monitor and support their child's schoolwork have a positive impact on their pupils' achievement.</p>

<p>2.1 Students make progress in mastering the required State adopted standards in ELA and math. Progress will be measured by performance on the CAASPP. (SP4)</p>	<p>A2.2 Students are supported with after-hours, intersession, or summer educational programs.</p>	<p>After-Hours/Intersession Instruction</p>	<p>This action is targeted to low-income, EL, and Foster Youth (FY) pupils by providing these pupils with intersession, summer school, and/or after-hours instruction. (An increase in instructional hours and/or days.)</p>
<p>2.2 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. (SP4)</p>	<p>A2.3 Foster youth are supported with supplies, materials, tutoring, and/or other materials or activities.</p>	<p>Support for Foster Youth</p>	<p>This action is targeted to our pupils who are Foster Youth by providing them with additional (increased) support including but not limited to supplies, materials, technology, and/or after school tutoring. These services and materials are available to pupils who are foster youth districtwide.</p>
<p>2.2 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. (SP4)</p>	<p>A2.5 Director of Curriculum provides leadership, training, and support for teaching staff in supporting English Learners.</p>	<p>50% Director of Curriculum</p>	<p>This action is targeted to EL pupils. The director of curriculum develops and delivers professional development and in-class coaching to teaching staff in English language development instruction. Teachers who are well-trained in the development and delivery of lessons designed to teach EL pupils to read, write, listen, and speak English provide their pupils with a qualitatively better education than those who are not as well trained.</p>
<p>2.3 The percentage of EL students gaining one level on the CELDT will be 40%. (SP4)</p>	<p>50% Admin Secretary (PD ELLs)</p>	<p>50% Admin Secretary (PD ELLs)</p>	<p>This action is targeted to our unduplicated EL pupils by ensuring that documentation of the monitoring of EL's progress is kept up-to-date, and that all of the required criteria are in place for pupils being reclassified. Admin. secretary serves EL pupils districtwide. This is an additional layer of support/monitoring that pupils would not otherwise have.</p>
<p>2.3 The percentage of EL students gaining one level on the CELDT will be 40%. (SP4)</p>	<p>2 EL Instructional Aides (Jr. High)</p>	<p>2 EL Instructional Aides (Jr. High)</p>	<p>This action targeted to our unduplicated (EL) pupils by providing push-in instruction. A push-in model of support provides EL pupils with additional (increased) support. Bilingual aides serve EL pupils at the two junior high schools.</p>
<p>2.4 The EL reclassification rate will be 8% or greater. (SP4)</p>	<p>A2.6 Learning Directors provide leadership, training, and support for teaching staff in supporting English Learners.</p>	<p>33% Learning Directors</p>	<p>This action is targeted to our EL pupils by providing teachers and classified staff at each school site with professional development and in-class coaching in the development and delivery of ELD instruction. Teachers who are well-trained in the development and delivery of lessons designed to teach EL pupils to read, write, listen, and speak English provide their pupils with a qualitatively better education than those who are not as well trained. Learning directors provide leadership to ensure that EL pupils receive integrated and designated ELD, that the progress of EL pupils at the school site are continuously monitored, that EL pupils needing interventions receive them, and that EL pupils are reclassified RFEP when they meet the criteria. Providing leadership and monitoring of the implementation of integrated and designated ELD across at the school site ensures that all EL pupils are receiving (i.e. increasing) this instruction and that the instruction is qualitatively better than it would be without this leadership. All schools, districtwide, have a learning director.</p>

<p>4.2 The district’s suspension rate will be below 8%. The district’s expulsion rate will be below 0.7%. (SP 6)</p>	<p>A4.2 Learning directors provide direct academic and social support to students and coordinate the services from additional staff who provide academic, social and health support.</p>	<p>33% Learning Directors</p>	<p>This action is targeted to our low income pupils. Learning directors provide our most at-risk pupils with direct (increased) services. Learning Directors coordinate the efforts of the student specialist, nurses, health care assistants, and counselors at the school site. Pupils who are from low income families may lack access to these services outside of the school setting. Lack of access to these services is shown to contribute to lower academic achievement, and higher rates of absenteeism and behavior incidents. Learning directors work proactively, to support low income pupils with the goal of maintaining good health, preventing behavior incidents, and supporting good attendance, thereby increasing the number of days they are in school.</p>
<p>5.2 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. (SP 3 Participation)</p>	<p>A5.2 School sites and the district will provide parents with a variety of informational, training/educational, and social activities.</p>	<p>5 School Nurses 10 Health Care Assistants 3 Counselors Elementary Schools 2 Counselors Jr. High</p> <p>Parent Liaison</p>	<p>This action is targeted to our low income pupils by providing these pupils with a suite of (increased) services designed to address their behavior, health, and/or social needs. Pupils who are from low income families may lack access to these services outside of the school setting. Lack of access to these services is shown to contribute to lower academic achievement, and higher rates of absenteeism and behavior incidents. Additionally, school counselors provide pupils at the junior high with academic counseling as they prepare to transition to high school. These services are best provided to our low income pupils districtwide.</p> <p>This action is targeted to our low income and EL pupils by providing a Parent Liaison to provide parent outreach services, facilitate, prepare, and deliver parent training, follow-up training and support to parents of low income and Els. Research shows that pupils who have parents that communicate with their child’s teacher/school, and are able to monitor and support their child’s schoolwork achieve at higher levels than those who do not.</p>

**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).