

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hanford Elementary School District

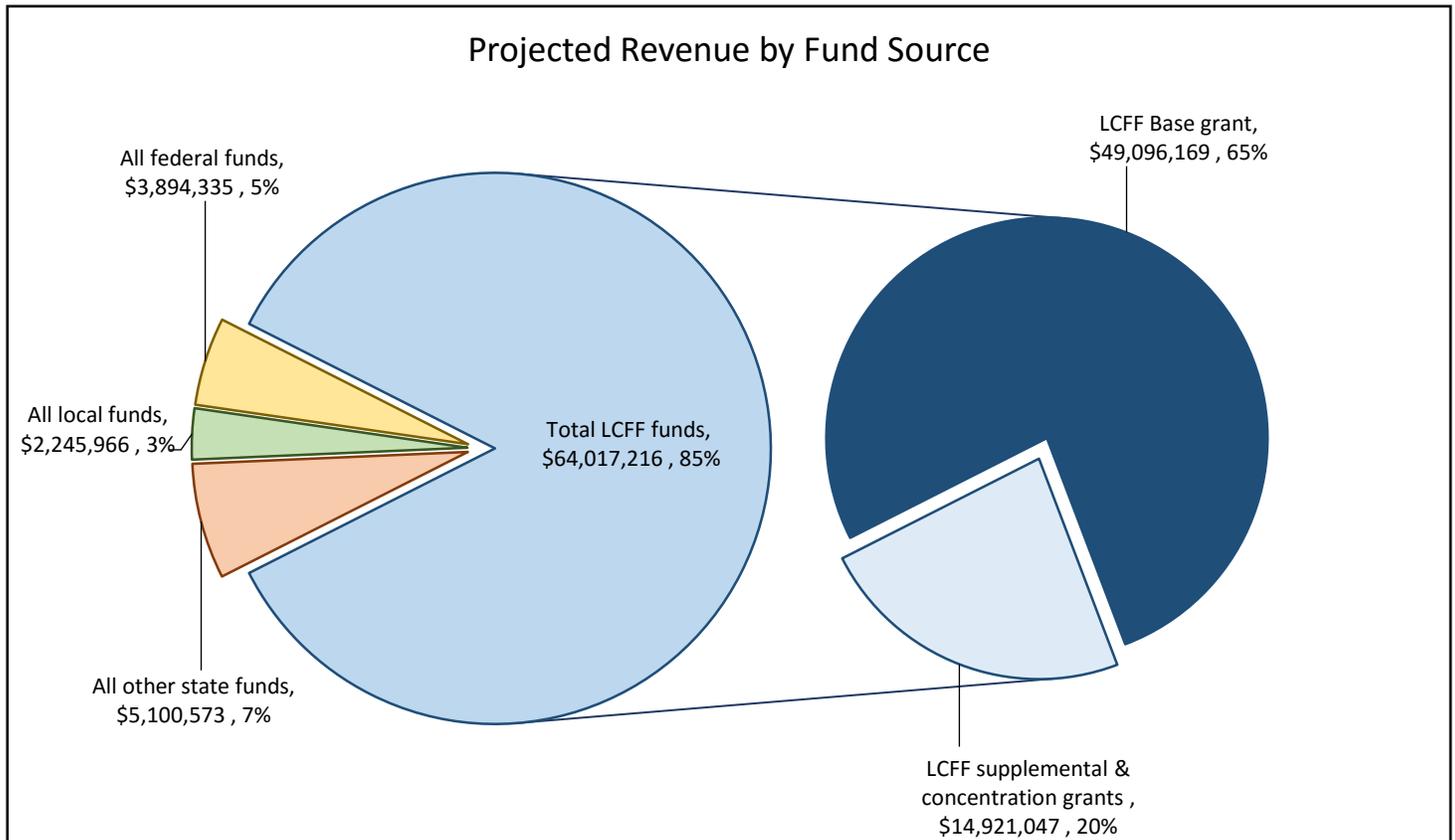
CDS Code: 63917

Local Control and Accountability Plan (LCAP) Year: 2019/2020

LEA contact information: Douglas Carlton

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019/2020 LCAP Year

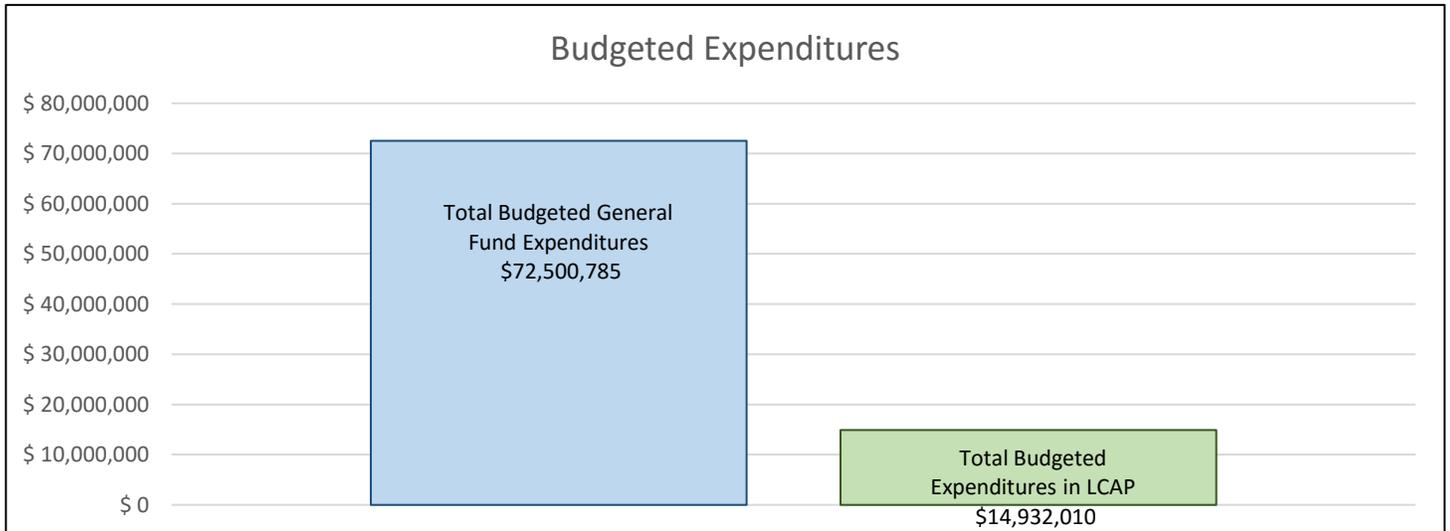


This chart shows the total general purpose revenue Hanford Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Hanford Elementary School District is \$75,258,090.00, of which \$64,017,216.00 is Local Control Funding Formula (LCFF), \$5,100,573.00 is other state funds, \$2,245,966.00 is local funds, and \$3,894,335.00 is federal funds. Of the \$64,017,216.00 in LCFF Funds, \$14,921,047.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Hanford Elementary School District plans to spend for 2019/2020. It shows how much of the total is tied to planned actions and services in the LCAP.

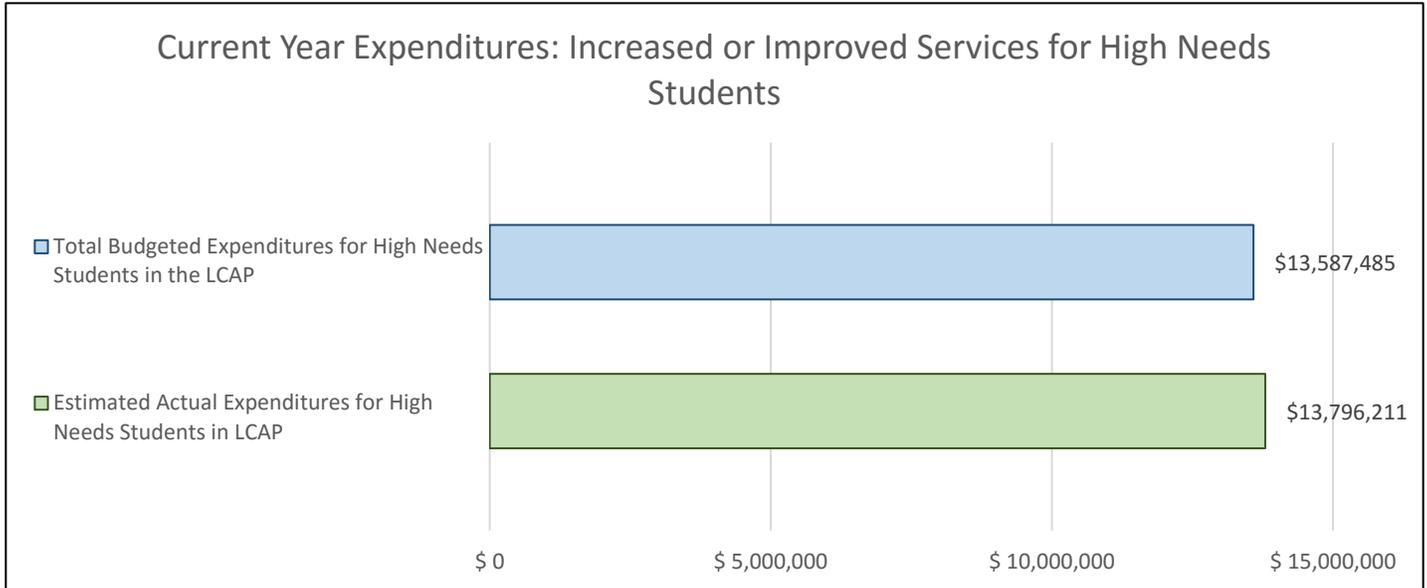
Hanford Elementary School District plans to spend \$72,500,785.35 for the 2019/2020 school year. Of that amount, \$14,932,010.00 is tied to actions/services in the LCAP and \$57,568,775.35 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019/2020

In 2019/2020, Hanford Elementary School District is projecting it will receive \$14,921,047.00 based on the enrollment of foster youth, English learner, and low-income students. Hanford Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Hanford Elementary School District plans to spend \$14,932,010.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018/2019



This chart compares what Hanford Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hanford Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018/2019, Hanford Elementary School District's LCAP budgeted \$13,587,485.00 for planned actions to increase or improve services for high needs students. Hanford Elementary School District estimates that it will actually spend \$13,796,211.00 for actions to increase or improve services for high needs students in 2018/2019.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Hanford Elementary School District	Doug Carlton Director, Program Development, Assessment, Accountability	dcarlton@hanfordesd.org 558-585-3671

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Hanford Elementary School District is located in Kings County in California's Central Valley.

Students:

The district is comprised of eight elementary schools, two junior high schools, one magnet school, and one community day school. The district's enrollment in 2018-2019 was approximately 6033. The district's percentage of Unduplicated Students (students from low income families, English learners, and foster youth) is approximately 80%. The district has the following student groups: African American, Asian, Filipino, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Migrant Students, Foster Youth, Homeless.

Community:

The community of Hanford had (in 2010) a population of 53,967. The population density was 3,253.1 people per square mile (1,256.0/km²). The racial makeup of Hanford was 33,713 (62.5%) White, 2,632 (4.9%) African American, 712 (1.3%) Native American, 2,322 (4.3%) Asian, 53 (0.1%) Pacific Islander, 11,599 (21.5%) from other races, and 2,936 (5.4%) from two or more races. Hispanic or Latino of any race were 25,419 persons (47.1%).

There were 17,492 households, out of which 8,053 (46.0%) had children under the age of 18 living in them, 9,088 (52.0%) were married couples living together, 2,833 (16.2%) had a female householder with no husband present, 1,207 (6.9%) had a male householder with no wife present. There were 1,315 (7.5%) unmarried partnerships, and 117 (0.7%) same-sex partnerships. 3,483 households (19.9%) were made up of individuals and 1,405 (8.0%) had someone living alone who was 65 years of age or older. The average household size was 3.03. There were 13,128 families (75.1% of all households); the average family size was 3.49.

15.5% in the city of Hanford lived below the poverty line in 2010.

HESD Serves Students and Community:

The Hanford Elementary School District serves these students by providing them with the academic, social, and leadership support necessary to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The key features of the Hanford Elementary School District LCAP stem from the district's five overarching goals.

1. Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.
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.
3. The district will hire, support, and retain qualified teachers, support staff, and administrators.
4. Students will attend a safe, well maintained school and will have access to standards aligned materials.
5. Communication between schools and home will be regular and meaningful.

With these five goals as a focus, the district provides services to students that are designed to provide the academic, social, and leadership supports necessary for them to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

Services provided to students under each goal are as follows:

Goal 1: Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

Under Goal 1, students are provided with materials, technology, activities, and courses of study that support and enrich their core, standards-aligned instruction. Services that students receive under Goal 1 include fully staffed school libraries that are open every day; computers and iPads; instruction in art, music, and physical education; academic study trips at each grade level; an after-school program; and after-school athletic activities.

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.

Under Goal 2, students are provided with the academic instruction and support that will enable them to achieve at high levels. Services that students receive under Goal 2 include the elimination of combination classes, a summer academic and enrichment program, and supports for students who are English learners or foster youth. The district provides leadership under Goal 2 ensuring that core academic instruction is raising achievement, and that struggling students, ELs, homeless, and foster youth receive additional support.

Goal 3: The district will hire, support, and retain qualified teachers, support staff, and administrators.

Goal 3 supports students by ensuring that every student has a qualified, well-trained teacher. Under Goal 3, teachers are provided ongoing training and support that includes three full-days of professional development. Teachers with preliminary credentials who are new to the profession participate in a beginning teacher support program in which they receive additional training including one-on-one coaching and support for two years.

Goal 4: Students will attend a safe, well maintained school and will have access to standards aligned materials.

Under Goal 4, every school has a licensed vocational nurse on staff. LVNs are supervised by a team of registered nurses. Licensed school counselors serve both elementary and junior high students. Student specialists at the elementary schools and vice principals at the junior high schools provide behavioral supports. Child welfare and support along with the Community Day School provide an additional layer of supports for students with behavioral challenges. School resource officers ensure that students feel safe (and are safe) at school.

Goal 5: Communication between schools and home will be regular and meaningful.

Under Goal 5 families are provided with a variety of information, training, and support. Additionally, families provide insight and input into the district's programs and services through the Parent Advisory Council, the District English Learner Advisory Committee, and school site councils.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Broad Educational Program (Goal 1, SP 2, 7, 8)

One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, repeated by every stakeholder group in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology.

In fulfilling this mandate from our stakeholders, and to maintain and build upon our success in this area, the district has added credentialed teachers who specialize in art, music, and physical education (A1.2) Students at all grade levels receive instruction in these subjects. All students have the opportunity to attend an academic study trip that is aligned with the content standards for their grade level (A1.1). Every classroom is equipped with a Smartboard, and is connected to the internet via a state-of-the-art wireless network. Students have access to a variety of apps and multimedia digital academic content. There are approximately 3,000 iPads for student use across the district. Students in grades 3-8 have access to a laptop computer, with students in grades 7-8 taking laptops home for homework and research. (A1.1)

Academic Progress (Goal 2, SP 4)

Data from the California School Dashboard, shows that students in Hanford Elementary continue to make steady progress in meeting the demands of California's new standards for English language arts and mathematics. In meeting the challenges of the new standards, students must develop the critical thinking and analytical skills they need to succeed in an ever-changing world. Students who are English learners made progress in learning the English language. Students test scores in English language arts and mathematics increased overall (All Students).

To maintain and build upon this success, Hanford Elementary will continue to implement the services to students that led to their academic growth. Classrooms are staffed so that no students in grades 4-6 are in a combination class (2 or more grade levels in the same classroom) (A2.1). All students in Hanford Elementary who are English learners continue to receive language support across all academic subjects. This support, called integrated English language development instruction, ensures that all EL students, regardless of their language level, are able to access the core academic content. English learners also receive specific instruction in learning the English language. With this instruction, called designated English language development instruction, all English learners are provided with lessons at their own language development level (A2.4).

Great Teachers (Goal 3, SP 1)

Next to the student's family, a teacher is the most important factor in a child's education. Teachers in Hanford Elementary are supported with professional development and training in all subject areas.

To maintain and build upon this success, teachers will receive three professional development days in 2019-2020 (A3.1).

Safe Schools/Student Support/Instructional Materials (Goal 4, SP 1, 5, 6)

The districts' suspension rate is both an area of success and an area of need. Although the suspension rate remains high, the number of students suspended each year continues to fall. From 2013 to 2018, the districts' suspension rate has decreased from 6.3% to 3.1%. This represents a fifty-percent reduction in the number of students suspended, done without lowering the district's high standards for student behavior and citizenship.

In order to maintain and build upon this success (the ongoing reduction in the number of suspensions) students in Hanford Elementary are provided with an array of support services designed to reduce the barriers that can lead to discipline incidents or otherwise stand in the way of learning. Schools are provided with nurses, counselors (A4.3), and student specialists (A4.4). Learning directors at the elementary schools and vice principals at the junior high schools coordinate services to ensure that students who need services receive them (A4.2). School resource officers provide an additional layer of safety (A4.4).

Well Maintained Campuses (Goal 4, SP 1)

Well-maintained school campuses are an important factor in student safety and engagement. The physical state of the school-sites in Hanford Elementary continues to be an area of success.

Despite the fact that some schools are more than fifty years-old, all schools received a score of “Exemplary” on the Facilities Inspection Tool. This score indicates the highest level of repair, operational readiness, and attractiveness.

To maintain and build upon this success, deferred maintenance will continue to be priority for HESD.

Parent involvement (Goal 5, SP 3)

Parents in Hanford Elementary have multiple opportunities to receive information on their child’s progress, to participate in educational and social activities, and to have their voices heard in decisions about the district’s programs and services for students. The district’s parent/teacher conference attendance rate is 98%. On the district’s surveys, parents overwhelmingly agree that there are opportunities to become involved in school activities, that they receive information about their child’s progress, and that they have opportunities to provide input into the school’s programs.

To maintain and build upon this success, a parent outreach center will provide parents with resources and training that will help them support their children in school (A5.2).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Referring to the California School Dashboard, the Hanford Elementary School District did not have any state indicator for which overall performance (All Students) was in the “Red” or “Orange” performance category; nor did the LEA receive a “Not Met” or “Not Met for Two or More Years” rating on any local indicator.

The district, together with its community of stakeholders, upon conducting a thorough analysis of data across all LCAP areas, has identified the following as Hanford Elementary’s Greatest Needs:

Homeless Students

The district is eligible for Differentiated Assistance from the Kings County Office Education based on the achievement of homeless students under State Priority 2 (Pupil Achievement), State Priority 5 (Pupil Engagement), and State Priority 6 (School Climate)

Homeless students performed as follows on the 2018 California School Dashboard:

Academic Indicator ELA: Orange

Academic Indicator Math: Orange

Chronic Absenteeism: Red

Suspension Rate: Red

Homeless students are one of the district’s most vulnerable groups of students.

The following steps will be taken to address the identification for Differentiated Support identification. (Connected actions are shown in parenthesis.) A full-time, credentialed social worker will be implemented to provide direct support to homeless students (A4.4). The Director of School Climate, Child Welfare, and Attendance (A4.4) will be the district’s Homeless Liaison, ensuring that homeless students are enrolled in school immediately, that they attend their school of origin, and are provided

transportation to their school of origin. The district will continue to provide learning directors (A4.2), nurses, health care assistants, counselors, (A4.3) and student specialists (A4.4) to support homeless students in both the academic and non-academic areas. (Learning Directors are the homeless liaisons at their school sites.) These support staff will be provided with training that is specifically designed to provide them with effective strategies to support homeless students.

Suspension Rate

While the district's suspension rate continues to fall, and the district's overall performance was at the Yellow level on the CA School Dashboard Suspension Rate Indicator, the numbers of students who are suspended each year remains high. There continue to be subgroups of students whose suspension rates are in the Red or Orange performance levels. These include foster youth, homeless, two or more races, African American, American Indian, Asian, Filipino, and White.

Analysis of the district's suspension rate shows the following:

Overall (All Students) Suspension Rates:

2013 (CDE Dataquest) 6.3%

2014 (CDE Dataquest) 5.0%

2015 (CDE Dataquest) 5.1%

2016 (CDE Dataquest) 4.3%

2017 (CA School Dashboard) 3.3%

2018 (CA School Dashboard) 3.1%

While the district has reduced its suspension rates by fifty-percent from 2013 to 2018, the reduction of student suspensions continues to be a priority for Hanford Elementary. The following steps will be taken to continue to reduce the numbers of students being suspended with a focus on subgroups with high or increasing suspension rates:

Implement a Director of School Climate, Child Welfare, and Attendance (A4.4). The Director will provide technical assistance to schools in the development of programs that improve school climate, reduce discipline incidents, and increase attendance; monitor the implementation of school climate actions at school sites; direct and deliver professional development to student support staff including Learning Directors, Counselors, Student Specialists, and Vice Principals; monitor school climate related data across the district. The director will serve as the district's homeless and foster youth liaison.

Provide each school with a learning director (A4.2). Learning directors coordinate the services students receive including behavior interventions for at-risk students. Learning directors lead the development, implementation, and monitoring of behavior support plans and behavior contracts at the school sites.

Provide each junior high with a school counselor, and provide the elementary schools with three counselors serving schools on a rotational basis (A4.3). The school counselor provides counseling and guidance services that promote academic, career, personal, and social development. The school counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services. The school counselor provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills.

Provide each elementary school site with a student specialist and each junior high school with a vice principal (A4.4). The primary purpose of the student specialist and vice principal is to provide

students and their families with behavior and attendance support. Student specialists and vice principals work directly with students who have behavior challenges. Student specialists work with elementary students and their families. Vice principals work with junior high students and their families. The student specialist and vice principal function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth.

English Learners

English learners performed at the Green level on the 2017 CA School Dashboard English Learner Progress Indicator (no color indicator will be issued for English Learner Progress for 2018).

English Learners performed as follows on the 2018 CA School Dashboard Indicators:

Academic Indicator ELA: Orange

Academic Indicator Math: Yellow

Chronic Absenteeism: Green

Suspension Rate: Green

English learners continue to require support in learning the English language, and in the core subject areas of English language arts and mathematics. Therefore, English learners remain one of the district's Greatest Needs. To address the needs of these students, English learners will receive integrated English language development instruction in all academic areas (A2.4). Additionally, teaching staff will receive professional development in supporting students who are English learners (A2.5).

Foster Youth

On the 2017 CA School Dashboard, foster youth performed at the Orange level in all areas. On the 2018 CA School Dashboard, foster youth performed at the Yellow levels on the ELA and mathematics indicators and at the Green level on the chronic absenteeism indicator. This represents a significant improvement. However, foster youth performed at the Red level on suspension rate, which represents a decrease in performance. Therefore, foster youth remains one of the district's Greatest Needs. To address the needs of this group of vulnerable students, the district will continue to support foster youth with supplies, materials, tutoring and other supports as requested by school sites (A2.3). A full-time, credentialed social worker will be implemented to provide direct support to foster youth (A4.4). The district will continue to provide learning directors (A4.2), nurses, health care assistants, counselors, (A4.3) and student specialists (A4.4) to support foster youth. These support staff will be provided with training that is specifically designed to provide them with effective strategies to support foster youth.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Referring to the California School Dashboard, the following state indicators show that performance for the student groups discussed below was two or more performance levels below the "all student" performance.

Homeless: Suspension Rate and Chronic Absenteeism

Foster Youth: Suspension Rate

Two or More Races: Suspension Rate

The LEA will take the following steps to address these performance gaps:

Homeless: A full-time, licensed social worker will be implemented to provide direct support to homeless students, especially in the area of school attendance (A4.4). The Director of School Climate, Child Welfare, and Attendance (A4.4) will be the district's Homeless Liaison, ensuring that school site personnel are monitoring the attendance of homeless students and providing interventions and support to keep these students in school every day. The district will continue to provide learning directors (A4.2) and student specialists (A4.4) to support homeless students with behavior challenges. Nurses, health care assistants, and counselors, (A4.3) will add additional layers of support for homeless students in both attendance and behavior.

Foster Youth: The district will continue to provide learning directors (A4.2) and student specialists (A4.4) to support foster youth with behavior challenges. The Director of School Climate, Child Welfare, and Attendance (A4.4) will be the district's Foster youth Liaison, ensuring that school site personnel are monitoring behavior incidents of foster youth and providing the interventions and support to prevent behavior incidents and keep these students in school every day. Nurses, health care assistants, and counselors, (A4.3) will add additional layers of support for foster youth students in both attendance and behavior.

Two or More Races: To address this performance gap, the Director of School Climate, Child Welfare, and Attendance will provide monitoring, support, and technical assistance to school sites in the identification of students in this subgroup and the implementation and monitoring of supports for these students (A4.4).

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

The Hanford Elementary Community Day School has been identified by the California Department of Education for Comprehensive Improvement and Support (CSI)

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The district leadership team consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Program Development, The ELA Curriculum Specialist, and the School Principal, with support and technical assistance from the Kings County Office of Education, met regularly throughout the 2018-2019 school year to provide technical assistance to the Community Day School (CDS). This assistance included the development of a comprehensive needs assessment. During these meetings, the team conducted an analysis of the school's data on chronic absenteeism, suspension rate, and performance on state and local assessments in ELA and math going back three school-years. Additionally, the team conducted a review of the school's instructional program; a review of the school's staffing and budgets; an analysis the school's

professional development needs; and an identification of resource inequities. Based on this analysis, a series of needs was identified:

There is a need to strengthen the relationship between CDS students and the adults in the school.
There is a need to build the relationships between the families of CDS students and the school.
There is a need to build CDS students' relationships with one another.

There is a need to provide students with the skills that will enable them to foster and support these relationships.

There is a need to provide support to CDS students as they transition back to their home schools.

There is a need to provide students at CDS with instruction in art, music, and physical education.

There is a need to provide teachers at CDS with professional development that includes teacher collaboration and instructional coaching.

There is a need to provide students with an instructional program that can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow the student as he/she transitions back to the home school

A school plan for student achievement was developed that addresses these needs and will be implemented in the 2019-2020 school year. This plan includes evidence based interventions based on the needs identified above.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The district leadership team consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Program Development, The ELA Curriculum Specialist, and the School Principal will meet monthly to monitor the implementation of the school plan for student achievement. The district leadership team will provide support and technical assistance to the school (the principal and the school staff) in implementing the plan. This monitoring and support will include regular collection and analysis of data that will be sufficient to evaluate the implementation and effectiveness of the school plan. This data will include student achievement on both state and local assessments, attendance, and school climate, professional development, and financial/budget data. Using this information, the leadership team will conduct a monthly review of the school's implementation of the instructional program and school plan. The Director of Program Development, Assessment, and Accountability will support school staff with purchasing materials, scheduling student activities, and distributing materials and technology.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
- a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and

18-19

1.1 Instruction in all areas listed under State Priority 2A are aligned with state board adopted academic content and performance standards for all students as evidenced by school-site based reviews that include classroom observations. The District will receive a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)

Baseline

All instruction in core subject areas was aligned to the Common Core Standards based on site reviews and classroom observations that took place during the 2016-2017 school year. Therefore the baseline will be that all instruction in core subject areas is aligned to the Common Core Standards.

HESD "Met" the local indicator for 16-17 implementation of State Academic Standards.

Metric/Indicator

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

Actual

1.1 Instruction in all areas listed under State Priority 2A are aligned with state board adopted academic content and performance standards for all students as evidenced by school-site based reviews that include classroom observations. The District received a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)

1.2 Students (including unduplicated students and students with exceptional needs) received instruction in art, music, and physical education, and participated in these subjects as evidenced by the numbers of students in art,

Expected

A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils

C. Programs and services developed and provided to individuals with exceptional needs.

18-19

1.2 Students (including unduplicated students and students with exceptional needs) 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 7A, 7B, 7C)

Baseline

Students (including unduplicated students and students with exceptional needs) received instruction in art, music, and physical education, and participated in these subjects in the 2016-2017 school year. Therefore, the numbers of students, shown as participating in these programs below, shall serve as the baseline.

Approximately 150 students received art instruction and 284 students received music instruction at the two junior high schools in 16-17.

Approximately 4003 students in the elementary schools received art instruction in 16-17.

All students received the required number of minutes of physical education in 16-17. Therefore, 200 minutes of physical education instruction every ten days for elementary school students and 400 minutes of physical education instruction every ten days for junior high students shall serve as the baseline.

Metric/Indicator

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

B. Programs and services developed and provided to unduplicated pupils

Actual

music, and PE along with the number of minutes of PE students receive. (SP 7A, 7B, 7C)

All students at the elementary schools received instruction in art from a credentialed art teacher. Students at the junior high schools had the opportunity to self-select art as an elective.

Students in grades 5-8 were able to self-select music as an elective. 400 elementary students participated in music programs.

At the junior high schools, 272 students participated in music programs and 396 participated in art.

All students received the required number of minutes of physical education in 18-19 (200 minutes of physical education instruction every ten days for elementary school students and 400 minutes of physical education instruction every ten days for junior high students).

1.2a

All EL Students received 30 minutes of designated ELD each school-day. District and school-site level administration conducted school-site/classroom observations on 11/29/18, 1/31/19, 2/28/19, and 3/28/19 as part of the district's Instructional Cabinet. During these visits, evidence of ELD instruction and ELD/Common Core alignment to the standards was collected and reviewed using the HESD Instructional Cabinet Site Focus Area Tool.

Expected

California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.

18-19

1.2a

All EL Students will receive 30 minutes of designated ELD each school-day.

All low-Income students will receive instruction in ELA and math as measured by the HESD report to parents.

All foster youth will receive instruction in ELA and math as measured by the HESD report to parents.
(SP 7B)

Baseline

All EL Students received 30 minutes of designated ELD each school-day in 16-17 as measured by district and school-site observations. This shall be the baseline.

All low-Income students received instruction in 16-17 in ELA and math as measured by the HESD report to parents. This shall be the baseline.

All foster youth received instruction in 16-17 in ELA and math as measured by the HESD report to parents. This shall be the baseline.

Metric/Indicator

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

C. Programs and services developed and provided to individuals with exceptional needs.

18-19

1.2b Students with exceptional needs will receive instruction in ELA and math as measured by the HESD report to parents.
(SP 7C)

Baseline

Actual

HESD "Met" the local indicator for implementation of State Academic Standards.

All low-Income students received instruction in ELA and math as measured by the HESD report to parents which indicated that their students received instruction in ELA and math and which also explained their progress toward meeting the CCCS in in those areas.

All foster youth received instruction in ELA and math as measured by the HESD report to parents which indicated that their students received instruction in ELA and math and which also explained their progress toward meeting the CCCS in in those areas.
(SP 7B)

1.2b Students with exceptional needs received instruction in ELA and math as measured by the HESD report to parents, which indicated that their students received instruction in ELA and math and which also explained their progress toward meeting the CCCS in in those areas.
(SP 7C)

Expected

1.2b Students with exceptional needs received instruction in 16-17 in ELA and math as measured by the HESD report to parents. This shall be the baseline.

Metric/Indicator

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described

18-19

1.2 c. 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)

Baseline

Students were enriched by art, music, and physical education, feel more engaged in school, and were motivated to achieve as a result of participating in these activities. Therefore, the HESD Survey results from 2016-2017 below shall serve as the baseline:

I think it is important to have art/music classes at my school. (95%, 97%)

My art/music class enriches (improves) my experience at school. (89%, 88%)

Being in art/music motivates me to come to school every day. (78%, 70%)

Learning about art/music adds value to my life. (85%, 83%)

Learning about art/music will help me in the future. (89%, 85%)

Metric/Indicator

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

c. English Language Development

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Actual

1.2c 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)

Students were surveyed regarding art and music education. Overwhelmingly, students strongly agreed or agreed with the statements:

I think it is important to have music classes at my school. Strongly Agree/Agree 83.9%

My music class enriches (improves) my experience at school. Strongly Agree/Agree 53.94%

Being in music motivates me to come to school every day. Strongly Agree/Agree 50.6%

Learning about music adds value to my life. Strongly Agree/Agree 62.16%

Learning about music will help me in the future. Strongly Agree/Agree 63.73%

I think it is important to have art classes at my school. Strongly Agree/Agree 91.56%

My art class enriches (improves) my experience at school. Strongly Agree/Agree 75.62%

Being in art motivates me to come to school every day. Strongly Agree/Agree 69.21%

Learning about art adds value to my life. Strongly Agree/Agree 71.46%

Learning about art will help me in the future. Strongly Agree/Agree 70.95%

I think it is important to have physical education classes at my school.

Strongly Agree/Agree 93.14%

Physical education activities enrich (improve) my experience at school.

Strongly Agree/Agree 79.71%

Participating in physical education motivates me to come to school every day.

Strongly Agree/Agree 62.82%

1.3 All 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)

District and school-site level administration conducted school-site/classroom observations on 11/29/18, 1/31/19, 2/28/19, and 3/28/19 as part of the district's Instructional Cabinet. During these visits, evidence of ELD instruction and ELD/Common Core alignment to the standards was collected

Expected

18-19

1.3 All 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)

HESD will score "Met" on the local indicator for implementation of State Academic Standards.

Baseline

School site-based reviews in 2016-2017 that included classroom observations indicated that ELD instruction and materials were aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards. Therefore, the baseline shall be that:

All 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.

HESD "Met" the local indicator for implementation of State Academic Standards for 16-17. Therefore, this will be the baseline.

Actual

and reviewed using the HESD Instructional Cabinet Site Focus Area Tool. HESD "Met" the local indicator for implementation of State Academic Standards.

HESD scored "Met" on the local indicator for implementation of State Academic Standards.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A1.1 Common Core Standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.	A1.1 Common Core Standards aligned instruction was supported with staff, technology, supplies, materials, and study trips. Evaluation:	Supplies, Materials, Site-directed Technology 4000-4999: Books And Supplies LCFF/SC \$147,940 10 Media Service Aides 2000-3999: Classified Personnel	Supplies, Materials, Site-directed Technology 4000-4999: Books And Supplies LCFF/SC \$158,876 10 Media Service Aides 2000-3999: Classified Personnel

Action 1.1 was successful in leading the district toward meeting Goal #1, that students receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education. Staff, technology, supplies, materials, study trips, media service aides and a library information system, technology, and study trips were provided to students. Taken together, all of these components supported the broad educational program that was delivered to students.

Staff

A media service aide was in place at each school site. All students had use of the library information system (Destiny) to access books and online resources at school and at home.

Technology

Student computing devices were maintained at each elementary school site. All students in grades 5-8 were provided with a laptop computer. Students in grades 7 and 8 took computers home for schoolwork. Large format classroom displays were upgraded across the district.

7 technicians implemented and maintained the district's technology resources.

Supplies/Materials

Salaries & Benefits LCFF/SC
\$351,506

Library Information System (Destiny) 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$30,000

Student Technology 4000-4999: Books And Supplies LCFF/SC \$650,000

6 Technicians for Student Technology 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$592,639

Study Trips 4000-4999: Books And Supplies LCFF/SC \$154,222

Salaries & Benefits LCFF/SC
\$366,438

Library Information System (Destiny) 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$30,000

Student Technology 4000-4999: Books And Supplies LCFF/SC \$650,000

7 Technicians for Student Technology 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$664,081

Study Trips 4000-4999: Books And Supplies LCFF/SC \$154,222

School sites were provided with funds for supplies, materials, and site-directed technology. School sites included all expenditures of LCFF funding in their school plans.

Study Trips
Students at every grade level attended an age-appropriate, standards-aligned study trip.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.</p>	<p>A1.2 Art, music, and PE instruction were supported with staff, supplies, and materials.</p> <p>Evaluation: Action 1.2 was successful in leading the district toward meeting Goal #1, that students receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education. Students received instruction in these areas, which are important components of a broad educational program.</p> <p>Staff Three art teachers served both elementary and junior high schools. 4.5 music teachers served both the elementary and junior high schools.</p>	<p>4.5 FTE Music Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$490,145</p> <p>Music Program Supplies & Equipment 4000-4999: Books And Supplies LCFF/SC \$87,516</p> <p>4 FTE Elementary PE Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$435,726</p> <p>After School Athletic Enrichment and Youth Development Admin and Staff (.5 FTE and Cert. Coaching Stipends) 1000-3999: Certificated</p>	<p>PE Teacher Supplies 4000-4999: Books And Supplies LCFF/SC \$18,525</p> <p>4.5 FTE Music Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$486,910</p> <p>Music Program Supplies & Equipment 4000-4999: Books And Supplies LCFF/SC \$103,276</p> <p>4 FTE Elementary PE Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$424,518</p> <p>After School Athletic Enrichment and Youth Development Admin and Staff (.5 FTE and Cert. Coaching Stipends) 1000-3999: Certificated</p>

	4 PE teachers served the elementary schools.	Personnel Salaries & Benefits LCFF/SC \$226,378	Personnel Salaries & Benefits LCFF/SC \$229,964
	Students participated in after-school enrichment including athletics. One-half FTE along with stipends for coaches supported after-school athletics.	Athletic Enrichment and Youth Development Supplies 4000-4999: Books And Supplies LCFF/SC \$118,272	Athletic Enrichment and Youth Development Supplies 4000-4999: Books And Supplies LCFF/SC \$111,889
	Supplies/materials The music and after school programs received supplies and materials that included musical instruments, sheet music, and other supplies/materials. The after school program including sporting equipment including balls, uniforms, and other supplies. The after-school (READY) program received supplies that included paper, books, and sporting equipment. The art program received supplies including paint, paper, and other supplies for art projects.	3.0 FTE Art Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$291,633	3.0 FTE Art Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$291,633
		Art Supplies/Materials 4000-4999: Books And Supplies LCFF/SC \$4,454	Art Supplies/Materials 4000-4999: Books And Supplies LCFF/SC \$4,454
		.5 FTE READY Program Support Staff 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$44,604	.5 FTE READY Program Support Staff 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$46,116
		READY Program Supplies 4000-4999: Books And Supplies LCFF/SC \$186,691	READY Program Supplies 4000-4999: Books And Supplies LCFF/SC \$221,342

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A1.3 Director of Curriculum (EL) provides leadership in the alignment of ELD, the state adopted standards, and the district's instructional programs.	A1.3 Director of Curriculum (EL) provides leadership in the alignment of ELD, the state adopted standards, and the district's instructional programs. Evaluation: Action 1.3 was successful in leading the district toward meeting Goal #1, that students receive a	50% Director of Curriculum 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$88,442	50% Director of Curriculum 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$91,681

broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education. Students who are English learners received instruction in English Language Development (learning to read, write, listen, and speak the English language). This instruction provides students who are English Learners with access to the components of a broad educational program, even though they may not yet be proficient in the English language. (English learners showed growth in learning English on the California School Dashboard--Green in 2017).

The Director of Curriculum provided Leadership at both the school-site and district levels.

School Site:

The Director of Curriculum met regularly with school site principals and learning directors conducting analysis of the achievement of EL students, the schools' instructional programs for ELs including integrated and designated ELD, and the alignment of those programs with the state-adopted standards. The Director of Curriculum provided technical assistance to schools with the continuing process of aligning instruction for ELs to the state standards.

District:

The Director of Curriculum met regularly with district leaders conducting analysis of the achievement of EL students across the district, the district's instructional programs for ELs including integrated and designated ELD, and the alignment of these programs, at the district level, with the state adopted standards. The Director of Curriculum leads the continuing process of improving the alignment of the district's instruction for ELs and the state standards.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Analysis Implementation:

Overall, the actions and services under Goal 1 were well implemented. Students were provided with a broad educational program that included English language arts, mathematics, science, history, visual and performing arts, and physical education.

Description of Implementation

Students self-select elective classes at the junior high schools and may choose from a variety of classes on topics that include English language arts, mathematics, science, history, visual and performing arts, and physical education. All junior high school students participated in elective classes. All students in the elementary schools received art instruction in 2018-2019. Elementary students in grades five and six were able to choose music as an elective.

Students in the elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and in after-school sports.

District level leadership provided assistance, training, and support to schools ensuring that instruction and materials in all areas are aligned with the state adopted standards.

Successes in Implementation

All students received English language arts, mathematics, science, history, visual and performing arts, and physical education. Credentialed PE, music, and art teachers provided educational activities to students at the elementary and junior high schools.

Challenges in Implementation

While all students received English language arts, mathematics, science, history, visual and performing arts, and physical education, scheduling these activities so that students have choices, all instructional minutes requirements are met, and that there are no conflicts continues to be a challenge.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Analysis Effectiveness:

The actions and services under Goal 1 were effective overall in providing students with a broad educational program. Based on the actual annual measurable outcome data discussed under "Analysis Implementation" above, including:

The numbers of students participating in English language arts, mathematics, science, history, visual and performing arts, and physical education:

Students self-select elective classes at the junior high schools and may choose from a variety of classes on topics that include English language arts, mathematics, science, history, visual and performing arts, and physical education. All junior high school students participated in elective classes. All students in the elementary schools received art instruction in 2018-19. Elementary students in grades five and six were able to choose music as an elective.

The numbers of minutes of physical education instruction students received:

Students in the elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and in after-school sports.

Student survey responses that overwhelmingly support the idea that participation these activities improved their experience at school, added value to their lives, will help them in the future and motivated them to come to school. Students received, and were enriched by a broad educational program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis Material Differences:

The difference between budgeted and estimated actual expenditures for employee positions (unless noted below) are the result of salary increases, placements of personnel on the salary schedule, and/or temporary vacancies.

An additional computer technician was hired to support student computers.

Physical Education teachers were provided with supplies/materials to support physical education instruction. (\$18,525 was expended for PE supplies. This was not included as part of the LCAP plan.)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result of changes to our programs.

For 2019-2020 and beyond, district-wide actions will include Jefferson Academy.

Action 1.1 (A1.1) An additional computer technician will be added to service student computers.

Action 1.1 (A1.1) Additional supplies materials will be provided to school sites (from \$147,940 to \$186,840).

Action 1.2 (A1.2)

An additional physical education teacher will be implemented in 19-20 (bringing the total to 5).

Supplies and materials for physical education will be added.

Based on input from the HESD Parent Survey, Parent Advisory Committee, and DELAC, a significant contribution from the LCAP will be made to the district's after-school (READY) program. Additional staff will be added to the READY program to increase the number of spaces available for students significantly reducing the numbers of students on the waiting list. Expenditures for personnel in the READY program will increase from \$44,604 to \$815,279. The READY program will receive adequate support for supplies and materials with an expenditure of \$52,400.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments

Actual

2.1a Students made progress in mastering the required Common Core Standards in ELA. Progress was measured by performance on the state assessments (CAASPP). (SP4)

Overall, test scores in ELA increased by 3.4 points.
No student groups were in the Red Category for ELA.

English Language Arts Targets (Status)
Overall: 23.2 Below Level 3 (Y) (Not Met)
EL: 45.7 Below Level 3 (O) (Not Met)
SED: 32 Below Level 3 (Y) (Not Met)
SWD: 101.8 Below Level 3 (O) (Not Met)
Asian: 10.8 Below Level 3 (O) (Not Met)
Af Am: 42.4 Below Level 3 (Y) (Not Met)
Filipino: N/A
Hispanic: 29.8 Below Level 3 (Y) (Not Met)
2/More: 15.8 Above Level 3 (G) (Not Met)
White: 6.4 Above Level 3 (G) (Not Met)
Homeless: 52 Below Level 3 (O) (N/A)
Foster Youth: 50.1 Below Level 3 (Y) (N/A)

Expected

18-19

2.1a Students make progress in mastering the required Common Core Standards in ELA. Progress will be measured by performance on the state assessments (CAASPP). (SP4)

English Language Arts Targets (Status)

Overall: 10.7 Below Level 3 (Y)

EL: 30.7 Below Level 3 (Y)

SED: 12.9 Below Level 3 (Y)

SWD: 94.5 Below Level 3 (R)

Asian: 0.2 Below Level 3 (G)

Af Am: 30.9 Below Level 3 (Y)

Filipino: 55.5 Above Level 3 (G)

Hisp: 11.0 Below Level 3 (Y)

2/More: 17.0 Above Level 3 (G)

White: 17.4 Above Level 3 (G)

Baseline

2.1a Students made progress in mastering the required Common Core Standards in ELA in 2016-2017 measured by performance on the state assessments (CAASPP). Therefore, the baseline shall be:

English Language Arts

Overall: 24.3 Below Level 3 - 5.6 point growth

EL: 44.7 Below Level 3 - 6.7 point growth

SED: 32.9 Below Level 3 - 5.3 point growth

Asian: 14.2 Below Level 3 - 4.8 point decline

Af Am: 44.9 Below Level 3 - 0.5 point growth

Filipino: 54.6 Above Level 3 - 0.9 point growth

Hisp: 31.0 Below Level 3 - 5.6 point growth

2/More: 3 Above Level 3 - 5.6 point growth

White: 3.3 Above Level 3 - 11.4 point growth

Metric/Indicator

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide Assessments

18-19

Actual

2.1b Students made progress in mastering the required Common Core Standards in math. Progress was measured by performance on the state assessments (CAASPP). (SP4)

Overall, test scores in math increased by 10.2 points.
No student groups were in the Red Category for math.

Expected

2.1b Students make progress in mastering the required Common Core Standards in math. Progress will be measured by performance on the state assessments (CAASPP). (SP4)

Mathematics Targets (Status)
Overall: 35.0 Below Level 3 (Y)
EL: 52.4 Below Level 3 (Y)
SED: 38.0 Below Level 3 (Y)
SWD: 125.4 Below Level 3 (R)
Asian: 16.3 Below Level 3 (Y)
Af Am: 66.7 Below Level 3 (Y)
Filipino: 17.0 Above Level 3 (G)
Hisp: 37.2 Below Level 3 (Y)
2/More: 2.1 Below Level 3 (G)
White: 15.0 Below Level 3 (G)

Baseline

2.1b Students made progress in mastering the required Common Core Standards in mathematics in 2016-2017 as measured by performance on the state assessments (CAASPP). Therefore, the baseline shall be:

Mathematics

Overall: 55.8 Below Level 3 - 3.4 point growth
EL: 72.4 Below Level 3 - 5.3 point growth
SED: 63.8 72.4 Below Level 3 - 3.2 point growth
SWD: 138.4 72.4 Below Level 3 - 0.4 point growth
Asian: 36.3 72.4 Below Level 3 - 16.6 point decline
Af Am: 86.7 72.4 Below Level 3 - 2.4 point decline
Filipino: 14.1 Above Level 3 - 4.3 point growth
Hisp: 61.2 72.4 Below Level 3 - 4.2 point growth
2/More: 22.1 72.4 Below Level 3 - 6.9 point growth
White: 30.7 72.4 Below Level 3 - 3.0 point growth

Metric/Indicator

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;

18-19

Actual

Mathematics Targets (Status)
Overall: 41.9 Below Level 3 (Y) (Not Met)
EL: 64.4 Below Level 3 (Y) (Not Met)
SED: 50.9 Below Level 3 (Y) (Not Met)
SWD: 121.3 Below Level 3 (O) (Met)
Asian: 24.2 Below Level 3 (G) (Not Met)
Af Am: 62.7 Below Level 3 (Y) (Met)
Filipino: N/A
Hisp: 48.4 Below Level 3 (Y) (Not Met)
2/More: 11.2 Below Level 3 (G) (Not Met)
White: 10.4 Below Level 3 (G) (Met)

No students took the CELDT in 18-19.
EL Students took the ELPAC in 18-19, results are shown below.

Expected

2.2

Green on the EL Progress Indicator

(No students will take the CELDT in 18-19)

Baseline

2.2

California School Dashboard EL Progress Indicator 66.9% - 4 point growth (Y)

CELDT 2016-2017 54.6% made Annual Growth (Estimated Locally)

Actual

LEARN MORE
English Learner Progress

All Students

State

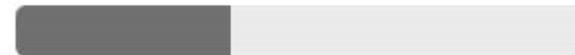
English Language Proficiency
Assessments for California Results

Number of Students: 1,363

Level 4 - Well Developed
27.4%



Level 3 - Moderately Developed
37.6%



Level 2 - Somewhat Developed
22.5%



Level 1 - Beginning Stage
12.5%



Expected

Metric/Indicator

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

E. The English learner reclassification rate

18-19

The English learner reclassification rate
12.5%

Baseline

Baseline 2016-2017 12.5%

Actual

167 students were reclassified in 18-19.
The reclassification rate was 11.1%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A2.1 Staffing levels will be increased to eliminate combination classes in grades 2-6.	<p>A2.1 Staffing levels were increased to eliminate combination classes in grades 2-6.</p> <p>Evaluation: Action 2.1 was successful in leading the district toward meeting Goal #2 that 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. The elimination of combination classes provided students with more individualized instruction and support from their teachers.</p>	<p>3rd Grade Teacher, 5th Grade Teacher Lincoln Eliminate Combination Classes (2 Teachers) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$213,096</p> <p>5th Grade Teacher Washington to Eliminate Combination Class 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$99,944</p> <p>5th Grade Teacher Hamilton to Eliminate Combination Class 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$90,442</p>	<p>3rd Grade Teacher, 5th Grade Teacher Lincoln Eliminate Combination Classes (2 Teachers) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$201,878</p> <p>5th Grade Teacher Washington to Eliminate Combination Class 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$100,944</p> <p>5th Grade Teacher Hamilton to Eliminate Combination Class 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$90,523</p>

Students made growth in ELA and math as shown on the CA.

There were no combination 2-6 classes in 18-19.

2nd Grade Teacher Simas to Eliminate Combination Class
1000-3999: Certificated Personnel Salaries & Benefits
LCFF/SC \$96,651

2nd Grade Teacher Simas to Eliminate Combination Class
1000-3999: Certificated Personnel Salaries & Benefits
LCFF/SC \$96,999

Action 2

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

A2.2 Students are supported with after-hours, intersession, or summer educational programs.

A2.2 Students were supported with summer educational and enrichment programs.

After-Hours/Intersession Instruction 1000-3999:
Certificated Personnel Salaries & Benefits LCFF/SC \$154,145

After-Hours/Intersession Instruction 1000-3999:
Certificated Personnel Salaries & Benefits LCFF/SC \$154,145

Evaluation:
Action 2.2 was successful in leading the district toward meeting Goal #2 that 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. Students participated in summer programs. Students made growth in ELA and math as shown on the CA School Dashboard.

Action 3

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

A2.3 Foster are supported with supplies, materials, tutoring, and/or other materials or activities.

A2.3 Foster youth were supported with supplies, materials, and/or other materials or activities.

Support for Foster Youth 4000-4999: Books And Supplies
LCFF/SC \$15,000

Support for Foster Youth 4000-4999: Books And Supplies
LCFF/SC \$5,000

Evaluation:
Action 2.3 was successful in leading the district toward meeting Goal #2 that 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. Students made growth in ELA and math as shown on the CA School Dashboard.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A2.4 All students who are English learners will receive Language Support in all academic areas (integrated ELD) and specific English language development instruction that is targeted to their specific language learning level (designated ELD).</p>	<p>A2.4 All students who are English learners received language support in all academic areas (integrated ELD) and specific English language development instruction that is targeted to their specific language learning level (designated ELD).</p> <p>Evaluation: Action 2.4 was successful in leading the district toward meeting Goal #2 that 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. English learners made growth in ELA and math as shown on the CA School Dashboard. English learners showed growth in learning English on the California School Dashboard.</p> <p>Leadership The Director of Curriculum met regularly with district-level</p>	<p>50% Director of Curriculum (EL) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$88,441</p> <p>50% Admin Secretary II for Monitoring EL Student Progress 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$44,354</p> <p>2 EL Instructional Aides 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$38,377</p>	<p>50% Director of Curriculum (EL) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$91,680</p> <p>50% Admin Secretary II for Monitoring EL Student Progress 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$45,983</p> <p>2 EL Instructional Aides 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$17,145</p>

leadership, school site principals and learning directors, and with the district's team of instructional coaches to conduct an analysis of the achievement of EL students, of the schools' instructional programs for ELs including integrated and designated ELD, and of the professional development needs of the schools' teachers.

Training
Based on this analysis, the Director of Curriculum developed and implemented training for teaching staff.

Support
The Director of curriculum met regularly with school site principals and learning directors to provide ongoing technical assistance and support to schools with the instructional and professional development needs of EL students.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A2.5 Classroom teachers are provided with leadership, training, and support in implementing effective integrated and designated English language development instruction.	A2.5 Classroom teachers were provided with leadership, training, and support in implementing effective integrated and designated English language development instruction. Evaluation:	33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$490,862	33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$503,198

Action 2.5 was successful in leading the district toward meeting Goal #2 that 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. English learners made growth in ELA and math as shown on the CA School Dashboard. English learners showed growth in learning English on the California School Dashboard.

Leadership

A central focus of learning directors is on the achievement of EL students at their school sites.

Learning Directors met regularly with the Director of Curriculum conducting an analysis of the achievement of EL students and instructional programs for ELs at their school sites.

Training

Based on this analysis, the learning directors implemented training for teaching staff at their schools.

Support

Learning directors provided ongoing support, training, and in-class coaching for teachers at their school sites.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A2.6 District and school-site administrators are provided with leadership, training, technical assistance, and support in the monitoring of student achievement data along with school discipline and attendance data for unduplicated students.</p>	<p>A2.6 District and school-site administrators were provided with leadership, training, technical assistance, and support in the monitoring of student achievement data along with school discipline and attendance data for unduplicated students.</p> <p>Evaluation: Action 2.6 was successful in leading the district toward meeting Goal #2 that 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. English learners made growth in ELA and math as shown on the CA School Dashboard. English learners showed growth in learning English on the California School Dashboard.</p> <p>Leadership The Director met regularly with district leadership, as well as with principals and learning directors leading them in conducting analysis and monitoring of data pertaining to the LCAP metrics, including but not limited to student achievement and school climate data.</p> <p>Training The Director met regularly with district leadership, as well as with</p>	<p>50% Director Program Development, Assessment, Accountability 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$88,068</p>	<p>50% Director Program Development, Assessment, Accountability 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$91,307</p>

principals and learning directors, to provide training on the use of the district's data systems and in conducting analysis and monitoring of achievement and school climate data.

Technical Assistance and Support
 The Director met regularly with district leadership, as well as with principals and learning directors, to advise them in decision-making around compliant budgeting and expending of funds, to support them in development of instructional programs at their school sites, and to assist them in analyzing and monitoring student achievement and school climate data.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.7 (A2.7) and associated expenditures will be eliminated in 2018-2019. (Note: these activities will continue, but will not be detailed in the LCAP.)	Action 2.7 (A2.7) and associated expenditures were eliminated in 2018-2019. (Note: these activities continued, but were not be detailed in the LCAP.)		\$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Analysis Implementation:

The actions and services under Goal 2 were well implemented overall, with students making progress toward proficiency on the state-adopted standards and with students who are English learners making progress learning English.

Description of Implementation

Staffing levels were maintained in grades 2-6 at a level that was sufficient to ensure that there were no combination classes. District and school site leadership provided support, assistance, and professional development to teaching staff, ensuring that effective classroom instruction, and particularly ELD instruction, is in place across the district. Students were provided with additional summer instruction.

A Director of Curriculum (English Learners), provided leadership and monitoring of the district's integrated and designated ELD programs.

The Director of Curriculum provided leadership that insured all EL students received instructional support throughout the school day (integrated ELD) and specific instruction in learning the English language (designated ELD) each day. The Director of Curriculum worked with school site principals and learning directors ensuring that implementation of integrated and designated ELD was in place and that teaching staff received professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities at the district and school level that support English learners.

A learning director at each school site, provided leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement professional development that is targeted to individual school sites' needs.

Successes in Implementation

Hanford Elementary School District implemented services leading students to proficiency on the state adopted standards. Classrooms were staffed so that no students in grades 2-6 were in a combination class. All students in Hanford Elementary who are English learners received language support across all academic subjects. English learners also received specific instruction in learning the English language.

Challenges in Implementation

A continuing teacher shortage poses a challenge to hiring sufficient staff for the elimination of combination classes. (A2.1).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Analysis Effectiveness:

Based on data from the California School Dashboard, the actions and services under Goal 2 were effective overall. Test scores for "All Students" rose in both ELA and mathematics. No student groups were in the red category in ELA or math on the California School Dashboard.

In ELA, eight of the ten subgroups of students increased or maintained. In mathematics, nine of the ten subgroups increased. Although the specific numeric targets that make up the Expected Outcomes in ELA and math were mostly not met, students are continuing to make progress towards mastery of the CCCS in ELA and math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budgeted and estimated actual expenditures for employee positions are the result of salary increases, placements of personnel on the salary schedule, and/or temporary vacancies. Foster youth were supported with less than the budgeted amount (\$5,000). One (rather than the budgeted two) EL instructional aids at the junior high were implemented.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result changes to our programs.

For 2019-2020 and beyond, district-wide actions will include Jefferson Academy.

The Expected Outcomes for ELA and math are adjusted based on the 2017-2018 Actual Outcomes. The targets for All Students, and for all subgroups, are set for five point increase (over 2018) except for SWD, whose target is a 3 point increase. Student groups in the Green category have a target of remaining in the Green category (no numeric target).

Action 2.1(A2.1) There are three classrooms that meet criteria for a combination class for 2019-2020. (There were five in 2018-2019.) Therefore, the number of additional teaching staff to eliminate combination classes is reduced from five to three for 2019-2020. One teacher at Lincoln, one at Washington, and one at Hamilton will be added to eliminate combination classes in 19-20.

Action 2.1(A2.1) There are three classrooms that meet criteria for a combination class for 2019-2020. A2.1 will be revised from LI, FY, EL at Lincoln, Monroe, Simas, Washington and Hamilton grades 3, 4, 5, 6, to LI, FY, EL at Lincoln, Washington and Hamilton grades 4 and 5.

Action 2.2(A2.2) Will be revised from Limited to: Unduplicated Student Groups - LEA Wide to Limited to Unduplicated Student Groups at Hamilton, King, Lincoln, Monroe, Richmond, Roosevelt, Simas, and Washington.

Action 2.3(A2.3) Budgeted amount for foster youth will be \$5,000. The action can be implemented with this amount of funding.

Action 2.4(A2.4) EL Instructional Aides will be reduced from two to one position.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

The district will hire, support, and retain qualified teachers, support staff, and administrators.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching

18-19

3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)

Baseline

3.1 In 2016-2017, all teachers in the district met the credentialing requirements under California law to teach in their current assignments. There were three teachers with provisional credentials who were working toward a full credential. There were no teacher mis-assignments. (SP1)

The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." This shall be the baseline.

Actual

3.1 The district had credentialed, qualified teachers who were correctly assigned in core academic classes. The district received a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)

In 2018-2019 there were:

262 teachers with full credential.

14 teachers without full credential (provisional credentials-working toward full credential)

There were two teachers outside subject area of competence (with full credential)"

There was one teacher mis-assignment.

Expected

Metric/Indicator

See Goal #4

Priority 1: Basic Services addresses the degree to which:

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials

18-19

See 4.1

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. (SP1)

Baseline

See 4.1:

The district had 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 that was passed on September 14, 2016.

Therefore, the baseline shall be that the district has State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms.

Metric/Indicator

See Goal #4

Priority 1: Basic Services addresses the degree to which:

C. School facilities are maintained in good repair

18-19

See 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)

Baseline

See 4.6

Actual

See: 4.1 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 passed on September 12, 2018. (SP1)

See: 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)

Expected

Facilities are maintained and in good repair.
All schools received a score of “Exemplary” on the 15-16 California Facilities Inspection Tool (FIT). Therefore, this shall be the baseline.

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.</p>	<p>A3.1 Teacher qualifications were maintained and supported with leadership, professional development, clerical support, supplies and materials.</p>	<p>33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$490,862</p>	<p>33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$503,198</p>
	<p>Evaluation: Action 3.1 was successful in leading the district toward meeting Goal #3 that the district will hire, support, and retain qualified teachers, support staff, and administrators. Teachers, administrators and staff received a wide variety of professional development aligned with the objectives in the LCAP.</p>	<p>50% Admin Secretary (PD EIs) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$44,353</p>	<p>50% Admin Secretary (PD EIs) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$45,983</p>
	<p>Teachers who are new to the profession, who have a preliminary teaching credential, are provided with a new teacher induction program that includes professional development and mentoring/coaching. This program</p>	<p>Admin Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$16,580</p>	<p>Admin Supplies Materials 4000-4999: Books And Supplies LCFF/SC 16,580</p>
		<p>3 Teacher PD Days 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$353,117</p>	<p>3 Teacher PD Days 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC 353,117</p>
		<p>Admin Secretary II (Induction) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$92,695</p>	<p>Admin Secretary II (Induction) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC 96,114</p>
		<p>Induction Program Supplies 4000-4999: Books And Supplies LCFF/SC \$27,047</p>	<p>Induction Program Supplies 4000-4999: Books And Supplies LCFF/SC 27,047</p>

leads teachers toward attaining a California Clear Teaching Credential.

Supported with Leadership Learning Directors met regularly with the Assistant Superintendent of Curriculum & Instruction conducting an analysis of the achievement of students and instructional programs at their school sites. Learning directors met regularly with teachers at their school sites to assess their professional development needs.

Supported with Professional Development

Learning directors developed and implemented training for teaching staff at their schools. Learning directors provided ongoing support, training, and in-class coaching for teachers at their school sites. Teachers and administrators were supported with three full days of professional development including standards aligned mathematics instruction, math with a focus on supports for English learners, grammar and writing mechanics, utilization of the district's online science resources, physical education (for PE teachers), implementation of the adopted English language arts materials, technology, and art (for art teachers).

Supported with Supplies, Materials, Clerical

The beginning teacher support program was supported with clerical personnel, supplies, and materials.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Analysis Implementation:

The actions and services under Goal 3 were well implemented overall and led to the hiring, support, and retention of qualified teachers, support staff, and administrators.

Description of Implementation

Learning Directors developed and implemented training for teaching staff at their schools. Learning Directors provided ongoing support, training, and in-class coaching for teachers at their school sites. Teachers new to the profession, with preliminary teaching credentials, were provided with a beginning teacher support program that led toward the attainment of a professional clear credential. Teachers received three days of professional development.

Teachers were provided with ongoing-training, support, and in-class coaching through a Learning Director at each school site. Learning Directors support teachers at their school sites by assessing the specific professional development needs of teachers/grade level teams and providing that support directly or utilizing staff developers at county offices of education.

Successes in Implementation

All actions under Goal 3 were successfully implemented. Teachers received training and support. New teachers participated in the induction program.

Challenges in Implementation

A shortage of qualified, credentialed teachers in California continues to pose a challenge to the hiring and retention of qualified teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Analysis Effectiveness:

The actions and services were effective overall leading toward achieving Goal 3-- that the district will hire, support, and retain qualified teachers, support staff, and administrators. HESD achieved the objectives in Goal 3. The district hired, supported, and retained qualified teachers, support staff, and administrators. Despite a teacher shortage, all teachers in the district met the credentialing requirements under California law. There were two teacher mis-assignments. Teachers administrators and staff received a wide variety of professional development aligned with the objectives in the LCAP.

Hire:

The district hired 24 teachers for the 2018-2019 school year. All teachers in the district met the credentialing requirements under California law to teach in their current assignments. Fourteen teachers worked under university or district intern credentials issued by the CCTC. There were five teachers working under provisional credentials while meeting intern requirements or final requirements for a full credential (pre-intern). There was one teacher mis-assignments.

Support:

Teachers and administrators were supported with three full days of professional development including standards aligned mathematics instruction, math with a focus on supports for English learners, grammar and writing mechanics, utilization of the districts online science resources, physical education (for PE teachers), implementation of English language arts materials, technology, and art (for art teachers).

Retain:

At the end of the 2017-18 school year, we had 6 retirements and 17 resignations. For the 2018-19 school year (current school year), we have 277 teachers on staff. The 277 includes 6 coaches (instructional and induction).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budgeted and estimated actual expenditures for employee positions are the result of salary increases, placements of personnel on the salary schedule, and/or temporary vacancies.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result changes to our programs.

For 2019-2020 and beyond, district-wide actions will include Jefferson Academy.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Students will attend a safe, well maintained school and will have access to standards aligned materials.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1: Basic Services addresses the degree to which:
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials

18-19

4.1 All students 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. (SP1)

Actual

4.1 All students had 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 on 9/12/18. (SP1)

Expected

Baseline

4.1 All students had 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 that was passed on September 14, 2016.

Therefore, the baseline shall be that all students have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms.

Metric/Indicator

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates

18-19

4.2 The district's suspension rate will be 4.0% or below.

Suspension Rate Targets (Status):

Overall: 3.6% (Y)

EL: (G)

SED: 3.9% (Y)

SWD: 9.9% (Y)

Hisp: 3.5% (Y)

NA: 14.9% (Y)

Asian: (B)

AfAm: 8.5% (Y)

Filipino: (G)

2/More: 3.7% (Y)

White: 3.9% (Y)

Baseline

4.2 The district's suspension rate (from 14-15) was 5.3% as measured by the California School Dashboard*.

The district's locally estimated overall suspension rate (from 15-16) was 4.6%.

Therefore, the baseline for the district's overall suspension rate shall be 4.6%. The baseline for each of the student subgroups shall be:

Actual

4.2 The district's suspension rate was 3.1%. (SP6)

Suspension Rate Actual (Status):

Overall: 3.1% (Y) (Met)

EL: 1.2% (G) (Met)

SED: 3.4% (Y) (Met)

SWD: 5.9% (Y) (Met)

Hisp: 2.7% (G) (Met)

NA 8.3% (O) (Met)

Asian: 3.8% (O) (Not Met)

AfAm: 6.3 % (O) (Met)

Filipino: 2.3% (O) Not Met

2/More: 5% (R) (Not Met)

White: 4% (O) (Not Met)

Foster Youth: 9% (R)

Homeless: 5.5% (R)

Expected

Suspension Rate (14-15 from the CA School Dashboard)

EL: 4.0 (O)

SED: 6.0 (O)

SWD: 11.6 (O)

Hisp: 4.8 (O)

NatAm: 16.7 (R)

Asian: 1.5 (B)

AfAm: 10.3 (O)

Filipino: 1.9 (G)

2/More: 5.2 (O)

White:6.0 (O)

*Suspension data from the California School Dashboard is from the 2013-2014 and 2014-2015 school years.

<http://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidespring17.pdf> (p. 27)

Metric/Indicator

Priority 6: School Climate as measured by all of the following, as applicable:
B. Pupil expulsion rates

18-19

4.2a The district's expulsion rate will be below 0.7%. (SP 6)

Baseline

4.2a The district's 15-16 expulsion rate was 0.5% (estimated locally), therefore, this shall be the baseline.

Metric/Indicator

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rate

18-19

Actual

4.2a The district's expulsion rate was 0.45%. (Met)

4.3 The district's school attendance rate was 96.2%. (Not Met)

Expected

4.3 The district's school attendance rate will be at least 97%.

Baseline

4.3 The district's 15-16 school attendance rate was 96.6% (estimated locally). Therefore, this shall be the baseline.

Metric/Indicator

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

B. Chronic absenteeism rates

18-19

4.3a The District's chronic absenteeism rate will be below 10%. (SP5)

Baseline

4.3a The District's 15-16 chronic absenteeism rate was 8.61% (estimated locally). Therefore, this shall be the baseline.

Metric/Indicator

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

C. Middle school dropout rates

18-19

4.4 The district's middle school dropout rate will be below 1%. (SP5)

Baseline

4.4 The district's 15-16 middle school dropout rate is zero. Therefore, this shall be the baseline.

Metric/Indicator

Priority 6: School Climate as measured by all of the following, as applicable:
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

18-19

4.5 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District will receive a score of

Actual

4.3a The District's chronic absenteeism rate was 7.7%. (Met)

Chronic Absenteeism Rate Actual (Status):

Overall: 7.7% (Y)

EL: 4.5% (G)

SED: 8.5% (Y)

SWD: 8.5% (G)

Hisp: 7.4% (G)

Asian: 1.9% (B)

AfAm: 8.8% (G)

Filipino: 4.7% (Y)

2/More: 9.8% (O)

White: 8.6% (O)

Foster Youth: 8.4% (G)

Homeless: 28.2% (R)

4.4 The district's middle school dropout rate was zero. (SP5)

4.5 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District received a score of "Met" on the California School Dashboard Local Indicator for "School Climate-Local Climate Surveys." (SP 6)

Based on the 18-19 HESD Student LCAP Survey:

I feel safe at school. Agree/Strongly Agree 80.92%

I enjoy learning at my school. Agree/Strongly Agree 79.09%

I plan to go to college. Agree/Strongly Agree 93.5%

Expected

"Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)

Based on the 17-18 California Healthy Kids Survey:
75% of elementary school students will respond that they feel safe at school all or most of the time. 75% of junior high students will respond that they perceive their school as safe or very safe.

Based on the 18-19 HESD Parent Survey:
75% of parents will respond that they either strongly agree or agree with the statement, "My child is safe at school."

Based on the 18-19 HESD Teacher Survey:
70% of teachers will respond that they either strongly agree or agree with the statement, "Students and staff are safe at school."

Baseline

4.5 Results of surveys from 15-16 and 16-17 indicate that students, parents and staff feel safe at school. Therefore, the baselines shall be:

The District received a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys."

15-16 California Healthy Kids Survey:
78% of elementary school students feel safe at school all or most of the time.
77% of junior high students perceived their school as safe or very safe.

16-17 HESD Parent Survey:
96% of parents responded that they either strongly agree or agree with the statement, "my child is safe at school."

Metric/Indicator

Priority 1: Basic Services addresses the degree to which:
C. School facilities are maintained in good repair

18-19

Actual

There is an adult I can talk to if I have a problem at school. 82.62%

Based on the 18-19 HESD Parent Survey:
92% of parents responded that they either strongly agree or agree with the statement, "My child is safe at school."

Based on regular consultation with the Hanford Elementary Teacher's Association, teachers feel safe at school.

4.6 Facilities are maintained and in good repair. All schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT). (SP1)

Expected

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)

Baseline

4.6 Facilities are maintained and in good repair.

All schools received a score of "Exemplary" on the 15-16 California Facilities Inspection Tool (FIT). Therefore, this shall be the baseline.

Metric/Indicator

See Goal #3

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching

18-19

See 3.1

The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)

Baseline

See: 3.1

In 2016-2017, all teachers in the district met the credentialing requirements under California law to teach in their current assignments. There were three teachers with provisional credentials who were working toward a full credential. There were no teacher mis-assignments. (SP1)

The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." This shall be the baseline.

Actual

See 3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district received a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>A4.1 The implementation and maintenance of instructional materials are supported with leadership, staff, and materials.</p>	<p>A4.1 The implementation and maintenance of instructional materials were supported with leadership, staff, and materials.</p> <p>Evaluation: Action 4.1 was successful in leading the district toward meeting Goal #4, that students will attend a safe, well maintained school and will have access to standards aligned materials. This action supports the part of the goal pertaining to instructional materials. All (100%) students had State Board of Education approved instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution passed on September 12, 2018.</p> <p>Leadership The Assistant Superintendent of Curriculum and Instruction (not funded through the LCAP) provided leadership and supervision in the ordering, inventory, distribution and sufficiency of instructional materials.</p> <p>Staff The Teacher Resource Specialist managed ordering and inventory of the district's instructional materials ensuring that every student had the necessary instructional materials.</p>	<p>1 Teacher Resource Specialist 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$85,555</p> <p>Teacher Resource Center Supplies/Materials 4000-4999: Books And Supplies LCFF/SC \$7,651</p> <p>Standards Aligned Instructional Materials 4000-4999: Books And Supplies LCFF/SC \$1,227,229</p>	<p>1 Teacher Resource Specialist 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$88,653</p> <p>Teacher Resource Center Supplies/Materials 4000-4999: Books And Supplies LCFF/SC \$7,406</p> <p>Standards Aligned Instructional Materials 4000-4999: Books And Supplies LCFF/SC \$1,227,229</p>

Materials
Instructional materials were maintained in all classrooms throughout the district.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 serve as the foster youth coordinator at their school sites.</p>	<p>A4.2 Learning directors provided direct academic and social support to students and coordinated the services from additional staff who provided academic, social, and health support. Learning Directors served as the foster youth coordinator at their school sites.</p> <p>Evaluation: Action 4.2 was successful in leading the district toward meeting Goal #4, that students will attend a safe, well maintained school and will have access to standards aligned materials. The academic and non-academic supports that students received under action A4.2 are foundational to a healthy school climate where students are safe. Learning directors provided direct support to students and coordinated services from support staff at school sites. The district's suspension rate is falling and the district met its expected outcomes for suspension rate, expulsion rate, attendance rate, chronic absenteeism, and middle school dropout rate. Moreover, parents and students overwhelmingly</p>	<p>33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$490,862</p>	<p>33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$503,198</p>

agree/strongly agree that students are safe at school on district surveys. Taken together, these metrics demonstrate healthy school climate where students feel safe and are safe.

Academic Support

Learning Directors provided academic support to students by meeting regularly with teachers and providing support in the identification of students needing academic interventions. Learning Directors led teaching staff in the development and implementation of academic interventions for struggling students at their school sites.

Social Support

Learning Directors provided social support to students by meeting regularly with teachers and providing support in the identification of students needing social support including health, counseling, and/or behavior support. Learning Directors coordinated these services ensuring that students needing these supports received them.

Foster Youth Coordinator

Learning Directors served as the Foster Youth Coordinator at their school sites.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>A4.3 School health professionals and counselors provided direct services to students to promote well-being and health, and intervened with actual and potential health problems.</p> <p>Evaluation: Action 4.3 was successful in leading the district toward meeting Goal #4, that students will attend a safe, well maintained school and will have access to standards aligned materials. The non-academic supports that supported students under action A4.3 are foundational to a healthy school climate where students are safe. The district's suspension rate is falling and the district met its expected outcomes for suspension rate, expulsion rate, attendance rate, chronic absenteeism, and middle school dropout rate. Moreover, parents and students overwhelmingly agree/strongly agree that students are safe at school on district surveys. Taken together, these metrics demonstrate healthy school climate where students feel safe and are safe.</p> <p>A Health Care Assistant (LVN) was in place at every school site. Five RNs supervised the LVNs and provided direct services to students with more serious health conditions. Each of the two junior</p>	<p>5 School Nurses (RNs) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$691,341</p> <p>10 Health Care Assistants (LVNs) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$516,473</p> <p>3 Counselors Elementary Schools 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$370,713</p> <p>2 Counselors Junior High 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$247,142</p> <p>Health/Nursing Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$27,100</p> <p>Behavioral/Mental Health Specialist 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$121,665</p>	<p>5 School Nurses (RNs) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$687,060</p> <p>10 Health Care Assistants (LVNs) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$533,771</p> <p>3 Counselors Elementary Schools 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$384,085</p> <p>2 Counselors Junior High 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$256,057</p> <p>Health/Nursing Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$25,600</p> <p>Behavioral/Mental Health Specialist 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$127,560</p>

high schools had a credentialed school counselor on-site. Three credentialed school counselors rotated among the district's elementary schools.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A4.4 Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.</p>	<p>A4.4 Additional support staff provided direct services to students to promote positive school climate, good citizenship, and improve school safety.</p> <p>Evaluation: Action 4.4 was successful in leading the district toward meeting Goal #4, that students will attend a safe, well maintained school and will have access to standards aligned materials. The non-academic supports that students received under action A4.4, including student specialists, vice principals, school resource officers, child welfare and support, and yard supervision are foundational to a healthy school climate where students are safe. The district's suspension rate is falling and the district met its expected outcomes for suspension rate, expulsion rate, attendance rate, chronic absenteeism, and middle school dropout rate. Moreover, parents and students overwhelmingly agree/strongly agree that students are safe at school on district surveys. Taken</p>	<p>8 Student Specialists 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$701,520</p> <p>2 School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$196,040</p> <p>2 Vice Principals Jr. High 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$298,814</p> <p>Child Welfare and Support Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$16,689</p> <p>Director of School Climate, Child Welfare, Attendance (District FY, Homeless Coordinator) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$177,015</p> <p>Admin Secretary School Climate 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$82,904</p>	<p>8 Student Specialists 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$696,942</p> <p>2 School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$196,040</p> <p>2 Vice Principals Jr. High 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$303,290</p> <p>Child Welfare and Support Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$32,571</p> <p>Director of School Climate, Child Welfare, Attendance (District FY, Homeless Coordinator) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$182,611</p> <p>Admin Secretary School Climate 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$85,862</p>

together, these metrics demonstrate healthy school climate where students feel safe and are safe.

Yard Supervision 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$734,002

Yard Supervision 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$699,196

Community Day School Administrator & 3 Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$476,602

Community Day School Administrator & 3 Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$479,548

Community Day School Classified (3 Instructional Aides & 1 Clerical) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$171,543

Community Day School Classified (3 Instructional Aides & 1 Clerical) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$174,964

Community Day School Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$22,490

Community Day School Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$22,490

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 4.5 (A4.5) will be eliminated in 2018-2019 and going forward. The expenditures under A4.5 will be incorporated into A4.4.	Action 4.5 (A4.5) was be eliminated in 2018-2019 and going forward. The expenditures under A4.5 were incorporated into A4.4.		0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Evaluation: Action 4.6 was successful in leading the district toward meeting Goal #4, that students will attend a safe, well maintained school and will have access to standards aligned materials. Providing students with transportation to school was a factor in the district	Transportation 7000-7439: Other Outgo LCFF/SC \$500,000	Transportation 7000-7439: Other Outgo LCFF/SC \$500,000

meeting it's expected outcomes for attendance rate and chronic absenteeism by removing a barrier to school attendance for unduplicated students.

The district's suspension rate is falling and the district met its expected outcomes for suspension rate, expulsion rate, attendance rate, chronic absenteeism, and middle school dropout rate. Moreover, parents and students overwhelmingly agree/strongly agree that students are safe at school on district surveys. Taken together, these metrics demonstrate healthy school climate where students feel safe and are safe.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A4.7 Maintenance of district facilities are supported with staff, supplies, and equipment. Action 4.7 (A4.7) Deferred maintenance will be eliminated. (This activity will continue, but will not be detailed in the LCAP of funded with LCFF/SC) Action 4.7 (A4.7) Custodians will be eliminated. (This activity will continue, but will not be detailed in the LCAP of funded with LCFF/SC)</p>	<p>A4.7 Maintenance of district facilities are supported with staff, supplies, and equipment. Action 4.7 (A4.7) Deferred maintenance was eliminated. (This activity will continue, but will not be detailed in the LCAP of funded with LCFF/SC) Action 4.7 (A4.7) Custodians was eliminated. (This activity will continue, but will not be detailed in the LCAP of funded with LCFF/SC)</p>		0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Analysis Implementation:

Actions under Goal 4 were well implemented overall with students attending safe, well maintained schools and having access to standards aligned materials.

Description of Implementation

Students had access to up-to-date and sufficient instructional materials. Learning Directors provided academic and social support to students. Students were served by health professionals, counselors, Student Specialists, and School Resource Officers. Safety was ensured with maintenance, transportation, and yard supervision. Alternative education options were provided for at-risk students.

Successes in Implementation

Students were well served by these personnel. The barriers to school attendance and learning that many students face were reduced by the personnel and services provided under Goal 4.

Challenges in Implementation

Several Health Care Assistants (LVNs) resigned during the school year and replacements had to be hired and trained.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Analysis Effectiveness:

Overall, the actions and services under Goal 4 were effective in providing students with safe, well maintained schools and in providing access to standards aligned materials. The barriers to school attendance and learning that many students face were reduced by the personnel and services provided under Goal 4. Attendance rates are high and chronic absenteeism is low. The district met its expected outcome for attendance rate (96.6%) and chronic absenteeism rate (0.4%). Suspension rates, while still high, are falling across the district as students are provided with an array of support services designed to increase school engagement and reduce discipline incidents. All students have up-to-date, standards-aligned instructional materials. On district surveys, large majorities of students and parents indicated that they feel their students are safe at school. School and district facilities are in an "exemplary" state of repair.

Analysis of the district's overall (All Students) suspension rates show the following:

2013 (CDE Dataquest) 6.3%
2014 (CDE Dataquest) 5.0%
2015 (CDE Dataquest) 5.1%
2016 (CDE Dataquest) 4.3%
2017 (CA School Dashboard) 3.3%
2018 (CA School Dashboard) 3.1%

While the district's suspension rate continues to fall, and the district's overall performance was at the Yellow level on the CA School Dashboard Suspension Rate Indicator, the numbers of students who are suspended each year remains high. There continue to be subgroups of students whose suspension rates are in the Red or Orange performance levels. These include foster youth, homeless, two or more races, African American, American Indian, Asian, Filipino, and White.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis Material Differences:

The difference between budgeted and estimated actual expenditures for employee positions are the result of salary increases, placements of personnel on the salary schedule, and/or temporary vacancies.

The office of School Climate, Child Welfare, and Attendance utilized additional supplies and materials to support students, including students who were chronically absent, had behavior challenges, were homeless or foster youth.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result changes to our programs.

For 2019-2020 and beyond, district-wide actions will include Jefferson Academy.

Suspension Rate Expected Outcomes are adjusted based on 2018 actual outcomes. Expected Outcomes are for the suspension rates for all students and all subgroups to decline by at least 0.3%.

Expected Outcomes for all subgroups have been added to the Chronic Absenteeism Expected Outcome. The Expected Outcomes are based on a 0.5% decline for all subgroups except for Homeless students, who have an Expected Outcome of a 3.0% decline.

Action 4.1 (A4.1) It is anticipated that the need for instructional materials will be met with an expenditure of \$1,000,000.

Action 4.1 (A4.1) Teacher Resource Center Supplies will be eliminated for 19-20. The TRC will receive adequate supplies outside of the LCAP.

Action 4.3(A4.3) The Behavioral/Mental Health Specialist line has been edited to reflect the actual job title/description (School Social Worker). The position and duties are the same.

Action 4.6 (A4.6) For 2019-2020 and beyond, we will change the budget coding to more accurately reflect what is actually being done: 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. The coding will be changed to: 2000-3999 Classified Personnel Salaries and Benefits.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Communication between schools and home will be regular and meaningful.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3: Parental Involvement addresses:

B. How the school district will promote parental participation in programs for unduplicated pupils

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

18-19

5.1 Parents (including parents of unduplicated pupils and pupils with exceptional needs) will 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. The District will receive a score of "Met" on the California School Dashboard local indicator for "Parent Engagement." (SP3)

Actual

5.1 Parents (including parents of unduplicated pupils and pupils with exceptional needs) received 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 as shown below:

Parent/teacher conferences were attended at a rate of 98%.

Parents strongly agree or agree on the HESD Parent Survey that "[T]he Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.(58% Strongly Agree/39% Agree).

100% Parents received a report card for their student.

Parents responded that "[T]he Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math" on the on the HESD Parent Survey. (49% Strongly Agree/45% Agree).

Parents strongly agree or agree with the statement "I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.)" on the on the on the HESD Parent Survey (54% Strongly Agree/41% Agree).

Expected

Baseline

5.1 Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement. Therefore, the baseline shall be:

The District received a score of "Met" on the California School Dashboard local indicator for "Parent Engagement."

98% of parents (including parents of unduplicated pupils and pupils with exceptional needs) strongly agree or agree that "The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards" HESD Parent Survey.

97% of parents (including parents of unduplicated pupils and pupils with exceptional needs) responded that "The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math" on the HESD Parent survey.

95% of parents (including parents of unduplicated pupils and pupils with exceptional needs) strongly agree or agree with the statement "I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.)" on the HESD parent survey.

Metric/Indicator

Priority 3: Parental Involvement addresses:

B. How the school district will promote parental participation in programs for unduplicated pupils

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

18-19

5.2 Parents (including parents of unduplicated pupils and pupils with exceptional needs) participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)

Actual

The District received a score of "Met" on the California School Dashboard local indicator for "Parent Engagement." (SP3)

5.2 Parents (including parents of unduplicated pupils and pupils with exceptional needs) participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)

Approximately 150 parents were served at the parent outreach center. Parents received a variety of training and support services. Additionally, school sites held academic and social parent involvement activities including literacy and math nights. Parents agree or strongly agree with the statement: "[T]here are adequate opportunities for me to become involved in my child's school." on the district's Parent Survey (46% Strongly Agree/47% Agree).

Expected

Baseline

5.2 Parents (including parents of unduplicated pupils and pupils with exceptional needs) participated in a variety of educational and social activities.

Approximately 150 parents (including parents of unduplicated pupils and pupils with exceptional needs) were served at the parent outreach center. Therefore, this shall be the baseline.

Metric/Indicator

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site

18-19

5.3 Parents (including parents of unduplicated pupils and pupils with exceptional needs) 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)

Baseline

5.3 Parents provided input into 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. Therefore, the baseline shall be:

All schools maintained a school site council and the council met regularly.

The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.

95% of parents (including parents of unduplicated pupils and pupils with exceptional needs) strongly agree or agree with the statement "I receive adequate information regarding parent meeting/activities such as School

Actual

5.3 Parents (including parents of unduplicated pupils and pupils with exceptional needs) 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)

All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.

95% of parents strongly agree or agree 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 HESD parent survey.

Parents strongly agree or agree with the statement "[T]here are adequate opportunities for me to become informed about the school's programs (46% Strongly Agree/47% Agree).

Expected

Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations" on the HESD parent survey.

98% of parents (including parents of unduplicated pupils and pupils with exceptional needs)strongly agree or agree with the statement "There are adequate opportunities for me to become informed about the school's programs."

Actual



Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>A5.1 The District and school sites provided parents with conferences, report cards, and other means of communication regarding students' progress.</p> <p>Evaluation: Action 5.1 was successful in leading the district toward meeting goal #5, that communication between schools and home will be regular and meaningful. Parent/teacher conferences were attended at a rate of 98%. A majority of parents strongly agree or agree on the HESD Parent Survey that "[T]he Parent/Teacher Conference was helpful to me in understanding my</p>	<p>Action 5.1 is implemented without the expenditure of funds. Not Applicable Other \$0</p>	<p>Action 5.1 is implemented without the expenditure of funds. \$0</p>

child's progress towards meeting English Language Arts and Math Standards."(See Actual Outcomes)
 100% of parents received a report card for their student.
 A majority of parents responded that "[T]he Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math" on the on the HESD Parent Survey.(See Actual Outcomes)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A5.2 School sites and the district will provide parents with a variety of informational, training/educational, and social activities.</p>	<p>A5.2 School sites and the district provided parents with a variety of informational, training/educational, and social activities.</p> <p>Evaluation: Action 5.2 was successful in leading the district toward meeting goal #5, that communication between schools and home will be regular and meaningful. A majority of parents agree or strongly agree with the statement: "[T]here are adequate opportunities for me to become involved in my child's school."(See Actual Outcomes)</p>	<p>Parent Liaison 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$79,933</p> <p>Parent Education Center is located at a school-site and does not require the expenditure of funds. Not Applicable Other \$0</p>	<p>Parent Liaison 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$79,812</p> <p>Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$7,500</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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A5.3 The district and school sites will maintain the required committees for parent input.

A5.3 The district and school sites will maintain the required committees for parent input.

Evaluation: Action 5 was successful in leading the district toward meeting goal #5, that communication between schools and home will be regular and meaningful. Parents strongly agree or agree 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 HESD parent survey. A majority of parents strongly agree or agree with the statement "[T]here are adequate opportunities for me to become informed about the school's programs.(See Actual Outcomes) Hanford Elementary participated in Federal Program Monitoring in 2016-2017. There were no finding related to the required committees for parent input.

Action 5.3 is implemented without the expenditure of funds. Not Applicable Other \$0

Action 5.3 is implemented without the expenditure of funds. \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Analysis Implementation:

The actions and services under Goal 5 were well-implemented with communication between schools and home being regular and meaningful.

Description of Implementation

A Parent Liaison provided outreach, education, and communication to families of students across the district. A Parent Outreach Center staffed by the Parent Liaison, for the parents of EL students was in place on the campus of Martin Luther King school. EL parents from across the district had access to this center, which was stocked with books, supplies, and materials. EL parents had access to an iPad lab at the outreach center. The center provided a variety of educational sessions as well as drop-in hours. Additionally, eBooks, (English and Spanish) that can be read on iPads or other devices were purchased for EL parents to check out.

Successes in Implementation

Activities, including parent academies and training at the parent outreach center and at school sites, have been well-attended. Parents, in overwhelming numbers, agree that they are provided with information regarding parent meeting/activities such as school site council, English learner advisory committee, parent Workshops, back to school night, and parent education presentations; that there are adequate opportunities to become informed about the school's programs; that parent/teacher conferences are helpful; and that they receive information about their students' progress.

Challenges in Implementation

Services to parents have been focused on the parents of students who are English learners. There remains a challenge to expand these services to the parents of additional unduplicated student groups.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Analysis Effectiveness:

The actions and services under Goal 5 were effective in achieving the goal of regular and meaningful communication between the district/schools and families. Across all of the district's surveys, and based on input from the advisory committees, parents feel that communication tools, such as report cards and conferences are effective and meaningful (94% agree/strongly agree). Parents feel that they receive timely information on their students' progress (95% agree/strongly agree). Parents feel that they have opportunities to participate in the decision-making around services and programs for their children (95% agree/strongly agree). Parent educational opportunities were well-attended.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis Material Differences:

The difference between budgeted and estimated actual expenditures for employee positions are the result of salary increases, placements of personnel on the salary schedule, and/or temporary vacancies.

Supplies and materials were used to support parent outreach and education activities at the Parent Outreach Center.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result changes to our programs. For 2019-2020 and beyond, district-wide actions will include Jefferson Academy.

Action 5.2(A5.2) Supplies and Materials will support the Parent Education Center.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parents, Community:

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 four times during the school year. The superintendent, director of categorical programs, and/or director of curriculum attended these meetings. The purpose of the PAC is to engage parents in the LCAP 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 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

11/6/2018 PAC Meeting #1

9:00 a.m.

District Office Boardroom

714 N. White St. Hanford, CA

1/29/2019 PAC Meeting #2

9:00 a.m.

District Office Boardroom

714 N. White St. Hanford, CA

3/19/2019 PAC Meeting #3

9:00 a.m.

District Office Boardroom

714 N. White St. Hanford, CA

5/28/2019 PAC Meeting #4
9:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

Parents, Community:

The LCAP is a standing item on the District English Learner Advisory Committee (DELAC). (Note that the DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and district level leadership.) 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, 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 and provide recommendations as to how the district's programs can be improved to increase the achievement of ELs.

DELAC Dates Meeting Time Place

11/7/18 DELAC Meeting #1
10:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

1/30/19 DELAC Meeting #2
10:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

4/3/19 DELAC Meeting #3
10:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

5/29/19 DELAC Meeting #4
10:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

Parents, Community:

The LCAP was an item on the school site council meeting agenda for either meeting #3 or #4 at each school site. (Note that school site councils are comprised of parents and or community members, teachers, school personnel, and the site principal.) School site council members received information on student achievement relative to the state priorities. School site council members provide recommendations on the development and implementation of the LCAP.

Information on the California School Dashboard was presented to the community and the Board of Trustees at the board meeting on 1/23/18.

Bargaining Units, Staff:

The LCAP is a regular agenda item at the district's meet-and-consult sessions with the 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.

Principals, Learning Directors, Student Specialists, and School Counselors attended professional development on the specific needs and challenges of foster youth on 1/11/18. School and district staff received information and provided input on the needs, challenges, and programs supporting foster youth.

Community:

The Kings County Office of Education in partnership with the Kings County Foster Youth Executive Council a foster youth support and advocacy group, held a series of informational meetings on the needs of foster youth. HESD leadership including the or the district Director of School Climate, Child Welfare, and Attendance (FY Liaison) attended these meetings. At these meetings, the specific needs and challenges of foster youth were presented and discussed.

Pupils:

A student focus group, to give students the opportunity to have their voices heard in relation to the LCAP was held on February 27, 2019 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.

Pupils, Parents:

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 for Unduplicated students, to prioritize programs and services, and to give general input and ask questions related to these services and programs.

Surveys included:

The HESD Parent Survey (to all parents in HESD)
The Bright Bytes Technology Survey (to teachers, parents, students 3-8)
Healthy Kids Survey (to students 5,7)
READY Survey (to Students in the after-school program)
HESD LCAP Student Survey (to students in grades 5-8)

Staff:

The district's Instructional Cabinet met monthly during the school year. At these meetings, administrators, Principals, Learning Directors, and other school personnel conducted analysis of the needs of students across the district and at individual school sites. The instructional cabinet provided staff with the opportunity to give input into the LCAP, based on analysis of students' needs.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The parent advisory committee recommended that the district continue the following LCAP services to students:

Supplies, Materials, and Technology for School Sites (A1.1)
Staffed School Libraries Open Daily (A1.1)
Technicians Supporting Student Technology (A1.1)
Study Trips (A1.1)

Art Teachers and Related Supplies (A1.2)
Music Teachers and Related Supplies and Equipment (A1.2)
PE Teachers (A1.2)
After School Athletic Enrichment and Youth Development (A1.2)
After School Program Staff and Supplies (A1.2)

Reduce or Eliminate Combination Classes (A2.1)
After-Hours/Summer Intersession Instruction (A2.2)
Support for Foster Youth (A2.3)
Leadership to Support English Learners (A2.4)
Instructional Aides (Jr. High) (A2.4)

Professional Development for Teachers and Staff (A3.1)

Standards Aligned Instructional Materials (A4.1)
Coordination of Services to Students (Learning Directors) (A4.2)
School Nurses and Health Care Assistants (A4.3)
Elementary and Junior High Counselors (A4.3)
Student Specialists and Vice Principals (A4.4)
School Resource Officers (A4.4)
School Climate, Child Welfare and Attendance (A4.4)
Yard Supervision (A4.4)
Community Day School Community Day School (A4.5)
Maintenance and Transportation (A4.6, A4.7)

Parent Liaison (A5.2)

The DELAC recommended that the district continue or increase the following services:

Supplies, Materials, and Technology for School Sites (A1.1)
Staffed School Libraries Open Daily (A1.1)
Technicians Supporting Student Technology (A1.1)
Study Trips (A1.1)

Art Teachers and Related Supplies (A1.2)
Music Teachers and Related Supplies and Equipment (A1.2)
PE Teachers (A1.2)
After School Athletic Enrichment and Youth Development (A1.2)
After School Program Staff and Supplies (A1.2)

Reduce or Eliminate Combination Classes (A2.1)
After-Hours/Summer Intersession Instruction (A2.2)
Support for Foster Youth (A2.3)

Leadership to Support English Learners (A2.4)
Instructional Aides (Jr. High) (A2.4)

Professional Development for Teachers and Staff (A3.1)

Standards Aligned Instructional Materials (A4.1)
Coordination of Services to Students (Learning Directors) (A4.2)
School Nurses and Health Care Assistants (A4.3)
Elementary and Junior High Counselors (A4.3)
Student Specialists and Vice Principals (A4.4)
School Resource Officers (A4.4)
School Climate, Child Welfare and Attendance (A4.4)
Yard Supervision (A4.4)
Community Day School Community Day School (A4.5)
Maintenance and Transportation (A4.6, A4.7)

Parent Liaison (A5.2)

Bargaining unit recommended that the district continue to provide:

Recruitment and retention of highly qualified staff (A3.1)
Professional development in implementing the Common Core Standards (A3.1)
Professional development in instruction for English learners, at-risk students, and students with disabilities (A3.1)
Access to standards aligned instructional materials and technology (A4.1, A1.1)
Yard supervision (A4.4)

Students who are foster youth (or former foster youth) along with Kings County foster youth representatives recommended continued or increased:

Monitoring of school placement and progress of foster youth (A4.2, A4.4)
Transportation to school and to extra-curricular activities (A2.3)
Professional development for teachers and staff regarding the unique needs of foster youth (A3.1)
Access to additional instructional time including but not limited to summer programs (A2.2)
Access to technology, books, supplies, and materials (A2.3)

Students recommended that the district continue providing:

Good teachers who care about students and make learning fun (A3.1)
Access to technology (A1.1)
Maintaining/increasing/improving social, behavioral, and health services (A4.1-A4.6)
Well maintained campuses where students are safe (A4.4)
Extracurricular activities (A1.2)
Study trips (A1.1)
Art, music, PE (A1.2)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

A continuing mandate from all stakeholder groups is that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, stakeholders support a well-rounded education that includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Hanford Elementary's stakeholders have directed the district to provide students with a well-rounded education.

Because we have a large number of students from low income families, and students from low income families sometimes lack the resources to experience the types of enrichment activities, such as music, art, and physical education, that have been shown to increase academic achievement, there is a need to provide students with an educational program that includes these areas of study. (A1.2)

Because we have a large number of students from low income families, and 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, there is a need to provide students with academic study trips. (A1.1)

Because students from low income families don't always have access to the technology that is essential in developing skills needed for success in college and in today's workplaces, there is a need to provide students with technology to be used in their classrooms each day. (A1.1)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 2: Implementation of State Standards addresses: A. The implementation of state board adopted academic content and performance standards for all students, which are: a. English Language Arts – Common Core State Standards for English Language Arts b. Mathematics – Common Core State Standards for Mathematics c. English Language Development d. Career Technical Education e. Health Education Content Standards f. History-Social Science g. Model School Library Standards h. Physical Education Model Content Standards</p>	<p>All instruction in core subject areas was aligned to the Common Core Standards based on site reviews and classroom observations that took place during the 2016-2017 school year. Therefore the baseline will be that all instruction in core subject areas is aligned to the Common Core Standards.</p> <p>HESD "Met" the local indicator for 16-17 implementation of State Academic Standards.</p>	<p>1.1 Instruction in all areas listed under State Priority 2A are aligned with state board adopted academic content and performance standards for all students as evidenced by school-site based reviews that include classroom observations. The District will receive a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)</p>	<p>1.1 Instruction in all areas listed under State Priority 2A are aligned with state board adopted academic content and performance standards for all students as evidenced by school-site based reviews that include classroom observations. The District will receive a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)</p>	<p>1.1 Instruction in all areas listed under State Priority 2A are aligned with state board adopted academic content and performance standards for all students as evidenced by school-site based reviews that include classroom observations. The District will receive a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
i. Next Generation Science Standards j. Visual and Performing Arts k. World Language; and				
<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>C. Programs and services developed and provided to individuals with exceptional needs.</p>	<p>Students (including unduplicated students and students with exceptional needs) received instruction in art, music, and physical education, and participated in these subjects in the 2016-2017 school year. Therefore, the numbers of students, shown as participating in these programs below, shall serve as the baseline.</p> <p>Approximately 150 students received art instruction and 284 students received music instruction at the two junior high schools in 16-17.</p> <p>Approximately 4003 students in the elementary schools</p>	<p>1.2 Students (including unduplicated students and students with exceptional needs) 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 7A, 7B, 7C)</p>	<p>1.2 Students (including unduplicated students and students with exceptional needs) 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 7A, 7B, 7C)</p>	<p>1.2 Students (including unduplicated students and students with exceptional needs) 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 7A, 7B, 7C)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>received art instruction in 16-17.</p> <p>All students received the required number of minutes of physical education in 16-17. Therefore, 200 minutes of physical education instruction every ten days for elementary school students and 400 minutes of physical education instruction every ten days for junior high students shall serve as the baseline.</p>			
<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: B. Programs and services developed and provided to unduplicated pupils</p> <p>California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an</p>	<p>All EL Students received 30 minutes of designated ELD each school-day in 16-17 as measured by district and school-site observations. This shall be the baseline.</p> <p>All low-Income students received instruction in 16-17 in ELA and math as measured by the HESD report to parents. This shall be the baseline.</p> <p>All foster youth received instruction in 16-17 in</p>	<p>1.2a All EL Students will receive 30 minutes of designated ELD each school-day.</p> <p>All low-Income students will receive instruction in ELA and math as measured by the HESD report to parents. This shall be the baseline.</p> <p>All foster youth will receive instruction in ELA and math as measured by the HESD report to parents. (SP 7B)</p>	<p>1.2a All EL Students will receive 30 minutes of designated ELD each school-day.</p> <p>All low-Income students will receive instruction in ELA and math as measured by the HESD report to parents.</p> <p>All foster youth will receive instruction in ELA and math as measured by the HESD report to parents. (SP 7B)</p>	<p>1.2a All EL Students will receive 30 minutes of designated ELD each school-day.</p> <p>All low-Income students will receive instruction in ELA and math as measured by the HESD report to parents.</p> <p>All foster youth will receive instruction in ELA and math as measured by the HESD report to parents. (SP 7B)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English learner, eligible for a free or reduced-price meal, or is a foster youth.	ELA and math as measured by the HESD report to parents. This shall be the baseline.			
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: C. Programs and services developed and provided to individuals with exceptional needs.	1.2b Students with exceptional needs received instruction in 16-17 in ELA and math as measured by the HESD report to parents. This shall be the baseline.	1.2b Students with exceptional needs will receive instruction in ELA and math as measured by the HESD report to parents. (SP 7C)	1.2b Students with exceptional needs will receive instruction in ELA and math as measured by the HESD report to parents. (SP 7C)	1.2b Students with exceptional needs will receive instruction in ELA and math as measured by the HESD report to parents. (SP 7C)
Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described	<p>Students were enriched by art, music, and physical education, feel more engaged in school, and were motivated to achieve as a result of participating in these activities. Therefore, the HESD Survey results from 2016-2017 below shall serve as the baseline:</p> <p>I think it is important to have art/music classes at my school. (95%, 97%) My art/music class enriches (improves) my</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)	1.2 c. 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)	1.2 c. 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)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>experience at school. (89%, 88%) Being in art/music motivates me to come to school every day. (78%, 70%) Learning about art/music adds value to my life. (85%, 83%) Learning about art/music will help me in the future. (89%, 85%)</p>			
<p>Priority 2: Implementation of State Standards addresses: A. The implementation of state board adopted academic content and performance standards for all students, which are: c. English Language Development B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>School site-based reviews in 2016-2017 that included classroom observations indicated that ELD instruction and materials were aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards. Therefore, the baseline shall be that: All 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.</p>	<p>1.3 All 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) HESD will score "Met" on the local indicator for implementation of State Academic Standards.</p>	<p>1.3 All 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) HESD will score "Met" on the local indicator for implementation of State Academic Standards.</p>	<p>1.3 All 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) HESD will score "Met" on the local indicator for implementation of State Academic Standards.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	HESD "Met" the local indicator for implementation of State Academic Standards for 16-17. Therefore, this will be the baseline.			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A1.1 Common Core Standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.

A1.1 Common Core Standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.

A1.1 Common Core Standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$154,496	\$147,940	\$186,598
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Supplies, Materials, Site-directed Technology	4000-4999: Books And Supplies Supplies, Materials, Site-directed Technology	4000-4999: Books And Supplies Supplies, Materials, Site-directed Technology
Amount	\$345,725	\$351,506	\$414,788
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries 10 Media Service Aides	2000-3999: Classified Personnel Salaries & Benefits 10 Media Service Aides	2000-3999: Classified Personnel Salaries & Benefits 10 Media Service Aides
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Library Information System (Destiny) Tech Support	5800: Professional/Consulting Services And Operating Expenditures Library Information System (Destiny)	5800: Professional/Consulting Services And Operating Expenditures Library Information System (Destiny)
Amount	\$650,000	\$650,000	\$887,919
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Student Technology	4000-4999: Books And Supplies Student Technology	4000-4999: Books And Supplies Student Technology

Amount	\$557,991	\$592,639	\$714,947
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries 6 Technicians for Student Technology	2000-3999: Classified Personnel Salaries & Benefits 6 Technicians for Student Technology	2000-3999: Classified Personnel Salaries & Benefits 7 Technicians for Student Technology
Amount	\$175,000	\$154,222	\$167,722
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Study Trips	4000-4999: Books And Supplies Study Trips	4000-4999: Books And Supplies Study Trips

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$18,525
Source			LCFF/SC
Budget Reference			4000-4999: Books And Supplies Physical Education Supplies/Materials
Amount	\$459,128	\$490,145	\$545,137
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 4.5 FTE Music Teachers	1000-3999: Certificated Personnel Salaries & Benefits 4.5 FTE Music Teachers	1000-3999: Certificated Personnel Salaries & Benefits 5.0 FTE Music Teachers
Amount	\$90,122	\$87,516	\$107,083
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Music Program Supplies & Equipment	4000-4999: Books And Supplies Music Program Supplies & Equipment	4000-4999: Books And Supplies Music Program Supplies & Equipment
Amount	\$396,977	\$435,726	\$518,540
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 4 FTE Elementary PE Teachers	1000-3999: Certificated Personnel Salaries & Benefits 4 FTE Elementary PE Teachers	1000-3999: Certificated Personnel Salaries & Benefits 5 FTE Elementary PE Teachers

Amount	\$187,731	\$226,378	\$224,338
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries After School Athletic Enrichment and Youth Development Admin and Staff (.5 FTE and Cert. Coaching Stipends)	1000-3999: Certificated Personnel Salaries & Benefits After School Athletic Enrichment and Youth Development Admin and Staff (.5 FTE and Cert. Coaching Stipends)	1000-3999: Certificated Personnel Salaries & Benefits After School Athletic Enrichment and Youth Development Admin and Staff (.5 FTE and Cert. Coaching Stipends)
Amount	\$112,264	\$118,272	\$133,998
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies After School Athletic Enrichment and Youth Development Supplies	4000-4999: Books And Supplies Athletic Enrichment and Youth Development Supplies	4000-4999: Books And Supplies Athletic Enrichment and Youth Development Supplies
Amount	\$191,361	\$291,633	\$298,618
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 2.0 FTE Art Teachers	1000-3999: Certificated Personnel Salaries & Benefits 3.0 FTE Art Teachers	1000-3999: Certificated Personnel Salaries & Benefits 3.0 FTE Art Teachers
Amount	\$2,500	\$4,454	\$2,454
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Art Supplies/Materials	4000-4999: Books And Supplies Art Supplies/Materials	4000-4999: Books And Supplies Art Supplies/Materials
Amount	\$42,794	\$44,604	\$815,279
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries .5 FTE READY Program Support Staff	2000-3999: Classified Personnel Salaries & Benefits .5 FTE READY Program Support Staff	2000-3999: Classified Personnel Salaries & Benefits READY Program Support Staff

Amount	\$205,455	\$186,691	\$52,400
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies READY Program Supplies	4000-4999: Books And Supplies READY Program Supplies	4000-4999: Books And Supplies READY Program Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A1.3 Director of Curriculum (EL) provides leadership in the alignment of ELD, the state adopted standards, and the district's instructional programs.

2018-19 Actions/Services

A1.3 Director of Curriculum (EL) provides leadership in the alignment of ELD, the state adopted standards, and the district's instructional programs.

2019-20 Actions/Services

A1.3 Director of Curriculum (EL) provides leadership in the alignment of ELD, the state adopted standards, and the district's instructional programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,494	\$88,442	\$91,601
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 50% Director of Curriculum	1000-3999: Certificated Personnel Salaries & Benefits 50% Director of Curriculum	1000-3999: Certificated Personnel Salaries & Benefits 50% Director of Curriculum

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Data from the California School Dashboard Academic Indicator places Hanford Elementary in the Yellow category in ELA and math. In ELA, eight of the ten student subgroups are in the Orange or Yellow category. In math, seven of the ten subgroups are in the Orange or Yellow category. This grouping, with most subgroups performing at levels similar to the district overall, indicates a need to provide support to all unduplicated students across all of the subgroups. There is a need to provide unduplicated students with instructional supports including increasing staffing levels in grades 4-6 to reduce class size and/or eliminate combination classes (A2.1) (thereby providing these students with more individualized time and attention from the teacher) and to provide summer educational programs giving these students additional hours of instructional time. (A2.2)

Although English learners performed at the Green level on the CA School Dashboard English Learner Progress Indicator in 2017, English learners performed at the Orange level in ELA and at the Yellow level in math on the dashboard academic indicators. This indicates that there is a need to provide students who are English learners with language support in all academic areas (A2.4) and to provide these students with English language development instruction (instruction in learning the English language). (A2.4, A2.5) There is an additional need to provide classroom teachers with leadership, training, and support in implementing effective integrated and designated English language development instruction. (A2.5)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide assessments</p>	<p>2.1a Students made progress in mastering the required Common Core Standards in ELA in 2016-2017 measured by performance on the state assessments (CAASPP). Therefore, the baseline shall be:</p> <p>English Language Arts Overall: 24.3 Below Level 3 - 5.6 point growth EL: 44.7 Below Level 3 - 6.7 point growth SED: 32.9 Below Level 3 - 5.3 point growth Asian: 14.2 Below Level 3 - 4.8 point decline Af Am: 44.9 Below Level 3 - 0.5 point growth Filipino: 54.6 Above Level 3 - 0.9 point growth Hispanic: 31.0 Below Level 3 - 5.6 point growth 2/More: 3 Above Level 3 - 5.6 point growth White: 3.3 Above Level 3 - 11.4 point growth</p>	<p>2.1a Students make progress in mastering the required Common Core Standards in ELA. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>English Language Arts Targets (Status) Overall: 17.7 Below Level 3(Y) EL: 37.7 Below Level 3 (Y) SED: 22.9 Below Level 3 (Y) SWD: 101.5 Below Level 3 (R) Asian: 7.2 Below Level 3 (Y) Af Am: 37.9 Below Level 3 (Y) Filipino: 55.0 Above Level 3 (G) Hispanic: 21.0 Below Level 3 (Y) 2/More: 10 Above Level 3 (G) White: 10.4 Above Level 3 (G)</p>	<p>2.1a Students make progress in mastering the required Common Core Standards in ELA. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>English Language Arts Targets (Status) Overall: 10.7 Below Level 3 (Y) EL: 30.7 Below Level 3 (Y) SED: 12.9 Below Level 3 (Y) SWD: 94.5 Below Level 3 (R) Asian: 0.2 Below Level 3 (G) Af Am: 30.9 Below Level 3 (Y) Filipino: 55.5 Above Level 3 (G) Hispanic: 11.0 Below Level 3 (Y) 2/More: 17.0 Above Level 3 (G) White: 17.4 Above Level 3 (G)</p>	<p>2.1a Students make progress in mastering the required Common Core Standards in ELA. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>The Expected Outcomes below are adjusted based on the 2017-2018 Actual Outcomes. The target is set at a five point increase for all students groups except SWD, whose target is a 3 point increase. Student groups in the Green category have a target of remaining in the Green category.</p> <p>English Language Arts Targets (Status) Overall: 18.0 Below Level 3(Y) EL: 41.0 Below Level 3 (Y) SED: 27. Below Level 3 (Y) SWD: 98.8 Below Level 3 (O)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				Asian: 5.8 Below Level 3 (Y) Af Am: 37.4 Below Level 3 (Y) Hisp: 24.8 Below Level 3 (Y) 2/More: Remain at Green (G) White: Remain at Green (G) Homeless: 47 Below Level 3 (Y) Foster Youth: 45.1 Below Level 3 (Y)
<p>Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide Assessments</p>	<p>2.1b Students made progress in mastering the required Common Core Standards in mathematics in 2016-2017 as measured by performance on the state assessments (CAASPP). Therefore, the baseline shall be:</p> <p>Mathematics Overall: 55.8 Below Level 3 - 3.4 point growth EL: 72.4 Below Level 3 - 5.3 point growth SED: 63.8 72.4 Below Level 3 - 3.2 point growth</p>	<p>2.1b Students make progress in mastering the required Common Core Standards in math. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>Mathematics Targets (Status) Overall: 45.8 Below Level 3 (Y) EL: 62.4 Below Level 3 (Y) SED: 50.9 Below Level 3 (Y) SWD:130.4 Below Level 3 (R) Asian: 26.3 Below Level 3 (Y)</p>	<p>2.1b Students make progress in mastering the required Common Core Standards in math. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>Mathematics Targets (Status) Overall: 35.0 Below Level 3 (Y) EL: 52.4 Below Level 3 (Y) SED: 38.0 Below Level 3 (Y) SWD: 125.4 Below Level 3 (R) Asian: 16.3 Below Level 3 (Y)</p>	<p>2.1b Students make progress in mastering the required Common Core Standards in math. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>The Expected Outcomes below are adjusted based on the 2017-2018 Actual Outcomes. The target is set at a five point increase for all students groups except SWD, whose target is a 3 point increase. Student groups in the Green category have a target</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>SWD: 138.4 72.4 Below Level 3 - 0.4 point growth Asian: 36.3 72.4 Below Level 3 - 16.6 point decline Af Am: 86.7 72.4 Below Level 3 - 2.4 point decline Filipino: 14.1 Above Level 3 - 4.3 point growth Hisp: 61.2 72.4 Below Level 3 - 4.2 point growth 2/More: 22.1 72.4 Below Level 3 - 6.9 point growth White: 30.7 72.4 Below Level 3 - 3.0 point growth</p>	<p>Af Am: 76.7 Below Level 3 (Y) Filipino: 15.0 Above Level 3 (G) Hisp: 49.2 Below Level 3 (Y) 2/More: 12.1 Below Level 3 (G) White: 25.0 Below Level 3 (G)</p>	<p>Af Am: 66.7 Below Level 3 (Y) Filipino: 17.0 Above Level 3 (G) Hisp: 37.2 Below Level 3 (Y) 2/More: 2.1 Below Level 3 (G) White: 15.0 Below Level 3 (G)</p>	<p>of remaining in the Green category. Mathematics Targets (Status) Overall: 36.9 Below Level 3 (Y) EL: 59.4 Below Level 3 (Y) SED: 45.9 Below Level 3 (Y) SWD: 118.3 Below Level 3 (O) Asian: Remain at Green (G) Af Am: 57.7 Below Level 3 (Y) Hisp: 43.4 Below Level 3 (Y) 2/More: Remain at Green (G) White: Remain at Green (G)</p>
<p>Priority 4: Pupil Achievement as measured by all of the following, as applicable:</p> <p>D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;</p>	<p>2.2 California School Dashboard EL Progress Indicator 66.9% - 4 point growth (Y) CELDT 2016-2017 54.6% made Annual Growth (Estimated Locally)</p>	<p>2.2 California School Dashboard EL Progress Indicator 67.1% (G) CELDT Annual Progress 54.8%</p>	<p>2.2 Green on the EL Progress Indicator (No students will take the CELDT in 18-19)</p>	<p>2.2 Green on the EL Progress Indicator (No students will take the CELDT in 19-20.)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The English learner reclassification rate	Baseline 2016-2017 12.5%	The English learner reclassification rate 13%	The English learner reclassification rate 12.5%	The English learner reclassification rate 12.4%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Hamilton, Lincoln, Washington
Specific Grade Spans: 4, 5

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A2.1 Staffing levels will be increased to reduce class sizes and/or to eliminate combination classes in grades 4-6.

2018-19 Actions/Services

A2.1 Staffing levels will be increased to eliminate combination classes in grades 2-6.

2019-20 Actions/Services

A2.1 Staffing levels will be increased to eliminate combination classes in grades 2-6.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,238	\$213,096	\$83,673
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 4th Grade Teacher Lincoln (Reduce Class Size)	1000-3999: Certificated Personnel Salaries & Benefits 3rd Grade Teacher, 5th Grade Teacher Lincoln Eliminate Combination Classes (2 Teachers)	1000-3999: Certificated Personnel Salaries & Benefits 5th Grade Teacher Lincoln to Eliminate Combination Classes
Amount	\$71,759		
Source	LCFF/SC		
Budget Reference	1000-1999: Certificated Personnel Salaries 6th Grade Teacher Roosevelt (Reduce Class Size)		
Amount	\$83,352		
Source	LCFF/SC		
Budget Reference	1000-1999: Certificated Personnel Salaries 6th Grade Teacher King (Reduce Class Size)		

Amount	\$108,884	\$99,944	\$103,680
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 4th Grade Teacher Washington (Reduce Class Size)	1000-3999: Certificated Personnel Salaries & Benefits 5th Grade Teacher Washington to Eliminate Combination Class	1000-3999: Certificated Personnel Salaries & Benefits 4th Grade Teacher Washington to Eliminate Combination Class
Amount	80,687		
Source	LCFF/SC		
Budget Reference	1000-1999: Certificated Personnel Salaries 4th Grade Teacher Washington (Reduce Class Size)		
Amount	\$122,137	\$90,442	\$93,763
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 4th Grade Teacher Hamilton (Eliminate Combo Class)	1000-3999: Certificated Personnel Salaries & Benefits 5th Grade Teacher Hamilton to Eliminate Combination Class	1000-3999: Certificated Personnel Salaries & Benefits 5th Grade Teacher Hamilton to Eliminate Combination Class
Amount	\$116,621	\$96,651	
Source	LCFF/SC	LCFF/SC	
Budget Reference	1000-1999: Certificated Personnel Salaries 6th Grade Teacher Simas (Eliminate Combo Class)	1000-3999: Certificated Personnel Salaries & Benefits 2nd Grade Teacher Simas to Eliminate Combination Class	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Hamilton, King, Lincoln, Monroe, Richmond, Roosevelt, Simas, Washington

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A2.2 Students are supported with after-hours, intersession, or summer educational programs.

2018-19 Actions/Services

A2.2 Students are supported with after-hours, intersession, or summer educational programs.

2019-20 Actions/Services

A2.2 Students are supported with after-hours, intersession, or summer educational programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$247,498	\$154,145	\$146,053
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries After-Hours/Intersession Instruction	1000-3999: Certificated Personnel Salaries & Benefits After-Hours/Intersession Instruction	1000-3999: Certificated Personnel Salaries & Benefits After-Hours/Intersession Instruction

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A2.3 Foster and homeless youth are supported with supplies, materials, tutoring, and/or other materials or activities.

2018-19 Actions/Services

A2.3 Foster are supported with supplies, materials, tutoring, and/or other materials or activities.

2019-20 Actions/Services

A2.3 Foster youth are supported with supplies, materials, tutoring, and/or other materials or activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$5,000
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Support for Foster/homeless Youth	4000-4999: Books And Supplies Support for Foster Youth	4000-4999: Books And Supplies Support for Foster Youth

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A2.4 All students who are English learners will receive language support in all academic areas (integrated ELD) and specific English language development instruction that is targeted to their specific language learning level (designated ELD).

2018-19 Actions/Services

A2.4 All students who are English learners will receive Language Support in all academic areas (integrated ELD) and specific English language development instruction that is targeted to their specific language learning level (designated ELD).

2019-20 Actions/Services

A2.4 All students who are English learners will receive Language Support in all academic areas (integrated ELD) and specific English language development instruction that is targeted to their specific language learning level (designated ELD).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,494	\$88,441	\$91,601
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 50% Director of Curriculum (EL)	1000-3999: Certificated Personnel Salaries & Benefits 50% Director of Curriculum (EL)	1000-3999: Certificated Personnel Salaries & Benefits 50% Director of Curriculum (EL)
Amount	\$45,349	\$44,354	\$48,852
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries 50% Admin Secretary II for Monitoring EL Student Progress	2000-3999: Classified Personnel Salaries & Benefits 50% Admin Secretary II for Monitoring EL Student Progress	2000-3999: Classified Personnel Salaries & Benefits 50% Admin Secretary II for Monitoring EL Student Progress

Amount	\$37,947	\$38,377	\$27,925
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries 2 EL Instructional Aides	2000-3999: Classified Personnel Salaries & Benefits 2 EL Instructional Aides	2000-3999: Classified Personnel Salaries & Benefits 1 EL Instructional Aide

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

A2.5 Classroom teachers are provided with leadership, training, and support in implementing effective integrated and designated English language development instruction.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

A2.5 Classroom teachers are provided with leadership, training, and support in implementing effective integrated and designated English language development instruction.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

A2.5 Classroom teachers are provided with leadership, training, and support in implementing effective integrated and designated English language development instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$474,579	\$490,862	\$563,666
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 33% of 10 Learning Directors	1000-3999: Certificated Personnel Salaries & Benefits 33% of 10 Learning Directors	1000-3999: Certificated Personnel Salaries & Benefits 33% of 10 Learning Directors

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A2.6 District and school-site administrators are provided with leadership, training, technical assistance, and support in the monitoring of student achievement data along with school discipline and attendance data for unduplicated students.

2018-19 Actions/Services

A2.6 District and school-site administrators are provided with leadership, training, technical assistance, and support in the monitoring of student achievement data along with school discipline and attendance data for unduplicated students.

2019-20 Actions/Services

A2.6 District and school-site administrators are provided with leadership, training, technical assistance, and support in the monitoring of student achievement data along with school discipline and attendance data for unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,120	\$88,068	\$91,602
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 50% Director Program Development, Assessment, Accountability	1000-3999: Certificated Personnel Salaries & Benefits 50% Director Program Development, Assessment, Accountability	1000-3999: Certificated Personnel Salaries & Benefits 50% Director Program Development, Assessment, Accountability

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Students with Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A2.7 Students with disabilities are provided with programs that are designed to increase their academic achievement.	Action 2.7 (A2.7) and associated expenditures will be eliminated in 2018-2019. (Note: these activities will continue, but will not be detailed in the LCAP.)	Action 2.7 (A2.7) and associated expenditures were eliminated in 2018-2019. (Note: these activities continue, but are not detailed in the LCAP.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,319,942		
Source	Other: SPED		
Budget Reference	1000-1999: Certificated Personnel Salaries Resource Specialist Program		
Amount	\$281,161		
Source	Other: SPED		
Budget Reference	2000-2999: Classified Personnel Salaries Resource Specialist Program Instructional Aides		
Amount	\$4,362		
Source	Other: SPED		
Budget Reference	1000-1999: Certificated Personnel Salaries Extended School Year (Summer) Program		
Amount	\$3,248		
Source	Other: SPED		
Budget Reference	2000-2999: Classified Personnel Salaries Extended School Year (Summer) Program		

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

The district will hire, support, and retain qualified teachers, support staff, and administrators.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

In order to ensure that students receive effective instruction, there is a need for fully credentialed, appropriately assigned teachers (A3.1).

Although English learners performed at the Green level on the CA School Dashboard English Learner Progress Indicator in 2017, English learners performed at the Orange level in ELA and at the Yellow level in math on the dashboard academic indicators. This indicates that there is a need to provide students who are English learners with language support in all academic areas (called Integrated ELD) and to provide these students with specific English language development instruction (instruction in learning the English language, called Designated ELD). In order to provide effective Integrated ELD and Designated ELD, there is a need to provide classroom teachers with leadership, training, and support in these areas. (A3.1)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately	3.1 In 2016-2017, all teachers in the district met the credentialing requirements under California law to teach in	3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes.	3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes.	3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>assigned and fully credentialed in the subject area and for the pupils they are teaching</p>	<p>their current assignments. There were three teachers with provisional credentials who were working toward a full credential. There were no teacher mis-assignments. (SP1)</p> <p>The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." This shall be the baseline.</p>	<p>The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)</p>	<p>The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)</p>	<p>The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)</p>
<p>See Goal #4 Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials</p>	<p>See 4.1: The district had 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 that was passed on September 14, 2016.</p> <p>Therefore, the baseline shall be that the district has State Board of Education approved,</p>	<p>See 4.1 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. (SP1)</p>	<p>See 4.1 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. (SP1)</p>	<p>See 4.1 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. (SP1)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Common Core standards-aligned instructional materials in all classrooms.			
See Goal #4 Priority 1: Basic Services addresses the degree to which: C .School facilities are maintained in good repair	See 4.6 Facilities are maintained and in good repair. All schools received a score of “Exemplary” on the 15-16 California Facilities Inspection Tool (FIT). Therefore, this shall be the baseline.	See 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)	See 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)	See 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)

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Modified Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.	A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.	A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$474,579	\$490,862	\$563,666
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 33% of 10 Learning Directors	1000-3999: Certificated Personnel Salaries & Benefits 33% of 10 Learning Directors	1000-3999: Certificated Personnel Salaries & Benefits 33% of 10 Learning Directors
Amount	\$45,348	\$44,353	\$48,851
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries 50% Admin Secretary (PD Els)	2000-3999: Classified Personnel Salaries & Benefits 50% Admin Secretary (PD Els)	2000-3999: Classified Personnel Salaries & Benefits 50% Admin Secretary (PD Els)
Amount	\$14,500	\$16,580	\$17,606
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Admin Supplies Materials	4000-4999: Books And Supplies Admin Supplies Materials	4000-4999: Books And Supplies Admin Supplies Materials

Amount	\$335,448	\$353,117	\$380,540
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 3 Teacher PD Days	1000-3999: Certificated Personnel Salaries & Benefits 3 Teacher PD Days	1000-3999: Certificated Personnel Salaries & Benefits 3 Teacher PD Days
Amount	\$89,078	\$92,695	\$97,872
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries Admin Secretary II (Induction)	2000-3999: Classified Personnel Salaries & Benefits Admin Secretary II (Induction)	2000-3999: Classified Personnel Salaries & Benefits Admin Secretary II (Induction)
Amount	\$27,001	\$27,047	\$26,656
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Induction Program Supplies	4000-4999: Books And Supplies Induction Program Supplies	4000-4999: Books And Supplies Induction Program Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Students will attend a safe, well maintained school and will have access to standards aligned materials.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Although the district's suspension rate continues to fall, the number of students who are suspended each year remains high. Analysis of the district's suspension rate shows the following:

Suspension Rates:

2013 (CDE Dataquest) 6.3%

2014 (CDE Dataquest) 5.0%

2015 (CDE Dataquest) 5.1%

2016 (CDE Dataquest) 4.3%

2017 (CA School Dashboard) 3.3%

2018 (CA School Dashboard) 3.1%

While the district's suspension rate continues to fall, and the district's overall performance was at the Yellow level on the CA School Dashboard Suspension Rate Indicator, the numbers of students who are suspended each year remains high. There continue to be subgroups of students whose suspension rates are in the Red or Orange performance levels. These include foster youth, homeless, two or more races, African American, American Indian, Asian, Filipino, and White.

Based on this information from the California School Dashboard and local measures shown above, there is a need to continue to reduce the number of students who are suspended by:

providing each school with a Learning Director to coordinate the services students receive including behavior interventions for at-risk students. (A4.2)

providing School Counselors to deliver counseling and guidance services that promote the academic, career, personal, and social development of unduplicated students. (A4.3)

providing Student Specialists and Vice Principals to work directly with students who have behavior challenges and their parents, to provide behavior and attendance support, and to serve as advocates and as intermediaries in seeking prevention of discipline incidents. (A4.4)

Although the district met its expected outcomes for attendance and achieved an attendance rate of nearly 97% in 17-18, the difference between an attendance rate of 97% and 100% represents more than 36,000 missed days of school. There is a need to reduce or eliminate the barriers that keep students from attending school every day by:

providing Learning Directors to coordinate the student services from additional staff who provide academic, social, and health support. (A4.2)

providing school health professionals and counselors who deliver direct services to students to promote well-being and health, and to intervene with actual and potential health problems that may cause students to miss school. (A4.3)

providing additional support staff who deliver direct services to students to promote a positive school climate designed to keep students in school every day. (A4.4)

providing elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school, with transportation to and from school. (A4.6)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	4.1 All students had 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 that was passed on September 14, 2016.	4.1 All students 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. (SP1)	4.1 All students 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. (SP1)	4.1 All students 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. (SP1)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Therefore, the baseline shall be that all students have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms.</p>			
<p>Priority 6: School Climate as measured by all of the following, as applicable: A. Pupil suspension rates</p>	<p>4.2 The district's suspension rate (from 14-15) was 5.3% as measured by the California School Dashboard*.</p> <p>The district's locally estimated overall suspension rate (from 15-16) was 4.6%.</p> <p>Therefore, the baseline for the district's overall suspension rate shall be 4.6%. The baseline for each of the student subgroups shall be:</p> <p>Suspension Rate (14-15 from the CA School Dashboard) EL: 4.0 (O) SED: 6.0 (O) SWD: 11.6 (O) Hisp: 4.8 (O) NatAm: 16.7 (R)</p>	<p>4.2 The district's suspension rate will be 4.5% or below. (SP6) Suspension Rate Targets (Status): Overall: 4.1% (Y) EL: 3.4% (Y) SED: 4.9% (Y) SWD: 10.9% (Y) Hisp: 4.2% (Y) NA: 15.9% (O) Asian: 1.5% (B) AfAm: 9.5% (Y) Filipino: 1.9% (G) 2/More: 4.4% (Y) White: 4.9% (Y)</p>	<p>4.2 The district's suspension rate will be 4.0% or below. Suspension Rate Targets (Status): Overall: 3.6% (Y) EL: (G) SED: 3.9% (Y) SWD: 9.9% (Y) Hisp: 3.5% (Y) NA: 14.9% (Y) Asian: (B) AfAm: 8.5% (Y) Filipino: (G) 2/More: 3.7% (Y) White: 3.9% (Y)</p>	<p>4.2 The district's suspension rate will be 2.9% or below.</p> <p>Suspension Rate Expected Outcomes are adjusted based on 2018 actual outcomes. Targets are for the suspension rates for all students and all subgroups to decline by at least 0.3%.</p> <p>Suspension Rate Targets (Status): Suspension Rate (Status): Overall: 2.8% (G) EL: Remain in Green (G) SED: 3.1% (G) SWD: 5.6% (Y) Hisp: Remain in Green (G) NA 8.0% (O) Asian: 3.5% (Y)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Asian: 1.5 (B) AfAm: 10.3 (O) Filipino: 1.9 (G) 2/More: 5.2 (O) White:6.0 (O)</p> <p>*Suspension data from the California School Dashboard is from the 2013-2014 and 2014-2015 school years. http://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidespring17.pdf (p. 27)</p>			<p>AfAm: 6.0 % (Y) Filipino: 2.0% (G) 2/More: 4.7% (Y) White: 3.7% (Y) Foster Youth: 7% (Y) Homeless: 5.0% (Y)</p>
<p>Priority 6: School Climate as measured by all of the following, as applicable: B. Pupil expulsion rates</p>	<p>4.2a The district's 15-16 expulsion rate was 0.5% (estimated locally), therefore, this shall be the baseline.</p>	<p>4.2a The district's expulsion rate will be below 0.7%. (SP 6)</p>	<p>4.2a The district's expulsion rate will be below 0.7%. (SP 6)</p>	<p>4.2a The district's expulsion rate will be below 0.7%. (SP 6)</p>
<p>Priority 5: Pupil Engagement as measured by all of the following, as applicable: A. School attendance rate</p>	<p>4.3 The district's 15-16 school attendance rate was 96.6% (estimated locally). Therefore, this shall be the baseline.</p>	<p>4.3 The district's school attendance rate will be at least 96.7%.</p>	<p>4.3 The district's school attendance rate will be at least 97%.</p>	<p>4.3 The district's school attendance rate will be at least 97.5%.</p>
<p>Priority 5: Pupil Engagement as</p>	<p>4.3a The District's 15-16 chronic absenteeism</p>	<p>4.3a The District's chronic absenteeism</p>	<p>4.3a The District's chronic absenteeism</p>	<p>4.3a</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>measured by all of the following, as applicable: B. Chronic absenteeism rates</p>	<p>rate was 8.61% (estimated locally). Therefore, this shall be the baseline.</p>	<p>rate will be below 10%. (SP5)</p>	<p>rate will be below 10%. (SP5)</p>	<p>Chronic Absenteeism Rate (Status): Overall: 7.2% (G) EL: 4.0% (G) SED: 8.0% (G) SWD: 8.0% (G) Hispanic: 6.9% (G) Asian: Remain in Blue or Green (G) AfAm: 8.3% (G) Filipino: 4.2% (G) 2/More: 9.3% (Y) White: 8.1% (Y) Foster Youth: 7.9% (G) Homeless: 25.2% (Y)</p>
<p>Priority 5: Pupil Engagement as measured by all of the following, as applicable: C. Middle school dropout rates</p>	<p>4.4 The district's 15-16 middle school dropout rate is zero. Therefore, this shall be the baseline.</p>	<p>4.4 The district's middle school dropout rate will be below 1%. (SP5)</p>	<p>4.4 The district's middle school dropout rate will be below 1%. (SP5)</p>	<p>4.4 The district's middle school dropout rate will be below 1%. (SP5)</p>
<p>Priority 6: School Climate as measured by all of the following, as applicable: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<p>4.5 Results of surveys from 15-16 and 16-17 indicate that students, parents and staff feel safe at school. Therefore, the baselines shall be: The District received a score of "Met" on the California School Dashboard Local</p>	<p>4.5 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District will receive a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)</p>	<p>4.5 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District will receive a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)</p>	<p>4.5 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District will receive a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Indicator for "School Climate--Local Climate Surveys."</p> <p>15-16 California Healthy Kids Survey: 78% of elementary school students feel safe at school all or most of the time. 77% of junior high students perceived their school as safe or very safe.</p> <p>16-17 HESD Parent Survey: 96% of parents responded that they either strongly agree or agree with the statement, "my child is safe at school."</p>	<p>Based on the 17-18 California Healthy Kids Survey: 80% of elementary school students will respond that they feel safe at school all or most of the time. 79% of junior high students will respond that they perceive their school as safe or very safe.</p> <p>Based on the 17-18 HESD Parent Survey: 96% of parents will respond that they either strongly agree or agree with the statement, "My child is safe at school."</p>	<p>Based on the 17-18 California Healthy Kids Survey: 75% of elementary school students will respond that they feel safe at school all or most of the time. 75% of junior high students will respond that they perceive their school as safe or very safe.</p> <p>Based on the 18-19 HESD Parent Survey: 75% of parents will respond that they either strongly agree or agree with the statement, "My child is safe at school."</p> <p>Based on the 18-19 HESD Teacher Survey: 70% of teachers will respond that they either strongly agree or agree with the statement, "Students and staff are safe at school."</p>	<p>Based on the 19-20 Local Climate Student Survey: 75% will agree or strongly agree with the statement: "I feel safe at school."</p> <p>Based on the 19-20 HESD Parent Survey: 75% of parents will respond that they either strongly agree or agree with the statement, "My child is safe at school."</p> <p>Based on the 19-20 HESD Teacher Survey: 75% of teachers will respond that they either strongly agree or agree with the statement, "I feel safe at school."</p> <p>75% of teachers will respond that they either strongly agree or agree with the statement, "I feel connected to the students at my school."</p> <p>75% of teachers will respond that they either strongly agree or agree with the statement, "I</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				feel connected to the staff at my school."
<p>Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair</p>	<p>4.6 Facilities are maintained and in good repair.</p> <p>All schools received a score of "Exemplary" on the 15-16 California Facilities Inspection Tool (FIT). Therefore, this shall be the baseline.</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>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>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>See Goal #3 Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</p>	<p>See: 3.1 In 2016-2017, all teachers in the district met the credentialing requirements under California law to teach in their current assignments. There were three teachers with provisional credentials who were working toward a full credential. There were no teacher mis-assignments. (SP1)</p> <p>The district will receive a score of "Met" on the California School Dashboard Local Indicator for</p>	<p>See 3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)</p>	<p>See 3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)</p>	<p>See 3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	"Appropriately Assigned Teachers." This shall be the baseline.			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A4.1 The implementation and maintenance of instructional materials are

2018-19 Actions/Services

A4.1 The implementation and maintenance of instructional materials are

2019-20 Actions/Services

A4.1 The implementation and maintenance of instructional materials are

supported with leadership, staff, and materials.

supported with leadership, staff, and materials.

supported with leadership, staff, and materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$82,216	\$85,555	\$76,787
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries 1 Teacher Resource Specialist	2000-3999: Classified Personnel Salaries & Benefits 1 Teacher Resource Specialist	2000-3999: Classified Personnel Salaries & Benefits 1 Teacher Resource Specialist
Amount	\$6,111	\$7,651	0
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Teacher Resource Center Supplies/Materials	4000-4999: Books And Supplies Teacher Resource Center Supplies/Materials	4000-4999: Books And Supplies Teacher Resource Center Supplies/Materials
Amount	\$727,229	\$1,227,229	\$1,000,000
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Standards Aligned Instructional Materials	4000-4999: Books And Supplies Standards Aligned Instructional Materials	4000-4999: Books And Supplies Standards Aligned Instructional Materials

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth Low Income	Limited to Unduplicated Student Group(s)	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Modified Action
------------------	-----------------	-----------------

2017-18 Actions/Services

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 serve as the foster youth coordinator at their school sites.

2018-19 Actions/Services

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 serve as the foster youth coordinator at their school sites.

2019-20 Actions/Services

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 serve as the foster youth coordinator at their school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$474,579	\$490,862	\$563,665
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 33% of 10 Learning Directors	1000-3999: Certificated Personnel Salaries & Benefits 33% of 10 Learning Directors	1000-3999: Certificated Personnel Salaries & Benefits 33% of 10 Learning Directors

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$639,421	\$691,341	\$696,516
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 5 School Nurses	2000-3999: Classified Personnel Salaries & Benefits 5 School Nurses (RNs)	1000-3999: Certificated Personnel Salaries & Benefits 5 School Nurses (RNs)
Amount	\$488,379	\$516,473	\$606,679
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries 10 Health Care Assistants	2000-3999: Classified Personnel Salaries & Benefits 10 Health Care Assistants (LVNs)	2000-3999: Classified Personnel Salaries & Benefits 10 Health Care Assistants (LVNs)

Amount	\$345,890	\$370,713	\$398,134
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 3 Counselors Elementary Schools	1000-3999: Certificated Personnel Salaries & Benefits 3 Counselors Elementary Schools	1000-3999: Certificated Personnel Salaries & Benefits 3 Counselors Elementary Schools
Amount	\$230,593	\$247,142	\$265,422
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 2 Counselors Jr. High	1000-3999: Certificated Personnel Salaries & Benefits 2 Counselors Junior High	1000-3999: Certificated Personnel Salaries & Benefits 2 Counselors Jr. High
Amount	\$31,100	\$27,100	\$27,100
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Health/Nursing Supplies Materials	4000-4999: Books And Supplies Health/Nursing Supplies Materials	4000-4999: Books And Supplies Health/Nursing Supplies Materials
Amount		\$121,665	\$133,085
Source		LCFF/SC	LCFF/SC
Budget Reference		1000-3999: Certificated Personnel Salaries & Benefits Behavioral/Mental Health Specialist	1000-3999: Certificated Personnel Salaries & Benefits School Social Worker

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

A4.4 Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.

2018-19 Actions/Services

A4.4 Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.

2019-20 Actions/Services

A4.4 Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$674,102	\$701,520	\$720,195
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries 8 Student Specialists	2000-3999: Classified Personnel Salaries & Benefits 8 Student Specialists	2000-3999: Classified Personnel Salaries & Benefits 8 Student Specialists
Amount	\$196,040	\$196,040	\$196,040
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2 School Resource Officers	5800: Professional/Consulting Services And Operating Expenditures 2 School Resource Officers	5800: Professional/Consulting Services And Operating Expenditures 2 School Resource Officers
Amount	\$291,091	\$298,814	\$304,428
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 2 Vice Principals Jr. High	1000-3999: Certificated Personnel Salaries & Benefits 2 Vice Principals Jr. High	1000-3999: Certificated Personnel Salaries & Benefits 2 Vice Principals Jr. High

Amount	\$17,571	\$16,689	\$31,589
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Child Welfare and Support Supplies Materials	4000-4999: Books And Supplies Child Welfare and Support Supplies Materials	4000-4999: Books And Supplies Child Welfare and Support Supplies Materials
Amount	\$164,306	\$177,015	\$184,184
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries Director of School Climate, Child Welfare, Attendance (District FY, Homeless Coordinator)	1000-3999: Certificated Personnel Salaries & Benefits Director of School Climate, Child Welfare, Attendance (District FY, Homeless Coordinator)	1000-3999: Certificated Personnel Salaries & Benefits Director of School Climate, Child Welfare, Attendance (District FY, Homeless Coordinator)
Amount	\$75,277	\$82,904	\$86,366
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries Admin Secretary School Climate	2000-3999: Classified Personnel Salaries & Benefits Admin Secretary School Climate	2000-3999: Classified Personnel Salaries & Benefits Admin Secretary School Climate
Amount	\$659,521	\$734,002	\$751,201
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries Yard Supervision	2000-3999: Classified Personnel Salaries & Benefits Yard Supervision	2000-3999: Classified Personnel Salaries & Benefits Yard Supervision
Amount		\$476,602	\$486,500
Source		LCFF/SC	LCFF/SC
Budget Reference		1000-3999: Certificated Personnel Salaries & Benefits Community Day School Administrator & 3 Teachers	1000-3999: Certificated Personnel Salaries & Benefits Community Day School Administrator & 3 Teachers

Amount		\$171,543	\$182,306
Source		LCFF/SC	LCFF/SC
Budget Reference		2000-3999: Classified Personnel Salaries & Benefits Community Day School Classified (3 Instructional Aides & 1 Clerical)	2000-3999: Classified Personnel Salaries & Benefits Community Day School Classified (3 Instructional Aides & 1 Clerical)
Amount		\$22,490	\$21,284
Source		LCFF/SC	LCFF/SC
Budget Reference		4000-4999: Books And Supplies Community Day School Supplies Materials	4000-4999: Books And Supplies Community Day School Supplies Materials

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community Day School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

A4.5 The District will provide alternative education options for at-risk students.

Action 4.5 (A4.5) will be eliminated in 2018-2019 and going forward. The expenditures under A4.5 will be incorporated into A4.4.

Action 4.5 (A4.5) was eliminated in 2018-2019. The expenditures under A4.5 are incorporated into A4.4.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$450,605		
Source	LCFF/SC		
Budget Reference	1000-1999: Certificated Personnel Salaries Community Day School Administrator & 3 Teachers		
Amount	\$170,841		
Source	LCFF/SC		
Budget Reference	2000-2999: Classified Personnel Salaries Community Day School Classified (3 Instructional Aides & 1 Clerical)		
Amount	\$7,208		
Source	LCFF/SC		
Budget Reference	4000-4999: Books And Supplies Community Day School Supplies Materials		

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500,000	\$500,000	\$500,000
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	7000-7439: Other Outgo Transportation	7000-7439: Other Outgo Transportation	7000-7439: Other Outgo Transportation

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

A4.7 Maintenance of district facilities are supported with staff, supplies, and equipment.

2018-19 Actions/Services

A4.7 Maintenance of district facilities are supported with staff, supplies, and equipment.
Action 4.7 (A4.7) Deferred maintenance will be eliminated. (This activity will continue, but will not be detailed in the LCAP of funded with LCFF/SC)
Action 4.7 (A4.7) Custodians will be eliminated. (This activity will continue, but will not be detailed in the LCAP of funded with LCFF/SC)

2019-20 Actions/Services

This action was discontinued beginning in 2018-2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300,000		
Source	LCFF/SC		
Budget Reference	5000-5999: Services And Other Operating Expenditures Deferred Maintenance		

Amount	\$136,211		
Source	LCFF/SC		
Budget Reference	2000-2999: Classified Personnel Salaries 2 Custodians		

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Communication between schools and home will be regular and meaningful.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

In order for parents/guardians to actively participate in their children's education, there is a need for home to school communication and parent/guardian involvement:

Parents need information and training to help their children achieve in school.

HESD Parent Survey 2016-2017

The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting ELA and math standards:

95% Agree/Strongly Agree

When I have questions about my child's classwork, I can ask for clarification and assistance from my child's school: 94%

Agree/Strongly Agree

Students whose parents are informed about their children's progress in school achieve at higher levels.

Parents have a right to be involved in the decision-making process at the school and district levels. (California Education Code 52062-52063)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>5.1 Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement. Therefore, the baseline shall be:</p> <p>The District received a score of "Met" on the California School Dashboard local indicator for "Parent Engagement."</p> <p>98% of parents (including parents of unduplicated pupils and pupils with exceptional needs) strongly agree or agree that "The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards" HESD Parent Survey.</p> <p>97% of parents (including parents of unduplicated pupils and</p>	<p>5.1 Parents (including parents of unduplicated pupils and pupils with exceptional needs) will 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. The District will receive a score of "Met" on the California School Dashboard local indicator for "Parent Engagement." (SP3)</p>	<p>5.1 Parents (including parents of unduplicated pupils and pupils with exceptional needs) will 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. The District will receive a score of "Met" on the California School Dashboard local indicator for "Parent Engagement." (SP3)</p>	<p>5.1 Parents (including parents of unduplicated pupils and pupils with exceptional needs) will 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. The District will receive a score of "Met" on the California School Dashboard local indicator for "Parent Engagement." (SP3)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>pupils with exceptional needs) responded that "The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math" on the HESD Parent survey.</p> <p>95% of parents (including parents of unduplicated pupils and pupils with exceptional needs) strongly agree or agree with the statement "I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.)" on the HESD parent survey.</p>			
<p>Priority 3: Parental Involvement addresses: B.How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in</p>	<p>5.2 Parents (including parents of unduplicated pupils and pupils with exceptional needs) participated in a variety of educational and social activities.</p>	<p>5.2 Parents (including parents of unduplicated pupils and pupils with exceptional needs) participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district</p>	<p>5.2 Parents (including parents of unduplicated pupils and pupils with exceptional needs) participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district</p>	<p>5.2 Parents (including parents of unduplicated pupils and pupils with exceptional needs) participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>programs for individuals with exceptional needs.</p>	<p>Approximately 150 parents (including parents of unduplicated pupils and pupils with exceptional needs) were served at the parent outreach center. Therefore, this shall be the baseline.</p>	<p>and site activities. (SP 3 Participation)</p>	<p>and site activities. (SP 3 Participation)</p>	<p>and site activities. (SP 3 Participation)</p>
<p>Priority 3: Parental Involvement addresses: A.The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site</p>	<p>5.3 Parents provided input into 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. Therefore, the baseline shall be:</p> <p>All schools maintained a school site council and the council met regularly.</p> <p>The district maintained a Parent Advisory Committee and a district English Learner</p>	<p>5.3 Parents(including parents of unduplicated pupils and pupils with exceptional needs) 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>5.3 Parents (including parents of unduplicated pupils and pupils with exceptional needs) 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>5.3 Parents (including parents of unduplicated pupils and pupils with exceptional needs) 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>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Advisory Committee which met regularly.</p> <p>95% of parents (including parents of unduplicated pupils and pupils with exceptional needs)strongly agree or agree 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 HESD parent survey.</p> <p>98% of parents (including parents of unduplicated pupils and pupils with exceptional needs)strongly agree or agree with the statement "There are adequate opportunities for me to become informed about the school's programs."</p>			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

A5.1 The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

A5.1 The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

A5.1 The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source		Other	Other
Budget Reference	Action 5.1 is implemented without the expenditure of funds.	Not Applicable Action 5.1 is implemented without the expenditure of funds.	Not Applicable Action 5.1 is implemented without the expenditure of funds.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A5.2 School sites and the district will provide parents with a variety of informational, training/educational, and social activities.

2018-19 Actions/Services

A5.2 School sites and the district will provide parents with a variety of informational, training/educational, and social activities.

2019-20 Actions/Services

A5.2 School sites and the district will provide parents with a variety of informational, training/educational, and social activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$77,018	\$79,933	\$83,826
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries Parent Liaison	2000-3999: Classified Personnel Salaries & Benefits Parent Liaison	2000-3999: Classified Personnel Salaries & Benefits Parent Liaison
Amount	\$0	\$0	\$15,750
Source		Other	LCFF/SC
Budget Reference	Parent Education Center is located at a school-site and does not require the expenditure of funds.	Not Applicable Parent Education Center is located at a school-site and does not require the expenditure of funds.	4000-4999: Books And Supplies Supplies/Materials for Parent Education Center

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

A5.3 The district and school sites will maintain the required committees for parent input.

A5.3 The district and school sites will maintain the required committees for parent input.

A5.3 The district and school sites will maintain the required committees for parent input.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source		Other	Other
Budget Reference	Action 5.3 is implemented without the expenditure of funds.	Not Applicable Action 5.3 is implemented without the expenditure of funds.	Not Applicable Action 5.3 is implemented without the expenditure of funds.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$14,940,291

Percentage to Increase or Improve Services

30.76%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2019-2020 School Year

The LEA and school wide services provided in the LCAP are principally directed toward High Needs (Unduplicated) students and are effective in achieving the District's five goals. More than eighty percent of students in the Hanford Elementary School District are Unduplicated students. These High Needs Students (also referred to as Unduplicated students), who are English learners, students from low-income families, and/or foster youth, face barriers to learning that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the LCAP, Unduplicated students have greater needs for these services, and therefore, receive them at a proportion that is greater than what all students receive. Because of the high percentage of Unduplicated students at every school in the district, and because it is more efficient and/or cost effective, the services discussed below are provided on a LEA or school wide basis. Taken together, the LEA and/or school wide services discussed below, along with the actions and services that are limited to Unduplicated student groups (detailed in the Goals, Actions & Services section of the LCAP) provide a proportional increase or improvement in services for Unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above.

2019-2020 School Year

Action 1.1 (A1.1) Common Core Standards aligned instruction is supported, with staff, technology, supplies, materials, and study trips. (LEA-wide)

Principally Directed Toward Low-Income Pupils:

In order to access standards aligned instruction in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. The services provided under Action 1.1 are principally directed toward low-income pupils and provide them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students.

Action 1.1 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Pupils from low income families may not have access to school supplies such as paper, pencils, notebooks, chart paper, supplies for science experiments and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials at school sites ameliorates a barrier to a broad educational program that exists for low income students.

Students from low income families may not have access to books, periodicals, or digital media at home. School libraries that are open and fully staffed during school hours provides low income pupils with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to low income students, they have increased access to reading.

Pupils from low income families may not have access to the technology that is essential for success in K-12, college, and in today's workplaces. Providing low income students with increased access to technological resources including internet connected iPads and laptops ameliorates a barrier to academic achievement and to a broad educational program that likely exists for low income students.

Pupils from low income families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school. Providing students from low income families with travel to museums, zoos, state, and national parks ensures that a lack of resources does not prevent them from receiving an important component of a broad educational program.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 1.1 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in Action 1.1 have provided low income students with a broad educational program containing these components. Moreover, the number of students participating in these activities (See data copied from Annual Update 1.2 below), along with student survey data (See data copied from Annual Update 1.2a below), indicate that students are receiving a broad educational program, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences.

(Copied from) Annual Update 1.2

1.2 Students (including unduplicated students and students with exceptional needs) received 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 7A, 7B, 7C)

Students in the elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and after-school sports.

Students self-select elective classes at the junior high schools and may choose from a variety of classes on topics that include electives that extend the core subjects in English language arts and mathematics, science, and history (e.g. journalism) along with electives in visual and performing arts, and physical education. All junior high school students participated in these elective classes. Approximately 351 students chose art instruction and 267 students chose music instruction at the two junior high schools. All students in the elementary schools received art instruction in 2018-2019.

(Copied from) Annual Update 1.2a

1.2a All EL Students received 30 minutes of designated ELD each school-day.

All low-income students received instruction in ELA and math as measured by the HESD report to parents.

All foster youth received instruction in ELA and math as measured by the HESD report to parents.

(SP 7B)

Students were surveyed regarding art and music education. Overwhelmingly, students strongly agreed or agreed with the statements (See Annual Update 1.2a):

I think it is important to have art/music classes at my school.

My art/music class enriches (improves) my experience at school.

Being in art/music motivates me to come to school every day.

Learning about art/music adds value to my life.

Learning about art/music will help me in the future.

Action 1.2 (A1.2) Art, music, and PE instruction is supported with staff, supplies, and materials. (LEA-wide)

Principally Directed Toward Unduplicated Pupils:

In order to access a broad instructional program in a way that is equitable, Unduplicated Pupils have needs for enrichment activities that go beyond what all students need. Pupils from low income families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school, including art, music, and physical education, both during and after school.

Action 1.2 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Pupils from low income families may lack the resources to experience activities and/or courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school. These activities and/or courses of study include art, music, physical education, and athletics. Providing students from low income families with these activities and/or courses of study ensures that a lack of resources does not prevent them from receiving important components of a broad educational program.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 1.2 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Moreover, the State of California has designated a Broad Educational Program as one of its Eight Priorities. The services in A1.2 are providing low income students with a broad educational program containing these components. Moreover, the number of students participating in these activities (See Annual Update 1.2), along with student survey data (See Annual Update 1.2a), indicate that students are receiving a broad educational program, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences.

Action 2.1 (A2.1) Staffing levels will be increased to eliminate combination classes in grades 2-6. (Schoolwide)

Principally Directed Toward Unduplicated Pupils:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have needs for instructional supports that go well beyond what all students need. Combination classes divide the teacher's time and effort, requiring the teaching of two grade levels in the same classroom. The services under Action 2.1 are principally directed toward Unduplicated Pupils and provide them increased support in the form of teachers' time and effort.

Action 2.1 is principally directed to our low income, EL, and foster youth students, improving and/or increasing services they receive in the following ways:

(Description of Services and Justification)

Data from the California School Dashboard indicate that low income students, English learners, and foster youth performed below "All Students" in both ELA and Math. Providing these students with a single grade classroom ensures that the instruction they receive is aligned with the standards for their grade level, and that the teachers time and effort are focused entirely on the students in the grade level. Teachers working with a single grade level in the classroom have more time to provide individualized instruction to students (a quantitative increase) and are able to focus their planning and delivery of lessons on an single grade level (a qualitative improvement).

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to students under Action 2.1 are effective in leading to the achievement of Goal 2, that all students will make progress toward proficiency on the state adopted standards. The LCAP Rubrics, from the California School Dashboard, show that students in Hanford Elementary continue to make steady progress in meeting the demands of California's new standards for English language arts and mathematics. Students who are English learners made progress in learning the English language. In mathematics, students test scores increased overall.

Action A3.1 (A3.1) Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials. (LEA-wide)

Principally Directed Toward Unduplicated Pupils LEA-wide:

Students who are from low income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. A teacher who is exceptionally well-trained has deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are statistically shown to be mostly unduplicated students). An exceptionally well-trained teacher is able to deliver specialized instruction to students who are English learners. An exceptionally well-trained teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained.

Action 3.1 is principally directed to our low income students and students who are English learners, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Data from the California School Dashboard indicate that low income students and English learners performed below "All Students" in both ELA and Math. Providing the teachers of low income students and English learners with training that includes content area knowledge and pedagogy, strategies for supporting struggling students, strategies for providing language supports to English learners in all content areas, and in providing designated English language development instruction for EL students ensures that these students receive instruction targeted to their specific needs (a qualitative improvement).

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided for low income students under Action 3.1 are effective in meeting the component of Goal 3 that says the district will support qualified teachers and administrators. The training teachers received supported them in their efforts to increase the achievement of low income students and English learners. Data from the California School Dashboard indicates that both of these groups of students achieved growth in mathematics. English learners showed growth on the California School Dashboard EL Indicator.

English Language Arts (Status & Change)
Overall: 23.2 Below Level 3(Y) (Increased)

EL: 45.7 Below Level 3 (O) (Maintained)
SED: 32 Below Level 3 (Y) (Increased)
Foster Youth: 50.1 Below Level 3 (Y) (Increased)

Mathematics (Status & Change)
Overall: 41.9 Below Level 3 (Y) (Increased)
EL: 64.4 Below Level 3 (Y) (Increased)
SED: 50.9 Below Level 3 (Y) (Increased)
Foster Youth: 70.1 Below Level 3 (Y) (Increased Significantly)

Action 4.1 (A4.1) The implementation and maintenance of instructional materials are supported with leadership, staff, and materials. (LEA-wide)

Principally Directed Toward Unduplicated Pupils:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have a need for instructional supports that go well beyond what all students need. The services provided under Action 4.1 are principally directed toward Unduplicated Pupils and provide them with instructional supports that allow them to access the standards aligned instruction in a way that is equitable.

Action 4.1 is principally directed to our low income students, English learners, and foster youth improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Up-to-date/upgraded instructional materials provide specialized lessons, materials, and technology components that are specifically designed to provide additional (increased) supports for struggling students (who are mostly Unduplicated Pupils). Up-to-date instructional materials also provide specialized lessons, materials, technology components and other supports specifically designed to ensure that students who are English learners can understand, learn, and master the state adopted content standards, even though they may not yet be proficient in the English language. Low Income students performed below "All Students" in both ELA and Math. English learners performed below "All Students" in both ELA and Math. Low income students and English learners performed below "All Students" on the Hanford Elementary School District History/Social Science Benchmark Assessment.

The services under Action 4.1 provide low income students, English learners and foster youth with up-to-date/upgraded instructional materials that contain these specialized supports, thereby increasing the quantity of resources available to them and qualitatively improving the instruction they receive.

Effective in Meeting the District's Goals for Unduplicated Pupils:

The services provided to low income students and English learners under Action 4.1 are effective in meeting the component of Goal 4,

that says "Students will have access to standards aligned materials". The HESD Board of Trustees Sufficiency of Instructional Materials Resolution, passed on September 13, 2017, confirms that students have access to standards-aligned instructional materials. Moreover, data from the California School Dashboard indicate that both low income students and English learners achieved growth in mathematics. English learners showed growth on the California School Dashboard EL Indicator. (Please see ELA and mathematics Status and Change above, under Action 3.1)

A4.3 School health professionals and counselors provide direct services to students to promote well-being and health, improve attendance, intervene with existing and potential health problems, and to provide social/emotional/behavior support. (LEA-wide)

Principally Directed Toward Unduplicated Pupils:

Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Pupils from low income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. The services provided under Action 4.3 are principally directed toward Unduplicated Pupils ensuring that a lack of resources does not create a barrier to learning or attendance for these students.

The services under Action 4.3 are principally directed to our low income students, and foster youth, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

The services provided under Action 4.3 provide low income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions. Data from the California School Dashboard indicate that suspension rates for low income students are higher than for all students. Data from the California School Dashboard indicate that suspension rates for students who are foster youth are significantly higher than for all students. Data from the California Department of Education Dataquest indicate that low income students have a higher rate of chronic absenteeism than all students. Students who are foster youth have a significantly higher rate of chronic absenteeism than "All Students."

Effective in Meeting the District's Goals for Unduplicated Pupils:

The services provided to students under Action 4.3 are effective in meeting the component of Goal 4 that says, "Students will attend a safe school." Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the California School Dashboard indicates that suspension rates in the district are falling. The district moved from an "Orange" rating on the Spring 2017 California School Dashboard Suspension Rate Indicator to a "Yellow" on the Fall 2017 indicator. The district continues to have a "Yellow" suspension rate indicator on the 2018 dashboard. The district had a "Yellow" indicator on the CA School Dashboard Chronic Absenteeism indicator. The district's chronic absenteeism rate (7.7%) is lower than Kings County overall and the State of California overall.

A4.4 Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety. (LEA-wide)

Principally Directed Toward Unduplicated Pupils:

Unduplicated Pupils have needs for social and emotional supports that go well beyond what all students need. Pupils from low income families may lack the resources to access the types of social and emotional supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. The services provided under Action 4.4 are principally directed toward Unduplicated Pupils ensuring that a lack of resources does not create a barrier to learning or attendance for these students.

The services under Action 4.4 are principally directed to our low income students, and foster youth, improving and/or increasing services they receive in the following ways:

(Description of Services and Justification)

Data from the California School Dashboard indicate that suspension rates for low income students are higher than for "All Students," and suspension rates for foster youth are significantly higher than for "All Students." Data from the California Department of Education Dataquest indicate that low income students have a higher rate of chronic absenteeism than all students. Students who are foster youth have a significantly higher rate of chronic absenteeism than "All Students." The services provided under Action 4.4 provide low income students and foster youth with an array of supports designed to decrease behavior incidents (thereby lowering suspensions) and to increase school attendance.

Effective in Meeting the District's Goals for Unduplicated Pupils:

The services provided to students under Action 4.4 are effective in meeting the component of Goal 4 that says, "Students will attend a safe school." Schools with lower numbers of discipline incidents are safer. Data from the California School Dashboard indicates that suspension rates in the district are falling. The district moved from an "Orange" rating on the Spring 2017 California School Dashboard Suspension Rate Indicator to a "Yellow" on the Fall 2017 indicator. The district continues to have a "Yellow" suspension rate indicator on the 2018 dashboard. The district had a "Yellow" indicator on the CA School Dashboard Chronic Absenteeism indicator. The district's chronic absenteeism rate (7.7%) is lower than Kings County overall and the State of California overall.

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. (LEA-wide)

Principally Directed Toward Unduplicated Pupils

Action 4.6 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Internal district data indicate that low income students have a lower attendance rate and a higher rate of chronic absenteeism than students overall. 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 LEA-wide receive transportation services.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to students under Action 4.6 are effective in meeting the component of Goal 4 that says : "Students will attend a safe school." Action 4.6 provides low income students with a safe route to and from school. Moreover, the district is meeting its expected outcomes for attendance rate and chronic absenteeism (See 4.4 above).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$13,221,404

Percentage to Increase or Improve Services

30.95%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2018-2019 School Year

The LEA and school wide services provided in the LCAP are principally directed toward Unduplicated students and are effective in achieving the District's five goals. More than eighty percent of students in the Hanford Elementary School District are Unduplicated students. These Unduplicated students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the LCAP, Unduplicated students have greater needs for these services, and therefore, receive them at a proportion that is greater than what all students receive. Because of the high percentage of Unduplicated students at every school in the district, and because it is more efficient and/or cost effective, the services discussed below are provided on a LEA or school wide basis. Taken together, the LEA and/or school wide services discussed below, along with the actions and services that are limited to Unduplicated student groups (detailed in the Goals, Actions & Services section of the LCAP) provide a proportional increase or improvement in services for Unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above.

2018-2019 School Year

Action 1.1 (A1.1) Common Core Standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.

Principally Directed Toward Unduplicated Pupils:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have needs for instructional supports that go well beyond what all students need. The services provided under Action 1.1 are principally directed toward Unduplicated Pupils and provide them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students.

Action 1.1 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Pupils from low income families may not have access to school supplies such as paper, pencils, notebooks, chart paper, supplies for science experiments and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials at school sites ameliorates a barrier to a broad educational program that exists for low income students.

Students from low income families may not have access to books, periodicals, or digital media at home. School libraries that are open and fully staffed during school hours provides low income pupils with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to low income students, they have increased access to reading.

Pupils from low income families may not have access to the technology that is essential for success in K-12, college, and in today's workplaces. Providing low income students with increased access to technological resources including internet connected iPads and laptops ameliorates a barrier to academic achievement and to a broad educational program that likely exists for low income students.

Pupils from low income families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school. Providing students from low income families with travel to museums, zoos, state, and national parks ensures that a lack of resources does not prevent them from receiving an important component of a broad educational program.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 1.1 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided the district with consistent input that says a

broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in Action 1.1 have provided low income students with a broad educational program containing these components. Moreover, the number of students participating in these activities (See data copied from Annual Update 1.2 below), along with student survey data (See data copied from Annual Update 1.2a below), indicate that students are receiving a broad educational program, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences.

(Copied from) Annual Update 1.2

1.2 Students (including unduplicated students and students with exceptional needs) received 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 7A, 7B, 7C)

Students in the elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and after-school sports.

Students self-select elective classes at the junior high schools and may choose from a variety of classes on topics that include electives that extend the core subjects in English language arts and mathematics, science, and history (e.g. journalism) along with electives in visual and performing arts, and physical education. All junior high school students participated in these elective classes. Approximately 351 students chose art instruction and 267 students chose music instruction at the two junior high schools. All students in the elementary schools received art instruction in 2017-2018.

(Copied from) Annual Update 1.2a

1.2a All EL Students received 30 minutes of designated ELD each school-day.

All low-income students received instruction in ELA and math as measured by the HESD report to parents.

All foster youth received instruction in ELA and math as measured by the HESD report to parents.

(SP 7B)

Students were surveyed regarding art and music education. Overwhelmingly, students strongly agreed or agreed with the statements:

I think it is important to have art/music classes at my school. 90.98%, 83.73% Strongly Agree/Agree

My art/music class enriches (improves) my experience at school. 75.76%, 67.12% Strongly Agree/Agree

Being in art/music motivates me to come to school every day. 69.21%, 53.21% Strongly Agree/Agree

Learning about art/music adds value to my life. 70.7%, 65.71% Strongly Agree/Agree

Learning about art/music will help me in the future. 72.97%, 64.64% Strongly Agree/Agree

Action 1.2 (A1.2) Art, music, and PE instruction is supported with staff, supplies, and materials.

Principally Directed Toward Unduplicated Pupils:

In order to access a broad instructional program in a way that is equitable, Unduplicated Pupils have needs for enrichment activities that go beyond what all students need. Pupils from low income families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school, including art, music, and physical education, both during and after school.

Action 1.2 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Pupils from low income families may lack the resources to experience activities and/or courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school. These activities and/or courses of study include art, music, physical education, and athletics. Providing students from low income families with these activities and/or courses of study ensures that a lack of resources does not prevent them from receiving important components of a broad educational program.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 1.2 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Moreover, the State of California has designated a Broad Educational Program as one of its Eight Priorities. The services in A1.2 are providing low income students with a broad educational program containing these components. Moreover, the number of students participating in these activities (See Annual Update 1.2), along with student survey data (See Annual Update 1.2a), indicate that students are receiving a broad educational program, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences.

Action 2.1 (A2.1) Staffing levels will be increased to eliminate combination classes in grades 2-6. (Schoolwide)

Principally Directed Toward Unduplicated Pupils:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have needs for instructional supports that go well beyond what all students need. Combination classes divide the teacher's time and effort, requiring the teaching of two grade levels in the same classroom. The services under Action 2.1 are principally directed toward Unduplicated Pupils and provide them increased support in the form of teachers' time and effort.

Action 2.1 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Data from the California School Dashboard indicate that low income students, English learners, and foster youth performed below "All

Students” in both ELA and Math. Providing these students with a single grade classroom ensures that the instruction they receive is aligned with the standards for their grade level, and that the teachers time and effort are focused entirely on the students in the grade level. Teachers working with a single grade level in the classroom have more time to provide individualized instruction to students (a quantitative increase) and are able to focus their planning and delivery of lessons on an single grade level (a qualitative improvement).

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to students under Action 2.1 are effective in leading to the achievement of Goal 2, that all students will make progress toward proficiency on the state adopted standards. The LCAP Rubrics, from the California School Dashboard, show that students in Hanford Elementary continue to make steady progress in meeting the demands of California's new standards for English language arts and mathematics. Students who are English learners made progress in learning the English language (Green level on the California School Dashboard). In mathematics, students test scores increased overall and each of the subgroups either increased significantly, increased, or maintained.

Action A3.1 (A3.1) Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.

Principally Directed Toward Unduplicated Pupils:

Students who are from low income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. A teacher who is exceptionally well-trained has deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are statistically shown to be mostly unduplicated students). An exceptionally well-trained teacher is able to deliver specialized instruction to students who are English learners. An exceptionally well-trained teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained.

Action 3.1 is principally directed to our low income students and students who are English learners, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Data from the California School Dashboard indicate that low income students and English learners performed below “All Students” in both ELA and Math. Providing the teachers of low income students and English learners with training that includes content area knowledge and pedagogy, strategies for supporting struggling students, strategies for providing language supports to English learners in all content areas, and in providing designated English language development instruction for EL students ensures that these students receive instruction targeted to their specific needs (a qualitative improvement).

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided for low income students under Action 3.1 are effective in meeting the component of Goal 3 that says the district will support qualified teachers and administrators. The training teachers received supported them in their efforts to increase the achievement of low income students and English learners. Data from the California School Dashboard indicates that both of these groups of students achieved growth in mathematics. English learners showed growth on the California School Dashboard EL Indicator.

Action 4.1 (A4.1) The implementation and maintenance of instructional materials are supported with leadership, staff, and materials.

Principally Directed Toward Unduplicated Pupils:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have a need for instructional supports that go well beyond what all students need. The services provided under Action 4.1 are principally directed toward Unduplicated Pupils and provide them with instructional supports that allow them to access the standards aligned instruction in a way that is equitable.

Action 4.1 is principally directed to our low income students and English learners, improving and/or increasing services they receive in the following ways:

(Description of Services and Justification)

Up-to-date/upgraded instructional materials provide specialized lessons, materials, and technology components that are specifically designed to provide additional (increased) supports for struggling students (who are mostly Unduplicated Pupils). Up-to-date instructional materials also provide specialized lessons, materials, technology components and other supports specifically designed to ensure that students who are English learners can understand, learn, and master the state adopted content standards, even though they may not yet be proficient in the English language. Low Income students performed below "All Students" in both ELA and Math. English learners performed below "All Students" in both ELA and Math. Low income students and English learners performed below "All Students" on the Hanford Elementary School District History/Social Science Benchmark Assessment.

The services under Action 4.1 provide low income students and English learners with up-to-date/upgraded instructional materials that contain these specialized supports, thereby increasing the quantity of resources available to them and qualitatively improving the instruction they receive.

Effective in Meeting the District's Goals for Unduplicated Pupils:

The services provided to low income students and English learners under Action 4.1 are effective in meeting the component of Goal 4, that says "Students will have access to standards aligned materials". The HESD Board of Trustees Sufficiency of Instructional Materials Resolution, passed on September 13, 2017, confirms that students have access to standards-aligned instructional materials. Moreover, data from the California School Dashboard indicate that both low income students and English learners achieved growth in mathematics. English learners showed growth on the California School Dashboard EL Indicator.

A4.3 School health professionals and counselors provide direct services to students to promote well-being and health, improve attendance, intervene with existing and potential health problems, and to provide social/emotional/behavior support.

Principally Directed Toward Unduplicated Pupils:

Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Pupils from low income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. The services provided under Action 4.3 are principally directed toward Unduplicated Pupils ensuring that a lack of resources does not create a barrier to learning or attendance for these students.

The services under Action 4.3 are principally directed to our low income students, improving and/or increasing services they receive in the following ways:

(Description of Services and Justification)

The services provided under Action 4.3 provide low income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions. Data from the California School Dashboard indicate that suspension rates for low income students are higher than for all students. Data from the California School Dashboard indicate that suspension rates for students who are foster youth are significantly higher than for all students. Data from the California Department of Education Dataquest (<https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=District&cde=1663917&year=2016-17>) indicate that low income students have a higher rate of chronic absenteeism than all students. Students who are foster youth have a significantly higher rate of chronic absenteeism than "All Students."

Effective in Meeting the District's Goals for Unduplicated Pupils:

The services provided to students under Action 4.3 are effective in meeting the component of Goal 4 that says, "Students will attend a safe school." Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the California School Dashboard indicates that suspension rates in the district are falling. The district moved from an "Orange" rating on the Spring 2017 California School Dashboard Suspension Rate Indicator to a "Yellow" on the Fall 2017 indicator. The district met its expected outcome for Chronic Absenteeism and attendance rate.

A4.4 Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.

Principally Directed Toward Unduplicated Pupils:

Unduplicated Pupils have needs for social and emotional supports that go well beyond what all students need. Pupils from low income families may lack the resources to access the types of social and emotional supports that reduce barriers to learning. These barriers

may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. The services provided under Action 4.4 are principally directed toward Unduplicated Pupils ensuring that a lack of resources does not create a barrier to learning or attendance for these students.

The services under Action 4.4 are principally directed to our low income students, improving and/or increasing services they receive in the following ways:

(Description of Services and Justification)

Data from the California School Dashboard indicate that suspension rates for low income students are higher than for "All Students," and suspension rates for foster youth are significantly higher than for "All Students." Data from the California Department of Education Dataquest (<https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?aggllevel=District&cde=1663917&year=2016-17>) indicate that low income students have a higher rate of chronic absenteeism than all students. Students who are foster youth have a significantly higher rate of chronic absenteeism than "All Students." The services provided under Action 4.4 provide low income students and foster youth with an array of supports designed to decrease behavior incidents (thereby lowering suspensions) and to increase school attendance.

Effective in Meeting the District's Goals for Unduplicated Pupils:

The services provided to students under Action 4.4 are effective in meeting the component of Goal 4 that says, "Students will attend a safe school." Schools with lower numbers of discipline incidents are safer. Data from the California School Dashboard indicates that suspension rates in the district are falling. The district moved from an "Orange" rating on the Spring 2017 California School Dashboard Suspension Rate Indicator to a "Yellow" on the Fall 2017 indicator. The district met its expected outcome for Chronic Absenteeism and attendance rate.

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.

Principally Directed Toward Unduplicated Pupils

Action 4.6 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:

(Description of Services and Justification)

Internal district data indicate that low income students have a lower attendance rate and a higher rate of chronic absenteeism than students overall. 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 LEA-wide receive transportation services.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to students under Action 4.6 are effective in meeting the component of Goal 4 that says : "Students will attend a

safe school." Action 4.6 provides low income students with a safe route to and from school. Moreover, the district is meeting its expected outcomes for attendance rate and chronic absenteeism.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$12,952,343

32.96%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2017-2018 School Year

The LEA wide services provided in the LCAP are principally directed toward Unduplicated students and are effective in achieving the District's five goals. More than eighty percent of students in the Hanford Elementary School District are Unduplicated students. These Unduplicated students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the LCAP, Unduplicated students have greater needs for these services, and therefore, receive them at a proportion that is greater than what all students receive. Because of the high percentage of Unduplicated students at every school in the district, and because it is more efficient and/or cost effective, the services discussed below are provided on a LEA-wide basis. Taken together, the LEA-wide services discussed below, along with the actions and services that are limited to Unduplicated student groups (detailed in the Goals, Actions & Services section of the LCAP) provide a proportional increase or improvement in services for Unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above.

Action 1.1 (A1.1) Common Core Standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.

Principally Directed Toward Unduplicated Pupils

Action 1.1 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Pupils from low income families may not have access to school supplies such as paper, pencils, notebooks, chart paper, supplies for science experiments and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials at school sites ameliorates a barrier to a broad educational program that exists for low income students.

Students from low income families may not have access to books, periodicals, or digital media at home. School libraries that are open and fully staffed during school hours provides low income pupils with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to low income students, they have more access to reading, therefore, the amount of reading they do is increased.

Pupils from low income families may not have access to the technology that is essential for success in college and in today's workplaces. Providing low income students with increased access to technological resources including internet connected iPads and laptops ameliorates a barrier to a broad educational program that likely exists for low income students.

Pupils from low income families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school. Providing students from low income families with travel to museums, zoos, state, and national parks ensures that a lack of resources does not prevent them from receiving an important component of a broad educational program.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 1.1 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in Action 1.1 have provided low income students with a broad educational program containing these components. Moreover, the number of students participating in these activities (See Annual Update 1.2), along with student survey data (See Annual Update 1.2a), indicate that students are receiving a broad educational program, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences.

Action 1.2 (A1.2) Art, music, and PE instruction is supported with staff, supplies, and materials.

Principally Directed Toward Unduplicated Pupils

Action 1.2 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Pupils from low income families may lack the resources to experience activities and/or courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school. These activities and/or courses of study include art, music, physical education, and athletics. Providing students from low income families with these activities and/or courses of study ensures that a lack of resources does not prevent them from receiving important components of a broad educational program.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 1.2 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in A1.2 have provided low income students with a broad educational program containing these components. Moreover, the number of students participating in these activities (See Annual Update 1.2), along with student survey data (See Annual Update 1.2a), indicate that students are receiving a broad educational program, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences.

Action A3.1 (A3.1) Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.

Principally Directed Toward Unduplicated Pupils

Action 3.1 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Data from the California School Dashboard indicate that low income students and English learners performed below "All Students" in both ELA and Math. Providing the teachers of low income students and English learners with training that includes strategies for supporting struggling students in ELA and math, training in providing language supports for English learners in all content areas, and training in providing designated English language development instruction ensures that these students receive specialized instruction targeted to their specific needs.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided for low income students under Action 3.1 are effective in meeting the component of Goal 3 that says the district will support qualified teachers and administrators. The training teachers received supported them in their efforts to increase the achievement of low income students and English learners. Data from the California School Dashboard indicates that both of these groups of students achieved growth in ELA and mathematics. Moreover, English learners showed growth on the California School Dashboard EL Indicator.

Action 4.1 (A4.1) The implementation and maintenance of instructional materials are supported with leadership, staff, and materials.

Principally Directed Toward Unduplicated Pupils

Action 4.1 is principally directed to our low income students and English learners, improving and/or increasing services they receive in the following ways:

(Description of Services and Justification)

Up-to-date instructional materials provide specialized lessons, interventions, materials, and other supports for struggling students. Low Income students performed below "All Students" in both ELA and Math. Upgrading instructional materials provides low income students and their teachers with these specialized supports, thereby qualitatively improving the instruction they receive.

Up-to-date instructional materials provide specialized lessons, materials, and other supports designed to ensure that students who are English learners can understand, learn, and master the state adopted standards, even though they may not yet be proficient in the English language. English learners performed below "All Students" in both ELA and math. Upgrading instructional materials provides English learners with these specialized supports. The services under Action 4.1 provide low income students and English learners with up-to-date instructional materials that contain these specialized supports, thereby qualitatively improving the instruction they receive.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 4.1 are effective in meeting the component of Goal 4, that says "Students will have access to standards aligned materials". The HESD Board of Trustees Sufficiency of Instructional Materials Resolution, passed on September 14, 2016, confirms that all students have access to standards-aligned instructional materials. Moreover, data from the California School Dashboard indicate that both low income students and English learners achieved growth in ELA and mathematics. English learners showed growth on the California School Dashboard EL Indicator.

A4.4 Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.

Principally Directed Toward Unduplicated Pupils

Action 4.4 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Data from the California School Dashboard indicate that suspension rates for low income students are significantly higher than for "All Students." Internal district data indicate that low income students have a lower attendance rate and a higher rate of chronic absenteeism than students overall. The services provided under Action 4.1 provide low income students with an array of supports designed to decrease behavior incidents (thereby lowering suspensions) and to increase school attendance.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to students under Action 4.4 are effective in meeting the component of Goal 4 that says, "Students will attend a safe school." Schools with lower numbers of discipline incidents are safer. Internal data indicate that suspension rates for low income students are falling.

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.

Principally Directed Toward Unduplicated Pupils

Action 4.6 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

Internal district data indicate that low income students have a lower attendance rate and a higher rate of chronic absenteeism than students overall. 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 LEA-wide receive transportation services.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to students under Action 4.6 are effective in meeting the component of Goal 4 that says : "Students will attend a safe school." Action 4.6 provides low income students with a safe route to and from school. Moreover, the district is meeting its expected outcomes for attendance rate and chronic absenteeism.

A4.7 Maintenance of district facilities are supported with staff, supplies, and equipment.

Principally Directed Toward Unduplicated Pupils

Action 4.7 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:
(Description of Services and Justification)

For the 2017-2018 school year, deferred maintenance projects will be directed to Lincoln, Roosevelt and Woodrow Wilson schools. These schools have unduplicated student enrollments of 95%, 98%, and 78%.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to students under Action 4.7 are effective in meeting the component of Goal 4 that says "Students will attend a well-maintained school." Although each of these three schools are more than fifty-years-old, all of these schools received a score of "Exemplary" on the Facilities Inspection Tool. Ongoing maintenance projects at these schools will ensure that unduplicated students attend a well-maintained school.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 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?

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