

**Introduction:**

**LEA: Lemoore Union Elementary School District Contact: Richard Rayburn, Superintendent, [rgrayburn@luesd.k12.ca.us](mailto:rgrayburn@luesd.k12.ca.us), 559-924-6800 LCAP Year: 2014/2015**

### ***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. (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>8. Lemoore Elementary Teachers' Association/Lemoore Classified Employees' Association</p> <p>9. Intermediate Grades Teacher Meetings</p>	<p>usually treat pupils with respect compared with 80% of 4<sup>th</sup> – 8<sup>th</sup> grade pupils that believe so. There is a need to address the concerns of the 20% that do not.</p> <p>b. Providing additional, trusted school resources for children that are seeking help with problems is important.</p> <p>Engagement</p> <p>a. Teachers see more practice time, help from adults, and technology as pupil priorities for learning more.</p> <p>b. Teachers believe that pupils are most engaged when they are working with other pupils or using technology.</p> <p>8. Addition of summer school as a means to provide additional instructional minutes</p> <p>9. Social studies and science implementation in grades 4-6</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?

**Section 2: Goals and Progress Indicators**

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	
Need: Improve Mental and Physical Health Services  <u>Metrics Used to Measure:</u>	Provide behavioral health services to all students in need	All	K- 6 schools	Student contacts with behavioral health staff; pupil surveys	Increase counseling services to K-6 students	Additional counseling services to K-6; Provide character education for 4-6 students	Additional counseling services; Provide character education for K-6 students	Pupil engagement School climate
CalPads Report; district tracking data, suspension/expulsion rates, attendance tracking, behavioral referrals	Increase nursing services, provide instruction in health curriculum	All	All	Health exam records; class instruction schedules	Students will have access to additional nursing services and health education (7-8)	Students in grades 4-8 will receive health instruction	Students in grades K-8 will receive health instruction	Pupil engagement Access to courses

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	
<u>Need:</u> Increase the percent of pupils who are advanced or proficient in English/ language arts, and math	Increase learning time for all pupils, including summer school	All	K-6 schools	Instructional minute computation; summer school attendance and report of academic achievement during program	All K-6 pupils will be provided Increased learning time compared to prior year	All K-6 pupils will be provided Increased learning time compared to prior year	All K-6 pupils will be provided Increased learning time compared to prior year	Pupil Engagement; Pupil Achievement: CCSS Implementation ; Access to courses
<u>Metrics Used to Measure:</u> State and local assessments	100% of middle school staff receive ongoing professional development for Common Core State Standards implementation, classroom management, engagement strategies	All	Liberty Middle School	State and local assessments; student survey; logs of services provided	Resource teacher provides ongoing professional development to English/ language arts and math staff; Students will receive more consistent instruction from class to class	Resource teacher provides ongoing professional development to ELA, math, and science staff; Students will receive more consistent instruction from class to class	Resource teacher provides ongoing professional development to ELA, math, science, and history staff; Students will receive more consistent instruction from class to class	Basic services (qualified staff); CCSS implementation ; Pupil achievement; Pupil engagement; Access to courses

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	
	All pupils have daily access to technology and training in its use. Each pupil uses technology to access English/ language arts and math.	All	All	Equipment tracking and inventory; State and district assessments; Completion of technology enhanced assignments	Each 6-8 grade pupil has daily access to instructional technology for English/ language arts and math	Each 4-8 grade pupil has daily access to instructional technology for English/ language arts and math	Each 2-8 grade pupil has daily access to instructional technology for English/ language arts and math	Basic services (instructional materials); Pupil Achievement; CCSS implementation , Pupil engagement; Access to courses/Other outcomes
	100% of instructional staff receive professional development in implementation of Common Core State Standards	All	All	Training logs; teacher observations; State and local assessments	All pupils receive instruction from teachers that have received at least one day of professional development in CCSS implementation	All pupils receive instruction from teachers that have received at least one day of professional development in CCSS implementation	All pupils receive instruction from teachers that have received at least one day of professional development in CCSS implementation	Basic services (Qualified teachers); Pupil Achievement; CCSS implementation ; Pupil engagement; Access to courses/Other outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	100% of teachers receive professional development for integrating technology into English/language arts, math, and English Language Development.	All	All	Training logs; teacher observations; State and local assessments	All pupils receive instruction from teachers that have received at least one day of professional development in effective use of technology	All pupils receive instruction from teachers that have received at least one day of professional development in effective use of technology	All pupils receive instruction from teachers that have received at least one day of professional development in effective use of technology	Basic services (Qualified teachers); Pupil Achievement; CCSS implementation ; Pupil engagement; Access to courses/Other outcomes
	All parents will become familiar with CCSS relative to their child(ren)'s level(s); Parents assist students with CCSS learning.	All	All	Attendance at CCSS trainings, parent surveys, pupil surveys	Increased number of children whose parents are familiar with CCSS and who assist with learning	Increased number of children whose parents are familiar with CCSS and who assist with learning	Increased number of children whose parents are familiar with CCSS and who assist with learning	Parent involvement CCSS implementation Pupil engagement

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	
	Reduce TK-3 overall class size average at K-6 schools to 24:1 and maintain at or below that level	All	All	Enrollment data	The overall TK-3 grade-span average will be at or below 24:1 at each K-6 school.	The overall TK-3 grade-span average will be at or below 24:1 at each K-6 school.	The overall TK-3 grade-span average will be at or below 24:1 at each K-6 school.	Pupil engagement CCSS implementation Access to courses Other measures Pupil Achievement
	All kindergarten through sixth grade pupils are taught CCSS English/ language arts instruction through social studies and science.	All	K-6	State and local assessments, lesson plans, classroom observations	All grade 4-6 pupils are taught a minimum of three social studies units	All grade 2-3 grade pupils are taught a minimum of three social studies units of study and 4-6 pupils a one year curriculum and some science	All grade 2-6 pupils are taught social studies throughout the year and taught at least three science units of study	Access to courses Other measures Pupil Achievement Pupil Engagement CCSS Implementation

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	
	100% of instructional and administrative staff will use data management system to track student progress and use information to inform instruction.	All	All	Pupil progress reports to colleagues, administration, and parents; teacher team agendas and minutes	Pupils receive instruction that is modified according to achievement data that is retrieved from data management system	Pupils receive instruction that is modified according to achievement data that is retrieved from data management system	Pupils receive instruction that is modified according to achievement data that is retrieved from data management system	Basic services (qualified teachers); Pupil achievement; CCSS implementation

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><u>Need:</u> Improve pupil engagement and school climate</p> <p><u>Metrics Used to Measure:</u> Pupil, staff, parent surveys; suspension/expulsion rates, attendance</p>	Extracurricular activities available to all pupils.	All	All	Participation rates; discipline records; pupil surveys; parent surveys	Restore after elementary after school sports and increase 7/8 offerings	Maintain, expand after school activities	Maintain, expand after school activities	Pupil engagement School climate Parent involvement Other outcomes
	Reduce middle school suspension/expulsion rates from 2013/2014	All	Liberty Middle School	Discipline records; CalPADS reports	Reduce 2013/2014 rate by 10%; Increased access to intervention staff, programs	Reduce 2013/2014 rate by 15%	Reduce 2013/2014 rate by 20%	Pupil Engagement School Climate

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	
<u>Need:</u> Improve English Language Development (ELD) and Reduce the English/Language Arts Learning Gap	Ongoing ELD training for all teachers and paraprofessionals	English learners and non-proficient English only students	All	Student achievement data; Observation of implementation of in-class interventions	All English learners receive instruction from appropriately credentialed teachers that have received at least one day of professional development in English/language development	All English learners receive instruction from appropriately credentialed teachers that have received at least one day of professional development in English/language development	All English learners receive instruction from appropriately credentialed teachers that have received at least one day of professional development in English/language development	Pupil achievement Pupil engagement School climate
<u>Metrics Used to Measure:</u> State and local assessments	All English learners receive intervention appropriate to their needs; Reduce achievement gap	English learners	K-6 schools	Program enrollment; state and local assessments/measures	Students receive increased services from trained staff under direction of certificated staff	Modify prior year program to better serve identified students	Modify prior year program to better serve identified students	Basic services (qualified staff); Pupil achievement; Pupil engagement; School climate

### **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.

**Section 3: Actions, Services, and Expenditures**

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
Reduce suspension/expulsion rates from 2013/2014	Pupil Engagement School Climate	Counseling Early intervention Opportunity Program Administration intervention	School-wide: Liberty Middle School	Discipline records; CalPADS reports	Add assistant principal, full-time counselor; begin Opportunity program  Resource: 0332 \$267,000	Maintain management support, refine Opportunity Program  Projected: \$278,000	Maintain management support and refine Opportunity Program  Projected: \$289,000
Provide behavioral health services to all students in need	Pupil engagement School climate	Provide additional counseling services	School-wide: K-6 schools	Counseling referrals; behavior referrals; suspensions, Expulsion, truancy rates	2 counselors for K-6 schools (move one position formerly shared with middle school)  Resource: 0332 \$0	Add third counselor for K-6 schools  Projected: \$95,000	Add fourth counselor for K-6 schools (1 per school)  Projected: \$194,000

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
Increase nursing services, provide instruction in health curriculum	Pupil Engagement Access to Courses	Provide additional RN nursing services	LEA-wide	Health exam records; class instruction schedules	7/8 pupils will have access to additional nursing services and health education  Resource: 0332 \$95,000	Pupils in grades 4—8 will receive health instruction  Projected: \$97,000	Pupils in grades K-8 will receive health instruction  Projected: \$100,000
Increase annual instructional time; Offer summer school	Pupil Engagement Pupil Achievement CCSS Implementation Access to Courses	Add instructional minutes to each regular day schedule	LEA-wide	Instructional minute calculations; daily bell schedules	Add 10-15 minutes to 2013/2014 regular day schedule; offer summer school  Resource: 0332 \$425,000	Add 10-15 minutes to 2014/2015 regular day schedule; offer summer school  Projected: \$850,000	Add 10-15 minutes to 2015/2016 regular day schedule; offer summer school  Projected: \$1,275,000
Restore/expand after school sports	Pupil Engagement School Climate Parent Involvement Other Outcomes	Provide after school sports at K-6 schools and increase offerings at 7-8 school	LEA-wide	Schedules; Rosters	After school sports at K-6 schools; Increase number of offerings at 7-8 school  Resource: 0332 \$30,000	Add sport to K-6 schools; Increase number of offerings at 7-8 school  Projected: \$40,000	Add sport to K-6 schools; Increase number of offerings at 7-8 school  Projected: \$45,000

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
All students have daily access to technology and training in its use; All teachers receive ongoing professional development in integrating technology into reading, writing, math, and ELD	Instructional Materials Pupil Achievement CCSS Implementation Pupil Engagement Access to Courses Other Outcomes	Computer technology will be purchased to increase pupil/unit ratio; Professional development will be provided teachers in effective use of technology	LEA-wide	State and local assessments, needs assessments, classroom observations of practice	1:1 ratio of units to pupils in grades 6-8; instruction provided to pupils to use units to maximize learning  Resource: 7405 \$112,000	1:1 ratio of units to pupils in grades 4-8; instruction provided to pupils to use units to maximize learning  Projected: \$234,000	1:1 ratio of units to pupils in grades 2-8; instruction provided to pupils to use units to maximize learning  Projected: \$304,000
Instructional staff trained in effective instructional strategies for CCSS English/language arts and math , use of technology, collaborative skills	Pupil achievement Pupil engagement School climate Parent involvement	Increase number of duty days to provide professional development to all instructional staff	LEA-wide	Teacher retention rates, training logs, pupil surveys, parent surveys, teacher evaluations	Add two professional development duty days to calendar  Resource: 0332 \$112,000	Add third and fourth professional development duty day to calendar  Projected: \$233,000	Add fifth professional development duty day to calendar  Projected: \$303,000

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
Ongoing English Language Development training for all teachers and paraprofessionals	Pupil achievement Pupil engagement School climate	All instructional staff provided training to integrate ELD into daily instruction	LEA-wide	State and local assessments, classroom observations of practice	Minimum one full day of ELD training for all staff  Resource: 0332 \$56,000	Minimum one full day of ELD training with follow-up  Projected: \$58,000	Minimum two full days of ELD training with follow-up  Projected: \$60,000
All English learners receive intervention appropriate to their needs; Reduce achievement gap	Basic Services (qualified staff), Pupil Achievement, Pupil Engagement, School Climate	English language development program fully staffed with trained paraprofessionals under direction of certificated staff	K-6 schools	State and local assessments; attendance rosters	Increase paraprofessional staff to three ELD tutors per K-6 site; Provide ELD training to all  Resource: 0332 \$77,000	Refine ELD intervention programs at each site  Projected: \$80,000	Refine ELD intervention programs at each site  Projected: \$83,000
Professional development for all instructional staff in CCSS English/ language arts	Pupil Achievement, CCSS Implementation	English/ language arts CCSS provided for all instructional staff	LEA-wide	State and local assessments, classroom observations	Minimum of one complete day of CCSS ELA/ELD training  Resource: 7405 \$56,000	Minimum of one complete day of CCSS ELA/ELD training  Projected: \$60,000	Minimum of one complete day of CCSS ELA/ELD training  Projected: \$64,000

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
All parents familiar with CCSS relative to their child(ren)'s level(s); Parents assist students with CCSS learning	Parent involvement, CCSS implementation, Pupil engagement	CCSS training offered at each school site	LEA-wide	Parent surveys, sign-in sheets and agendas	Multiple trainings offered during the school year at each K-6 school and 7-8 school  Resource: 0332 \$5000	Multiple trainings offered during the school year at each K-6 school and 7-8 school  Projected: \$5000	Multiple trainings offered during the school year at each K-6 school and 7-8 school  Projected: \$5000
Add teachers to TK-3 program	Pupil engagement, CCSS implementation, Access to Courses, Pupil Achievement, Other measures	Hire additional TK-3 teachers to reduce and maintain pupil/teacher ratio at or below 24:1	K-6 schools	Class rosters, staffing records	Add sufficient teachers to reduce ratio  Resource: 0332 \$229,000	Add sufficient teachers to reduce/maintain ratio  Projected: \$240,000	Add sufficient teachers to reduce/maintain ratio  Projected: \$248,000
Provide ongoing training and assistance for CCSS implementation	Basic Services (qualified staff), CCSS Implementation, Pupil Achievement	Resource teacher	Liberty Middle School	Contact and training logs, teacher survey, teacher observations	Ongoing PD to all teachers of English/language arts and math  Resource: 0332 \$66,200	Ongoing PD to all teachers of English/ language arts and math  Projected: \$70,000	Ongoing PD to all teachers of English/ language arts and math  Projected: \$74,000

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
All kindergarten through sixth grade pupils receive instruction in social studies and science throughout the school year	Access to Courses, Other Measures, Pupil Achievement, Pupil Engagement, CCSS implementation	Provide instruction to elementary pupils in social studies and science.	K-6 schools	State and local assessments, pupil work samples, daily schedules, teacher observations,	All 4-6 grade pupils begin receive reading and language arts instruction with social studies and science content  Resource: 0000 \$0	All 4-6 grade pupils begin receive reading and language arts instruction with social studies and science content  Projected: \$0	All 4-6 grade pupils begin receive reading and language arts instruction with social studies and science content  Projected: \$0
Activate improved data management system to track student progress and use information to modify instruction and communicate progress to pupils and parents	Basic services (qualified teachers); Pupil achievement; CCSS implementation; Parent involvement; Pupil engagement	Pupil data used by teachers and administrators to monitor progress and plan for instruction, interventions, and provide feedback to pupils, parents regarding progress	LEA-wide	Reports, collaborative team meeting agendas and minutes	All teachers use student data to determine levels of achievement and learning needs to plan for instruction and assessment.  Resource: 0000 \$8650	All teachers use student data to determine levels of achievement and learning needs to plan for instruction and assessment.  Projected: \$8600	All teachers use student data to determine levels of achievement and learning needs to plan for instruction and assessment.  Projected: \$8600

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
Provide behavioral health services to all students in need	Pupil engagement School climate	<u>For foster youth:</u> Behavioral health staff will coordinate with County foster youth services additional support to foster youth as needed.	LEA-wide	Counseling referrals; behavior referrals; suspensions, Expulsion, truancy rates	Behavioral support for all foster youth by adding one counseling position to LEA  Resource: 0332 \$95,000	Behavioral support for all foster youth.  Projected: \$95,000	Behavioral support for all foster youth  Projected: \$194,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase nursing services, provide instruction in health curriculum	Pupil Engagement Access to Courses	<u>For foster youth:</u> Nursing staff will coordinate with County foster youth services for additional support to foster youth as needed.	LEA-wide	Health exam records; class instruction schedules	7/8 pupils will have access to additional nursing services and health ed	Pupils in grades 4—8 will receive health instruction	Pupils in grades K-8 will receive health instruction
					Resource: 0332 \$95,000	Projected: \$97,000	Projected: \$100,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase learning time for all pupils, including summer school	Pupil Engagement Pupil Achievement CCSS Implementation Access to Courses	<p><u>For English learners:</u> All English learners will be provided additional English language development with the addition of more instruction time; English language development summer school will be offered to all English learners.</p> <p><u>Low income pupils:</u> Low income pupils, low-achieving pupils will be given priority for enrollment in the summer program ELA and math classes</p>	K-6 schools (minutes); LEA-wide summer school	Instructional minute calculations; daily bell schedules; summer school assessments	Add 10-15 minutes to 2013/2014 regular day schedule; summer school for EL & low achievers	Add 10-15 minutes to 2014/2015 regular day schedule; summer school for EL & low achievers	Add 10-15 minutes to 2015/2016 regular day schedule; summer school for EL & low achievers
					Resource: 0332 \$425,000	Projected: \$850,000	Projected: \$1,275,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
100% of LMS staff receive ongoing professional development for Common Core State Standards implementation, classroom management, engagement strategies	Basic Services (qualified staff), CCSS Implementation, Pupil Achievement	<u>For English learners:</u> The resource teacher will provide assistance to teachers to integrate English language development strategies into daily programs	Liberty Middle School	Contact and training logs, teacher survey, teacher observations	Ongoing ELD PD for teachers  Resource: 0332 \$66,200	Ongoing ELD PD for teachers  Projected: \$70,000	Ongoing ELD PD for teachers  Projected: \$74,000
All students have daily access to technology and training in its use; All teachers receive ongoing professional development in integrating technology into reading, writing, math, and ELD	Instructional Materials Pupil Achievement CCSS Implementation Pupil Engagement Access to Courses Other Outcomes	<u>For English learners:</u> Computer technology will be used to assist English learners with English language development	LEA-wide	State and local assessments, needs assessments, classroom observations of practice	1:1 ratio of units to pupils in grades 6-8; instruction provided to pupils to use units to maximize learning  Resource: 7405 \$112,000	1:1 ratio of units to pupils in grades 4-8; instruction provided to pupils to use units to maximize learning  Projected: \$234,000	1:1 ratio of units to pupils in grades 2-8; instruction provided to pupils to use units to maximize learning  Projected: \$304,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Activate improved data management system in place to track student progress and use information to modify instruction	Basic services (qualified teachers); Pupil achievement; CCSS implementation;	<u>Low income pupils, English learner pupils, foster you; RFEP pupils:</u>  The system will allow for low income, English learner, RFEP, and foster youth academic, attendance, and behavior data to be tracked and reviewed so that appropriate responses to their needs can be developed and implemented.	LEA-wide	Reports, collaborative team meeting agendas and minutes	All teachers use data to determine levels of achievement and learning needs among EL, LI, and foster youth to plan for instruction and assessment, and provide timely and ongoing feedback to pupils and parents on progress  Resource: 0000 \$8650	All teachers use data to determine levels of achievement and learning needs among EL, LI, and foster youth to plan for instruction and assessment, and provide timely and ongoing feedback to pupils and parents on progress  Projected: \$8600	All teachers use data to determine levels of achievement and learning needs among EL, LI, and foster youth to plan for instruction and assessment, and provide timely and ongoing feedback to pupils and parents on progress  Projected: \$8600

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
All parents will become familiar with CCSS relative to their child(ren)'s level(s); Parents assist students with CCSS learning.	Parent involvement, CCSS implementation, Pupil engagement	<p><u>For low income pupils:</u> Participation of parents of low income will be tracked to ensure proportional representation at trainings.</p> <p><u>For English learners:</u> Additional assistance will be provided to English learner parents to better equip them to understand and assist with CCSS learning</p>	LEA-wide	Parent surveys, sign-in sheets and agendas	Multiple trainings offered during the school year at each K-6 school and 7-8 school	Multiple trainings offered during the school year at each K-6 school and 7-8 school	Multiple trainings offered during the school year at each K-6 school and 7-8 school
					Resource: 0332 \$5000	Projected: \$5000	Projected: \$5000

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
Extracurricular activities available to all pupils.	Pupil Engagement School Climate	<u>Low income pupils, English learner pupils, foster youth:</u> Track involvement of EL, LI, and foster youth pupils to ensure that the participation of the subgroups will increase and develop strategies to increase participation.	LEA-wide	Schedules; Rosters	After school sports at K-6 schools; Increase number of offerings at 7-8 school; close participation gap where it exists among targeted subgroups  Resource: 0332 \$30,000	Add sport to K-6 schools; Increase number of offerings at 7-8 school; close participation gap where it exists among targeted subgroups  Projected: \$40,000	Add sport to K-6 schools; Increase number of offerings at 7-8 school; close participation gap where it exists among targeted subgroups  Projected: \$45,000
Reduce suspension/expulsion rates from 2013/2014	Pupil Engagement School Climate	<u>For low income pupils, English learner pupils, Foster youth:</u> Focus intervention services on EL, LI, and/or foster pupils.	School-wide: Liberty Middle School	Discipline records; CalPADS reports	Add and assistant principal, full-time counselor; begin Opportunity program  Resource: 0332 \$267,000	Maintain management support, refine Opportunity Program  Projected: \$278,000	Maintain management support and refine Opportunity Program  Projected: \$289,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
English Language Development training for all teachers and paraprofessionals	Pupil achievement Pupil engagement School climate	<u>For English learners:</u> All English learners will receive ELD support in every classroom from staff trained in effective strategies and techniques	LEA-wide	State and local assessments, classroom observations of practice	Minimum one full day of ELD training for all staff  Resource: 0332 \$56,000	Minimum one full day of ELD training with follow-up  Projected: \$58,000	Minimum two full days of ELD training with follow-up  Projected: \$60,000
All English learners receive intervention appropriate to their needs; Reduce achievement gap	Basic Services (qualified staff), Pupil Achievement, Pupil Engagement, School Climate	<u>For English learners:</u> Pull-out and in-class interventions provided as appropriate for all English learners  <u>For RFEP pupils:</u> Provide services when required by data	LEA-wide	State and local assessments; attendance rosters	Trained instructional staff provides daily ELD for English learners  Resource: 0332 \$77,000	Trained instructional staff provides daily ELD for English learners  Projected: \$80,000	Trained instructional staff provides daily ELD for English learners  Projected: \$83,000

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

Lemoore Union Elementary School District's supplemental and concentration grant funds for the 2014/2015 fiscal year is \$1,818,450. This was calculated on the basis of 72.41% unduplicated count of low income, foster youth, and English learner pupils. A significant portion of this funding is dedicated to professional development for all instructional staff because highly trained teachers and paraprofessionals have the greatest impact on pupil achievement. The professional development emphasis in 2014/2015 is on effective use of instructional technology, English language development strategies, and Common Core English/language arts and math implementation. Directly related to the professional development component is increasing the number of contracted duty days for instructional staff. Traditionally, professional development has been offered outside the work year, so attendance was voluntary (compensation for participation was based on an hourly rate). Under this plan, the additional days are contracted and, therefore, attendance is mandatory. Training is also a key component of the parent involvement component, calling for familiarizing parents with the Common Core State Standards and providing opportunities for parents/guardians to learn how they can support the acquisition of the skills and knowledge associated with CCSS.

Most supplemental and concentration funds are being used in a districtwide manner because such a significant percentage (72.41%) of pupils belong to one or more of the three subgroups; low income, English learners, and foster youth. To exclude the remaining 27.59% pupils from the services and/or programs would be neither efficient nor practical. English learners are supported by funds for specific services but much of the impact to English language development is expected to come through in-class interventions. For this reason, much funding is being applied to professional development for instructional staff that encounter English learners on a daily basis.

In two cases, funds are designated for Liberty Middle School to be used for schoolwide services/programs because the issues (suspension/expulsion rates and focused professional development for single subject teachers) are site-specific concerns. To that end, a second assistant principal and a full-time counselor will be added to the Liberty staff to (1) support proactive and reactive pupil intervention and (2)

provide additional support to the instructional staff. To assist with CCSS implementation and pupil engagement, a resource teacher will join the staff to provide daily support and assistance to the instructional staff.

Pupil mental health and physical health are significant concerns and will be addressed with the addition of counseling services at the elementary schools and a registered school nurse. Not only will these personnel be in a position to provide assistance to individual pupils, they can take preventative measures through whole class and targeted group instruction. Foster youth will be given priorities for mental health services as needed.

Establishing or expanding extra-curricular activities is included to address school climate and pupil engagement. LUESD will begin by restoring after school sports at K-6 schools and increase the number of offerings at 7-8 school. The After School Education and Safety programs at the K-6 schools and the 21<sup>st</sup> Century program at the middle school currently provided non-sports, extra-curricular activities for pupils, but eventually other forms of extra-curricular activities can be added.

A significant effort is being made to increase the availability of computer technology at all schools. Training for staff will emphasize effective utilization of the technology with pupils. It is also expected that future “textbook” adoptions will include a significant reliance on computer technology to access the core curriculum. This is a district-wide initiative in accordance with provisions of the Williams Act that requires all pupils have equal access to instructional materials.

- 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 percentage by which services for unduplicated pupils must be increased or improved as compared to all pupils is 9.86%. In this plan, English learners, low income pupils, and foster youth benefit from a significant increase in professional development provided to instructional staff in the areas of English language development, English/language arts and math Common Core State Standards, and incorporation of instructional technology. There is also an emphasis on training for all instructional staff in knowledge and use of English language development strategies. English learner interventions will be increased so that each school can provide the same level of service for English learners no matter the school, and English language development programs will be enhanced by a significant increase in the amount of computer technology. Foster youth make up approximately 0.1% of the general population and are distributed throughout all nine grades; however, there will be a greater emphasis on identifying and tracking their progress and respond to their behavioral/emotional needs. As the largest subgroup in LUESD, low income pupils benefit from all actions and services that have been added or enhanced as a result of this plan. Additional emphasis will be placed on tracking this group as a whole and, where appropriate, responding to needs specific to it.

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.