

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p style="text-align: center;">PUBLIC HEARINGS</p> <p>February 18, 2014 March 11, 2014 April 8, 2014 May 13, 2014 June 10, 2014 Public Hearing LCAP/Budget June 17, 2014 Adoption of both documents</p> <p>Parent survey: March 2014 The District collected data through a parent/community and staff survey in January and February 2014. Presentations regarding LCFF and LCAP occurred at Leadership meetings and input to the plan was encouraged and documented. Using this input, classroom observations and the data on the eight state priorities, findings to be addressed in the LCAP were identified in February 2014. The District Advisory Committee (DAC) served as LCAP Advisory Committee and English Learner Parent Advisory Committee.</p> <p>Both documents were posted on the District website with links provided on each school site.</p> <p>The DAC will review and comment on the drafted LCAP on April 26, 2014. Written responses to DAC questions will be completed in late March and early April 2014. The community will be notified about the availability of the LCAP and encouraged to submit comments orally at a DAC meeting or in writing. In late April and early May, written responses will be given for all written comments. On May 13, the Board will receive a presentation on the full LCAP and on May 20, the DAC will receive a presentation on the full LCAP. On June 10, 2014 a public hearing on the LCAP will be held and on June 17, 2014 the Board will take action to approve the LCAP. The LCAP will be submitted to Kern County Superintendent of Schools prior to the July 1, 2014 deadline.</p>	<p>Input gathered from District stakeholders request the following:</p> <ul style="list-style-type: none"> • Access to the core curriculum and current adopted materials (including Common Core) • Enrichment provided through project-based learning and challenging curriculum • Enhanced health and wellness • Access to computers, wireless technology, and electronic resources both at home and school • Intervention programs for struggling students • Safe and well-maintained schools • Support for struggling students i.e., foster youth and low socio-economic pupils • Student preparation for Common Core State Standards (CCSS), Smarter Balanced Assessment Consortium (SBAC) • Support for EL students so they can reach reclassification stage • Provide parent workspace at the school site • Create a welcoming environment for all families and celebrate diverse cultures • Communicate regularly, explicitly, and use numerous methods for delivery • Provide parent education on curriculum and assessment • Involve parents in their child's education and support them with training and volunteer opportunities • Engaging extra-curricular activities <p>These suggestions are reflected in the Goals and Actions of the LCAP.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Currently the percentage of third through eighth grade students who are proficient /advanced, currently(35%) in core subjects • District Benchmarks, CAASSP Results, SBAC Interim Assessments	1. By 2017 60% students will score proficient and or advanced in ELA/Math as measured by district benchmarks and SBAC test when available.	All Students	All		40% students will score proficient and or advanced in ELA/Math as measured by district benchmarks and SBAC test when available. Students will receive instruction that	50% students will score proficient and or advanced in ELA/Math as measured by district benchmarks and SBAC test when available. Students will receive instruction that	60% students will score proficient and or advanced in ELA/Math as measured by district benchmarks and SBAC test when available. Students will receive instruction that	SBE: 1, 2,4, 7, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					is increasingly aligned to the Common Core State Standards. Students will be taught by highly qualified teachers as evidenced by annual credit audit. All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State	is increasingly aligned to the Common Core State Standards. Students will be taught by highly qualified teachers as evidenced by annual credit audit. All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State	is increasingly aligned to the Common Core State Standards. Students will be taught by highly qualified teachers as evidenced by annual credit audit. All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Standards.	Standards.	Standards.	
<p>To maintain a positive and safe school and work environment</p> <ul style="list-style-type: none"> Attendance reports Williams Report Surveys Truancy Rate: 15% Attendance Rate: 93% 	<p>2. Increase the rate of attendance to 96% for the 2014/15 school year and maintain this rate in future years as measured by attendance reports.</p>	All Students	All		<p>LEA will increase student engagement, participation, attendance, and behavior over each year of the three year plan</p> <p>Decrease Truancy rate at 5%</p>	<p>LEA will increase student engagement, participation, attendance, and behavior over each year of the three year plan</p> <p>Decrease Truancy rate at 5%</p>	<p>LEA will increase student engagement, participation, attendance, and behavior over each year of the three year plan</p> <p>Decrease Truancy rate at 5%</p>	SBE: 1, 3,5, 6, 8
<p>Currently the CCSS are minimally implemented as indicated by:</p> <ul style="list-style-type: none"> Surveys 	<p>3. Common Core State Standards for Math and Language Arts for all students will be implemented Fully in Math and</p>	All Students	All		<p>Students will receive instruction that is increasingly aligned to the Common Core</p>	<p>Students will receive instruction that is increasingly aligned to the Common Core</p>	<p>Students will receive instruction that is increasingly aligned to the Common Core</p>	SBE: 1, 2, 6, 3, 4, 5, 7, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> • SBAC requirements • Out dated curriculum • New Math Adoption • New ELA Adoption • Administrative observation 	Substantially in ELA by 2017, measured by APS and Administrator observation			<p>State Standards.</p> <p>Highly qualified teachers as evidenced by annual credit audit will teach students.</p> <p>All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards.</p> <p>Math will be</p>	<p>State Standards.</p> <p>Highly qualified teachers as evidenced by annual credit audit will teach students.</p> <p>All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards.</p> <p>Math will be</p>	<p>State Standards.</p> <p>Highly qualified teachers as evidenced by annual credit audit will teach students.</p> <p>All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards.</p> <p>Math will be</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Partially implemented in year 1	Substantially implemented in year 2 ELA will be Partially implemented in year 2	Fully implemented in year 3 ELA will be Substantially implemented in year 3	
A Parent Survey was sent home and results showed parents wanted more involvement in school	4. Increase opportunities for parent input and meaningful participation as measured by parent survey and sign in sheets	All Students	All		Teachers and administrators will communicate with parents through a variety of methods and improve efforts to involve families in academic events 50% of the	Annual parent surveys will demonstrate an increase in self-reported positive school interactions The number of parents attending academic events will increase by 10% over	Annual parent surveys will demonstrate an increase in self-reported positive school interactions The number of parents attending academic events will increase by 10% over	SBE: 3, 5, 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Annual parent surveys will demonstrate an increase in opportunities to participate in school activities.	2014-15	2015-2016	
Facilities Inspection Tool: LEA did not meet standard of "Good" at school site during the 2013-14 school year Routine Maintenance needs to be completed at all sites in accordance with the District Master Facility Plan	5. By 2017 the site will meet standard of "Good" on the FIT report, LEA will prioritize safety and school maintenance at school site in accordance with Facilities Inspection Tool (FIT) and District's Master Facility Plan				LEA will repair and upgrade playground structures, blacktop playgrounds, and grass fields at the school site Possibly construct additional instructional space resulting from Bond	Possibly construct additional instructional space resulting from Bond passage LEA will set aside for routine restricted maintenance funds for deferred maintenance	Possibly upgrade student playing fields with Bond passage LEA will set aside for routine restricted maintenance funds for deferred maintenance LEA will repair asphalt in playground	SBE: 1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>passage</p> <p>LEA will set aside for routine restricted maintenance funds for deferred maintenance</p> <p>Energy efficiency upgrades will occur</p> <p>FIT report will reflect a rating of "Good"</p>	<p>FIT report will reflect a rating of "Good"</p>	<p>areas and parking lots at the school site</p> <p>FIT report will reflect a rating of "Good"</p>	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. By 2017 60% students will score proficient and or advanced in ELA/Math as measured by district benchmarks and SBAC test when available.	SBE: 1, 2,4, 7, 8	Provide professional development through a coach on implementing CCSS, instructional strategies related to student engagement rigor, small group instruction and project-based learning Provide professional development and in classroom support on incorporating technology effectively into instruction to support CCSS		Align fiscal resources to ensure prioritization based on greatest need as indicated by student achievement data and parent surveys	Purchase of new Common Core aligned curriculum materials. CCSS Implementation Funding, Approx: \$20,000 From Common Core Fund LCFF Dist. Base Grant (set aside), EIA: (5) Aides Approx. \$30,000 LCFF School Supplemental/Concentration Grant, Teacher w/ Benefits Approx. \$ 74,000 Total: \$104,000	Purchase of new Common Core aligned curriculum materials. CCSS Implementation Funding, Approx: \$5,000 From Common Core Fund LCFF Dist. Base Grant (set aside), EIA: (5) Aides Approx. \$30,000 LCFF School Supplemental/Concentration Grant, Teacher w/ Benefits Approx. \$ 74,000 Total: \$104,000	Purchase of new Common Core aligned curriculum materials. CCSS Implementation Funding, Approx: \$5,000 From Common Core Fund LCFF Dist. Base Grant (set aside), EIA: (5) Aides Approx. \$30,000 LCFF School Supplemental/Concentration Grant, Teacher w/ Benefits Approx. \$ 74,000 Total: \$104,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>implementation</p> <p>Recruit and retain highly qualified staff</p> <p>Establish opportunities for innovative authentic learning that support CCSS</p> <p>Align fiscal resources to ensure prioritization based on greatest need as indicated by student achievement data and parent surveys</p>					
2. Increase the rate of attendance to 96% for the 2014/15 school year and maintain this rate in	SBE: 1, 3,5, 6, 8	<p>Monitor the number of truant students</p> <p>Implement a communication system to increase student</p>			LCFF Dist. Supplemental/Concentration Grant, Approx. \$600	LCFF Dist. Supplemental/Concentration Grant, Approx. \$600	LCFF Dist. Supplemental/Concentration Grant, Approx. \$600

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
future years as measured by attendance reports.		attendance Increase student recognition for progress and achievement Identify and develop programs that support the emotional and physical well-being of all students and staff Ensure school and district facilities are maintained and are safe working and learning environments					
3. Common Core State Standards for Math and Language Arts for all students will be implemented Fully in Math and Substantially	SBE: 1, 2, 6, 3, 4, 5, 7, 8	Provide professional development through a coach on implementing CCSS Purchase CCSS curriculum with additional on-going training			Provide professional development to support Common Core standards, new curriculum, intervention programs, and specific strategies for ELD and differentiated instruction components. LCFF School	Provide professional development to support Common Core standards, new curriculum, intervention programs, and specific strategies for ELD and differentiated instruction components. LCFF School	Provide professional development to support Common Core standards, new curriculum, intervention programs, and specific strategies for ELD and differentiated instruction components. LCFF School

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
in ELA measured by AMS and Administrator observation		Purchase CCSS bridge material curriculum with additional on-going training			Supplemental/Concentration Grant, CCSS Approx. \$ 25,000 Possible Spring Adoption for Math	Supplemental/Concentration Grant, CCSS Approx. \$ 25,000 Possible Spring Adoption for Language Arts	Supplemental/Concentration Grant, CCSS Approx. \$ 25,000 Fully Implemented CCSS
4. Increase opportunities for parent input and meaningful participation as measured by parent survey and sign in sheets	SBE: 3, 5, 6	School have Parent Resource Center staffed with Parent volunteers Services to support parents in Attending parent education, Informational meetings and school functions School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings. Translation and			Office and teachers focus on inviting parent participation in new ways and more consistently. Increased opportunities for parent participation are planned at the school and classroom levels. Increased opportunities for parent participation are planned at the school and classroom levels. School website has current information on school and classroom activities. LCFF Dist. Supplemental/Concentration Grant, Approx. \$300	Office and teachers focus on inviting parent participation in new ways and more consistently. Increased opportunities for parent participation are planned at the school and classroom levels. Increased opportunities for parent participation are planned at the school and classroom levels. School website has current information on school and classroom activities. LCFF Dist. Supplemental/Concentration Grant, Approx. \$300	Office and teachers focus on inviting parent participation in new ways and more consistently. Increased opportunities for parent participation are planned at the school and classroom levels. Increased opportunities for parent participation are planned at the school and classroom levels. School website has current information on school and classroom activities. LCFF Dist. Supplemental/Concentration Grant, Approx. \$300

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		interpretation services will be provided by bilingual staff at district events					
5. By 2017 the site will meet standard of "Good" on the FIT report, LEA will prioritize safety and school maintenance at school site in accordance with Facilities Inspection Tool (FIT) and District's Master Facility Plan	SBE: 1	<p>LEA will repair and upgrade playground structures, blacktop playgrounds, and grass fields at the school site</p> <p>Possibly construct additional instructional space resulting from Bond passage</p> <p>LEA will set aside for routine restricted maintenance funds for deferred maintenance</p> <p>Energy efficiency upgrades will occur</p>			<p>Assess playground structures, blacktop playgrounds, and grass fields at school district site; create a maintenance and repair plan for campus playgrounds.</p> <p>Prioritize district-wide maintenance needs; establish timeline to begin projects.</p> <p>Set aside funds for routine restricted maintenance</p> <p>Provide additional instructional space as needed.</p> <p>Funding Sources: LCFF Base Grant Approx. \$0 Measure B Approx. \$ 3,000,000</p>	<p>Repair and upgrade playground structures. Repair blacktop playgrounds Identify amount and funding source for each action/service for this year.</p> <p>Set aside funds for routine restricted maintenance plus additional funds for deferred maintenance.</p> <p>Provide additional instructional space as needed at specialized schools.</p> <p>Funding Sources: LCFF Base Grant Approx. \$0 Measure B Approx. \$ 3,000,000</p>	<p>Routine maintenance to maintain playgrounds in optimum condition.</p> <p>Upgrade student playing fields</p> <p>Set aside funds for routine restricted maintenance plus additional funds for deferred maintenance</p> <p>Repair asphalt on playgrounds and parking lots at school site.</p> <p>Continue assessment of needs for the district.</p> <p>Funding Sources: LCFF Base Grant Approx. \$0 Measure B Approx. \$ 3,000,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goals: 1-5	SBE: 1,2,3,4,5,6,7,8	<p>For low income pupils:</p> <p>All Goals and action in 2/3A apply to all Low-income students.</p> <p>Specific training will be provided to address target groups which include low-socioeconomic,</p>	LEA- District wide School wide		<p>CCSS math materials will be purchased; professional development will focus on target sub-groups</p> <p>Existing intervention programs will continue. K-2 intervention programs will be</p>	<p>New library materials will be purchased at all school sites</p> <p>Data of existing intervention programs will be reviewed.</p> <p>Renewal of existing programs or implementation</p>	<p>CCSS ELA materials will be considered. If purchased, professional development will focus on target sub-groups</p> <p>Data of existing intervention programs will be reviewed.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>EL, and Special Education students LEA will monitor data associated with student achievement including RFP students</p> <p>CCSS will be implemented, professional development will occur, and resources, assessments, and report cards will be aligned CCSS materials will be adopted</p> <p>Library materials will be purchased at all school sites</p> <p>Intervention programs will continue</p> <p>Differentiated instruction focused on support and acceleration will occur</p> <p>LEA will provide schools that are</p>			<p>implemented</p> <p>Coaching and professional development focusing on CCSS and differentiated instruction will be provided</p> <p>Improve Physical Education: Continue Physical Education Specialist teacher one day a week</p> <p>Equipment will be inventoried, replaced, and new equipment will be purchased as prioritized</p> <p>Scheduled maintenance will be provided at sites</p> <p>Updates/Upgrades will occur based on District prioritized list</p> <p>Technology: Students will</p>	<p>of new programs will occur</p> <p>Coaching and professional development focusing on CCSS and EL strategies will be provided</p> <p>Improve Physical Fitness: Professional development will be provided by P.E. specialists and additional equipment will be purchased</p> <p>Fields used for physical education at sites will be improved to support programs at schools</p>	<p>Renewal of existing programs or implementation of new programs will occur</p> <p>Coaching and professional development focusing on CCSS and differentiated instruction will be provided</p> <p>Improve Physical Fitness: LEA will provide staff and resources to support physical education, health and wellness based on data from Years 1 and 2 of LCAP</p> <p>Technology: Additional updated hardware and</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>safe, clean, and well-maintained and an environment that contributes to the academic success of each student</p> <p>LEA will invest in current technology LEA and each school site will create a safe and welcoming atmosphere</p>			<p>access resources through a wireless environment Updated hardware and software will be available at all school sites</p> <p>School Climate: LEA and school sites will create a welcoming atmosphere for families which includes increased communication, and support for unduplicated students</p> <p>District will implement anti-bullying campaigns</p>	<p>Technology: Additional updated hardware and software will be available at all school sites</p> <p>School Climate: In addition to Year 1 priorities, District will continue anti-bullying campaigns</p>	<p>software will be available</p> <p>School Climate: In addition to previous years' priorities, school sites will improve student and family engagement based on data from Years 1 and 2</p>
Goals: 1-5	SBE: 1,2,3,4,5,6,7,8	<p>For English learners: All Goals and action in 2/3A apply to all English Learners students</p> <p>Currently Elk Hills has less than 10 EL students.</p>	LEA- District wide School wide		Coaching and professional development focusing on CCSS and EL strategies will be provided	Coaching and professional development focusing on CCSS and EL strategies will be provided	Coaching and professional development focusing on CCSS and EL strategies will be provided

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Specific training will be provided to address target English Learners</p> <p>Intervention will be provided to English Learners as appropriate</p> <p>Bilingual aide services will be provided</p>					
Goals: 1-5	SBE: 1,2,3,4,5,6,7,8	<p>For foster youth: All Goals and action in 2/3A apply to all Foster Youth students</p> <p>Currently Elk Hills has no Foster Youth students.</p> <p>LEA will increase access to social worker services</p> <p>LEA will support SST process within the District</p> <p>LEA will support Student Services department</p>	LEA- District wide School wide		Superintendent will meet as needed with social workers to support their duties related to foster youth	Superintendent will meet as needed with social workers to support their duties related to foster youth	Superintendent will meet as needed with social workers to support their duties related to foster youth

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>For Redesignated Fluent English Proficient pupils:</p> <p>All Goals and action in 2/3A apply to all RFEP students</p> <p>Currently Elk Hills has less than 5 RFEP students.</p>					

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Due to our school district’s unduplicated percentage of 57% we have determined that the highest quality educational services can be best provided on both a district-wide and school-wide basis with regards to the allocation of LCFF supplemental and concentration grant funds. Additionally, specific LCAP actions and services have been created on a Flat Funded Formula. We are one of a very few Districts in the state that will be Flat Funded for the next three years. The Elk Hills School District will offer a variety of programs and supports for English Learner students and students of low socio-economic status.

Improved Actions:

- New State Board Adopted CCSS curriculum
- Part time Math Coach
- Increase student attendance recognition

- Library Materials purchased

Increased Services:

- Provide Professional Development to teachers for CCSS
- Implement CCSS in both Math and ELA
- Communication to track Truant students
- Reporting system to parents

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The Elk Hills School District expenditure of supplemental funds is aligned with the LCAP and addresses the needs of unduplicated pupils. The following expenditure plan meets the proportionality percentage for the LCAP term as well as the LCFF implementation period.

Economic Impact Aid (Aides)	\$30,000	Salaries for classroom aides
Title III Contribution (Aides)	\$6,000	Salaries for classroom aides
Truancy materials	\$600	Materials to be purchased for truant students
Web site upgrade	\$300	Web design for better communication with parents and teachers
Total	\$36,900	

The Elk Hills MPP is: 3.71%

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