LCFF Budget Overview for Parents

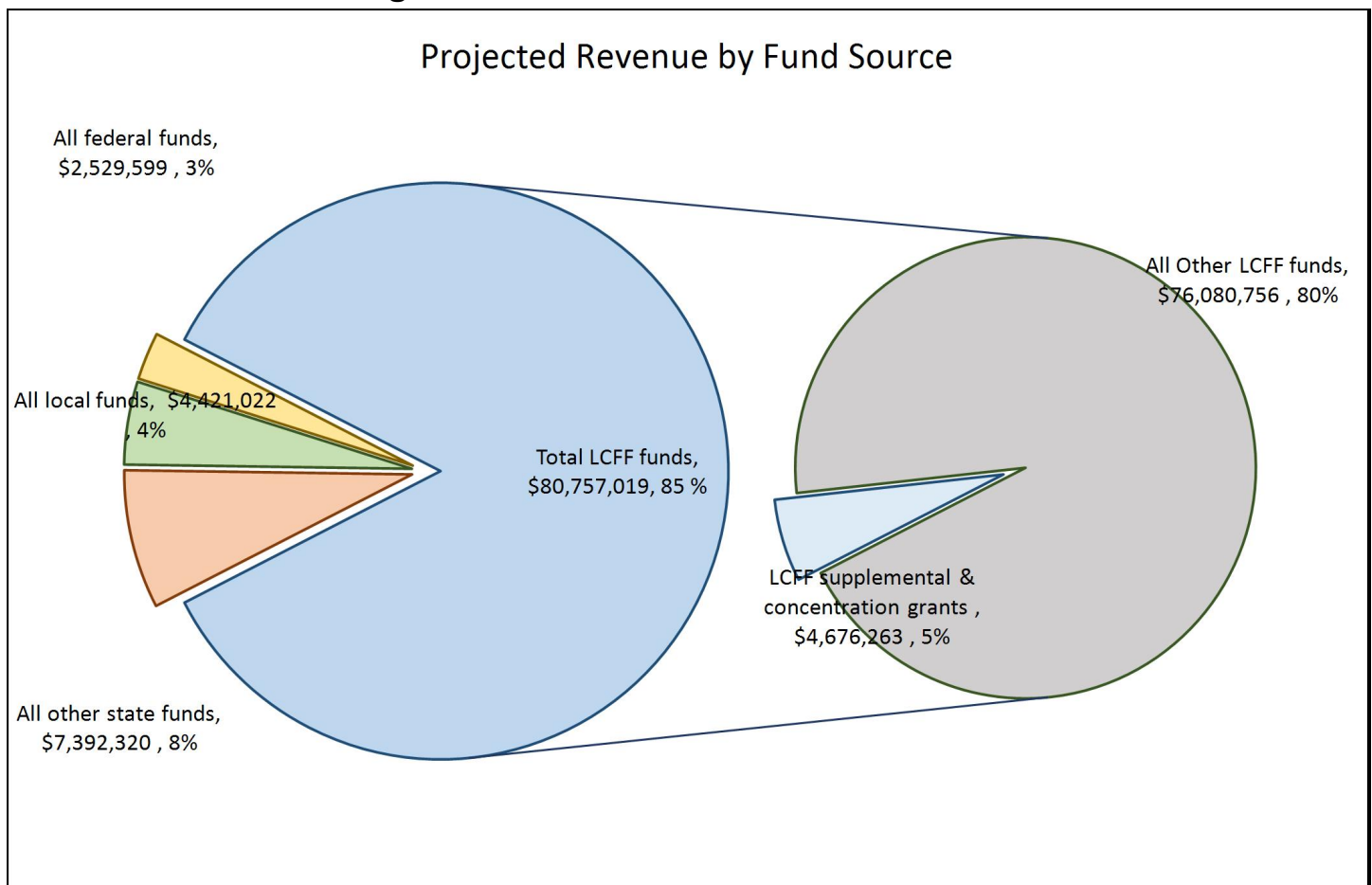Local Educational Agency (LEA) Name: Liberty Union High School District

CDS Code: 07-61721-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Erik Faulkner, Asst. Superintendent

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $2,529,599 , 3%

All Other LCFF funds, $76,080,756 , 80%

All local funds, $4,421,022 , 4%

Total LCFF funds, $80,757,019, 85 %

LCFF supplemental & concentration grants , $4,676,263 , 5%

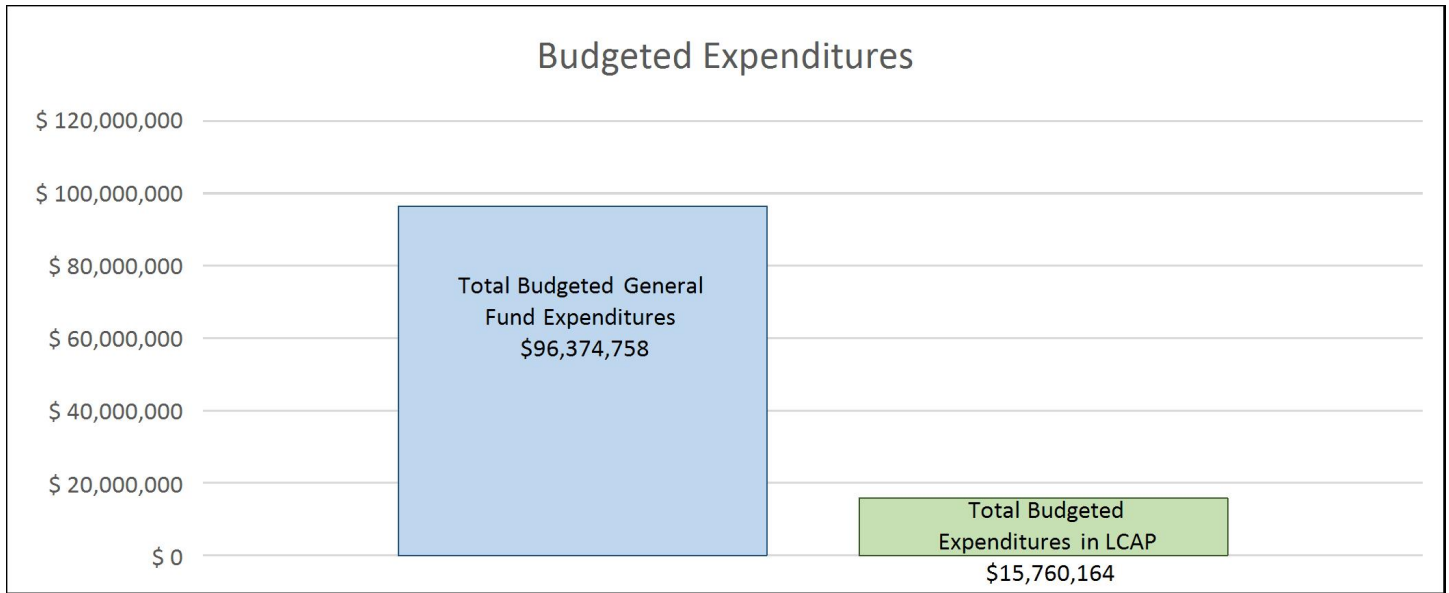All other state funds, $7,392,320 , 8%

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

The total revenue projected for Liberty Union High School District is $95,099,960, of which $80,757,019 is Local Control Funding Formula (LCFF), $7,392,320 is other state funds, $4,421,022 is local funds, and $2,529,599 is federal funds. Of the $80,757,019 in LCFF Funds, $4,676,263 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$96,374,758

Total Budgeted Expenditures in LCAP
$15,760,164

This chart provides a quick summary of how much Liberty Union High School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Liberty Union High School District plans to spend $96,374,758 for the 2019-20 school year. Of that amount, $15,760,164 is tied to actions/services in the LCAP and $80,614,594 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
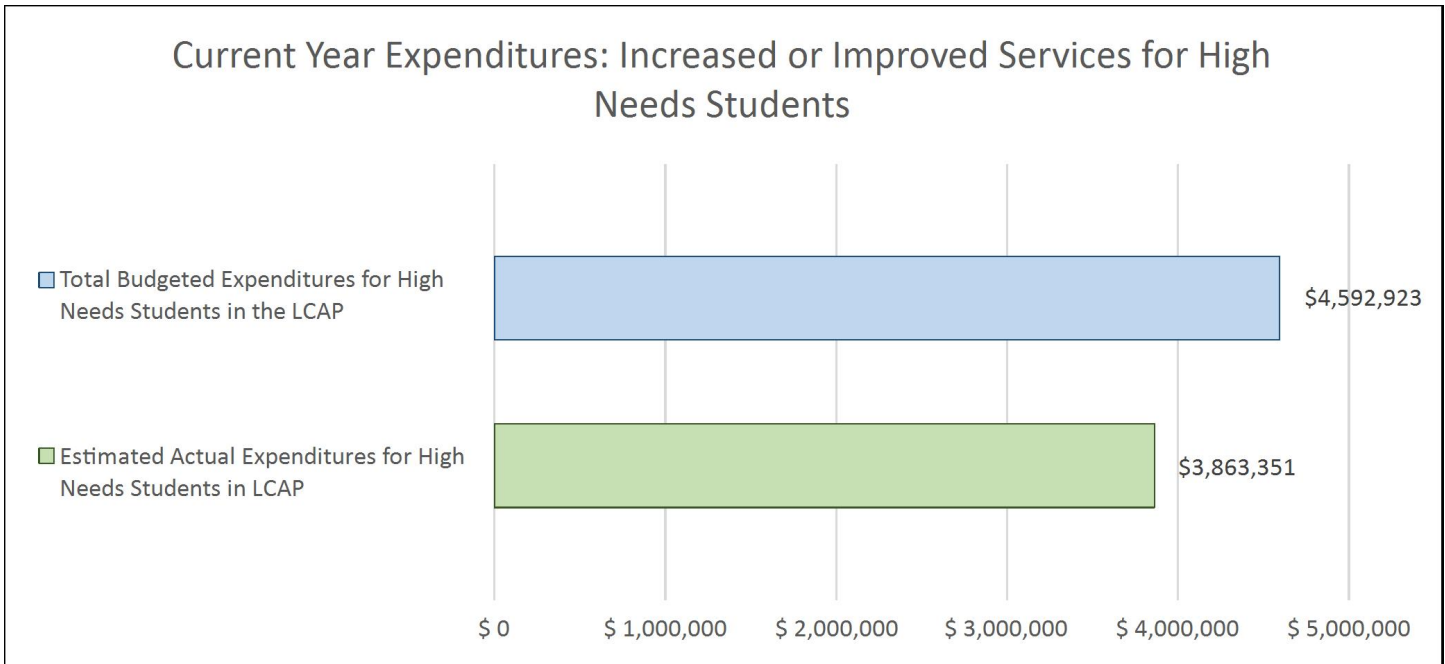
General Fund Budget Expenditures for the LCAP year not included in the LCAP were primarily used for employee salaries and benefits. Additionally, General Fund Budget Expenditures are used for operating costs throughout the district.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Liberty Union High School District is projecting it will receive $4,676,263 based on the enrollment of foster youth, English learner, and low-income students. Liberty Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Liberty Union High School District plans to spend $4,676,263 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$4,592,923
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$3,863,351

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

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

In 2018-19, Liberty Union High School District's LCAP budgeted $4,592,923 for planned actions to increase or improve services for high needs students. Liberty Union High School District estimates that it will actually spend $3,863,351 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-729,572 had the following impact on Liberty Union High School District's ability to increase or improve services for high needs students:
The difference between the actual and budgeted expenditures in 2018-19 had a negligible impact on the actions and services provided to high needs students, primarily because one-time state funds, General Fund, and other supplemental sources of funding were used to provide the planned actions and services.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Liberty Union High School District	Erik Faulkner Asst. Superintendent	faulkner@luhsd.net (925) 634-2166, x2023

2017-20 Plan Summary

The Story

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

Liberty Union High School District (LUHSD) is located in eastern Contra Costa County, approximately 55 miles east of San Francisco and 63 miles south of Sacramento. Established in 1902, our district proudly serves 8,320 students in grades 9-12 in the communities of Brentwood, Oakley, Byron, Knightsen, Discovery Bay, Bethel Island, Antioch, and unincorporated areas of Contra Costa County. Four different elementary school districts feed into LUHSD. There is a rich sense of tradition in our community, and generations of families have attended our schools. Originally an agricultural community, the area experienced significant growth in the last 20 years and now there is a mixture of farms, small businesses, homes and apartments within the boundary of the district. People buy homes in our area because of relatively affordable housing costs and the desire for a great place to raise a family. A significant number of residents commute to San Francisco Bay Area for work on a daily basis.

LUHSD is comprised of 3 comprehensive high schools and 2 alternative high schools. The student population is 40% White, 35% Hispanic Latino, 9% African American, 6% Filipino, 5% Asian, 4% two or more races, and 1% Native Hawaiian/Other Pacific Islander. Over 30% of the students are socioeconomically disadvantaged, 13% are Students with Disabilities, 6% are English Language Learners, and less than 1% are foster youth. LUHSD is a member of Contra Costa County SELPA and provides approximately 1102 identified students with disabilities a full continuum of services with the vast majority being served on our school sites; a very small percentage is served through non-public schools. LUHSD has 3 school sites with Title I designation: Freedom, Liberty, and La Paloma. Our district emphasizes students graduating ready for college and/or their chosen careers. LUHSD has a robust Adult Education program to help community members who wish to earn a high school diploma and/or to reach their personal and career goals. Additionally, our Gateway program is a Community-Based Instruction (CBI) program that serves developmentally and physically disabled students ages 18-22.

LUHSD uses the LCAP as a tool to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. Our students, parents, teachers, support staff and community members participate in the process, through surveys and stakeholder meetings. Over 800 parents and community members completed surveys in English and Spanish. Forty five (45) informational and input meetings were held with site, district, and/or community stakeholders (See Appendix A), including DELAC, LEA, CSEA, District Advisory Committee, and several superintendent and principal cabinet meetings. All student groups are integrated in this plan, including: African American, Asian, Filipino, Hispanic or Latino, White, Two or more races, Socio-Economically Disadvantaged (SED), English Learners (EL), Students with Disabilities, and Foster Youth. Our plan is informed and has been revised based upon this feedback.

As a High School District, we do not have middle school students and that dropout rate will not be found in this plan. Additionally, the California High School Exit Exam and API are no longer in use (4B).

LCAP Highlights

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

Working closely with our stakeholder groups, and in alignment with the Eight State Priorities, the following 3 goals have been developed and adopted throughout LUHSD:

Goal 1: The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which supports student learning by:

A. Providing a safe, secure, updated, clean environment,

B. Creating opportunities to incorporate best practices and program successes,

C. Fostering an atmosphere of respect and civility among all students, and

D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.

(State Priorities 1,4,5,6; pages 51-73)

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:

A. Meeting state and federal accountability measures.

B. Demonstrating student proficiency in all content standards.

C. Increasing percentage of students who are college ready and UC/CSU eligible.

D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.

(State Priorities 1,2,4,5,7,8; pages 74-112)

Goal 3: The Liberty Union High School District recognizes the need for stakeholder involvement by:

A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.

B. Expanding parent involvement.

C. Increasing communication and collaboration with our business and community organizations.

(State Priorities 3,4,8; pages 113-121)

This year, LUHSD continued to gather feedback from stakeholder groups (students, parents, staff, and community members), in English and Spanish, regarding our district's goals, needs, outcomes, and improved actions and services. Over 45 meetings were held on campuses and in the community to gather feedback on revisions to our plan. In addition, we received over 800 responses to our parent/community survey. Based upon stakeholder input, and after analysis of our California Dashboard results and a variety of outcome and perception data, the following are features of this year's LCAP:

We will continue to:
- Improve the quality of our mathematics program
- Provide high-quality staff development for all staff to better meet the needs of our students
- Upgrade our facilities and modernize our campuses

We will add to the plan:
- Increased mental/social/emotional support for students
- Refine the program design for Students with Disabilities
- Increase support for Students with Additional Needs (SWANs)

Review of Performance

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

Greatest Progress

California School Dashboard results show that LUHSD scored in the Green performance level on the Suspension Rate and Graduation Rate indicators.

Based upon feedback from our students, parents, teachers, and support staff, administrators and community members, our district has invested in campus climate activities on all the high school campuses, creating a more positive atmosphere and reducing student misbehavior. Additionally, some staff development has focused upon supporting students from disadvantaged backgrounds, including unduplicated students (SED, EL, Homeless and Foster Youth). Teachers and administrators have implemented restorative practices when appropriate. The combination of a more positive campus climate, support for unduplicated students, and the appropriate use of restorative strategies has led to a lower suspension rate.

Our district, based upon stakeholder input, made significant investments into additional counselors at each of our comprehensive sites to work specifically with our unduplicated students. These targeted counselors have fewer students on their caseloads, so that they may identify specific students' needs, provide guidance and intervention, and help ensure students stay on track to graduate. We will continue to fund these targeted counseling positions and provide training, support, and data analysis to our counselors in order for them to continue to support our students toward their graduation requirements. Additionally, 3 additional College and Career Center Coordinators were added to our schools to assist students with college and career information, opportunities, scholarships, and field trips. These positions continue to be funded to provide the necessary supports to our students.

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

Greatest Needs

Districtwide, none of LUHSD's overall indicators were "Red" or "Orange", and our district met all of its Local Indicators. However, because our Students with Disabilities student group fall into the "Red" performance level in two different LCFF priority areas (Academic Performance and College/Career), LUHSD qualifies for Differentiated Assistance. With the support of the Contra Costa County of Education, we have analyzed our dashboard data, performed a root cause analysis, conducted a systems analysis, synthesized our findings, and developed a plan to improve the performance of our Students with Disabilities.

Additionally, based upon the California School Dashboard, our English Learner student group scored in the "Red" performance level in one LCFF priority area (Academic Performance). To improve the performance of our English Learners, LUHSD is developing a plan which includes: sending teams to the state and county roll-out of the new EL Roadway policy; providing staff development to EL teachers, providing staff development to all teachers in strategies to support ELs in regular classes; and conducting a curriculum audit and reviewing the program model to ensure our EL courses are aligned to the Common Core State Standards.

Based upon the 2018 CAASPP results, LUHSD's Math EAP "Ready" rates for "All Students" is 8.67%. To improve the achievement of our students in mathematics, LUHSD has created a Math

Action Plan with 3 objectives: 1. All math classes/teachers will engage their students in at least one common quarterly performance task and reflect and analyze results as a collaborative team, 2. All math teachers will effectively implement all 8 of the Mathematical Practices, and 3. Increase the percentage of targeted students, as defined by LCAP Student Groups, successfully completing a-g math requirements as per LCAP Goal 2 annually. In addition, our district adopted new curriculum for an Algebra 1 Support Class.

Finally, La Paloma High School, a continuation school in LUHSD, qualifies for Comprehensive Support and Improvement due to having a graduation rate below 67%. LUHSD is supporting La Paloma High School, as they are developing a plan to increase the graduation rate for their students.

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

Performance Gaps

1. On the Suspension Rate indicator, the All Students group performed at the Green level. The Homeless student group performed at the Red level (3 levels below), and the Foster Youth student group performed at the Orange level (2 levels below).

LUHSD is addressing the suspension performance gap through the following increased services and actions:
- Additional guidance counselors, mental health, behaviorists, and psychologists to support student needs.
- Additional campus supervisors to monitor, support, and intervene on behalf of students before suspension infractions initiate.
- Professional development to train teachers to de-escalate issues with students.
- Peer intervention and mediation for student to student conflicts to deescalate issues.
- "Restorative Justice" -like programs and training to support students and allow for re-entry and intervention for students to address issues systemically rather than just consequences that do not necessarily change student behavior.
- Positive promotions, assemblies, and training for students to reinforce positive behaviors.

2. On the Graduation Rate indicator, the All Students group performed at the Green level. The Homeless student group performed at the Orange level (2 levels below).

LUHSD is addressing the graduation performance gap through the following increased services and actions:
- 3 additional guidance counselors have been added to provide support and intervention for students to stay on track to graduate, especially for unduplicated students. Additionally, this reduces the other guidance counselors student caseload to allow more in-depth graduation review and intervention.
- Additional academic support classes, re-take classes, summer school, and online credit recovery classes have been added to support students.
- Additional mental health, behaviorists, and psychologists have been added to support student needs.
- Target intervention classes have been added, such as Ripple Effects, to support student academic needs and stay on/return to graduation track.

3. On the College/Career indicator, the All Students group performed at the Yellow level. The Students with Disabilities student group performed at the Red level (2 levels below).

LUHSD is addressing the College/Career performance gap through the following increased services and actions:
- Counselors are working with Students with Disabilities to increase sign-ups for CTE pathway courses.
- Teachers are reviewing practice assessment items with the students to ensure they are comfortable using the embedded and non-embedded accommodations specified in their IEPs during state testing.
- Staff development has focused on providing instruction supports for Students with Disabilities, including differentiation, and multiple means of representing information.
- New CTE pathways are being developed in the areas of Culinary Arts and Construction for students who would benefit from hands-on learning.

4. On the English Language Arts indicator, the All Students group performed at the Yellow level. Both the Students with Disabilities and English Learner student groups performed at the Red level (2 levels below).

LUHSD is addressing the performance gap through the following increased services and actions:
- Content coaches are working with ELA teachers to support Students with Disabilities and English Learners.
- Staff Development has focused on providing instructional supports, including academic vocabulary, differentiation, breaking down tasks into smaller chunks, etc.
- Teachers are providing practice questions to students to ensure that they are familiar with the type of testing they will see during SBAC testing.
- Teachers are ensuring that students are familiar with the embedded and non-embedded accommodations and designated supports as appropriate.

5. On the Mathematics indicator, the All Students group performed at the Yellow level. Both the Students with Disabilities and English Learner student groups performed at the Red level (2 levels below).

LUHSD is addressing the performance gap through the following increased services and actions:
- Content coaches are working with math teachers to support Students with Disabilities and English Learners.
- Staff Development has focused on providing instructional supports, including academic vocabulary, differentiation, breaking down tasks into smaller chunks, etc.
- Teachers are providing practice questions to students to ensure that they are familiar with the type of testing they will see during SBAC testing.
- Teachers are ensuring that students are familiar with the embedded and non-embedded accommodations and designated supports as appropriate.

Comprehensive Support and Improvement

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

Schools Identified

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

La Paloma High School has been identified for CSI due to the school's graduation rate being below 67%.

Support for Identified Schools

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

LUHSD supported La Paloma High School in developing CSI plans. The Associate Superintendent and Director of Curriculum and Instruction met with the site principal to identify school-level needs. Additionally, the Associate Superintendent and Director of Curriculum of Instruction met with the stakeholders (including parents, students, and staff) to discuss the CSI process. LUHSD provided site stakeholders with a variety of data to analyze, including attendance data and the number of credits earned by quarter. The principal facilitated a needs assessments with the School Site Council. Data discussed during the needs assessment/root cause analysis included the number of credits individual students were earning, the attendance rates of students, the placement process for students transferring to La Paloma High School, and the need to provide food to students who attend tutoring sessions.

LUHSD provided resources and guidance by reviewing strategies that are effective with continuation students, including those from high-needs backgrounds. Examples of the framework for those discussions can be found in the U.S. Department of Education document Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments. Some of the strategies discussed are contained in the What Works Clearinghouse (as recommended by the U.S. Department of Education), including Dual Enrollment programs, High School Redirection, and Summer Counseling. The stakeholders discussed evidence-based interventions, including:

- Identifying students at risk of not graduating and ensuring that every staff member is aware of those students.
- Having an intervention teacher meet with at-risk students throughout the week to get updates on their academic progress and problem-solve any concerns
- Contact parents of at-risk students to discuss options to help their children be successful
- Implementing Edgenuity to help at-risk students recover credits
- Hiring an at-risk counselor, using other funding sources, for the 2019-20 school year
- Developing a positive culture and celebrating success
- Implementing a college credit course on campus so that students can gain both high school and college credits, increasing College/Career preparedness

The district is supporting the site by providing hours for an intervention teacher to meet with high needs students on a regular basis to assess their progress. The intervention teacher is also contacting parents to ensure good home-school support. Additionally, the district has been holding articulation meetings with the local community college to implement a dual credit college course on the La Paloma High School campus next fall. The district has purchased a district license for Edgenuity so that teachers can use the software with students at La Paloma High School. The district is also providing data and analysis to the site to better track the needs of the students. Finally, the district is also exploring the addition of a targeted assistance counselor to La Paloma High School for the 2019-20 school year.

The Associate Superintendent, Director of Curriculum and Instruction, and principal met to review the budget and staffing in order to identify any resource inequities. No budget inequities were

identified. The district provided some hours for a Marriage Family Therapist (MFT) intern to work with students at the beginning of the 2018-19 school year. Early in the year, that MFT intern was transferred to a different site within LUHSD, due to the lack of students requesting support. After reviewing site needs, the intern hours will be re-assigned to La Paloma High School for the 2019-20 school year.

La Paloma High School will integrate the elements of its CSI plan into the School Plan for Student Achievement (SPSA) when it is revised in the fall.

Monitoring and Evaluating Effectiveness

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

The Associate Superintendent and Director of Curriculum and Instruction will meet with the site principal monthly to review progress on the CSI plan. Specific metrics to be reviewed include:
- Credits earned/Progress towards graduation
- Number of students graduating
- Attendance
- For those behind in credits, progress in Edgenuity

The site principal will also monitor progress on the CSI plan by tracking credits earned for seniors and having an intervention specialist meet with students and call parents on a daily basis. The site will hold public celebrations of students who catch up on credits and earn enough credits to graduate.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which supports student learning by:
A. Providing a safe, secure, updated, clean environment.
B. Creating Opportunities to incorporate best practices and program successes.
C. Fostering an atmosphere of respect and civility among all students.
D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	LUHSD Strategic Plan (LUHSDSP) Goal #1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual Williams Act: School Facility Rating. (Priority 1C) **18-19** All school facilities are maintained in good repair. (Priority 1C) **Baseline** Good	All of the facilities in LUHSD are maintained in good repair. We are in compliance with the Williams Act. - Met
Metric/Indicator Attendance Rates. (Priority 5A) **18-19**	The 2016-17 attendance rates for our 3 comprehensive high schools are as follows: Freedom HS - 94.9% Heritage HS - 95.7% Liberty HS - 94.6%

Expected	Actual
Increase student connectedness to school by increasing attendance rate by .2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth. (Priority 5A) **Baseline** Freedom HS - 94% Heritage HS - 95% Liberty HS - 95%	The 2017-18 attendance rates for our 3 comprehensive high schools are as follows: Freedom HS - 94.2% (-.7%) - Not Met Heritage HS - 95% (-.7%) - Not Met Liberty HS - 94.3% (-.3%) - Not Met
Metric/Indicator Chronic Absenteeism Rates. (Priority 5B) **18-19** Increase student connectedness to school by lowering chronic absenteeism rate by .2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth. (Priority 5B) **Baseline** LEA: 14% African American – 18% Hispanic or Latino – 15% SED - 20% English Learners – 18% Students with Disabilities – 23% Foster Youth – 26%	According to the California School Dashboard and DataQuest, the 2016-17 Chronic Absenteeism Rates for LUHSD was as follows: All Students: 15.7% African American: 21.6% Hispanic or Latino: 17.1% SED: 23.4% English Learners: 23.4% Students with Disabilities: 25.6% Foster Youth: 39.3% Homeless: 49.1% According to the California School Dashboard and DataQuest, the 2017-18 Chronic Absenteeism Rates for LUHSD are as follows: All Students: 15.2% (-.5%) - Met African American: 202% (-1.4%) - Met Hispanic or Latino: 16.7% (-.4%) - Met SED: 21% (-2.4%) - Met English Learners: 21.9% (-1.5%) - Met Students with Disabilities: 25.2% (-.4%) - Met Foster Youth: 20% (-19.3%) - Met Homeless: 40.2% (-8.9%) - Met
Metric/Indicator Cohort Drop Out Rates. (Priority 5D) **18-19** Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5D) **Baseline** LEA: 3% African American – 6% (3% higher than the average) American Indian/AK Native – 9% (6% higher than the average)	The California Department of Education revised the formula for cohort dropouts in 2017. The 2016-17 Cohort Dropout rates are as follows: LEA - 3% African American – 2% American Indian/AK Native – N/A Asian - 1.4% English Learners – 6% SED – 5% Students with Disabilities – 5%

Expected	Actual
Asian - 4% (1% higher than the average) English Learners – 5% (2% higher than the average) SED – 6% (3% higher than the average) Students with Disabilities – 6% (3% higher than the average) Foster Youth – 8% (5% higher than the average)	Foster Youth – 0% The 2017-18 Cohort Dropout rates are as follows: LEA: 3% (No change) - Not Met African American – 3% (+1%) - Not Met American Indian/AK Native – N/A Asian - 1% (-.4%) - Met English Learners – 9% (+3%) - Not Met SED – 6% (+1%) - Not Met Students with Disabilities – 4% (-1%) - Met Foster Youth – 6% (+6%) - Not Met
Metric/Indicator CA Dashboard Suspension Rates. (Priority 6A) **18-19** Lower suspension rates overall by .2% and by .2% for African American, SED, ELs and Students with Disabilities. (Priority 6A) **Baseline** LEA: 5.8% English Learner Suspension Rate status is "Very High" at a rate of 9.9%. SED Suspension Rate status is "Very High" at a rate of 9.6%. Students with Disabilities Suspension Rate status is "Very High" at a rate of 13.4%. African American Suspension Rate status is "Very High" at a rate of 16.5%. American Indian Suspension Rate status is "High" at a rate of 6.5%. Pacific Islander Suspension Rate status is "Very High" at a rate of 9.1%.	According to the California School Dashboard, the following are suspension rates for the 2016-17 school year: All Students: 5.2% English Learners: 6.9% SED: 8.5% Students with Disabilities: 9.9% African American: 13.5% American Indian: 11.4% Pacific Islander: 7% According to the California School Dashboard, the following are suspension rates for the 2017-18 school year: All Students: 4.5% (-1%) - Met English Learners: 6.5% (-.4%) - Met SED: 6.7% (-1.8% decrease) - Met Students with Disabilities: 8.6% (-1.3%) - Met African American: 9.2% (-4.3%) - Met American Indian: 8.1% (-3.3%) - Met Pacific Islander: 3.4% (-3.6%) - Met The Homeless student group is in the "Red" performance level and the Foster youth student group is in the "Orange" performance level.
Metric/Indicator Expulsion Rates. (Priority 6B) **18-19** Lower expulsion rates by overall by .2%. (Priority 6A)	As reported on DataQuest, the 2017-18 expulsion rate is 0.15%. Met

Expected	Actual

Baseline Overall less than 1%	

| **Metric/Indicator** School and Safety connectedness surveys. (Priority 6C) **18-19** Increase school connectedness and safety by .2%. (Priority 6C) **Baseline** 15/16 Healthy Kids Survey School connectedness (High): Grade 9: 45% Grade 11: 43% School Safety(Very safe or safe): Grade 9: 67% Grade 11: 69% | The 2016-17 Healthy Kids Survey results are as follows: School connectedness (High): Grade 9: 51% Grade 11: 46% School Safety (Very safe or safe): Grade 9: 66% Grade 11: 67% The 2017-18 Healthy Kids Survey results are as follows: School connectedness (High): Grade 9: 45% (-6%) - Not Met Grade 11: 37% (-9%) - Not Met School Safety (Very safe or safe): Grade 9: 59% (-7%) - Not Met Grade 11: 60% (-7%) - Not Met |

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(A) Continue to provide equitable and updated technology infrastructure/environment at all sites that allow students the ability to use 21st century technology skills, for the successful implementation of Common Core State Standards (CCSS) and Smarter Balanced (SBAC) Testing.	LUHSD continued to provide equitable and updated technology infrastructure/environment at all sites, including 420 new laptops, 15 laptop carts, and updated subscriptions to MS Office 365. This allows students the ability to use 21st century technology skills, for the successful implementation of Common Core State Standards	(A.1) Monitor and maintain technology infrastructure. 0001-0999: Unrestricted: Locally Defined Base $0.00 (A.2) Continue additional IT support staff - amounts include salary and benefits duo 610. 2000-2999: Classified Personnel Salaries Base $112,016	(A.1) Monitored and maintained technology infrastructure. 0001-0999: Unrestricted: Locally Defined Base $0.00 (A.2) Continued additional IT support staff - amounts included salary and benefits duo 610. 2000-2999: Classified Personnel Salaries Base $106,862

| | | (CCSS) and Smarter Balanced (SBAC) Testing. | (A.3) Continue district standard for classroom technology equipment such as projectors, laptops and other 21st century learning devices -funded in goal 2F1. 4000-4999: Books And Supplies Base $75,000 | (A.3) Continued district standard for classroom technology equipment such as projectors, laptops and other 21st century learning devices -funded in goal 2F1. 4000-4999: Books And Supplies Base $41,549 |
| | | | (A.4) LMS (Learning Management System) and Data Management System are being evaluated and considered for purchase -District purchased office 365, Aeries Analytics as well as custom scripts to run with Aeries. 5000-5999: Services And Other Operating Expenditures Supplemental $40,000 | (A.4) LMS (Learning Management System) and Data Management System were evaluated and considered for purchase -District purchased a subscription for Office 365, Aeries Analytics as well as custom scripts to run with Aeries. 5000-5999: Services And Other Operating Expenditures Supplemental $55,312 |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(B) Continue to provide a clean, equitable and well-maintained facilities/environment.	(B) LUHSD continued to provide a clean, equitable and well-maintained facilities/environment. Facilities on all campuses are being modernized and upgraded.	(B.1) Continue Facilities Plan for all schools under Measure U. 6000-6999: Capital Outlay Capital Facilities $3,573,987	(B.1) Continued Facilities Plan for all schools under Measure U. 6000-6999: Capital Outlay Base $7,759,729
		(B.2) Continue additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base $53,688	(B.2) Continued additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base $47,812
		(B.3) Continue additional M&O person to maintain and repair facilities. 3000-3999: Employee Benefits Base $22,094	(B.3) Continued additional M&O person to maintain and repair facilities. 3000-3999: Employee Benefits Base $35,650

Action 3

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
(C) Conduct monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.	(C) Conducted monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.	(C.1) Site administration will keep a log of inspections and report findings to Maintenance & Operations Department, who will create a schedule for repairs. 0000: Unrestricted Base $0.00	(C.1) Site administration kept a log of inspections and reported findings to Maintenance & Operations Department, who created a schedule for repairs. 0000: Unrestricted Base $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(D) Continue additional school site/facilities and/or upgrade site/facilities to accommodate district growth and support efforts to provide a safe, secure, updated, clean environment.	(D) Continued additional school site/facilities and/or upgrade site/facilities to accommodate district growth and support efforts to provide a safe, secure, updated, clean environment.	(D.1) Continue Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities using Measure U - QKA and Lathrop. 5000-5999: Services And Other Operating Expenditures Capital Facilities $1,000,000	(D.1) Continued Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities using Measure U - QKA and Lathrop. 5000-5999: Services And Other Operating Expenditures Capital Facilities $1,000,043

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(E) Create opportunities to incorporate best practices and program successes through district-wide student leadership and campus climate committee meetings for student collaboration to address such issues as suspension rates, dropout rates, and campus climate issues.	(E) Created opportunities to incorporate best practices and program successes through district-wide student leadership and campus climate committee meetings for student collaboration to address such issues as suspension rates, dropout rates, and campus climate issues.	(E.1) Continue student participation in fairs and competitions - Ag and Robotics. 5000-5999: Services And Other Operating Expenditures Other $10,000	(E.1) Continued student participation in fairs and competitions - Ag and Robotics. 5000-5999: Services And Other Operating Expenditures Other $12,060
		(E.2) District Diversity Coordinator to facilitate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified subgroups	(E.2) District Diversity Coordinator facilitated meetings and addressed concerns/issues with targeted EL's, FY, SED students and other identified

| | | and addressed those concerns with site administration. 2000-2999: Classified Personnel Salaries Supplemental $53,927 | subgroups and addressed those concerns with site administration. 2000-2999: Classified Personnel Salaries Supplemental $56,079 |
| | | (E.2) continued Benefits only 3000-3999: Employee Benefits Supplemental $26,476 | (E.2) continued Benefits only 3000-3999: Employee Benefits Supplemental $28,409 |

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(F) Maintain collaboration time for principals/staff to share best practices and program successes.	(F) Maintained collaboration time for principals/staff to share best practices and program successes.	(F.1) Conduct presentations at community organizations/clubs. 5000-5999: Services And Other Operating Expenditures Supplemental $5,000	(F.1) Conducted presentations at community organizations/clubs. 5000-5999: Services And Other Operating Expenditures Supplemental $0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(G) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices and program successes emphasizing the needs and support for EL's, SED, and FY students and parents.	(G) Provided collaboration time for district counselors to meet on a quarterly basis and share best practices and program successes emphasizing the needs and support for EL's, SED, and FY students and parents.	(G.1) Additional Counselors (1 FTE per comprehensive site) and schedule counselor release time and meeting location- Salary and Benefits. 0001-0999: Unrestricted: Locally Defined Supplemental $653,215	(G.1) Additional Counselors (1 FTE per comprehensive site) and scheduled counselor release time and meeting location- Salary and Benefits. 0001-0999: Unrestricted: Locally Defined Supplemental $635,636

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(H) School sites evaluate existing programs, expand, explore, or create new programs that celebrate diversity, positive behavior and attendance, and address chronic absenteeism to	(H) School sites evaluated existing programs, expanded, explored, or created new programs that celebrate diversity, positive behavior and attendance, and address chronic absenteeism to	(H.1) Review/revise and continue attendance recognition program primarily targeting the highest number of unduplicated students: outreach to EL's, FY, SED	(H.1) Reviewed/revised and continued attendance recognition program primarily targeting the highest number of unduplicated students: outreach to EL's, FY,

foster an atmosphere of respect and civility among all students.	foster an atmosphere of respect and civility among all students.	students. 4000-4999: Books And Supplies Supplemental $35,000	SED students. 4000-4999: Books And Supplies Supplemental $11,979
		(H.2) Maintain attendance clerk to address absenteeism at FHS only -Salary and Benefits. 2000-2999: Classified Personnel Salaries Supplemental $25,540	(H.2) Maintained attendance clerk to address absenteeism at FHS only -Salary and Benefits. 2000-2999: Classified Personnel Salaries Supplemental $63,741

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(I) Administration to model respect and positive interaction with students, staff, and parents to foster an atmosphere of respect and civility among all students. Staff and Students continue to receive training and presentations to help reduce student suspension and expulsion rates.	(I) Administration modeled respect and positive interaction with students, staff, and parents to foster an atmosphere of respect and civility among all students. Staff and Students continued to receive training and presentations to help reduce student suspension and expulsion rates.	(I.1) Sites continue training for positive interactions with students and reinforce at staff/parent/student meetings. 5000-5999: Services And Other Operating Expenditures Other $0.00	(I.1) Sites continued training for positive interactions with students and reinforced at staff/parent/student meetings. 5000-5999: Services And Other Operating Expenditures Other $0
		(I.2) Diversity and Inclusion Training -World Trust & Fisher Agency. 5000-5999: Services And Other Operating Expenditures Supplemental $65,000	(I.2) Diversity and Inclusion Training -World Trust & Fisher Agency. 5000-5999: Services And Other Operating Expenditures Supplemental $72,503
		(I.3) Social Media and awareness training for administrators, coaches, and teachers. 5000-5999: Services And Other Operating Expenditures Supplemental $10,000	(I.3) Social Media and awareness training for administrators, coaches, and teachers. 5000-5999: Services And Other Operating Expenditures Supplemental $8,855
		(I.4) Address social media and respect and civility issues with students and community. Programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP,	(I.4) Addressed social media and respect and civility issues with students and community. Programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP,

| | | and others will be reviewed and considered. 5000-5999: Services And Other Operating Expenditures Supplemental $25,000 | and others were reviewed and considered. 5000-5999: Services And Other Operating Expenditures Supplemental $31,977 |
| | | 5000-5999: Services And Other Operating Expenditures Supplemental $25,000 | This line was written in error and is contained in (I.4) above. |

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(J) Continue budget for campus climate activities to promote an atmosphere of respect and civility among all students to help reduce student suspension and expulsion rates. ie: staff/student leadership training.	(J) Continued budget for campus climate activities to promote an atmosphere of respect and civility among all students to help reduce student suspension and expulsion rates. ie: staff/student leadership training.	(J.1) Implement site action plan for activities. 5000-5999: Services And Other Operating Expenditures Supplemental $50,289	(J.1) Implemented site action plan for activities. 5000-5999: Services And Other Operating Expenditures Supplemental $12,144
		(J.2) Implement site budget for activities -ODAT, PRIDE conference. 5000-5999: Services And Other Operating Expenditures Supplemental $50,000	(J.2) Implemented site budget for activities -ODAT, PRIDE conference. 5000-5999: Services And Other Operating Expenditures Supplemental $32,800

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(K) School sites examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.	(K) School sites examined Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.	(K.1) Revise/Implement budget. 5000-5999: Services And Other Operating Expenditures Base $1,600	(K.1) Revised/Implemented budget. 5000-5999: Services And Other Operating Expenditures Base $1,924

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| (L) Monitor financial decisions to ensure that they reflect alignment to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP. | (L) Monitored financial decisions to ensure that they reflected alignment to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP. | (L.1) Continue position for Accounting Technician. 2000-2999: Classified Personnel Salaries Base $57,708 | (L.1) Continued position for Accounting Technician. 2000-2999: Classified Personnel Salaries Base $43,845 |
| | | (L.2) Continue the position for Accounting Technician. 3000-3999: Employee Benefits Base $16,220 | (L.2) Continued the position for Accounting Technician. 3000-3999: Employee Benefits Base $14,837 |

Analysis

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

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

LUHSD implemented actions and services in an effective and timely manner. Teachers, support staff, administrators, students and parents all focused upon respect and equity. Additionally, staff development in lesson plan design and student engagement helps all students see relevant connections to the curriculum in the courses they are taking. The lesson plan design focused upon providing differentiation for students from different backgrounds and those with special needs. Student activities designed to promote inclusion helped all students better connect to school. Teacher collaboration is built into our calendar, giving teachers opportunities to discuss best practices and share their successes. All sites hold activities promoting a positive school climate and inclusivity. The business department collaborates closely with educational services to ensure that our operating budget is aligned to the goals outlined in our LCAP. The community passed a general obligation bond, and a project plan was developed and implemented.

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

Increased student connected to school helped to increase attendance rates to 95% in our district. Additionally, the district suspension rate has decreased to 4%. Suspension rates have decreased for nearly all student groups. The Homeless student group has a suspension rate in the "Red" performance level. This shows a need for increased support for this student group. Chronic Absenteeism was reduced for every student group, with high-needs groups dropping an average of 6.5%, compared to a drop of 1% for all students, closing the performance gap.   Cohort dropout rates remain unchanged at 3%. Due to the passing of the general obligation bond, all the schools will benefit from modernization and upgrade projects.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1.B.1: More projects were ready for construction to begin than anticipated, so the amount of money expended from our general obligation bond was more than anticipated.
Goal 1.B.3: The cost of the benefits for the employee were more than budgeted.
Goal 1.F.1: Base funds were used for expenses related to community presentations.
Goal 1.H.1: Base funds were used to support attendance recognition programs.

Goal 1.H.2: The cost of the salary and benefits for the attendance clerk were higher than budgeted.
Goal 1.J.1: Base funds were used to support positive campus climate activities.

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

Goal 1 is unchanged. Based upon the California Dashboard and various locally-adopted metrics, the actions and services that have been implemented have been effective toward achieving this goal. Some areas, such as suspension rates and chronic absenteeism have shown improvement. Other areas, such as attendance rates, cohort dropout rates, and school connectedness have been mixed. It is important to give time and support to all of the programs to see if they will systematically change outcomes for the better. We will continue to monitor all of the data and outcomes to see if adjustments need to be made, but currently, the trend is on the right track toward achieving Goal #1.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:
A. Meeting state and federal accountability measures.
B. Demonstrating student proficiency in all content standards.
C. Increasing percentage of students who are college ready and UC/CSU eligible .
D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	LUHSD Plan Goal #2 & Title III Program Improvement Plan Goal 2c

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual Williams Act and SARC report on teacher credentials. (Priority 1A) **18-19** 100% of teachers will be appropriately assigned. (Priority 1A) **Baseline** LEA: 100%.	LUHSD is in compliance with the Williams Act and 100% of our teachers are appropriately assigned. (Priority 1A) - Met
Metric/Indicator Student access to standards-aligned instructional materials.(Priority 1B)	100% of students have access to standards-aligned instructions material. (Priority 1B) - Met

Expected	Actual
18-19 100% of students have access to standards-aligned instructions material. (Priority 1B) **Baseline** 100% of students have access to standards-aligned instructions material. 0% students lacking own textbook.	
Metric/Indicator Implementation of state standards for board adopted academic content, CCSS/ELD, and NGSS programs and services. (Priority 2A, B) **18-19** Continue full implementation and on-going monitoring of board adopted academic content, CCSS/ELD, and NGSS content. Complete Science materials adoption. (Priority 2A, B) **Baseline** All content area state standard adoptions and programs are in process and on target for completion.	Continued full implementation and on-going monitoring of board adopted academic content, CCSS/ELD, and NGSS standards. Completed Social Science materials adoption. (Priority 2A, B) - Met
Metric/Indicator Percentage of students districtwide with an "Exceeds" or "Meets" SBAC score. (Priority 4A) **18-19** Increase the percentage of students who "met" or "exceeds" on the SBAC by .2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities. (Priority 4A) **Baseline** LEA:-68% for ELA and 33% for Math. • African American – ELA 51% Math 20% • Hispanic or Latino – ELA 58% Math 25% • Two or More Raced – Math 33% • Socio Disadvantaged ELA 41% Math 18% • Economically Disadvantaged ELs – ELA 50% Math 21% • ELs – ELA 16% Math 4% • Students with Disabilities – ELA 21% Math 4% • Foster Youth – ELA 28% Math 14%	2016-17 SBAC results for LUHSD are as follows: LEA:-68% for ELA and 32% for Math. • African American: ELA 41% Math 11% • Hispanic or Latino: ELA 64% Math 21% • Two or More Raced: ELA 77% Math 11% • Socio Disadvantaged: ELA 52% Math 13% • Economically Disadvantaged: ELA 52% Math 17% • ELs: ELA 23% Math 2% • Students with Disabilities: ELA 21% Math 4% • Foster Youth: ELA 14% Math 14% 2017-18 SBAC results for LUHSD are as follows: LEA: ELA 58% (-10%) Math 31% (-1%) ELA: Not Met, Math: Not Met • African American: ELA 39% (-2%) Math 14% (+3%) ELA: Not Met, Math: Met • Hispanic or Latino: ELA 49% (-15%) Math 19% (-2%) ELA: Not Met, Math: Not Met

Expected	Actual

| | - Two or More Raced: ELA 59% (-18%) Math 39% (+28%) ELA: Not Met, Math: Met
- Socio Disadvantaged: ELA 39% (-13%) Math 11% (-2%) ELA: Not Met, Math: Not Met
- Economically Disadvantaged: ELA 43% (-9%) Math 18% (+1%) ELA: Not Met, Math: Met
- ELs: ELA 7% (-16%) Math 5% (+3%) ELA: Not Met, Math: Met
- Students with Disabilities: ELA 11% (-10%) Math 3% (-1%) ELA: Not Met, Math: Not Met
- Foster Youth: ELA N/A Math N/A (less than 11 students tested) |

| **Metric/Indicator**
UC/CSU requirements met. (Priority 4C)

18-19
Increase percentage of students completing graduation requirements needed for UC/CSU by .2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities. (Priority 4C)

Baseline
LEA: 45%
- African American- 36%
- Hispanic or Latino – 36%
- SED – 34%
- ELs - 2%
- Students with Disabilities – 12%
- Foster Youth – 38% | Based upon DataQuest 2016-17 data, the LUHSD UC/CSU a-g completion rates are as follows:

All Students: 49%
- African American: 34%
- Hispanic or Latino: 43%
- SED: 37%
- ELs: 23%
- Students with Disabilities: 18%
- Foster Youth: 0%

Based upon DataQuest 2017-18 data, the LUHSD UC/CSU a-g completion rates are as follows:

All Students: 52% (+3%) - Met
- African American: 36% (+2%) - Met
- Hispanic or Latino: 47% (+4%) - Met
- SED: 41% (+4%) - Met
- ELs: 32% (+9%) - Met
- Students with Disabilities: 15% (+3%) - Met
- Foster Youth: 19% (+19%) - Met |

| **Metric/Indicator**
CTE Pathway Completion. (Priority 4C)

18-19
Increase CTE Pathway Completion percentage by .5% with special focus on African American, Hispanic or Latino, EL, SED, and foster youth. (Priority 4C)

Baseline | Based upon Fall 2017 California Dashboard College/Career Report, in LUHSD the percentage of students "Ready" are as follows:

All Students: 49.7% Medium
- ELs: 15.2% Low
- Foster Youth: N/A
- Homeless: 28,2% Low
- SED: 37.4% Medium |

Expected	Actual
LEA:51% • African American – 36% • Hispanic or Latino – 50% • Two or more races – 50% • ELs – 40% • SED – 42% • Students with Disabilities –25% • Foster Youth – 17%	• Students with Disabilities: 12.6% Low • African American: 29.6% Medium • American Indian: N/A • Asian: 67.1% Very High • Filipino: 75.7% Very High • Hispanic: 42.5% Medium • Pacific Islander: 82% Very High • Two or More Races: 48.4% High • White: 56% High Based upon Fall 2018 California Dashboard College/Career Report, in LUHSD the percentage of students "Ready" are as follows: All Students: 49.3% (-.4%) Medium - Not Met • ELs: 23.8%(+2%) Low - Met • Foster Youth: 23.1% - N/A • Homeless: 23.7% (-4.5%) Low - Not Met • SED: 37.6% (+.2%) Medium - Not Met • Students with Disabilities: 9.4% (-3.2%) Very Low - Not Met • African American: 26.9% (-2.7%) Low - Not Met • American Indian: 36.4% Medium - N/A • Asian: 68.5% (+1.4%) High - Met • Filipino: 66.7% (-9.1%) High - Not Met • Hispanic: 43.6% (+1.1%) Medium - Met • Pacific Islander: 66.7% (+16.7%) High - Met • Two or More Races: 55.7% (+7.3%) High - Met • White: 54.3% (+7.3%) Medium - Met
Metric/Indicator SAT Participation. (Local Priority) **18-19** Increase the percentage of students who participate in the SAT by .2% with a special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. (Local Priority) **Baseline** LEA Participation: 1105 • African American – 109 • Hispanic or Latino – 293 • SED – 252 • EL – 7	The 2016-17 LUHSD SAT results are as follows: LEA Participation: 1169 • African American: 102 • Hispanic or Latino: 330 • SED: 245 • EL: 10 • Students with Disabilities: 49 The 2017-18 LUHSD SAT results are as follows: LEA Participation: 1244 (+6%) - Met • African American: 109 (+7%) - Met • Hispanic or Latino: 342 (+4%) - Met

Expected	Actual

- Students with Disabilities – 34

- SED: 389 (+59%) - Met
- EL: 46 (+360%) - Met
- Students with Disabilities: 141 (+188%) - Met

Metric/Indicator
English Learner Progress. (Priority 4D)

18-19
Increase EL percentage of students who make progress toward proficiency rate by 1%. (Priority 4D)

Baseline
FH, HH, IH, LH: 80.3%

Based upon Fall 2017 California Dashboard English Learner Progress Indicator, in LUHSD the percentage English Learners making progress was 85.3%. In 2018 the state developed a new exam to measure the progress of English Learners. This exam is called the English Language Proficiency Assessments for California (ELPAC). LUHSD had 42% of the ELs score Level 4 - Well Developed, 30.9% scored Level 3 - Moderately Developed, 17.1% score Level 2 - Somewhat Developed, and 9.9% score Level 1 - Beginning Stage. Next year schools will be able to make year to year comparisons with the ELPAC.

Metric/Indicator
EL Reclassification rate. (Priority 4E)

18-19
Increase EL reclassification rate by 1%. (Priority 4E)

Baseline
LEA: 15%

Based upon DataQuest, the LUHSD Reclassification Rate in 2016-17 was 11.6%; in 2017-18 it was 23.6%. This is a 12% increase. - Met

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Metric/Indicator
AP Average pass rate. (Priority 4F)

18-19
Increase the number of students who have passed an advanced placement examination with a score of 3 or higher by .2% with special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. (Priority 4F)

Baseline
The LEA average pass rate with 3 or better is 61%.
- African American – 43%
- Filipino – 55%
- Hispanic or Latino – 57%
- SED – 51%
- ELs – 39%
- Students with Disabilities – 50%

The 2016-17 LUHSD AP Exam percentage of students with a score of 3 or higher is as follows:

All Students: 61%
- African American: 51%
- Filipino: 62%
- Hispanic or Latino: 53%
- SED: 63%
- ELs: 57%
- Students with Disabilities: 85%

The 2017-18 LUHSD AP Exam percentage of students with a score of 3 or higher is as follows:

All Students: 66% (+5%) - Met
- African American: 54% (+3%) – Met
- Filipino: 69% (+7%) – Met
- Hispanic or Latino: 63% (+10%) – Met
- SED: 55% (-8%) – Not Met
- ELs: 62% (+5%) – Met

Expected	Actual
	• Students with Disabilities: 57% (-28%) – Not Met

Metric/Indicator
EAP Readiness rate. (Priority 4G)

18-19
Increase the percentage of students who are "Ready"/"Conditionally Ready" who take the Early Assessment Program by .2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth. (Priority 4G)

Baseline
LEA English "Ready" is 31% and Math 9%, and "Conditionally Ready" in English 37% and Math 24%.
- African American – 12% ready in English and 3% ready in Math and Conditionally Ready in Math 17%.
- Hispanic or Latino - 23% ready in English and 5% ready in Math and Conditionally Ready in English 35% and Math 20%.
- Socio Disadvantaged – 14% ready in English and 3% ready in Math and Conditionally Ready in English 27% and Math 15%.
- Economically Disadvantaged - 19% ready in English and 4% ready in Math and Conditionally Ready in English 31% and Math 17%.
- ELs - 2% ready in English and 1% ready in Math and Conditionally Ready in English 14% and Math 3%.
- Students with Disabilities -3% ready in English and 0% ready in Math and Conditionally Ready in English 18% and Math 4%.
- Foster youth - 14% ready in English and 0% ready in Math and Conditionally Ready in English 14% and Math 14%.

The 2016-17 LUHSD EAP Readiness results are as follows:

All Students: English "Ready" is 33% and Math 8%, and "Conditionally Ready" in English 36% and Math 24%.
- African American – Ready: 15% in English and 2% ready in Math. Conditionally Ready: 26% in English and 9% in Math.
- Hispanic or Latino - Ready: 24% in English and 5% ready in Math. Conditionally Ready: 40% in English and 16% in Math.
- Socio Disadvantaged – Ready: 14% in English and 1% ready in Math. Conditionally Ready: 38% in English and 12% in Math.
- Economically Disadvantaged - Ready: 17% in English and 3% ready in Math. Conditionally Ready: 36% in English and 14% in Math.
- ELs - Ready: 0% in English and 1% ready in Math. Conditionally Ready: 23% in English and 1% in Math.
- Students with Disabilities - Ready: 4% in English and 0% ready in Math. Conditionally Ready: 17% in English and 3% in Math.
- Foster Youth - Ready: 0% in English and <1% ready in Math. Conditionally Ready: 14% in English and 14% in Math.

The 2017-18 LUHSD EAP Readiness results are as follows:

All Students: English "Ready" is 25% (-8%) and Math 9% (+1%), and "Conditionally Ready" in English 32% (-4%) and Math 22% (-2%). ELA - Not Met, Math - Not Met
- African American – Ready: 9% in English (-6%) and 4% ready in Math (+2%). Conditionally Ready: 30% in English (+4%) and 10% in Math (+1%). ELA - Not Met, Math - Met
- Hispanic or Latino - Ready: 17% in English (-7%) and 3% ready in Math (-2%). Conditionally Ready: 32% in English (-8%) and 16% in Math (NC). ELA - Not Met, Math - Not Met
- Socio Disadvantaged – Ready: 8% in English (-6%) and 1% ready in Math (NC). Conditionally Ready: 32% in English (-6%) and 11% in Math (-1%). ELA - Not Met, Math - Not Met
- Economically Disadvantaged - Ready: 13% in English (-4%) and 3% ready in Math (NC). Conditionally Ready: 30% in English (-6%) and 15% in Math (+1%). ELA - Met, Math - Met
- ELs - Ready: 2% in English (+2%) and 0% ready in Math (-1%). Conditionally Ready: 5% in English (-18%) and 5% in Math (+4%). ELA - Not Met, Math - Not Met

Expected	Actual
	- Students with Disabilities - Ready: 1% in English (-31%) and 0% ready in Math (NC). Conditionally Ready: 9% in English (-5%) and 2% in Math (-1%). ELA - Not Met, Math - Not Met - Foster Youth - Ready: N/A in English and N/A ready in Math. Conditionally Ready: N/A in English and N/A in Math.
Metric/Indicator CA Dashboard Graduation rate. (Priority 5E) **18-19** Increase graduation rates by .2% for all students and increase graduation rates for EL, SED, and Foster Youth. (Priority 5E) **Baseline** FH, HH, IH, LH: 92.8% - IHS Overall graduation status is "Very Low" - IHS EL graduation status is "Very Low" - IHS SED graduation status is "Very Low" - IHS Students with Disabilities graduation status is "Very Low" - IHS Hispanic graduation status is "Very Low" - IHS White graduation status is "Very Low"	According to the California School Dashboard, the LUHSD Graduate Rate indicator for 2016-17 is: All Students 91.9% - SED 88.6% - EL 77.8% - Foster Youth N/A According to the California School Dashboard, the LUHSD Graduation Rate indicator for 2017-18 is: All Students 93.7% (+1.7%) - Met - SED 89.8%(+1.3%) - Met - EL 81.3%(+3.4%) - Met - Foster Youth 100.0% N/A - Met
Metric/Indicator Cohort Graduation rate. (Priority 5E) **18-19** Increase graduation rates by .2% for all students with a special focus on African American, EL, SED, and Students with Disabilities. (Priority 5E) **Baseline** LEA: 91% - African American-82% - SED – 85% - EL – 87% - Students with Disabilities – 76%	According to DataQuest, the LUHSD Cohort Graduation Rate for 2016-17 is: All Students 89.2% - Black/African Am86.6% - SED83.1% - EL74.4% - SpEd76.0% According to DataQuest, the LUHSD Cohort Graduation Rate for 2017-18 is: All Students 90.4% (+1.2%) - Met - Black/African Am89.4%(+2.8%) - Met - SED83.9%(+0.8%) - Met - EL75.2%(+0.8%) - Met - SpEd79.8%(+3.8%) - Met
Metric/Indicator Course access. (Priority 7A,B,C)	For 2016-17, the following is course enrollment data and AP course enrollment data for LUHSD:

Expected	Actual

Expected

18-19
Continue a broad course of study in all subject areas that allow access for all students. Continue access for all unduplicated students to have access to specifically developed programs, services, and courses. Continue to offer all students, including exceptional needs students, access to AP courses and provide a variety of AP courses throughout the LEA. Increase AP course enrollment by .2%. (Priority 7A,B,C)

Baseline
Total LEA courses: 2041
- Total student enrollment in all LEA courses: 52,366
- LEA unduplicated student enrollment: 8,199
- Average class size: 26 students

LEA unduplicated courses: 243
- LEA unduplicated student enrollment: 3758
- LEA unduplicated average class size: 15 students
- LEA Advanced Placement courses: 108
- LEA Advanced Placement student enrollment: 2866
- LEA Advanced Placement average class size: 26

Actual

Total LEA courses: 2317
- Total student enrollment in all LEA courses: 55,945
- LEA unduplicated student enrollment: 8,199
- Average class size: 24 students

LEA unduplicated courses: 414
- LEA unduplicated student enrollment: 5038
- LEA unduplicated average class size: 13 students
- LEA Advanced Placement courses: 136
- LEA Advanced Placement student enrollment: 3624
- LEA Advanced Placement average class size: 27

For 2017-18, the following is course enrollment data and AP course enrollment data for LUHSD:

Total LEA courses: 2298
- Total student enrollment in all LEA courses: 55,841
- LEA unduplicated student enrollment: 8,219
- Average class size: 24 students

LEA unduplicated courses: 433
- LEA unduplicated student enrollment: 5358
- LEA unduplicated average class size: 12.4 students
- LEA Advanced Placement courses: 136
- LEA Advanced Placement student enrollment: 3784
- LEA Advanced Placement average class size: 27.8

LUHSD continues to offer all students, including those with exceptional needs, access to AP courses. AP course enrollment increased from 3624 in 2016-17 to 3784 in 2017-18; a 4.4% increase. - Met

Expected

Metric/Indicator
Cumulative GPA below a 2.0. (Priority 8A)

18-19
Lower percentage of students below a 2.0 GPA by .2% with a special focus on unduplicated populations. (Priority 8A)

Baseline
LEA: 18%
- African American - 30% (12% above the district average)
- Hispanic Latino - 24% (6% above the district average)
- Native HI / Pac Islander - 25% (7% above the district average)

Actual

For 2016-17, the following is GPA data for LUHSD:

LEA: 16%
- African American: 29%
- Hispanic Latino: 22%
- Native HI / Pacific Islander: 13%
- SED: 28%
- EL: 45%
- Students with Disabilities: 29%

Expected	Actual
- SED - 28% (10% above the district average) - EL - 46% (28% above the district average) - Students with Disabilities - 30% (12% above the district average) - Foster Youth - 29% (11% above the district average)	- Foster Youth: 42% For 2017-18, the following is GPA data for LUHSD: LEA: 15% (-1%) - Met - African American: 27% (-2%) Met - Hispanic Latino: 21% (-1%) – Met - Native HI / Pacific Islander: 18% (+5%) – Not Met - SED: 25% (-3%) - Met - EL: 41% (-4%) - Met - Students with Disabilities: 25% (-4%) - Met - Foster Youth: 35% (-7%) - Met

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(A) Provide professional development for teachers and administrators to support implementation of meeting all state and federal accountability measures accountability measures with a focus on EL, SED, FY and identified subgroups.	(A) Provided professional development for teachers and administrators to support implementation of meeting all state and federal accountability measures accountability measures with a focus on EL, SED, FY and identified subgroups.	(A.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards - 2 Days Certificated Staff. 1000-1999: Certificated Personnel Salaries Base $325,300	(A.1) Scheduled Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards - 2 Days Certificated Staff. 1000-1999: Certificated Personnel Salaries Base $375,682
		(A.2) Continue-- Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards. 3000-3999: Employee Benefits Base $55,206	(A.2) Continued-- Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards. 3000-3999: Employee Benefits Base $71,425

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(B) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED, FY and identified subgroups to meet all state and federal accountability measures.	(B) Provided student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED, FY and identified subgroups to meet all state and federal accountability measures.	(B.1) Review and add additional online intervention programs- Apex - Title I. 5000-5999: Services And Other Operating Expenditures Other $30,000	(B.1) Reviewed and added additional online intervention programs- Apex - Title I. 5000-5999: Services And Other Operating Expenditures Other $30,733
		(B.2) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Benefits (see B3 for salaries). 3000-3999: Employee Benefits Supplemental $80,000	(B.2) Provided intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Benefits (see B3 for salaries). 3000-3999: Employee Benefits Supplemental $134,089
		(B.3) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Salaries (see B2 for benefits). 1000-1999: Certificated Personnel Salaries Supplemental $320,000	(B.3) Provided intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Salaries (see B2 for benefits). 1000-1999: Certificated Personnel Salaries Supplemental $367,959
		(B.4) Study Hall - Hire certificated staff to supervise and monitor Study Hall. 1000-1999:	(B.4) Study Hall - Hired certificated staff to supervise and monitor Study Hall. 1000-1999:

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries Supplemental $160,293	Certificated Personnel Salaries Supplemental $261,327
		(B.5) Provide field trip opportunities for EL, SED, FY students. 5000-5999: Services And Other Operating Expenditures Supplemental $25,000	(B.5) Provided field trip opportunities for EL, SED, FY students. 5000-5999: Services And Other Operating Expenditures Supplemental $0
		(B.6) Continue Homework Extended Learning Program (HELP). 1000-1999: Certificated Personnel Salaries Supplemental 6,842.00	(B.6) Continued Homework Extended Learning Program (HELP). 1000-1999: Certificated Personnel Salaries Supplemental $5,329
		(B.7) Study Hall - Hire certificated staff to supervise and monitor Study Hall. 3000-3999: Employee Benefits Supplemental $48,653	(B.7) Study Hall - Hired certificated staff to supervise and monitor Study Hall. 3000-3999: Employee Benefits Supplemental $109,939

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(C) Continue implementing and refining new CCSS and Next Generation Science Standards (NGSS) emphasizing student proficiency and literacy strategies across all content areas to demonstrate student proficiency in all content standards.	(C) Continued implementing and refining new CCSS and Next Generation Science Standards (NGSS) emphasizing student proficiency and literacy strategies across all content areas to demonstrate student proficiency in all content standards.	(C.1) Purchase CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS. 4000-4999: Books And Supplies Base $1,416,961.17	(C.1) Purchased CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increased copy budgets for alignment to CCSS and NGSS. 4000-4999: Books And Supplies Base $1,258,619
		(C.2) (C.1 Continue) Purchase CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS.	(C.2) (C.1 Continue) Purchased CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increased copy budgets for alignment to CCSS and NGSS.

		Budgeted Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies Supplemental $75,000	4000-4999: Books And Supplies Supplemental $60,971
		(C.3) Provide late-start Wednesdays for CCSS, literacy, NGSS, PD collaboration time, and align C.T.E. curriculum with core academic standards (16 hrs/teacher/year) 1000-1999: Certificated Personnel Salaries Base $305,000	(C.3) Provided late-start Wednesdays for CCSS, literacy, NGSS, PD collaboration time, and align C.T.E. curriculum with core academic standards (16 hrs/teacher/year). 1000-1999: Certificated Personnel Salaries Base $482,082
		(C.4) Provide standards-aligned instructional materials to all students - replacements and growth. 4000-4999: Books And Supplies Restricted Lottery $514,995.68	(C.4) Provided standards-aligned instructional materials to all students - replacements and growth. 4000-4999: Books And Supplies Restricted Lottery $471,418
		(C.5) Provide supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. KUTA software and others also included above in C1 and C2. 5000-5999: Services And Other Operating Expenditures Supplemental $1,671.99	(C.5) Provided supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. KUTA software and others also included above in C1 and C2. 5000-5999: Services And Other Operating Expenditures Supplemental $2,321
		(C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness- Judy Cunningham PD. 5000-5999: Services And Other Operating Expenditures Supplemental $62,532	(C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness- Judy Cunningham PD. and McREL 5000-5999: Services And Other Operating Expenditures Supplemental $63,823

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

(D) Require equal access to all courses for all students with a focus on under-represented and unduplicated students in AP and College Prep coursework to demonstrate student proficiency in all content standards.	(D) Required equal access to all courses for all students with a focus on under-represented and unduplicated students in AP and College Prep coursework to demonstrate student proficiency in all content standards.	(D.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs. 4000-4999: Books And Supplies Base $0.00	(D.1) Provided student-centered master schedule based on student registrations, course sign-ups and course catalogs. 4000-4999: Books And Supplies Base $0
		(D.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment. 0000: Unrestricted Base $0.00	(D.2) Continued revisions to course of study (COS) to ensure no barriers for student enrollment. 0000: Unrestricted Base $0
		(D.3) Purchase new Advanced Placement materials and textbooks. 0000: Unrestricted Base $241,000	(D.3) Purchased new Advanced Placement materials and textbooks. 0000: Unrestricted Base $50,308

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(E) Align quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.	(E) Aligned quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.	(E.1) Provide professional development and teacher release time to revise assessments. - Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Supplemental $14,582	(E.1) Provided professional development and teacher release time to revise assessments. - Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Supplemental $15,000
		(E.2) Continue contract for data management system to track student assessment data - illuminate. 5000-5999: Services And Other Operating Expenditures Base $45,017.50	(E.2) Continued contract for data management system to track student assessment data - illuminate. 5000-5999: Services And Other Operating Expenditures Base $36,986
		(E.3) C&I Coordinator - includes salary and benefits - split funded with Restricted total ($183,113). 1000-1999: Certificated Personnel Salaries Supplemental $180,000	(E.3) C&I Coordinator - included salary and benefits - split funded with Restricted total ($183,113). 1000-1999: Certificated Personnel Salaries Supplemental $186,533

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(F) Maintain and consider technology hardware and software for student/teacher use with assessments, curriculum and intervention courses to allow demonstration of student proficiencies in all content standards.	(F) Maintained and considered technology hardware and software for student/teacher use with assessments, curriculum and intervention courses to allow demonstration of student proficiencies in all content standards.	(F.1) Continue the purchases of / reserves for computers/ software for classrooms and the Smarter Balanced Assessment-- reserve to replenish devices - Base and other restricted. 4000-4999: Books And Supplies Other $1,500,000	(F.1) Continued the purchases of / reserves for computers/ software for classrooms and the Smarter Balanced Assessment-- reserve to replenish devices - Base and other restricted. 4000-4999: Books And Supplies Other $904,579
		(F.2) Continue contract for plagiarism software for teacher use - TURNITIN - purchased 2 year contract in 15-16. 5000-5999: Services And Other Operating Expenditures Supplemental $25,000	(F.2) Continued contract for plagiarism software for teacher use - TURNITIN - purchased 2 year contract in 15-16. 5000-5999: Services And Other Operating Expenditures Supplemental $27,731
		(F.3) Purchase computers/software for EL classrooms. 5000-5999: Services And Other Operating Expenditures Supplemental $25,000	(F.3) Purchased computers/software for EL classrooms. 5000-5999: Services And Other Operating Expenditures Supplemental $0
		(F.4) Maintain software support for the "READ180 Next Generation" reading program. 5000-5999: Services And Other Operating Expenditures Supplemental $15,000	(F.4) Maintained software support for the "READ180 Next Generation" reading program. 5000-5999: Services And Other Operating Expenditures Supplemental $9,507
		(F.5) Purchase Math 180 software program for special education students and pilot program for general education students. 5000-5999: Services And Other Operating Expenditures Supplemental $20,000	(F.5) Purchased Math 180 software program for special education students and pilot program for general education students. 5000-5999: Services And Other Operating Expenditures Supplemental $16,601

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(G) Increase mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.	(G) Increased mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.	(G.1) Apex online credit recovery program for use with EL, SED, FY. Adding Edgenuity credit recovery. 5000-5999: Services And Other Operating Expenditures Supplemental $55,000	(G.1) Apex online credit recovery program for use with EL, SED, FY. Adding Edgenuity credit recovery. 5000-5999: Services And Other Operating Expenditures Supplemental $44,500

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(H) LUHSD teachers are highly qualified and CLAD credentialed to foster student proficiency in all content standards.	(H) LUHSD teachers are highly qualified and CLAD credentialed to foster student proficiency in all content standards.	(H.1) Recruit and hire Highly Qualified, CLAD certificated teachers. 5000-5999: Services And Other Operating Expenditures Base $10,000	(H.1) Recruited and hired Highly Qualified, CLAD certificated teachers. 5000-5999: Services And Other Operating Expenditures Base $5,706
		(H.2) Provide BTSA teachers & support - Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Other $137,281	(H.2) Provided BTSA teachers & support - Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Other $111,815

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(I) Prepare students for SAT/ACT/AP examinations to demonstrate student proficiency in all content standards.	(I) Prepared students for SAT/ACT/AP examinations to demonstrate student proficiency in all content standards.	(I.1) Continue sections of SAT/ACT prep class. contracted with KAPLAN, Princeton Review- goal I4. 0000: Unrestricted Supplemental $0.00	(I.1) Continued sections of SAT/ACT prep class. contracted with KAPLAN, Princeton Review- goal I4. 0000: Unrestricted Supplemental $0
		(I.2) Continue/Expand AP course offerings and training -contract with KAPLAN, Princeton Review-	(I.2) Continued/Expanded AP course offerings and training - contract with KAPLAN, Princeton

		goal I4. 0000: Unrestricted Supplemental $25,000	Review- goal I4. 0000: Unrestricted Supplemental $15,750
		(I.3) All counselors work with families of targeted students for increased enrollment in AP courses - included in Counselors added in goal 2K1. 1000-1999: Certificated Personnel Salaries Supplemental $0.00	(I.3) All counselors worked with families of targeted students for increased enrollment in AP courses - included in Counselors added in goal 2K1. 1000-1999: Certificated Personnel Salaries Supplemental $0
		(I.4) SAT/ACT Prep courses - Princeton review HHS LHS, KAPLAN FHS. 5000-5999: Services And Other Operating Expenditures Supplemental $15,000	(I.4) SAT/ACT Prep courses - Princeton Review HHS LHS, KAPLAN FHS. 5000-5999: Services And Other Operating Expenditures Supplemental $0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(J) Increase opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible.	(J) Increased opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible.	(J.1) Expand PUSH classes Heritage and Liberty. 4000-4999: Books And Supplies Supplemental $4,000	(J.1) Expanded PUSH classes Heritage and Liberty. 4000-4999: Books And Supplies Supplemental $3,822
		(J.2) Expand PUSH classes 66%. 1000-1999: Certificated Personnel Salaries Supplemental $180,000	(J.2) Expanded PUSH classes 66%. 1000-1999: Certificated Personnel Salaries Supplemental $62,530
		(J.3) Expand PUSH classes. 3000-3999: Employee Benefits Supplemental $60,000	(J.3) Expanded PUSH classes. 3000-3999: Employee Benefits Supplemental $19,763

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(K) Continue with District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates.	(K) Continued with District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates.	(K.1) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors. 1000-1999: Certificated Personnel Salaries Supplemental $434,344	(K.1) Maintained 3 "Targeted Assistance" counselors - Added 3 counselors. 1000-1999: Certificated Personnel Salaries Supplemental $459,772
		(K.2) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors. 3000-3999: Employee Benefits Supplemental $151,687	(K.2) Maintained 3 "Targeted Assistance" counselors - Added 3 counselors. 3000-3999: Employee Benefits Supplemental $175,864

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(L) Maintain, increase and educate adult intervention, mentoring and support to increase percentage of students who are college ready and UC/CSU eligible.	(L) Maintained, increased and educated adult intervention, mentoring and support to increase percentage of students who are college ready and UC/CSU eligible.	(L.1) Continue stipend position to serve as parent liaison for English Learner students/parent to help navigate school/college systems. - salary and benefits 2000-2999: Classified Personnel Salaries Supplemental $80,398	(L.1) Continued stipend position to serve as parent liaison for English Learner students/parent to help navigate school/college systems. - salary and benefits 2000-2999: Classified Personnel Salaries Supplemental $43,135
		(L.2) Hire 1.0 FTE School Psychologist to existing 1.4FTE 1000-1999: Certificated Personnel Salaries Supplemental $150,000	(L.2) Hired 1.0 FTE School Psychologist to existing 1.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental $165,975
		(L.3) Hire 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist. 3000-3999: Employee Benefits Supplemental $277,027	(L.3) Hired 1.0 FTE School Psychologist, to the existing 0.4 FTE Psychologist. 3000-3999: Employee Benefits Supplemental $331,950
		(L.4) Mental Health counseling interns (MFTS) hours increase to 40 hours per week at comprehensive sites and to 20 hours per week at alternative sites. 5000-5999: Services And	(L.4) Mental Health counseling interns (MFTS) hours increased to 40 hours per week at comprehensive sites and to 20 hours per week at alternative sites. 5000-5999: Services And

		Other Operating Expenditures Supplemental $94,540	Other Operating Expenditures Supplemental $88,650
		(L.5) Suicide prevention and bullying training for staff and teachers. 4000-4999: Books And Supplies Supplemental $113,410	(L.5) Suicide prevention and bullying training for staff and teachers. 4000-4999: Books And Supplies Supplemental $64,989
		(L.6) Provide interpreters and document translation for parents 2000-2999: Classified Personnel Salaries Other $6,500	(L.6) Provided interpreters and document translation for parents. 2000-2999: Classified Personnel Salaries Other $4,084
		(L.7) Provide EL students bus tickets for specialized level 1 & 2 ELD program. 5000-5999: Services And Other Operating Expenditures Supplemental $10,000	(L.7) Provided EL students bus tickets for specialized level 1 & 2 ELD program. 5000-5999: Services And Other Operating Expenditures Supplemental $9,861
		(L.8) Add 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16. 2000-2999: Classified Personnel Salaries Supplemental $180,000	(L.8) Added 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16. 2000-2999: Classified Personnel Salaries Supplemental $144,083
		(L.9) Hire 3 additional College and Career Center Technicians- Salary and Benefits combined. 2000-2999: Classified Personnel Salaries Supplemental $210,000	(L.9) Hired 3 additional College and Career Center Technicians- Salary and Benefits combined. 2000-2999: Classified Personnel Salaries Supplemental $208,227
		(L.10) Provide professional development and software for counselors, career techs, teachers, support providers and administrators to focus on the needs of EL, Low Income and Foster Youth. - Eureka & Naviance. 5000-5999: Services And Other Operating	(L.10) Provided professional development and software for counselors, career techs, teachers, support providers and administrators to focus on the needs of EL, Low Income and Foster Youth. - Eureka & Naviance. 5000-5999: Services And Other Operating

| | | Expenditures Supplemental $38,000 | Expenditures Supplemental $7,086 |

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(M) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups to also increase percentage of students who are college ready and UC/CSU eligible. Combined with Goal 2.K.1 beginning 2018-19.	(M) Increased percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups to also increase percentage of students who are college ready and UC/CSU eligible. Combined with Goal 2.K.1 beginning 2018-19.	1000-1999: Certificated Personnel Salaries Base 0	Continued with Goal 2.K.1 1000-1999: Certificated Personnel Salaries Base $0

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(N) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.	(N) Expanded, enriched, and supported career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.	(N.1) Continue to provide professional development and release time for CTE teachers. 5000-5999: Services And Other Operating Expenditures Other $30,000	(N.1) Continued to provide professional development and release time for CTE teachers. 5000-5999: Services And Other Operating Expenditures Other $4,386
		(N.2) Continue ROP Program/Courses. 1000-1999: Certificated Personnel Salaries Other $1,362,172	(N.2) Continued ROP Program/Courses. 1000-1999: Certificated Personnel Salaries Other $1,238,034
		(N.3) Career capstone and internships research and consider for expansion at school sites. 3000-3999: Employee Benefits Other 136,000.00	(N.3) Career capstone and internships researched and considered for expansion at school sites. 3000-3999: Employee Benefits Other $252,361

| | | (N.4) Continue ROP Program/Courses. 4000-4999: Books And Supplies Other $452,704 | (N.4) Continued ROP Program/Courses. 4000-4999: Books And Supplies Other $44,733 |

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(O) Provide collaboration time for C.T.E. and academic core teachers to align standards and curricula w/ community college for articulated courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.	(O) Provided collaboration time for C.T.E. and academic core teachers to align standards and curricula w/ community college for articulated courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.	(O.1) Continue articulation time with local community colleges/ business community. 4000-4999: Books And Supplies Base $5,000	(O.1) Continued articulation time with local community colleges/ business community. 4000-4999: Books And Supplies Base $0

Analysis

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

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

The actions and services in Goal #2 prepared students for career and college through curriculum and instruction, content standards, UC eligibility, relevant curriculum that supported career opportunities, and met all state and federal guidelines. Specific actions and services were implemented to achieve this goal, such as providing professional development in all content areas for teachers and administrators across the district that included unit and lesson design that focused upon engagement, differentiation, and student-centered learning; NGSS training and rollouts; AP trainings; history, math, ELA, PE, VAPA, SPED, world language, and CTE trainings; workshops, webinars, and in-services. Intervention classes were developed to support students, such as READ 180, Math 180, math and ELA support classes, APEX and Edgenuity recovery courses, study hall teachers, H.E.L.P., and many other classes and programs. New core and supplemental materials were purchased to support student learning and achievement, as was new technology, such as desktop and laptop computers. More AP courses were offered throughout the district, along with SAT/ACT test prep courses and PUSH courses.

Our targeted assistance counselors supported unduplicated students. In addition, mental health interns, psychologist, and a behaviorist provided additional support to meet the of our students. Our College and Career Technicians supported students in career choices and college planning. All of these actions and services were designed and implemented to support student learning and achievement and prepared students for career and college.

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

Using the California Dashboard, DataQuest, CollegeBoard, local priority data, and internal data measurements, the actions and services implemented were effective toward meeting the goal of students becoming career and college ready. As indicated on the California Dashboard,the district's graduation rate improved to 93.7%; the graduation rate for all targeted student groups improved as well. EL reclassification rates increased to 23.6%. SAT participation increased 6% for all students and more for every targeted student group. All students had access to a broad course of study.

SBAC scores (those students meeting or exceeding standards) dropped 10% in ELA and dropped 1% in mathematics. An analysis of the data indicated a need for improvement in the achievement of our students in both ELA and mathematics. As a result, LUHSD has focused staff development upon lesson and unit planning to engage students, provide for differentiation, and promoting a more student-centered learning environment.   Additionally, LUHSD has developed and implemented a Math Action Plan designed to improve the achievement of our students.

Due to Students with Disabilities achieving at the "Red" performance level in ELA, mathematics, and College/Career Readiness, LUHSD qualified for Differentiated Assistance. LUHSD is working with the Contra Costa County Office of Education to develop a plan to improve the achievement of these students. Elements of this plan will focus upon Academic supports, College/Career Readiness, and social/behavioral supports for Students with Disabilities.

Based upon these metrics and data points, the actions and services implemented have been effective for most students and in most targeted areas. More time is needed to determine if these actions and services continue to be effective in all areas, or if more or other actions and services are needed. We will continue to monitor the outcomes and effectiveness of each of these actions and services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2.B.2: The cost of the employees benefits for intervention courses was more than budgeted.
Goal 2.B.4: The cost of salaries for 3 Study Hall Teachers was more than budgeted.
Goal 2.B.5: Title III and base funds were used to provide field trips for students.
Goal 2.B.7: The cost of the employee benefits for 3 Study Hall teachers was more than budgeted.
Goal 2.C.3: The cost of salaries for teachers for Late Start Wednesdays was more than budgeted.
Goal 2.D.3: Lottery funds were used to purchase AP textbooks.
Goal 2.F.3: Title I funds were used to purchase technology for EL classrooms.
Goal 2.I.4: The decision was made to move the SAT/ACT prep classes to within the regular school day.
Goal 2.J.2: The cost of salaries for expanding PUSH courses was less than budgeted.
Goal 2.J.3: The cost of benefits for expanding PUSH classes was less than budgeted.

Goal 2.L.10: The cost of renewing the software was less than budgeted.
Goal 2.N.1: CTEIG funds were used to provide release time for CTE teachers.
Goal 2.N.4: CTEIG and Perkins Grant funds were used to provide instructional materials for CTE teachers.
Goal 2.O.1: Perkins Grant funds were used to support articulation meetings with the community college and business community.

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

Goal 2 is unchanged. The district will continue to focus upon improving the academic achievement of all students, including those from high needs student groups. In particular, LUHSD will work on improving the academic achievement and College/Career Readiness of the Students with Disabilities student group.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

The Liberty Union High School District recognizes the need for stakeholder involvement by:
A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.
B. Expanding parent involvement.
C. Increasing communication and collaboration with our business and community organizations.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Specify LUHSD Strategic Plan Goal #3 and annual parent survey

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent/stakeholder input, decision making, and participation (Priority 3A). **18-19** Increase parent and stakeholder input and participation by .2% (Priority 3A). Increase Annual Parent Survey participation by 1% (Priority 3A).	Based upon the 2017-18 Parent Survey: 84.5% of parents attended or participated in a school activity or event within the last 2 years 26% of parents surveyed feel they do have input in decision making at their child's school. 14% of parents responded to the annual parent survey. The following data was collected in the 2018-19 Parent Survey: 86% of parents attended or participated in a school activity or event within the last 2 years; (+1.5%) Met 27% of parents surveyed feel they do have input in decision making at their child's school. (+1%) Met 10% of parents responded to the annual parent survey. (-4%) Not Met

Expected	Actual
Baseline 85% of parents attended or participated in a school activity or event within the last 2 years based upon annual parent survey. 66% of parents surveyed feel they do have input in decision making at their child's school. 3.25% of parents responded to annual parent survey.	
Metric/Indicator Parent/Stakeholder communication (Priority 3A). **18-19** Increase effective parent communication by .2% (Priority 3A). **Baseline** 84% of parents surveyed responded that they had the ability to communicate with the school, teachers, and administration.	Based upon the 2017-18 Parent Survey: 81.4% of parents surveyed responded that they had the ability to communicate with the school, teachers, and administration. Due to the significant increase in parent survey responses, from 305 to 1150, the parent participation rate increased 277%. Based upon the 2018-19 Parent Survey: 79% of parents surveyed responded that they had the ability to communicate with the school, teachers, and administration. (-2.4%) Not Met Parent survey responses decreased from 1150 to 802. Not Met
Metric/Indicator Assistance and outreach to parents/stakeholders on college and career opportunities and requirements for unduplicated students (Priority 3B. 8A). **18-19** Increase participation, input, or attendance of school site UC/CSU Parent Workshops and Career Opportunities focusing on unduplicated parents or online resources for unduplicated parents by .2% (Priority 3B, 8A). **Baseline** 73% of parents indicate they are moderately, slightly, or not at all familiar with college entrance requirements. 24% of parents in the annual survey said they are not familiar with the UC 'a-g' requirements.	Based upon the 2017-18 Parent Survey: 62% of parents indicate they are moderately, slightly, or not at all familiar with college entrance requirements. 18% of parents in the annual survey said they are not familiar with the UC/CSU 'a-g' requirements. Based upon the 2018-19 Parent Survey: 56% of parents indicate they are moderately, slightly, or not at all familiar with college entrance requirements: (-6%) - Met 16% of parents in the annual survey said they are not familiar with the UC/CSU 'a-g' requirements: (-2%) - Met
Metric/Indicator Assistance and outreach to parents/stakeholders on Advanced Placement programs for exceptional needs students (Priority 3C).	Based upon the 2017-18 Parent Survey: 59.26% of parents surveyed feel that LUHSD has a sufficient number of AP classes.

Expected	Actual
18-19 Increase participation, attendance, and/or outreach to parents and students regarding the quantity and variety of LUHSD's AP courses by.2% for students with exceptional needs. (Priority 3C,). **Baseline** 59% of parents surveyed feel that LUHSD has a sufficient number of AP classes. 54% of parents surveyed feel that LUHSD has a sufficient variety of AP classes.	54.4% of parents surveyed feel that LUHSD has a sufficient variety of AP classes. Based upon the 2018-19 Parent Survey: 57.6% of parents surveyed feel that LUHSD has a sufficient number of AP classes: (-1.66%) - Not Met 54% of parents surveyed feel that LUHSD has a sufficient variety of AP classes: (-.4%) - Not Met
Metric/Indicator Business or non-profit input, participation, or partnership (Priority 4B,C, 8A). **18-19** Increase business input, participation, and partnerships by .2%(Priority 4B,C, 8A). **Baseline** Less than 20% of students participate or engage with business or non-profit partners.	Based upon 2017-18 program enrollment: 22% of students participate or engage with business or non-profit partners. Based upon the Fall 2018 Dashboard: 25% of students participate or engage with business or non-profit partners. - Met

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(A) Monitor and evaluate parent/community liaison stipend position for under-represented student populations to enhancing communication, partnerships, and collaboration among staff, parents, and students.	(A) Monitored and evaluated parent/community liaison stipend position for under-represented student populations to enhancing communication, partnerships, and collaboration among staff, parents, and students.	(A.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents- Salary and Benefits combined -funded in goal 2 L1. 2000-2999: Classified Personnel Salaries Supplemental $8,527	(A.1) Continued & evaluated position to serve as parent liaison for English Learner students/parents- Salary and Benefits combined -funded in goal 2 L1. 2000-2999: Classified Personnel Salaries Supplemental $8,444

| | | (A.1) Continue parent training to increase access to their students' records. Supplemental $0.00 | (A.1) Continued parent training to increase access to their students' records Supplemental $0 |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(B) Expand, develop, and provide parent education programs to support student success by enhancing communication, partnerships, and collaboration among staff, parents, and students.	(B) Expanded, developed, and provided parent education programs to support student success by enhancing communication, partnerships, and collaboration among staff, parents, and students.	(B.1) Continue parent volunteer program at each site. 2000-2999: Classified Personnel Salaries Base $5,000	(B.1) Continued parent volunteer program at each site. 2000-2999: Classified Personnel Salaries Base $10,839
		(B.2) Continue parent training to increase access to their students' records. 5000-5999: Services And Other Operating Expenditures Base $6,000	(B.2) Continued parent training to increase access to their students' records. 5000-5999: Services And Other Operating Expenditures Base $4,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(C) Expand parent involvement and increase parent visitations to school sites and provide courses (ex. Parent University) for all parent support groups with specific emphasis on groups such as African American, English Learner, SPED, and Foster Youth.	(C) Expanded parent involvement and increased parent visitations to school sites and provide courses (ex. Parent University) for all parent support groups with specific emphasis on groups such as African American, English Learner, SPED, and Foster Youth.	(C.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours. 4000-4999: Books And Supplies Supplemental $3,000	(C.1) "Take Your Parent to School Day" provided opportunities for parent tours of classrooms and programs during school hours. 4000-4999: Books And Supplies Supplemental $0
		(C.2) School sites schedule Parent University evening workshops. 4000-4999: Books And Supplies Supplemental $6,000	(C.2) School sites scheduled Parent University evening workshops. 4000-4999: Books And Supplies Supplemental $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| (D) Continue to strengthen, increase, and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program. | (D) Continued to strengthen, increase, and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program. | (D.1) Continue program working with the local business community and Chamber of Commerce. 4000-4999: Books And Supplies Base $750 | (D.1) Continued program working with the local business community and Chamber of Commerce. 4000-4999: Books And Supplies Base $512 |
| | | (D.2) Continue collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities. 4000-4999: Books And Supplies Base $3,000 | (D.2) Continued collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities. 4000-4999: Books And Supplies Base $1,803 |

Analysis

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

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

Several actions and services were continued and/or increased in support of parent/stakeholder involvement, including: 3 EL Parent Liaisons, each school's parent volunteer program, parent and community outreach and involvement through Parent University workshops and Take Your Parent to School Day, doubling the number of Career Center Technicians, reaching out to local community businesses and non-profits to involve them in the schools, collaborating with local cities and the economic workforce bureau, holding over 60 student, parent and community stakeholder meetings, increased participation in annual parent surveys in both English and Spanish, teacher/staff annual surveys, cultivating and continuing new and existing business and non-profit partnerships. The number of Parent Survey respondents was 802. We made significant efforts to involve our stakeholders in the feedback process, and our efforts led to increased stakeholder engagement.

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

Our efforts to engage stakeholders were very effective. One of our most effective services has been the implementation of Bi-lingual Parent Liaisons on the campuses. Our parents truly appreciate our Bi-lingual Parent Liaisons, and these staff members have done a great job of helping non-English speaking parents connect to the schools. Additionally, our students appreciate working with professionals in our community, through CPA partnerships, academies and internships. Our parents and community members also feel pride at being able to give back their expertise and time to our schools. Near-universal access to AP courses and the increase in dual enrollment courses have helped to bring college level curricula to many of our students, and it has increased access to an equitable education. Additionally, holding college information nights targeting unduplicated students such as African American Parent Nights and College Information Night in Spanish has helped parents feel more connected to the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3.B.1: The cost of the stipends for the 3 parent liaisons was more than budgeted.
Goal 3.C.1: Base funds were used to support Take Your Parent To School Day.
Goal 3.C.2: Base funds were used to support parent training activities.

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

Goal 3 is unchanged. After reviewing and analyzing the data and effectiveness of the actions/services, it is clear that these actions/services are engaging our stakeholders. As a result of the feedback from our stakeholders over the past 2 years, we have made some revisions to our LCAP, including: additional social/emotional/physical health support for our students (including a full-time nurse, psychologist, and enhancing our relationship with Contra Costa Health Services); Increased support for struggling students (including staff development, early identification, and refining our support courses and programs to increase effectiveness); and increasing/diversifying communication (including training in the use of websites; increasing the use of bi-lingual support staff; and working through the collective bargaining process to increase communication and grade input through Parent Portal).

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

The LCAP was designed to support our District Strategic Goals, the LEA Plan, State Priorities, School Site Plans, Stakeholder Input and Research Based Programs to meet the needs of students.

Over 45 meetings were conducted to share our current information and gather feedback from stakeholders. Presentations were made to each stakeholder group on the LCAP goals, state priorities, metrics, program, activities, and the ongoing actions and services, district data (graduation rates, attendance rates, suspensions and expulsions, UC graduation requirements, EL reclassification rates, dropout rates, AP passing rates, SBAC and EAP scores). An explanation of the California School Dashboard helped stakeholders learn how they could access school and district information. Stakeholders gave specific feedback and input on the ongoing actions, services, and positions, and input on additional needs, actions, services, and positions. All of the meetings were held between August 2018 and May 2019. These stakeholder meetings included:

African American Parent Night (Parents and Students)
District/Parent Advisory Committee (Parents, Admin, Certificated, Classified, Students, low income, and foster youth)
ELAC/DELAC (Parents of ELs)
Campus Climate Committees from each site (Students)
Certificated Union (LEA)
Classified Union (CSEA)
Coffee with Principal (Parents)
CTE Advisory Committees (Community members, business owners, parents, teachers, students)
Curriculum Council (LEA)
Village Resource Center (parents, low income, EL)
Freshman Orientation Activities (Students)
Link Crew (Students)
Math Parent Night (Parents)
Parents of FHS Students (Parent and Students)
Parent Advisory Group including EL, SED, and foster youth parents (Parents)
Parent Day (Parents)
Pizza with the Principal (Students)

Regional LCAP Meeting (Parents, LEA, CSEA, Students)
School Site Council (Parents, Staff, and Students)
Site Advisory Committee (Parents)
Special Education Local Plan Area (SELPA)
Title I Parent Advisory Meeting (Parents)
Principal's Cabinet and Administrative Cabinet (Administrators)
Professional Development Day (LEA, CSEA, and administrators)
Public Meetings (parents, community members, students, LEA, CSEA, administrators)

These stakeholders included unduplicated parents (EL, SED, and foster youth), parents, students, staff, administrators, community members and/or business organizations were paramount in the evaluation and creation of 2018-2019 LCAP. Community meetings were advertised in the local newspaper. Meetings with ELs, parents, and community members were conducted in English and Spanish. At these meetings, an email address for comments (lcapcomments@luhsd.net) was and is listed on site and district website to gather additional feedback. The superintendent routinely responds to guest and community inquiries in writing. Appendix A of this document provides the list of meetings with dates, stakeholders attending, and the input provided for the LCAP at these meetings. Over 1000 comments, inputs, feedback, and suggestions were made by the stakeholders. This input was gathered from discourse within meetings and placed into groups including similar themes. Those themes with the greatest area of interest were assembled and assessed for feasibility for the updated LCAP plan. Over 800 Parent Surveys were completed by our parents/guardians.

A draft of the LCAP was presented to the District/Parent Advisory Committee on April 4, 2019. The District/Parent Advisory Committee endorsed the LCAP with a few suggestions for revision. The LCAP was revised based upon that input. A presentation was made at a Study Session during the LUHSD Board Meeting on May 8, 2019 to review the progress on the LCAP plan based on meetings with the stakeholders. This document is included in our LCAP as Appendix D. Revisions to the LCAP were made based upon feedback from our Board of Education. The LCAP plan was presented to the Board on June 12, 2019 for public hearing, and the LCAP Plan was approved by the Board on June 19, 2019.

Impact on LCAP and Annual Update

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

Stakeholders responded to all of the ongoing improved actions/services/positions from the previous three years. All of the items received positive feedback from the stakeholders. As a result of these findings, all ongoing actions/services/positions have been retained for the upcoming 2019-20 school year. Based upon analysis of Dashboard and local indicators, our stakeholders agreed with the continuance of the following Actions/Services:

Goal 1

- Facilities Upgrades and Modernization (including the implementation of Measure U, and CTE facilities and programs)
- Staff Development (including the topics of student engagement, support for students with disabilities and struggling students, equity, technology, summer institutes, and curriculum and instruction)

Goal 2

- Improve our Math Program (including the implementation of our Math Action Plan, revising and refining the curriculum for our Algebra 1 Support Class, and update our math standards schedules & performance tasks)

Based upon the analysis of our data, the input of our stakeholder groups (Appendices C, D), and in support of our district's goals, the following Actions and Services are of high interest and will be areas of focus. Stakeholders support and recommend the following will be additions to our LCAP:

Goal 2
- Additional Mental/Social/Emotional support for students (including Increased supports, professional development for teachers/counselors/administrators, and connecting families with community resources)
- Refine the Program Design for Students with Disabilities (by implementing a Multi-Tiered System of Support, adjust the co-teaching model, and strengthening the 8-9 grade transition process)
- Increase support for Students with Additional Needs (SWANs) (through staff development, early identification, support for struggling students, and refine our EL Program to increase effectiveness (more integrated courses, staff development, Teacher on Special Assignment)

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which supports student learning by:
A. Providing a safe, secure, updated, clean environment.
B. Creating Opportunities to incorporate best practices and program successes.
C. Fostering an atmosphere of respect and civility among all students.
D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
Local Priorities: LUHSD Strategic Plan (LUHSDSP) Goal #1

Identified Need:

The metrics provided in Goal 1 reflect California's new Dashboard accountability model. These indicators replace California's prior Academic Performance Index (API) and Adequate Yearly Process (AYP) accountability measures.

The Fall 2018 California School Dashboard indicators were used for measuring district and school performance. The most recent year of data available in each of the available state indicators were analyzed. Student indicators are also identified using local measures such as Chronic Absenteeism, Attendance Rates, Dropout Rates, and Expulsion Rates. Data for local measures continue to be reported for the 2017-18 school year in congruence with the California Dashboard.

The attendance rates for schools in LUHSD are (Priority 5A):

Freedom HS - 94%

Heritage HS - 95%

Liberty HS - 94%

La Paloma HS- (alternative site) - 81%

Independence HS- (independent study) - 93%

The overall chronic absenteeism rate is 15% LEA Wide. The percentage of chronic absenteeism higher than the LEA wide average by subgroups is listed below (Priority 5B):

African American – 20% (5% higher than the average)

Hispanic or Latino – 17% (2% higher than the average)

SED - 21% (6% higher than the average)

English Learners – 9.1% (6.1% higher than the average)

Students with Disabilities – 21.9% (6.9% higher than the average)

Foster Youth – 20% (5% higher than the average)

The overall cohort dropout rate is 3% LEA Wide. The percentage of dropout rates higher than the LEA wide average by subgroups is listed below (Priority 5D):

African American – 3.2% (.2% higher than the average)

American Indian/AK Native – N/A.

Asian - 1.4% (1.6% lower than the average)

English Learners – 9.1% (6.1% higher than the average)

SED – 6.2% (3.2% higher than the average)

Students with Disabilities – 4% (1% higher than the average)

Foster Youth – 5.9% (2.9% higher than the average).

Based on the Fall 2018 California Dashboard, the overall suspension status indicator is at the "Medium" performance level at a rate of 4.5%. The overall change is reported as "Declined" with a minimal 1% decrease over the previous year rate. The following student populations indicate need based on Dashboard performance levels of "Very High" and "High" (Priority 6A):

- English Learner Suspension Rate status is "High" at a rate of 6.5%. The performance change "Declined" -0.8%.
- SED Suspension Rate status is "High" at a rate of 6.7%. The performance change "Declined" -2.5%.
- Students with Disabilities Suspension Rate status is "High" at a rate of 9.9%. The performance change "Maintained" at 0%.
- African American Suspension Rate status is "Very High" at a rate of 9.2%. The performance change "Declined Significantly" -5.4%.
- American Indian Suspension Rate status is "High" at a rate of 8.1%. The performance change "Declined" -2.1%. It should be noted that the rate for this group is easily influenced due to a low number of students in the group.
- Homeless Suspension Rate status is "Very High" at a rate of 12.2%. The performance change "Increased" +1.5%. It should be noted that the rate for this group is easily influenced due to a low number of students in the group.
- Foster Youth Suspension Rate status is "Very High" at a rate of 9.5%. The performance change "Declined" -11.6%. It should be noted that the rate for this group is easily influenced due to a low number of students in the group.

The expulsion rates for LUHSD is less than 1% (13 in total). The number of students expelled is too small to disaggregate (Priority 6B).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Williams Act: School Facility Rating. (Priority 1C)	Good	All school facilities are maintained in good repair. (Priority 1C)	All school facilities are maintained in good repair. (Priority 1C)	All school facilities are maintained in good repair. (Priority 1C)
Attendance Rates. (Priority 5A)	Freedom HS - 94% Heritage HS - 95% Liberty HS - 95%	Increase student connectedness to school by increasing attendance rate by .2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth. (Priority 5A)	Increase student connectedness to school by increasing attendance rate by .2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth. (Priority 5A)	Increase student connectedness to school by increasing attendance rate by .2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth. (Priority 5A)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism Rates. (Priority 5B)	LEA: 14% African American – 18% Hispanic or Latino – 15% SED - 20% English Learners – 18% Students with Disabilities – 23% Foster Youth – 26%	Increase student connectedness to school by lowering chronic absenteeism rate by .2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth. (Priority 5B)	Increase student connectedness to school by lowering chronic absenteeism rate by .2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth. (Priority 5B)	Increase student connectedness to school by lowering chronic absenteeism rate by .2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth. (Priority 5B)
Cohort Drop Out Rates. (Priority 5D)	LEA: 3% African American – 6% (3% higher than the average) American Indian/AK Native – 9% (6% higher than the average) Asian - 4% (1% higher than the average) English Learners – 5% (2% higher than the average) SED – 6% (3% higher than the average) Students with Disabilities – 6% (3% higher than the average) Foster Youth – 8% (5% higher than the average)	Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5D)	Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5D)	Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5D)
CA Dashboard Suspension Rates. (Priority 6A)	LEA: 5.8% English Learner Suspension Rate status is "Very High" at a rate of 9.9%.	Lower suspension rates overall by .2% and by .2% for African American, SED, ELs	Lower suspension rates overall by .2% and by .2% for African American, SED, ELs	Lower suspension rates overall by .2% and by .2% for African American, SED, ELs

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	SED Suspension Rate status is "Very High" at a rate of 9.6%. Students with Disabilities Suspension Rate status is "Very High" at a rate of 13.4%. African American Suspension Rate status is "Very High" at a rate of 16.5%. American Indian Suspension Rate status is "High" at a rate of 6.5%. Pacific Islander Suspension Rate status is "Very High" at a rate of 9.1%.	and Students with Disabilities. (Priority 6A)	and Students with Disabilities. (Priority 6A)	and Students with Disabilities. (Priority 6A)
Expulsion Rates. (Priority 6B)	Overall less than 1%	Lower expulsion rates by overall by .2%. (Priority 6B)	Lower expulsion rates by overall by .2%. (Priority 6B)	Lower expulsion rates by overall by .2%. (Priority 6B)
School and Safety connectedness surveys. (Priority 6C)	15/16 Healthy Kids Survey School connectedness (High): Grade 9: 45% Grade 11: 43% School Safety(Very safe or safe): Grade 9: 67% Grade 11: 69%	Increase school connectedness and safety by .2%. (Priority 6C)	Increase school connectedness and safety by .2%. (Priority 6C)	Increase school connectedness and safety by .2%. (Priority 6C)

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

(A) Continue to provide equitable and updated technology infrastructure/environment at all sites that allow students the ability to use 21st century technology skills, for the successful implementation of Common Core State Standards (CCSS) and Smarter Balanced (SBAC) Testing.	(A) Continue to provide equitable and updated technology infrastructure/environment at all sites that allow students the ability to use 21st century technology skills, for the successful implementation of Common Core State Standards (CCSS) and Smarter Balanced (SBAC) Testing.	(A) Continue to provide equitable and updated technology infrastructure/environment at all sites that allow students the ability to use 21st century technology skills, for the successful implementation of Common Core State Standards (CCSS) and Smarter Balanced (SBAC) Testing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0.00	$0.00	$0.00
Source	Base	Base	Base
Budget Reference	0001-0999: Unrestricted: Locally Defined (A.1) Monitor and maintain technology infrastructure.	0001-0999: Unrestricted: Locally Defined (A.1) Monitor and maintain technology infrastructure.	0001-0999: Unrestricted: Locally Defined (A.1) Monitor and maintain technology infrastructure.
Amount	$112,016	$112,016	$112,016
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries (A.2) Continue additional IT support staff - amounts include salary and benefits duo 610.	2000-2999: Classified Personnel Salaries (A.2) Continue additional IT support staff - amounts include salary and benefits duo 610.	2000-2999: Classified Personnel Salaries (A.2) Continue additional IT support staff - amounts include salary and benefits duo 610.
Amount	$40,893.67	$75,000	$75,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies (A.3) Continue district standard for classroom technology equipment such as projectors, laptops and other 21st century learning devices - funded in goal 2F1.	4000-4999: Books And Supplies (A.3) Continue district standard for classroom technology equipment such as projectors, laptops and other 21st century learning devices - funded in goal 2F1.	4000-4999: Books And Supplies (A.3) Continue district standard for classroom technology equipment such as projectors, laptops and other 21st century learning devices - funded in goal 2F1.

Amount	$40,000	$40,000	$40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (A.4) LMS (Learning Management System) and Data Management System are being evaluated and considered for purchase -District purchased office 365, Aeries Analytics as well as custom scripts to run with Aeries.	5000-5999: Services And Other Operating Expenditures (A.4) LMS (Learning Management System) and Data Management System are being evaluated and considered for purchase -District purchased office 365, Aeries Analytics as well as custom scripts to run with Aeries.	5000-5999: Services And Other Operating Expenditures (A.4) LMS (Learning Management System) and Data Management System are being evaluated and considered for purchase -District purchased office 365, Aeries Analytics as well as custom scripts to run with Aeries.

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(B) Continue to provide a clean, equitable and well-maintained facilities/environment.	(B) Continue to provide a clean, equitable and well-maintained facilities/environment.	(B) Continue to provide a clean, equitable and well-maintained facilities/environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000,000	$3,573,987	$3,573,987
Source	Other	Capital Facilities	Capital Facilities
Budget Reference	6000-6999: Capital Outlay (B.1) Continue Facilities Plan for all schools under Measure U.	6000-6999: Capital Outlay (B.1) Continue Facilities Plan for all schools under Measure U.	6000-6999: Capital Outlay (B.1) Continue Facilities Plan for all schools under Measure U.
Amount	$53,688	$53,688	$53,688
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries (B.2) Continue additional M&O person to maintain and repair facilities.	2000-2999: Classified Personnel Salaries (B.2) Continue additional M&O person to maintain and repair facilities.	2000-2999: Classified Personnel Salaries (B.2) Continued additional M&O person to maintain and repair facilities.
Amount	$22,094	$22,094	$22,094
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits (B.3) Continue additional M&O person to maintain and repair facilities.	3000-3999: Employee Benefits (B.3) Continue additional M&O person to maintain and repair facilities.	3000-3999: Employee Benefits (B.3) Continue additional M&O person to maintain and repair facilities.

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(C) Conduct monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.	(C) Conduct monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.	(C) Conduct monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0.00	$0.00	$0.00
Source	Base	Base	Base
Budget Reference	0000: Unrestricted (C.1) Site administration will keep a log of inspections and report findings to Maintenance & Operations Department, who will create a schedule for repairs.	0000: Unrestricted (C.1) Site administration will keep a log of inspections and report findings to Maintenance & Operations Department, who will create a schedule for repairs.	0000: Unrestricted (C.1) Site administration will keep a log of inspections and report findings to Maintenance & Operations Department, who will create a schedule for repairs.

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

| All | All Schools |

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(D) Investigate options for an additional school site/facilities and/or upgrade site/facilities to accommodate district growth and support efforts to provide a safe, secure, updated, clean environment.	(D) Continue additional school site/facilities and/or upgrade site/facilities to accommodate district growth and support efforts to provide a safe, secure, updated, clean environment.	(D) Continue additional school site/facilities and/or upgrade site/facilities to accommodate district growth and support efforts to provide a safe, secure, updated, clean environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000,000	$1,000,000	$1,000,000
Source	Capital Facilities	Capital Facilities	Capital Facilities
Budget Reference	5000-5999: Services And Other Operating Expenditures (D.1) Continue Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities using Measure U - QKA and Lathrop.	5000-5999: Services And Other Operating Expenditures (D.1) Continue Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities using Measure U - QKA and Lathrop.	5000-5999: Services And Other Operating Expenditures (D.1) Continue Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities using Measure U - QKA and Lathrop.

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(E) Create opportunities to incorporate best practices and program successes through district-wide student leadership and campus climate committee meetings for student collaboration to address such issues as suspension rates, dropout rates, and campus climate issues.	(E) Create opportunities to incorporate best practices and program successes through district-wide student leadership and campus climate committee meetings for student collaboration to address such issues as suspension rates, dropout rates, and campus climate issues.	(E) Create opportunities to incorporate best practices and program successes through district-wide student leadership and campus climate committee meetings for student collaboration to address such issues as suspension rates, dropout rates, and campus climate issues.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures (E.1) Continue student participation in fairs and competitions - Ag and Robotics.	5000-5999: Services And Other Operating Expenditures (E.1) Continue student participation in fairs and competitions - Ag and Robotics.	5000-5999: Services And Other Operating Expenditures (E.1) Continue student participation in fairs and competitions - Ag and Robotics.

Amount	$53,927	$53,927	$53,927
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries (E.2) District Diversity Coordinator to facilitate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified subgroups and addressed those concerns with site administration.	2000-2999: Classified Personnel Salaries (E.2) District Diversity Coordinator to facilitate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified subgroups and addressed those concerns with site administration.	2000-2999: Classified Personnel Salaries (E.2) District Diversity Coordinator to facilitate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified subgroups and addressed those concerns with site administration.
Amount	$26,476	$26,476	$26,476
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits (E.2) continued Benefits only	3000-3999: Employee Benefits (E.2) continued Benefits only	3000-3999: Employee Benefits (E.2) continued Benefits only

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(F) Maintain collaboration time for principals/staff to share best practices and program successes.	(F) Maintain collaboration time for principals/staff to share best practices and program successes.	(F) Maintain collaboration time for principals/staff to share best practices and program successes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (F.1) Conduct presentations at community organizations/clubs.	5000-5999: Services And Other Operating Expenditures (F.1) Conduct presentations at community organizations/clubs.	5000-5999: Services And Other Operating Expenditures (F.1) Conduct presentations at community organizations/clubs.

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

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

Schoolwide

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

Specific Schools: Freedom, Heritage, Liberty, and Independence

Actions/Services

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

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(G) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices and program successes emphasizing the needs and support for EL's, SED, and FY students and parents.	(G) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices and program successes emphasizing the needs and support for EL's, SED, and FY students and parents.	(G) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices and program successes emphasizing the needs and support for EL's, SED, and FY students and parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$653,215	$653,215	$653,215
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined (G.1) Additional Counselors (1 FTE per comprehensive site) and schedule counselor release time and meeting location- Salary and Benefits.	0001-0999: Unrestricted: Locally Defined (G.1) Additional Counselors (1 FTE per comprehensive site) and schedule counselor release time and meeting location- Salary and Benefits.	0001-0999: Unrestricted: Locally Defined (G.1) Additional Counselors (1 FTE per comprehensive site) and schedule counselor release time and meeting location- Salary and Benefits.

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(H) School sites evaluate existing programs, expand, explore, or create new programs that celebrate diversity, positive behavior and attendance, and address chronic absenteeism to foster an atmosphere of respect and civility among all students.	(H) School sites evaluate existing programs, expand, explore, or create new programs that celebrate diversity, positive behavior and attendance, and address chronic absenteeism to foster an atmosphere of respect and civility among all students.	(H) School sites evaluate existing programs, expand, explore, or create new programs that celebrate diversity, positive behavior and attendance, and address chronic absenteeism to foster an atmosphere of respect and civility among all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$35,000	$35,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies (H.1) Review/revise and continue attendance recognition program primarily targeting the highest number of unduplicated students: outreach to EL's, FY, SED students.	4000-4999: Books And Supplies (H.1) Review/revise and continue attendance recognition program primarily targeting the highest number of unduplicated students: outreach to EL's, FY, SED students.	4000-4999: Books And Supplies (H.1) Review/revise and continue attendance recognition program primarily targeting the highest number of unduplicated students: outreach to EL's, FY, SED students.

Amount	$25,540	$25,540	$25,540
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries (H.2) Maintain attendance clerk to address absenteeism at FHS only - Salary and Benefits.	2000-2999: Classified Personnel Salaries (H.2) Maintain attendance clerk to address absenteeism at FHS only - Salary and Benefits.	2000-2999: Classified Personnel Salaries (H.2) Maintain attendance clerk to address absenteeism at FHS only - Salary and Benefits.

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(I) Administration to model respect and positive interaction with students, staff, and parents to foster an atmosphere of respect and civility among all students. Staff and Students continue to receive training and presentations to help reduce student suspension and expulsion rates.	(I) Administration to model respect and positive interaction with students, staff, and parents to foster an atmosphere of respect and civility among all students. Staff and Students continue to receive training and presentations to help reduce student suspension and expulsion rates.	(I) Administration to model respect and positive interaction with students, staff, and parents to foster an atmosphere of respect and civility among all students. Staff and Students continue to receive training and presentations to help reduce student suspension and expulsion rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0.00	$0.00	$0.00
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures (I.1) Sites continue training for positive interactions with students and reinforce at staff/parent/student meetings.	5000-5999: Services And Other Operating Expenditures (I.1) Sites continue training for positive interactions with students and reinforce at staff/parent/student meetings.	5000-5999: Services And Other Operating Expenditures (I.1) Sites continue training for positive interactions with students and reinforce at staff/parent/student meetings.
Amount	$65,000	$65,000	$65,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (I.2) Diversity and Inclusion Training -World Trust & Fisher Agency.	5000-5999: Services And Other Operating Expenditures (I.2) Diversity and Inclusion Training -World Trust & Fisher Agency.	5000-5999: Services And Other Operating Expenditures (I.2) Diversity and Inclusion Training -World Trust & Fisher Agency.
Amount	$10,000	$10,000	$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (I.3) Social Media and awareness training for administrators, coaches, and teachers.	5000-5999: Services And Other Operating Expenditures (I.3) Social Media and awareness training for administrators, coaches, and teachers.	5000-5999: Services And Other Operating Expenditures (I.3) Social Media and awareness training for administrators, coaches, and teachers.

Amount	$25,000	$25,000	$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (I.4) Address social media and respect and civility issues with students and community. Programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP, and others are reviewed and considered.	5000-5999: Services And Other Operating Expenditures (I.4) Address social media and respect and civility issues with students and community. Programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP, and others will be reviewed and considered.	5000-5999: Services And Other Operating Expenditures (I.4) Address social media and respect and civility issues with students and community. Programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP, and others will be reviewed and considered.
Amount	$25,000	$25,000	$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (I.5) SDD Keynote speaker focused on social and emotional needs, positive interactions, and instructional strategies. This will be included in I3 above for 17-18.	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners	Schoolwide	All Schools
Foster Youth		
Low Income		

Actions/Services

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| (J) Continue budget for campus climate activities to promote an atmosphere of respect and civility among all students to help reduce student suspension and expulsion rates. ie: staff/student leadership training. | (J) Continue budget for campus climate activities to promote an atmosphere of respect and civility among all students to help reduce student suspension and expulsion rates. ie: staff/student leadership training. | (J) Continue budget for campus climate activities to promote an atmosphere of respect and civility among all students to help reduce student suspension and expulsion rates. ie: staff/student leadership training. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,289	$50,289	$50,289
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (J.1) Implement site action plan for activities.	5000-5999: Services And Other Operating Expenditures (J.1) Implement site action plan for activities.	5000-5999: Services And Other Operating Expenditures (J.1) Implement site action plan for activities.
Amount	$50,000	$50,000	$50,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (J.2) Implement site budget for activities -ODAT, PRIDE conference.	5000-5999: Services And Other Operating Expenditures (J.2) Implement site budget for activities -ODAT, PRIDE conference.	5000-5999: Services And Other Operating Expenditures (J.2) Implement site budget for activities -ODAT, PRIDE conference.

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(K) School sites examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.	(K) School sites examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.	(K) School sites examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,600	$1,600	$1,600
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures (K.1) Revise/Implement budget.	5000-5999: Services And Other Operating Expenditures (K.1) Revise/Implement budget.	5000-5999: Services And Other Operating Expenditures (K.1) Revise/Implement budget.

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

<div align="center">

OR

</div>

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(L) Monitor financial decisions to ensure that they reflect alignment to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.	(L) Monitor financial decisions to ensure that they reflect alignment to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.	(L) Monitor financial decisions to ensure that they reflect alignment to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$57,708	$57,708	$57,708
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries (L.1) Continue position for Accounting Technician.	2000-2999: Classified Personnel Salaries (L.1) Continue position for Accounting Technician.	2000-2999: Classified Personnel Salaries (L.1) Continue position for Accounting Technician.

Amount	$16,220	$16,220	$16,220
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits (L.2) Continue the position for Accounting Technician.	3000-3999: Employee Benefits (L.2) Continue the position for Accounting Technician.	3000-3999: Employee Benefits (L.2) Continue the position for Accounting Technician.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 2

The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:
A. Meeting state and federal accountability measures.
B. Demonstrating student proficiency in all content standards.
C. Increasing percentage of students who are college ready and UC/CSU eligible .
D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LUHSD Plan Goal #2 & Title III Program Improvement Plan Goal 2c

Identified Need:

The student need metrics provided in Goal 2 reflect California's new School Dashboard accountability model as well other data from the 2016-17 and 2017-18 school years congruent with state and local priorities.

Basic Services (Priority 1A):

100% of teachers are appropriately assigned.

Pupil Achievement (Priority 4):

The Fall 2018 California School Dashboard Academic Indicator for the 2017-18 school year is 13 points above standard for ELA and 58.6 points below standard for Math. The change was "Declined" 30.2 points for ELA and "Maintained" -2.5 points for Math. While both ELA and Mathematics are in the "Yellow" performance level, some student groups are achieving in the "Orange" or "Red" performance levels (Priority 4A):

- African American – ELA "Orange"
- Hispanic or Latino – ELA "Orange", Math "Orange"
- Socio Disadvantaged -ELA "Orange", Math "Orange"
- ELs – ELA "Red", Math "Red"
- Students with Disabilities – ELA "Red", Math "Red"

The 2017-18 percentage of students districtwide with an "Exceeds" or "Meets" SBAC score is 58% for ELA and 31% for Math. Students falling below those percentages are listed below (Priority 4A):

- African American – ELA 39%, Math 14%
- Hispanic or Latino – ELA 49%, Math 19%
- Socio Disadvantaged -ELA 39%, Math 11%
- Economically Disadvantaged – ELA 43%, Math 18%
- ELs – ELA 23%, Math 5%
- Students with Disabilities – ELA 11%, Math 3%

The 2017-18 percentage of students districtwide meeting UC/CSU "a-g" requirements at graduation is 52%. There is a gap in the percentage of students meeting this requirements (Priority 4C):

- African American- 36% of its population has UC/CSU requirements met (16% below district average)
- Hispanic or Latino – 47% of its population has UC/CSU requirements met (5% below district average)
- SED – 41% of its population has UC/CSU requirements met (11% below district average)
- ELs - 32% of its population has UC/CSU requirements met (20% below district average)
- Students with Disabilities – 15% of its population has UC/CSU requirements met (37% below district average)
- Foster Youth – 19% of its population has UC/CSU requirements met (33% below district average)

The California School Dashboard College/Career Indicator measures the percentage of students who graduate "Prepared" for College and Career. For the Class of 2018, 49% of All Students were "Prepared". Students falling below the average percentage are below (Priority 4C):

- African American – 27% (22% below district average)
- American Indian – 36% (13% below the district average)
- Hispanic or Latino – 44% (5% below district average)
- ELs – 24% (25% below district average)
- SED – 38% (11% below district average)

- Students with Disabilities – 9% (40% below district average)
- Homeless – 24% (25% below the district average)

A total of 1568 students took an AP test in the spring of 2018 and the average pass rate with 3 or better is 66% districtwide. Students falling below the average percentage are listed below (Priority 4D):
- African American: 54% (12% below the district average)
- Am Indian/Alaskan Native: 40% (26% below the district average)
- Hispanic or Latino: 63% (3% below the district average)
- SED: 55% (9% below the district average)
- ELs: 62% (4% below the district average)
- Students with Disabilities: 57% (9% below the district average)

The districtwide average for the spring 2018 EAP readiness in English is 25% and Math 9%, and Conditionally Ready in English 32% and Math 22%. Students falling below that percentage are listed below (Priority 4G):
- African American: 9% ready in English and 4% ready in Math and Conditionally Ready in English 30% and Math 10%.
- American Indian: 18% ready in English and 0% ready in Math.
- Hispanic or Latino: 17% ready in English and 3% ready in Math and Conditionally Ready in Math 16%.
- Socio Disadvantaged: 8% ready in English and 1% ready in Math and Conditionally Ready in Math 11%.
- Economically Disadvantaged: 13% ready in English and 3% ready in Math and Conditionally Ready in Math 15%.
- ELs: 2% ready in English and 0% ready in Math and Conditionally Ready in English 5% and Math 5%.
- Students with Disabilities: 1% ready in English and 0% ready in Math and Conditionally Ready in English 9% and Math 2%.

In 2017-18, the number of students taking the SAT is 1244. The participation numbers are listed below:
- African American – 109
- Hispanic or Latino – 342
- SED – 389
- EL – 46
- Students with Disabilities – 141

The 2017-18 Reclassification Rate for ELs is 23.6% which is an increase of 12% over the previous year and the number of EL students has decreased from 536 to 468. (Priority 4E)

Priority 5 - Pupil Engagement:

Based on the California Dashboard, the districts overall 2017-18 graduation status is at the "High" performance level at a rate is 93.7%. The overall change is reported as "Increased" with a gain of +1.7%. The district's student group performance levels range from "Low" to "Very High". Due to La Paloma High School having an overall graduation rate of 62.8%, "Very Low", the school qualifies for Comprehensive Support and Intervention (Priority 5D). Students in the "Low" or "Very Low" include (Priority 5E):

- African American – "Low" (68%)
- SED – "Very Low" (60%)
- EL – "Very Low" (36.8%)
- Students with Disabilities – "Very Low" (63.2%)
- Homeless – "Very Low" (57.1%)
- Hispanic – "Very Low" (57.9%)
- White – "Very Low" (66.7%)

For 2017-18, the districtwide average for students with a cumulative GPA below a 2.0 is 15%. Student groups with a disparity to the average are (Priority 8A):
- African American - 27% (12% above the district average)
- Hispanic Latino - 21% (6% above the district average)
- SED - 25% (10% above the district average)
- EL - 41% (26% above the district average)
- Students with Disabilities - 25% (10% above the district average)
- Foster Youth - 35% (20% above the district average)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Williams Act and SARC report on teacher credentials. (Priority 1A)	LEA: 100%.	100% of teachers will be appropriately assigned. (Priority 1A)	100% of teachers will be appropriately assigned. (Priority 1A)	100% of teachers will be appropriately assigned. (Priority 1A)
Student access to standards-aligned instructional materials.(Priority 1B)	100% of students have access to standards-aligned instructions material.

0% students lacking own textbook. | 100% of students have access to standards-aligned instructions material. (Priority 1B) | 100% of students have access to standards-aligned instructions material. (Priority 1B) | 100% of students have access to standards-aligned instructions material. (Priority 1B) |
| Implementation of state standards for board adopted academic content, CCSS/ELD, | All content area state standard adoptions and programs are in process | Continue full implementation and on-going monitoring of board adopted | Continue full implementation and on-going monitoring of board adopted | Continue on-going monitoring of implementation of board adopted academic |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and NGSS programs and services. (Priority 2A, B)	and on target for completion.	academic content, CCSS/ELD, and NGSS content. Complete Social Science materials adoption. (Priority 2A, B)	academic content, CCSS/ELD, and NGSS content. Complete Science materials adoption. (Priority 2A, B)	content, CCSS/ELD, and NGSS content. All content area state standard adoptions and programs are completed. (Priority 2A, B)
Percentage of students districtwide with an "Exceeds" or "Meets" SBAC score. (Priority 4A)	LEA:-68% for ELA and 33% for Math. - African American – ELA 51% Math 20% - Hispanic or Latino – ELA 58% Math 25% - Two or More Raced – Math 33% - Socio Disadvantaged ELA 41% Math 18% - Economically Disadvantaged ELs – ELA 50% Math 21% - ELs – ELA 16% Math 4% - Students with Disabilities – ELA 21% Math 4%	Using the baseline data obtained in the 2015-2016 school year, establish a "met" or "exceeds" growth percentage for the SBAC and determine populations in need of additional support. (Priority 4A)	Increase the percentage of students who "met" or "exceeds" on the SBAC by .2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities. (Priority 4A)	Increase the percentage of students who "met" or "exceeds" on the SBAC by .2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities. (Priority 4A)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Foster Youth – ELA 28% Math 14%			
UC/CSU requirements met. (Priority 4C)	LEA: 45% • African American- 36% • Hispanic or Latino – 36% • SED – 34% • ELs - 2% • Students with Disabilities – 12% • Foster Youth – 38%	Increase percentage of students completing graduation requirements needed for UC/CSU by .2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities. (Priority 4C)	Increase percentage of students completing graduation requirements needed for UC/CSU by .2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities. (Priority 4C)	Increase percentage of students completing graduation requirements needed for UC/CSU by .2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities. (Priority 4C)
CTE Pathway Completion. (Priority 4C)	LEA:51% • African American – 36% • Hispanic or Latino – 50% • Two or more races – 50% • ELs – 40% • SED – 42% • Students with Disabilities – 25% • Foster Youth – 17%	Increase CTE Pathway Completion percentage by .5% with special focus on African American, Hispanic or Latino, EL, SED, and foster youth. (Priority 4C)	Increase CTE Pathway Completion percentage by .5% with special focus on African American, Hispanic or Latino, EL, SED, and foster youth. (Priority 4C)	Increase CTE Pathway Completion percentage by .5% with special focus on African American, Hispanic or Latino, EL, SED, and foster youth. (Priority 4C)
SAT Participation. (Local Priority)	LEA Participation: 1105	Increase the percentage of students who	Increase the percentage of students who	Increase the percentage of students who

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• African American – 109 • Hispanic or Latino – 293 • SED – 252 • EL – 7 • Students with Disabilities – 34	participate in the SAT by .2% with a special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. (Local Priority)	participate in the SAT by .2% with a special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. (Local Priority)	participate in the SAT by .2% with a special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. (Local Priority)
English Learner Progress. (Priority 4D)	FH, HH, IH, LH: 80.3%	Increase EL percentage of students who make progress toward proficiency rate by 1%. (Priority 4D)	Increase EL percentage of students who make progress toward proficiency rate by 1%. (Priority 4D)	Increase EL percentage of students who make progress toward proficiency rate by 1%. (Priority 4D)
EL Reclassification rate. (Priority 4E)	LEA: 15%	Increase EL reclassification rate by 1%. (Priority 4E)	Increase EL reclassification rate by 1%. (Priority 4E)	Increase EL reclassification rate by 1%. (Priority 4E)
AP Average pass rate. (Priority 4F)	The LEA average pass rate with 3 or better is 61%. • African American – 43% • Filipino – 55% • Hispanic or Latino – 57% • SED – 51% • ELs – 39% • Students with Disabilities – 50%	Increase the number of students who have passed an advanced placement examination with a score of 3 or higher by .2% with special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. (Priority 4F)	Increase the number of students who have passed an advanced placement examination with a score of 3 or higher by .2% with special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. (Priority 4F)	Increase the number of students who have passed an advanced placement examination with a score of 3 or higher by .2% with special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. (Priority 4F)
EAP Readiness rate. (Priority 4G)	LEA English "Ready" is 31% and Math 9%, and	Increase the percentage of students who are	Increase the percentage of students who are	Increase the percentage of students who are

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	"Conditionally Ready" in English 37% and Math 24%. • African American – 12% ready in English and 3% ready in Math and Conditionally Ready in Math 17%. • Hispanic or Latino - 23% ready in English and 5% ready in Math and Conditionally Ready in English 35% and Math 20%. • Socio Disadvantaged – 14% ready in English and 3% ready in Math and Conditionally Ready in English 27% and Math 15%. • Economically Disadvantaged - 19% ready in English and 4% ready in Math	"Ready"/"Conditionally Ready" who take the Early Assessment Program by .2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth. (Priority 4G)	"Ready"/"Conditionally Ready" who take the Early Assessment Program by .2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth. (Priority 4G)	"Ready"/"Conditionally Ready" who take the Early Assessment Program by .2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth. (Priority 4G)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and Conditionally Ready in English 31% and Math 17%. • ELs - 2% ready in English and 1% ready in Math and Conditionally Ready in English 14% and Math 3%. • Students with Disabilities -3% ready in English and 0% ready in Math and Conditionally Ready in English 18% and Math 4%. • Foster youth - 14% ready in English and 0% ready in Math and Conditionally Ready in English 14% and Math 14%.			
CA Dashboard Graduation rate. (Priority 5E)	FH, HH, IH, LH: 92.8% • IHS Overall graduation	Increase graduation rates by .2% for all students and increase graduation rates for EL,	Increase graduation rates by .2% for all students and increase graduation rates for EL,	Increase graduation rates by .2% for all students and increase graduation rates for EL,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	status is "Very Low" • IHS EL graduation status is "Very Low" • IHS SED graduation status is "Very Low" • IHS Students with Disabilities graduation status is "Very Low" • IHS Hispanic graduation status is "Very Low" • IHS White graduation status is "Very Low"	SED, and Foster Youth. (Priority 5E)	SED, and Foster Youth. (Priority 5E)	SED, and Foster Youth. (Priority 5E)
Cohort Graduation rate. (Priority 5E)	LEA: 91% • African American-82% • SED – 85% • EL – 87% • Students with Disabilities – 76%	Increase graduation rates by .2% for all students with a special focus on African American, EL, SED, and Students with Disabilities. (Priority 5E)	Increase graduation rates by .2% for all students with a special focus on African American, EL, SED, and Students with Disabilities. (Priority 5E)	Increase graduation rates by .2% for all students with a special focus on African American, EL, SED, and Students with Disabilities. (Priority 5E))
Course access. (Priority 7A,B,C)	Total LEA courses: 2041	Continue a broad course of study in all subject	Continue a broad course of study in all subject	Continue a broad course of study in all subject

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	- Total student enrollment in all LEA courses: 52,366 - LEA unduplicated student enrollment: 8,199 - Average class size: 26 students LEA unduplicated courses: 243 - LEA unduplicated student enrollment: 3758 - LEA unduplicated average class size: 15 students - LEA Advanced Placement courses: 108 - LEA Advanced Placement student enrollment: 2866 - LEA Advanced Placement	areas that allow access for all students. Continue access for all unduplicated students to have access to specifically developed programs, services, and courses. Continue to offer all students, including exceptional needs students, access to AP courses and provide a variety of AP courses throughout the LEA. Increase AP course enrollment by .2%. (Priority 7A,B,C)	areas that allow access for all students. Continue access for all unduplicated students to have access to specifically developed programs, services, and courses. Continue to offer all students, including exceptional needs students, access to AP courses and provide a variety of AP courses throughout the LEA. Increase AP course enrollment by .2%. (Priority 7A,B,C)	areas that allow access for all students. Continue access for all unduplicated students to have access to specifically developed programs, services, and courses. Continue to offer all students, including exceptional needs students, access to AP courses and provide a variety of AP courses throughout the LEA. Increase AP course enrollment by .2%. (Priority 7A,B,C)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	average class size: 26			
Cumulative GPA below a 2.0. (Priority 8A)	LEA: 18% • African American - 30% (12% above the district average) • Hispanic Latino - 24% (6% above the district average) • Native HI / Pac Islander - 25% (7% above the district average) • SED - 28% (10% above the district average) • EL - 46% (28% above the district average) • Students with Disabilities - 30% (12% above the district average) • Foster Youth - 29% (11% above the	Lower percentage of students below a 2.0 GPA by .2% with a special focus on unduplicated populations. (Priority 8A)	Lower percentage of students below a 2.0 GPA by .2% with a special focus on unduplicated populations. (Priority 8A)	Lower percentage of students below a 2.0 GPA by .2% with a special focus on unduplicated populations. (Priority 8A)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	district average)			

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(A) Provide professional development for teachers and administrators to support implementation of meeting all state and federal accountability measures accountability measures with a focus on EL, SED, FY and identified subgroups.	(A) Provide professional development for teachers and administrators to support implementation of meeting all state and federal accountability measures accountability measures with a focus on EL, SED, FY and identified subgroups.	(A) Provide professional development for teachers and administrators to support implementation of meeting all state and federal accountability measures accountability measures with a focus on EL, SED, FY and identified subgroups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$325,300	$325,300	$325,300
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries (A.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards - 2 Days Certificated Staff.	1000-1999: Certificated Personnel Salaries (A.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards - 2 Days Certificated Staff.	1000-1999: Certificated Personnel Salaries (A.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards - 2 Days Certificated Staff.
Amount	$55,206	$55,206	$55,206
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits (A.2) Continue-- Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards.	3000-3999: Employee Benefits (A.2) Continue-- Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards.	3000-3999: Employee Benefits (A.2) Continue-- Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards.

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(B) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED, FY and identified subgroups to meet all state and federal accountability measures.	(B) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED, FY and identified subgroups to meet all state and federal accountability measures.	(B) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED, FY and identified subgroups to meet all state and federal accountability measures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$30,000
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures (B.1) Review and add additional online intervention programs- Apex - Title I and 2 sections at FHS in Base.	5000-5999: Services And Other Operating Expenditures (B.1) Review and add additional online intervention programs- Apex - Title I.	5000-5999: Services And Other Operating Expenditures (B.1) Review and add additional online intervention programs- Apex - Title I.

Amount	$40,205	$80,000	$80,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits (B.2) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Benefits (see B3 for salaries).	3000-3999: Employee Benefits (B.2) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Benefits (see B3 for salaries).	3000-3999: Employee Benefits (B.2) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Benefits (see B3 for salaries).
Amount	$160,387	$320,000	$320,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (B.3) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Salaries (see B2 for benefits).	1000-1999: Certificated Personnel Salaries (B.3) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Salaries (see B2 for benefits).	1000-1999: Certificated Personnel Salaries (B.3) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Salaries (see B2 for benefits).
Amount	$170,366	$160,293	$160,293
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (B.4) Study Hall - Hire certificated staff to supervise and monitor Study Hall.	1000-1999: Certificated Personnel Salaries (B.4) Study Hall - Hire certificated staff to supervise and monitor Study Hall.	1000-1999: Certificated Personnel Salaries (B.4) Study Hall - Hire certificated staff to supervise and monitor Study Hall.

Amount	$10,000	$25,000	$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (B.5) Provide field trip opportunities for EL, SED, FY students.	5000-5999: Services And Other Operating Expenditures (B.5) Provide field trip opportunities for EL, SED, FY students.	5000-5999: Services And Other Operating Expenditures (B.5) Provide field trip opportunities for EL, SED, FY students.
Amount	$10,000	6,842.00	6,842.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (B.6) Continue Homework Extended Learning Program (HELP).	1000-1999: Certificated Personnel Salaries (B.6) Continue Homework Extended Learning Program (HELP).	1000-1999: Certificated Personnel Salaries (B.6) Continue Homework Extended Learning Program (HELP).
Amount	$46,421	$48,653	$48,653
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits (B.7) Study Hall - Hire certificated staff to supervise and monitor Study Hall.	3000-3999: Employee Benefits (B.7) Study Hall - Hire certificated staff to supervise and monitor Study Hall.	3000-3999: Employee Benefits (B.7) Study Hall - Hire certificated staff to supervise and monitor Study Hall.
Budget Reference			

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(C) Continue implementing and refining new CCSS and Next Generation Science Standards (NGSS) emphasizing student proficiency and literacy strategies across all content areas to demonstrate student proficiency in all content standards.	(C) Continue implementing and refining new CCSS and Next Generation Science Standards (NGSS) emphasizing student proficiency and literacy strategies across all content areas to demonstrate student proficiency in all content standards.	(C) Continue implementing and refining new CCSS and Next Generation Science Standards (NGSS) emphasizing student proficiency and literacy strategies across all content areas to demonstrate student proficiency in all content standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,450,000	$1,416,961.17	$1,416,961.17
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies (C.1) Purchase CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS.	4000-4999: Books And Supplies (C.1) Purchase CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS.	4000-4999: Books And Supplies (C.1) Purchase CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS.
Amount	$252,420	$75,000	$75,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies (C.2) (C.1 Continue) Purchase CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS.	4000-4999: Books And Supplies (C.2) (C.1 Continue) Purchase CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS.	4000-4999: Books And Supplies (C.2) (C.1 Continue) Purchase CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS.

Amount	$305,000	$305,000	$305,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries (C.3) Provide late-start Wednesdays for CCSS, literacy, NGSS, PD collaboration time, and align C.T.E. curriculum with core academic standards (16 hrs/teacher/year)	1000-1999: Certificated Personnel Salaries (C.3) Provide late-start Wednesdays for CCSS, literacy, NGSS, PD collaboration time, and align C.T.E. curriculum with core academic standards (16 hrs/teacher/year)	1000-1999: Certificated Personnel Salaries (C.3) Provide late-start Wednesdays for CCSS, literacy, NGSS, PD collaboration time, and align C.T.E. curriculum with core academic standards (16 hrs/teacher/year)
Amount	$600,000	$514,995.68	$514,995.68
Source	Restricted Lottery	Restricted Lottery	Restricted Lottery
Budget Reference	4000-4999: Books And Supplies (C.4) Provide standards-aligned instructional materials to all students - replacements and growth.	4000-4999: Books And Supplies (C.4) Provide standards-aligned instructional materials to all students - replacements and growth.	4000-4999: Books And Supplies (C.4) Provide standards-aligned instructional materials to all students - replacements and growth.
Amount	$2,500	$1,671.99	$1,671.99
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (C.5) Provide supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. KUTA software and others also included above in C1 and C2.	5000-5999: Services And Other Operating Expenditures (C.5) Provide supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. KUTA software and others also included above in C1 and C2.	5000-5999: Services And Other Operating Expenditures (C.5) Provide supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. KUTA software and others also included above in C1 and C2.

Amount	$65,000	$62,532	$62,532
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness- Judy Cunningham PD.	5000-5999: Services And Other Operating Expenditures (C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness- Judy Cunningham PD.	5000-5999: Services And Other Operating Expenditures (C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness- Judy Cunningham PD.

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(D) Require equal access to all courses for all students with a focus on under-represented and unduplicated students in AP and College Prep coursework to demonstrate student proficiency in all content standards.	(D) Require equal access to all courses for all students with a focus on under-represented and unduplicated students in AP and College Prep coursework to demonstrate student proficiency in all content standards.	(D) Require equal access to all courses for all students with a focus on under-represented and unduplicated students in AP and College Prep coursework to demonstrate student proficiency in all content standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0.00	$0.00	$0.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies (D.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs.	4000-4999: Books And Supplies (D.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs.	4000-4999: Books And Supplies (D.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs.
Amount	$0.00	$0.00	$0.00
Source	Base	Base	Base
Budget Reference	0000: Unrestricted (D.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment.	0000: Unrestricted (D.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment.	0000: Unrestricted (D.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment.
Amount	$100,000	$241,000	$241,000
Source	Base	Base	Base
Budget Reference	0000: Unrestricted (D.3) Purchase new Advanced Placement materials and textbooks.	0000: Unrestricted (D.3) Purchase new Advanced Placement materials and textbooks.	0000: Unrestricted (D.3) Purchase new Advanced Placement materials and textbooks.

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(E) Align quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.	(E) Align quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.	(E) Align quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,582	$14,582	$14,582
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (E.1) Provide professional development and teacher release time to revise assessments. - Salaries and Benefits.	1000-1999: Certificated Personnel Salaries (E.1) Provide professional development and teacher release time to revise assessments. - Salaries and Benefits.	1000-1999: Certificated Personnel Salaries (E.1) Provide professional development and teacher release time to revise assessments. - Salaries and Benefits.
Amount	$45,017.50	$45,017.50	$45,017.50
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures (E.2) Continue contract for data management system to track student assessment data -illuminate.	5000-5999: Services And Other Operating Expenditures (E.2) Continue contract for data management system to track student assessment data -illuminate.	5000-5999: Services And Other Operating Expenditures (E.2) Continue contract for data management system to track student assessment data -illuminate.

Amount	$151,497	$180,000	$180,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (E.3) C&I Coordinator - includes salary and benefits - split funded with Restricted total ($183,113).	1000-1999: Certificated Personnel Salaries (E.3) C&I Coordinator - includes salary and benefits - split funded with Restricted total ($183,113).	1000-1999: Certificated Personnel Salaries (E.3) C&I Coordinator - includes salary and benefits - split funded with Restricted total ($183,113).

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(F) Maintain and consider technology hardware and software for student/teacher use with assessments, curriculum and intervention courses to allow demonstration of student proficiencies in all content standards.	(F) Maintain and consider technology hardware and software for student/teacher use with assessments, curriculum and intervention courses to allow demonstration of student proficiencies in all content standards.	(F) Maintain and consider technology hardware and software for student/teacher use with assessments, curriculum and intervention courses to allow demonstration of student proficiencies in all content standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000,000	$1,500,000	$1,500,000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies (F.1) Continue the purchases of / reserves for computers/ software for classrooms and the Smarter Balanced Assessment-- reserve to replenish devices - Base and other restricted.	4000-4999: Books And Supplies (F.1) Continue the purchases of / reserves for computers/ software for classrooms and the Smarter Balanced Assessment-- reserve to replenish devices - Base and other restricted.	4000-4999: Books And Supplies (F.1) Continue the purchases of / reserves for computers/ software for classrooms and the Smarter Balanced Assessment-- reserve to replenish devices - Base and other restricted.
Amount	$25,000	$25,000	$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (F.2) Continue contract for plagiarism software for teacher use - TURNITIN - purchased 2 year contract in 15-16.	5000-5999: Services And Other Operating Expenditures (F.2) Continue contract for plagiarism software for teacher use - TURNITIN - purchased 2 year contract in 15-16.	5000-5999: Services And Other Operating Expenditures (F.2) Continue contract for plagiarism software for teacher use - TURNITIN - purchased 2 year contract in 15-16.
Amount	$25,000	$25,000	$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (F.3) Purchase computers/software for EL classrooms.	5000-5999: Services And Other Operating Expenditures (F.3) Purchase computers/software for EL classrooms.	5000-5999: Services And Other Operating Expenditures (F.3) Purchase computers/software for EL classrooms.
Amount	$15,000	$15,000	$15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (F.4) Maintain software support for the "READ180 Next Generation" reading program.	5000-5999: Services And Other Operating Expenditures (F.4) Maintain software support for the "READ180 Next Generation" reading program.	5000-5999: Services And Other Operating Expenditures (F.4) Maintain software support for the "READ180 Next Generation" reading program.

Amount	$20,000	$20,000	$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (F.5) Purchase Math 180 software program for special education students and pilot program for general education students.	5000-5999: Services And Other Operating Expenditures (F.5) Purchase Math 180 software program for special education students and pilot program for general education students.	5000-5999: Services And Other Operating Expenditures (F.5) Purchase Math 180 software program for special education students and pilot program for general education students.

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Limited to Unduplicated Student Group(s)

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

Specific Schools: Freedom, Liberty, Heritage

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(G) Increase mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.	(G) Increase mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.	(G) Increase mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$55,000	$55,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (G.1) Apex online credit recovery program for use with EL, SED, FY.	5000-5999: Services And Other Operating Expenditures (G.1) Apex online credit recovery program for use with EL, SED, FY. Adding Edgenuity credit recovery.	5000-5999: Services And Other Operating Expenditures (G.1) Apex online credit recovery program for use with EL, SED, FY. Adding Edgenuity credit recovery.

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(H) LUHSD teachers are highly qualified and CLAD credentialed to foster student proficiency in all content standards.	(H) LUHSD teachers are highly qualified and CLAD credentialed to foster student proficiency in all content standards.	(H) LUHSD teachers are highly qualified and CLAD credentialed to foster student proficiency in all content standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures (H.1) Recruit and hire Highly Qualified, CLAD certificated teachers.	5000-5999: Services And Other Operating Expenditures (H.1) Recruit and hire Highly Qualified, CLAD certificated teachers.	5000-5999: Services And Other Operating Expenditures (H.1) Recruit and hire Highly Qualified, CLAD certificated teachers.
Amount	$137,281	$137,281	$137,281
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries (H.2) Provide BTSA teachers & support - Salaries and Benefits.	1000-1999: Certificated Personnel Salaries (H.2) Provide BTSA teachers & support - Salaries and Benefits.	1000-1999: Certificated Personnel Salaries (H.2) Provide BTSA teachers & support - Salaries and Benefits.

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(I) Prepare students for SAT/ACT/AP examinations to demonstrate student proficiency in all content standards.	(I) Prepare students for SAT/ACT/AP examinations to demonstrate student proficiency in all content standards.	(I) Prepare students for SAT/ACT/AP examinations to demonstrate student proficiency in all content standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0.00	$0.00	$0.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0000: Unrestricted (I.1) Continue sections of SAT/ACT prep class. contracted with KAPLAN, Princeton Review- goal I4.	0000: Unrestricted (I.1) Continue sections of SAT/ACT prep class. contracted with KAPLAN, Princeton Review- goal I4.	0000: Unrestricted (I.1) Continue sections of SAT/ACT prep class. contracted with KAPLAN, Princeton Review- goal I4.
Amount	$0.00	$25,000	$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0000: Unrestricted (I.2) Continue/Expand AP course offerings and training -contract with KAPLAN, Princeton Review- goal I4.	0000: Unrestricted (I.2) Continue/Expand AP course offerings and training -contract with KAPLAN, Princeton Review- goal I4.	0000: Unrestricted (I.2) Continue/Expand AP course offerings and training -contract with KAPLAN, Princeton Review- goal I4.
Amount	$0.00	$0.00	$0.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (I.3) All counselors work with families of targeted students for increased enrollment in AP courses - included in Counselors added in goal 2K1.	1000-1999: Certificated Personnel Salaries (I.3) All counselors work with families of targeted students for increased enrollment in AP courses - included in Counselors added in goal 2K1.	1000-1999: Certificated Personnel Salaries (I.3) All counselors work with families of targeted students for increased enrollment in AP courses - included in Counselors added in goal 2K1.

Amount	$15,000	$15,000	$15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (I.4) SAT/ACT Prep courses - Princeton review HHS LHS, KAPLAN FHS.	5000-5999: Services And Other Operating Expenditures (I.4) SAT/ACT Prep courses - Princeton review HHS LHS, KAPLAN FHS.	5000-5999: Services And Other Operating Expenditures (I.4) SAT/ACT Prep courses - Princeton review HHS LHS, KAPLAN FHS.

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: As a result of state assessments

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(J) Increase opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible.	(J) Increase opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible.	(J) Increase opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$12,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies (J.1) Expand PUSH classes at Heritage and Liberty.	4000-4999: Books And Supplies (J.1) Expand PUSH classes Heritage and Liberty.	4000-4999: Books And Supplies (J.1) Expand PUSH classes Heritage and Liberty.
Amount	$61,081	$180,000	$180,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (J.2) Expand PUSH classes 66%.	1000-1999: Certificated Personnel Salaries (J.2) Expand PUSH classes 66%.	1000-1999: Certificated Personnel Salaries (J.2) Expand PUSH classes 66% at all comp sites.
Amount	$16,981	$60,000	$60,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits (J.3) Expand PUSH classes.	3000-3999: Employee Benefits (J.3) Expand PUSH classes.	3000-3999: Employee Benefits (J.3) Expand PUSH classes.

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Limited to Unduplicated Student Group(s)

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

Specific Schools: Freedom, Heritage, and Liberty

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(K) Continue with District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates.	(K) Continue with District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates.	(K) Continue with District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$434,344	$434,344	$434,344
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (K.1) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors.	1000-1999: Certificated Personnel Salaries (K.1) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors.	1000-1999: Certificated Personnel Salaries (K.1) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors.
Amount	$151,687	$151,687	$151,687
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits (K.2) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors.	3000-3999: Employee Benefits (K.2) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors.	3000-3999: Employee Benefits (K.2) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors.

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All		All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(L) Maintain, increase and educate adult intervention, mentoring and support to increase percentage of students who are college ready and UC/CSU eligible.	(L) Maintain, increase and educate adult intervention, mentoring and support to increase percentage of students who are college ready and UC/CSU eligible.	(L) Maintain, increase and educate adult intervention, mentoring and support to increase percentage of students who are college ready and UC/CSU eligible.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,398	$80,398	$80,398
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries (L.1) Continue stipend position to serve as parent liaison for English Learner students/parent to help navigate school/college systems. - salary and benefits	2000-2999: Classified Personnel Salaries (L.1) Continue stipend position to serve as parent liaison for English Learner students/parent to help navigate school/college systems. - salary and benefits	2000-2999: Classified Personnel Salaries (L.1) Continue stipend position to serve as parent liaison for English Learner students/parent to help navigate school/college systems. - salary and benefits

Amount	$130,286	$150,000	$150,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (L.2) Hire 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist - add interns @ $27,000.	1000-1999: Certificated Personnel Salaries (L.2) Hire 1.0 FTE School Psychologist to existing 1.4FTE	1000-1999: Certificated Personnel Salaries (L.2)(L.2) Hire 1.0 FTE School Psychologist to existing 1.4FTE
Amount	$29,415	$277,027	$277,027
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits (L.3) Hire 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist.	3000-3999: Employee Benefits (L.3) Hire 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist.	3000-3999: Employee Benefits (L.3) Hire 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist.
Amount	$50,000	$94,540	$94,540
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (L.4) Mental Health counseling interns (MFTS) hours increase to 20 hours per week at comprehensive sites and to 10 hours per week at alternative sites.	5000-5999: Services And Other Operating Expenditures (L.4) Mental Health counseling interns (MFTS) hours increase to 40 hours per week at comprehensive sites and to 20 hours per week at alternative sites.	5000-5999: Services And Other Operating Expenditures (L.4) Mental Health counseling interns (MFTS) hours increase to 40 hours per week at comprehensive sites and to 20 hours per week at alternative sites.
Amount	$20,000	$113,410	$113,420
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (L.5) Suicide prevention and bullying training for staff and teachers.	4000-4999: Books And Supplies (L.5) Suicide prevention and bullying training for staff and teachers.	4000-4999: Books And Supplies (L.5) Suicide prevention and bullying training for staff and teachers.

Amount	$6,500	$6,500	$6,500
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries (L.6) Provide interpreters and document translation for parents	2000-2999: Classified Personnel Salaries (L.6) Provide interpreters and document translation for parents	2000-2999: Classified Personnel Salaries (L.6) Provide interpreters and document translation for parents
Amount	$6,432	$10,000	$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (L.7) Provide EL students bus tickets for specialized level 1 & 2 ELD program.	5000-5999: Services And Other Operating Expenditures (L.7) Provide EL students bus tickets for specialized level 1 & 2 ELD program.	5000-5999: Services And Other Operating Expenditures (L.7) Provide EL students bus tickets for specialized level 1 & 2 ELD program.
Amount	$172,595	$180,000	$185,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries (L.8) Add 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16 - duo 730.	2000-2999: Classified Personnel Salaries (L.8) Add 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16.	2000-2999: Classified Personnel Salaries (L.8) Add 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16.
Amount	$208,310	$210,000	$225,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries (L.9) Hire 3 additional College and Career Center Technicians- Salary and Benefits combined.	2000-2999: Classified Personnel Salaries (L.9) Hire 3 additional College and Career Center Technicians- Salary and Benefits combined.	2000-2999: Classified Personnel Salaries (L.9) Hire 3 additional College and Career Center Technicians- Salary and Benefits combined.

Amount	$35,000	$38,000	$40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures (L.10) Provide professional development and software for counselors, career techs, teachers, support providers and administrators to focus on the needs of EL, Low Income and Foster Youth. - Eureka & Naviance.	5000-5999: Services And Other Operating Expenditures (L.10) Provide professional development and software for counselors, career techs, teachers, support providers and administrators to focus on the needs of EL, Low Income and Foster Youth. - Eureka & Naviance.	5000-5999: Services And Other Operating Expenditures (L.10) Provide professional development and software for counselors, career techs, teachers, support providers and administrators to focus on the needs of EL, Low Income and Foster Youth. - Eureka & Naviance.

Action 13

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	Specific Schools: Freedom, Heritage, and Liberty

Actions/Services

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

(M) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups to also increase percentage of students who are college ready and UC/CSU eligible.	(M) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups to also increase percentage of students who are college ready and UC/CSU eligible. Combined with Goal 2.K.1 beginning 2018-19.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$125,000	0	0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries (M.1) All counselors work with families of targeted students for increased enrollment in AP courses.	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries (M.1) All counselors work with families of targeted students for increased enrollment in AP courses.

Action 14

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

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

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

	Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(N) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.	(N) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.	(N) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$30,000
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures (N.1) Continue to provide professional development and release time for CTE teachers.	5000-5999: Services And Other Operating Expenditures (N.1) Continue to provide professional development and release time for CTE teachers.	5000-5999: Services And Other Operating Expenditures (N.1) Continue to provide professional development and release time for CTE teachers.
Amount	$1,362,172	$1,362,172	$1,362,172
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries (N.2) Continue ROP Program/Courses.	1000-1999: Certificated Personnel Salaries (N.2) Continue ROP Program/Courses.	1000-1999: Certificated Personnel Salaries (N.2) Continue ROP Program/Courses.
Amount	$135,768	136,000.00	136,000.00
Source	Base	Other	Other
Budget Reference	3000-3999: Employee Benefits (N.3) Career capstone and internships research and consider for expansion at school sites.	3000-3999: Employee Benefits (N.3) Career capstone and internships research and consider for expansion at school sites.	3000-3999: Employee Benefits (N.3) Career capstone and internships research and consider for expansion at school sites.

Amount	$452,704	$452,704	$452,704
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies (N.4) Continue ROP Program/Courses.	4000-4999: Books And Supplies (N.4) Continue ROP Program/Courses.	4000-4999: Books And Supplies (N.4) Continue ROP Program/Courses.

Action 15

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(O) Provide collaboration time for C.T.E. and academic core teachers to align standards and curricula w/ community college for articulated courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.	(O) Provide collaboration time for C.T.E. and academic core teachers to align standards and curricula w/ community college for articulated courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.	(O) Provide collaboration time for C.T.E. and academic core teachers to align standards and curricula w/ community college for articulated courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies (O.1) Continue articulation time with local community colleges/ business community.	4000-4999: Books And Supplies (O.1) Continue articulation time with local community colleges/ business community.	4000-4999: Books And Supplies (O.1) Continue articulation time with local community colleges/ business community.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 3

The Liberty Union High School District recognizes the need for stakeholder involvement by:
A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.
B. Expanding parent involvement.
C. Increasing communication and collaboration with our business and community organizations.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Specify LUHSD Strategic Plan Goal #3 and annual parent survey

Identified Need:

With respect to Goal 3, LUHSD recognizes the need and has made efforts to increase stakeholder input from parents, teachers, community members, and other stakeholders; the District has also instituted Annual Parent Surveys in both English and Spanish to identify needs. Additionally, the LUHSD conducted parent feedback meetings in English and Spanish. Through the survey and input meetings, stakeholders have emphasized the following issues:

- There is a need for additional social/emotional/psychological/physical health support for our students. According to the 2017-18 CA Healthy Kids Survey:

o 32% of the juniors and 31% of the freshmen report experiencing chronic sadness/hopelessness

o 16% of the juniors and 19% of the freshmen have considered suicide

o 11% of the juniors and 9% of the freshmen were absent from school in the previous 30 days because they felt sad, hopeless, anxious, stressed or angry

- There is a need to increase support for struggling students.

o 31% of all students graduate "Not Prepared" for College/Career

o 31% of all student "Met or Exceeded" standards in the mathematics portion of the SBAC

o 27% of African American students have an overall cumulative weighted GPA < 2.0

o 41% of English Learners have an overall cumulative weighted GPA < 2.0

- A need for more diversifying parent/stakeholder communication, using a variety of means to communicate with families.

o 100% of parents of EL students appreciate our bi-lingual parent liaisons.

o Parents want more school communication and prefer email, automated phone calls, and text messages

o 79% of parents indicated they were able to communicate with administration, teachers, and/or support staff

o 65% of parents feel comfortable participating in school activities for parents and that schools encourage them to participate

o 27% of parents feel they have decision making input with their child's education, and 19% feel they have decision making process in the school district.

o Parents would become more involved if: 1) More information on involvement opportunities (56%) 2) More information on how to support students at home (42%) 3) More communication between school and parents (52%) 4) More convenient time for participation (41%)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent/stakeholder input, decision making, and participation (Priority 3A).	85% of parents attended or participated in a school activity or event within the last 2 years based upon annual parent survey.	Increase parent and stakeholder input, decision making, and participation by .2% (Priority 3A).	Increase parent and stakeholder input and participation by .2% (Priority 3A).	Increase parent and stakeholder input and participation by .2% (Priority 3A).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	66% of parents surveyed feel they do have input in decision making at their child's school. 3.25% of parents responded to annual parent survey.	Increase Annual Parent Survey participation by 1% (Priority 3A).	Increase Annual Parent Survey participation by 1% (Priority 3A).	Increase Annual Parent Survey participation by 1% (Priority 3A).
Parent/Stakeholder communication (Priority 3A).	84% of parents surveyed responded that they had the ability to communicate with the school, teachers, and administration.	Increase effective parent communication by .2% (Priority 3A).	Increase effective parent communication by .2% (Priority 3A).	Increase effective parent communication by .2% (Priority 3A).
Assistance and outreach to parents/stakeholders on college and career opportunities and requirements for unduplicated students (Priority 3B. 8A).	73% of parents indicate they are moderately, slightly, or not at all familiar with college entrance requirements. 24% of parents in the annual survey said they are not familiar with the UC 'a-g' requirements.	Increase participation, input, or attendance of school site UC/CSU Parent Workshops and Career Opportunities focusing on unduplicated parents or online resources for unduplicated parents by .2% (Priority 3B, 8A).	Increase participation, input, or attendance of school site UC/CSU Parent Workshops and Career Opportunities focusing on unduplicated parents or online resources for unduplicated parents by .2% (Priority 3B, 8A).	Increase participation, input, or attendance of school site UC/CSU Parent Workshops and Career Opportunities focusing on unduplicated parents or online resources for unduplicated parents by .2% (Priority 3B, 8A).
Assistance and outreach to parents/stakeholders on Advanced Placement programs for	59% of parents surveyed feel that LUHSD has a sufficient number of AP classes.	Increase participation, attendance, and/or outreach to parents and students regarding the quantity and variety of	Increase participation, attendance, and/or outreach to parents and students regarding the quantity and variety of	Increase participation, attendance, and/or outreach to parents and students regarding the quantity and variety of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
exceptional needs students (Priority 3C).	54% of parents surveyed feel that LUHSD has a sufficient variety of AP classes.	LUHSD's AP courses by.2% (Priority 3C,).	LUHSD's AP courses by.2% for students with exceptional needs. (Priority 3C,).	LUHSD's AP courses by.2% for students with exceptional needs. (Priority 3C,).
Business or non-profit input, participation, or partnership (Priority 4B,C, 8A).	Less than 20% of students participate or engage with business or non-profit partners.	Increase business input, participation, and partnerships by .2% (Priority 4B,C, 8A).	Increase business input, participation, and partnerships by .2%(Priority 4B,C, 8A).	Increase business input, participation, and partnerships by .2% (Priority 4B,C, 8A).

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Limited to Unduplicated Student Group(s)

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

Specific Schools: Freedom, Heritage, Liberty

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(A) Monitor and evaluate parent/community liaison stipend position for under-represented student populations to enhancing communication, partnerships, and collaboration among staff, parents, and students.	(A) Monitor and evaluate parent/community liaison stipend position for under-represented student populations to enhancing communication, partnerships, and collaboration among staff, parents, and students.	(A) Monitor and evaluate parent/community liaison stipend position for under-represented student populations to enhancing communication, partnerships, and collaboration among staff, parents, and students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,527	$8,527	$8,527
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries (A.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents- Salary and Benefits combined - funded in goal 2 L1.	2000-2999: Classified Personnel Salaries (A.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents- Salary and Benefits combined -funded in goal 2 L1.	2000-2999: Classified Personnel Salaries (A.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents- Salary and Benefits combined - funded in goal 2 L1.
Amount	$0.00	$0.00	$0.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(A.1) Continue parent training to increase access to their students' records.	(A.1) Continue parent training to increase access to their students' records.	(A.1) Continue parent training to increase access to their students' records.

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(B) Expand, develop, and provide parent education programs to support student success by enhancing communication, partnerships, and collaboration among staff, parents, and students.	(B) Expand, develop, and provide parent education programs to support student success by enhancing communication, partnerships, and collaboration among staff, parents, and students.	(B) Expand, develop, and provide parent education programs to support student success by enhancing communication, partnerships, and collaboration among staff, parents, and students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries (B.1) Continue parent volunteer program at each site.	2000-2999: Classified Personnel Salaries (B.1) Continue parent volunteer program at each site.	2000-2999: Classified Personnel Salaries (B.1) Continue parent volunteer program at each site.
Amount	$6,000	$6,000	$6,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures (B.2) Continue parent training to increase access to their students' records.	5000-5999: Services And Other Operating Expenditures (B.2) Continue parent training to increase access to their students' records.	5000-5999: Services And Other Operating Expenditures (B.2) Continued parent training to increase access to their students' records.

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

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

Schoolwide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

(C) Expand parent involvement and increase parent visitations to school sites and provide courses (ex. Parent University) for all parent support groups with specific emphasis on groups such as African American, English Learner, SPED, and Foster Youth.

2018-19 Actions/Services

(C) Expand parent involvement and increase parent visitations to school sites and provide courses (ex. Parent University) for all parent support groups with specific emphasis on groups such as African American, English Learner, SPED, and Foster Youth.

2019-20 Actions/Services

(C) Expand parent involvement and increase parent visitations to school sites and provide courses (ex. Parent University) for all parent support groups with specific emphasis on groups such as African American, English Learner, SPED, and Foster Youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies (C.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours.	4000-4999: Books And Supplies (C.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours.	4000-4999: Books And Supplies (C.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours.
Amount	$6,000	$6,000	$6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies (C.2) School sites schedule Parent University evening workshops.	4000-4999: Books And Supplies (C.2) School sites schedule Parent University evening workshops.	4000-4999: Books And Supplies (C.2) School sites schedule Parent University evening workshops.

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

(D) Explore ways to strengthen, increase, and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program.	(D) Continue to strengthen, increase, and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program.	(D) Continue to strengthen, increase, and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$750	$750	$750
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies (D.1) Continue program working with the local business community and Chamber of Commerce.	4000-4999: Books And Supplies (D.1) Continue program working with the local business community and Chamber of Commerce.	4000-4999: Books And Supplies (D.1) Continue program working with the local business community and Chamber of Commerce.
Amount	$3,000	$3,000	$3,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies (D.2) Continue collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities.	4000-4999: Books And Supplies (D.2) Continue collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities.	4000-4999: Books And Supplies (D.2) Continue collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$4,679,330	6.18%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Actions and services have been planned and budgeted to meet the requirement to increase and/or improve services for unduplicated pupils in proportion to the increase in supplemental funds. These services are principally directed toward and are effective in meeting the district's goals for its unduplicated pupils in the state and any identified local priority areas because these services focus on the identified needs of these students.

The identified needs of the students, based upon the 8 state priorities, include chronic absenteeism, attendance rates, suspension rates, SBAC scores, UC 'a-g' completers, CTE pathway completers, AP test passage rate, EAP readiness in both ELA and math, progress in language proficiency, EL reclassification, graduation rates, dropout rates, parent involvement, and parent communication. The increased services may include, but are not limited, to supplemental instructional materials, support staff, technology, contracted services, parent engagement activities and support services, professional development, increased counseling, increased/extended learning opportunities, credit recovery, and other academic enrichment activities. The district has identified in the LCAP services provided on a district/school wide basis, examples of increased and/or improved services, including:

(1.G.1) Additional Counselors (1 FTE per comprehensive site) and schedule counselor release time for collaboration regarding support for unduplicated students
(1.H.1) Attendance Recognition Program to primarily improve unduplicated student attendance
(1.H.2) Attendance Clerk to track attendance and make outreach contact focused on our targeted populations.
(1.J.1) Implement site activities promoting an atmosphere of respect and civility to increase student connectedness and reduce suspension/expulsion rates

(1.J.2) One Day at a Time intervention program: program designed to help at-risk students and provide academic and social-emotional supports for primarily unduplicated students

(1.J.2) Pride conference: equity conference for unduplicated populations

(2.B.1) Edgenuity - The Effectiveness of Online Credit Recovery - research based:
https://scholarworks.sfasu.edu/cgi/viewcontent.cgi?article=1061&context=slr

(2.B.2) READ 180 - research based: http://digitalcommons.liberty.edu/doctoral/654/

(2.B.2) Math 180 - research based: http://www.hmhco.com/products/math-180/research-results/math-intervention-validation.htm

(2.B.6) Homework Extended Learning Program - researched based:
http://www.sedl.org/afterschool/toolkits/homework/pdf/hw_lit_rev.pdf

(2.B.8) English Learner supplemental curriculum materials and technology - research based:
http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLClips.pdf

(3.C.1) Take Your Parent to School Day, Parent University and workshops aimed at EL, SED, and FY

(3.C.2) School sites schedule Parent University evening workshops

These services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas because they are based on supporting research relative to these student populations. READ 180, Math 180, Edgenuity, Keys to Your Success, EL supplemental materials and technology, and SAT/ACT preparation courses are all research-based to show improved student academic achievement. Read 180 and Math 180 serve primarily unduplicated pupils and have shown remarkable student gains by as much as 2 grade levels. Apex Learning Credit Recovery allows for both credit recovery and remediation; students have benefited from this program by acquiring required graduation courses and credits. The Homework Extended Learning Program offers a secure, safe, and quiet space with fully credentialed teachers and materials for students to learn, remediate, complete assignments with support, and excel. Keys to Your Success program supports our English Learners as they develop and learn the necessary skills to become effective learners. SAT and ACT test preparation courses are provided to students to prepare, take, and excel on the tests; students who have taken these courses, have been better prepared to take the tests and to gain entrance into a university.

Supplemental funds were also principally directed toward and are effective in meeting the needs of unduplicated students through the following actions/services:

(1.A.4) Aeries Analytics: to provide in-time support for our unduplicated populations

(1.A.4) Office 365: to allow equal access to all students, in particular our SED, EL, and FY students

(1.E.2) District Diversity Coordinator to focus on our unduplicated students

(1.F.1) Presentations to the community, organizations, and clubs discussing LCAP, identified needs and targeted supports

(1.I.2) World Trust Diversity and Inclusion Training for both administrators and teachers that focused on unduplicated students

(1.I.3) Social Media training for adults to promote inclusion, a safe environment, and equity for students who are disproportionately exposed to negative social media

(1.I.4) Social Media Programs: School Ambassador, Pause Before You Post, character education, #ICANHELP are all programs promoting inclusion, safe environment, and equity for students who are disproportionately exposed to negative social media

(2.B.1) Edgenuity online credit recovery primarily focused on unduplicated populations

(2.B.2) Unduplicated intervention classes: READ 180, Math 180, Intensified algebra, math support classes, tutorial support, English 3D, EL Academic support

(2.B.4) Study Hall teachers: to promote and support students who need academic help which are mostly made up of SED, FY, and EL students

(2.B.5) Field trip opportunities for EL, SED, and FY students

(2.B.6) Homework Extended Learning Program: to promote and support students who need academic help which are mostly made up of SED, FY, and EL students

(2.C.2) CCSS ELA/ELD, math, history, and NGSS supplemental materials including KUTA software including specific materials for EL students

(2.C.5) Provide supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. KUTA software and others

(2.C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness- Judy Cunningham PD.

(2.E.1) Provide professional development and teacher release time to revise assessments

(2.E.3) C & I and LCAP Coordinator to focus on the goals and identified needs of the district and to obtain parental input and outreach

(2.F.2) Continue contract for plagiarism software for teacher use - TURNITIN

(2.F.3) EL computer software and computers

(2.F.4) Maintain software support for the "READ 180 Next Generation" reading program.

(2.F.5) Purchase Math 180 software program for special education students and pilot program for general education students.

(2.G.1) Keys to Your Success, Edgenuity online credit recovery program for use with EL, SED, FY. - researched based: http://estrada.cune.edu/staffweb/tom.krenzke/SccssflRsrchPrcss.pdf

(2.I.1) SAT and ACT preparation courses and supplemental materials - researched based: http://www.reviews.com/act-sat-test-prepcourses/

(2.I.2) Continue/Expand AP course offerings and training -contract with KAPLAN, Princeton Review

(2.I.3) All counselors work with families of targeted students for increased enrollment in AP courses

(2.I.4) SAT/ACT Prep courses - Princeton review HHS LHS, KAPLAN at FHS.

(2.J.1) Expand PUSH classes to increase opportunities for unduplicated students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible - Books and Supplies

(2.J.2) Expand PUSH classes to increase opportunities for unduplicated students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible - Salary

(2.J.3) Expand PUSH classes to increase opportunities for unduplicated students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible - Benefits

(2.K.1) Target Assistance Counselors for unduplicated students - Salary

(2.K.2) Target Assistance Counselors for unduplicated students - Benefits

(2.L.1) EL Parent Liaisons - Salary and benefits

(2.L.2) School Psychologist and intern psychologist to support the needs of our unduplicated students - Salary

(2.L.3) School Psychologist and intern psychologist to support the needs of our unduplicated students - Benefits

(2.L.4) Mental Health Counseling Interns to support the mental health needs of our unduplicated students

(2.L.5) Suicide Prevention and bullying training for staff and teachers due to the disproportionate incidents of our unduplicated populations.

(2.L.7) Provide EL students with Bus tickets for specialized level 1 & 2 ELD program

(2.L.8) Add 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16

(2.L.9) College and Career Technicians that provide direct support to our unduplicated students

(2.L.10) Staff Development Day speaker focused on the social and emotional needs of underrepresented students and positive interactions and instructional strategies

(2.L.10) Staff professional development and release time to support EL, SED, and FY

(2.L.10) Professional development and software (Eureka & Naviance) for counselors, career center technicians, teachers, support providers, and administrators to focus on the needs of EL, SED, and FY

(2.M.1) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups to also increase percentage of students who are college ready and UC/CSU eligible. Combined with Goal 2.K.1 beginning 2018-19.

(3.A.1) Continue parent training to increase access to their students' records

The District has taken steps to assist with providing a physically, academically, and emotionally supportive school environment to promote student learning. A District Diversity Coordinator, a personnel position, is dedicated to working with and effectively influencing our unduplicated students and subgroups. The District's attendance recognition program is a program to increase student attendance, and additional supplemental funds target unduplicated students for this purpose. Diversity and inclusion training is professional development specific to strategies targeted toward for reaching out to unduplicated students. Social media training focusing on awareness and challenges within equity, diversity, and inclusion is offered for administration, coaches and teachers. Awareness of appropriate use of social media and civility issues with students and community are a focus within partnerships with local law enforcement and programs such as School Ambassador, Pause Before You Post, Character Education, #ICANHELP, among others. Staff Development Day keynote speaker offering specific strategies for educators to address social-emotional needs, positive interactions, and effective instructional strategies to use in the classroom with students are a key component of professional

development. Implementing site budgets for activities is yet another way our district and sites support providing a physically and emotionally supportive school environment. To assist with students successfully beginning their high school experience both socially and academically, the District employs freshman orientation activities at each our comprehensive sites for incoming 9th grade students for all students, including EL, FY, and SED populations. The District has also instituted Annual Parent Surveys in both English and Spanish and "Take Your Parent to School Day" which has proved to be a successful way to help increase parent involvement for unduplicated youth by providing opportunities for parent tours of classrooms and programs during school hours and to obtain their vital input regarding numerous topics. School sites schedule Parent University evening workshops to increase parent involvement and engagement for unduplicated youth as well. The District continues to support and provide two career technicians for each comprehensive site to focus on parent communication and information, registration and requirements for college application process and to assist parents and students of unduplicated youth with navigation of both a career or college pathway.

The District recognizes the need and has made efforts to increase stakeholder input from parents, teachers, community members, industry leaders, and other stakeholders. Each of the above actions and services were considered with substantial stakeholder input, research, and investigation. Alternative programs were also considered, but through a series of formal and informal stakeholder meetings, evaluation and identification of student needs, and the availability and cost of programs, the alternative programs were lacking in comparison to the implemented actions and services that were deemed the most beneficial and effective for students.

The targeted supplemental funding for the District totals approximately $4.5M for 2018-19, which is an approximately $1.1M increase from prior year. The district's base funding includes expenditures that meet the needs and benefit all students through such items as The Healthy Kids Survey, increasing the technology infrastructure, student data management system, substantial professional development including an emphasis on Common Core Standards and Next Generation Science Standards, 4.5 FTE Instructional Content Coaches, textbook adoptions in ELA/ELD, AP courses, and World Languages, facility improvement projects, equal access to all courses for all students, increased ROP and CTE courses and expanding pathways to meet both college and career readiness standards for students. These are just a few of the base expenditures.

The District's MPP is 6.2% percent for the 2018-19 fiscal year. The District plans to meet its proportionality percentage through a combination of increased and improved services as stated above.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds   Percentage to Increase or Improve Services

| $4,502,575 | 6.25% |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Actions and services have been planned and budgeted to meet the requirement to increase and/or improve services for unduplicated pupils in proportion to the increase in supplemental funds. These services are principally directed toward and are effective in meeting the district's goals for its unduplicated pupils in the state and any identified local priority areas because these services focus on the identified needs of these students.

The identified needs of the students, based upon the 8 state priorities, include chronic absenteeism, attendance rates, suspension rates, SBAC scores, UC 'a-g' completers, CTE pathway completers, AP test passage rate, EAP readiness in both ELA and math, progress in language proficiency, EL reclassification, graduation rates, dropout rates, parent involvement, and parent communication. The increased services may include, but are not limited, to supplemental instructional materials, support staff, technology, contracted services, parent engagement activities and support services, professional development, increased counseling, increased/extended learning opportunities, credit recovery, and other academic enrichment activities. The district has identified in the LCAP services provided on a district/school wide basis, examples of increased and/or improved services, including:

(2.B.1) APEX Learning Credit Recovery - research based: https://thejournal.com/articles/2012/03/08/online-credit-recovery.aspx
(2.B.2) READ 180 - research based: http://digitalcommons.liberty.edu/doctoral/654/
(2.B.2) Math 180 - research based: http://www.hmhco.com/products/math-180/research-results/math-intervention-validation.htm
(2.B.6) Homework Extended Learning Program - researched based: http://www.sedl.org/afterschool/toolkits/homework/pdf/hw_lit_rev.pdf
(2.B.8) English Learner supplemental curriculum materials and technology - research based: http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLClips.pdf
(2.G.1) Keys to Your Success program - researched based: http://estrada.cune.edu/staffweb/tom.krenzke/SccssflRsrchPrcss.pdf
(2.I.1) SAT and ACT preparation courses and supplemental materials - researched based: http://www.reviews.com/act-sat-test-prep-courses/

These services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas because they are based on supporting research relative to these student populations. READ 180, Math 180, APEX

Learning, Keys to Your Success, EL supplemental materials and technology, and SAT/ACT preparation courses are all research based to show improved student academic achievement.   Read 180 and Math 180 serve primarily unduplicated pupils and have shown remarkable student gains by as much as 2 grade levels. Apex Learning Credit Recovery allows for both credit recovery and remediation; students have benefited from this program by acquiring required graduation courses and credits. The Homework Extended Learning Program offers a secure, safe, and quiet space with fully credentialed teachers and materials for students to learn, remediate, complete assignments with support, and excel. Keys to Your Success program supports our English Learners as they develop and learn the necessary skills to become effective learners. SAT and ACT test preparation courses are provided to students to prepare, take, and excel on the tests; students who have taken these courses, have been better prepared to take the tests and to gain entrance into a university.

Supplemental funds were also principally directed toward and are effective in meeting the needs of unduplicated students through the following actions/services:

(1.A.4) Aeries Analytics: to provide in-time support for our unduplicated populations

(1.A.4) Office 365: to allow equal access to all students, in particular our SED, EL, and FY students

(1.F.1)   Presentations to the community, organizations, and clubs discussing LCAP, identified needs and targeted supports

(1.E.2) District Diversity Coordinator to focus on our unduplicated students

(1.G.1) Additional Counselors (1 FTE per comprehensive site) and schedule counselor release time for collaboration regarding support for unduplicated students

(1.H.1) Attendance Recognition Program to primarily improve unduplicated student attendance

(1.H.2) Attendance Clerk to track attendance and make outreach contact focused on our targeted populations.

(1.I.2) World Trust Diversity and Inclusion Training for both administrators and teachers that focused on unduplicated students

(1.I.4) Social Media Programs: School Ambassador, Pause Before You Post, character education, #ICANHELP are all programs promoting inclusion, safe environment, and equity for students who are disproportionally exposed to negative social media

(1.J.1) Implement site activities promoting an atmosphere of respect and civility to increase student connectedness and reduce suspension/expulsion rates

(1.J.2) One Day at a Time intervention program: program designed to help at-risk students and provide academic and social-emotional supports for primarily unduplicated students

(1.J.2) Pride conference: equity conference for unduplicated populations

(2.B.1) Apex online credit recovery primarily focused on unduplicated populations

(2.B.2) Unduplicated intervention classes: READ 180, Math 180, Intensified algebra, math support classes, tutorial support, English 3D, EL Academic support

(2.B.4) Study Hall teachers: to promote and support students who need academic help which are mostly made up of SED, FY, and EL students

(2.B.5) Field trip opportunities for EL, SED, and FY students

(2.B.6) Homework Extended Learning Program: to promote and support students who need academic help which are mostly made up of SED, FY, and EL students

(2.C.2) CCSS ELA/ELD, math, history, and NGSS supplemental materials including KUTA software including specific materials for EL students

(2.C.5) Provide supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. KUTA software and others

(2.C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness- Judy Cunningham PD.

(2.E.1) Provide professional development and teacher release time to revise assessments

(2.E.3) C & I and LCAP Coordinator to focus on the goals and identified needs of the district and to obtain parental input and outreach

(2.F.2) Continue contract for plagiarism software for teacher use - TURNITIN

(2.F.3) EL computer software and computers

(2.F.4) Maintain software support for the "READ 180 Next Generation" reading program.

(2.F.5) Purchase Math 180 software program for special education students and pilot program for general education students.

(2.G.1) APEX online credit recovery program for use with EL, SED, FY.

(2.I.1) SAT/ACT preparation courses, including KAPLAN and Princeton target at unduplicated students

(2.I.2) Continue/Expand AP course offerings and training -contract with KAPLAN, Princeton Review

(2.I.3) All counselors work with families of targeted students for increased enrollment in AP courses

(2.I.4) SAT/ACT Prep courses - Princeton review HHS LHS, KAPLAN at FHS.

(2.J.1) Expand PUSH classes to increase opportunities for unduplicated students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible - Books and Supplies

(2.J.2) Expand PUSH classes to increase opportunities for unduplicated students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible - Salary

(2.J.3) Expand PUSH classes to increase opportunities for unduplicated students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible - Benefits

(2.K.1) Target Assistance Counselors for unduplicated students - Salary

(2.K.2) Target Assistance Counselors for unduplicated students - Benefits

(2.L.1) EL Parent Liaisons - Salary and benefits

(2.L.2) School Psychologist and intern psychologist to support the needs of our unduplicated students - Salary

(2.L.3) School Psychologist and intern psychologist to support the needs of our unduplicated students - Benefits

(2.L.4) Mental Health Counseling Interns to support the mental health needs of our unduplicated students

(2.L.5) Suicide Prevention and bullying training for staff and teachers due to the disproportionate incidents of our unduplicated populations.

(2.L.7) Provide EL students with Bus tickets for specialized level 1 & 2 ELD program

(2.L.8) Add 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16

(2.L.9) College and Career Technicians that provide direct support to our unduplicated students

(2.L.10) Staff Development Day speaker focused on the social and emotional needs of underrepresented students and positive interactions and instructional strategies

(2.L.10) Staff professional development and release time to support EL, SED, and FY

(2.L.10) Professional development and software (Eureka & Naviance) for counselors, career center technicians, teachers, support providers, and administrators to focus on the needs of EL, SED, and FY

(3.A.1) Continue parent training to increase access to their students' records

(3.C.1) Take Your Parent to School Day, Parent University and workshops aimed at EL, SED, and FY

(3.C.2) School sites schedule Parent University evening workshops

The District has taken steps to assist with providing a physically, academically, and emotionally supportive school environment to promote student learning. A District Diversity Coordinator, a personnel position, is dedicated to working with and effectively influencing our unduplicated students and subgroups. The District's attendance recognition program is a program to increase student attendance, and additional supplemental funds target unduplicated students for this purpose. Diversity and inclusion training is professional development specific to strategies targeted toward for reaching out to unduplicated students. Social media training focusing on awareness and challenges within equity, diversity, and inclusion is offered for administration, coaches and teachers. Awareness of appropriate use of social media and civility issues with students and community are a focus within partnerships with local law enforcement and programs such as School Ambassador, Pause Before You Post, Character Education, #ICANHELP, among others. Staff Development Day keynote speaker offering specific strategies for educators to address social-emotional needs, positive interactions, and effective instructional strategies to use in the classroom with students are a key component of professional development. Implementing site budgets for activities is yet another way our district and sites support providing a physically and emotionally supportive school environment. To assist with students successfully beginning their high school experience both socially and academically, the District employs freshman orientation activities at each our comprehensive sites for incoming 9th grade students for all students, including EL, FY, and SED populations. The District has also instituted Annual Parent Surveys in both English and Spanish and "Take Your Parent to School Day" which has proved to be a successful way to help increase parent involvement for unduplicated youth by providing opportunities for parent tours of classrooms and programs during school hours and to obtain their vital input regarding numerous topics. School sites schedule Parent University evening workshops to increase parent involvement and engagement for unduplicated youth as well. The District continues to support and provide two career technicians for each comprehensive site to focus on parent communication and information, registration and requirements for college application process and to assist parents and students of unduplicated youth with navigation of both a career or college pathway.

The District recognizes the need and has made efforts to increase stakeholder input from parents, teachers, community members, industry leaders, and other stakeholders. Each of the above actions and services were considered with substantial stakeholder input, research, and investigation. Alternative programs were also considered, but through a series of formal and informal stakeholder

meetings, evaluation and identification of student needs, and the availability and cost of programs, the alternative programs were lacking in comparison to the implemented actions and services that were deemed the most beneficial and effective for students.

The targeted supplemental funding for the District totals approximately $3.7 million 2017-18, which is an approximately $1M increase from prior year. The district's base funding includes expenditures that meet the needs and benefit all students through such items as The Healthy Kids Survey, increasing the technology infrastructure, student data management system, substantial professional development including an emphasis on Common Core Standards and Next Generation Science Standards, 4.5 FTE Instructional Content Coaches, Textbook adoptions in ELA/ELD, AP courses, and World Languages, facility improvement projects, equal access to all courses for all students, increased ROP and CTE courses and expanding pathways to meet both college and career readiness standards for students. These are just a few of the base expenditures.

The District's MPP is 5.03% percent for the 2017-18 fiscal year. The District plans to meet its proportionality percentage through a combination of increased and improved services as stated above.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,700,000	5.16%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Actions and services have been planned and budgeted to meet the requirement to increase and/or improve services for unduplicated pupils in proportion to the increase in supplemental funds. These services are principally directed toward and are effective in meeting the district's goals for its unduplicated pupils in the state and any identified local priority areas because these services focus on the identified needs of these students. The identified needs of the students, based upon the 8 state priorities, include chronic absenteeism, attendance rates, suspension rates, SBAC scores, UC 'a-g' completers, CTE pathway completers, AP test passage rate, EAP readiness in both ELA and math, progress in language proficiency, EL reclassification, graduation rates, dropout rates, parent involvement, and parent communication.   The increased services may include, but are not limited, to supplemental instructional materials, support staff, technology, contracted services, parent engagement activities and support services, professional development, increased counseling, increased/extended learning opportunities, credit recovery, and other academic enrichment activities. The district has identified in the LCAP services provided on a district/school wide basis, examples of increased and/or improved services, including:

READ 180 - research based: http://digitalcommons.liberty.edu/doctoral/654/

Math 180 - research based: http://www.hmhco.com/products/math-180/research-results/math-intervention-validation.htm

APEX Learning Credit Recovery - research based: https://thejournal.com/articles/2012/03/08/online-credit-recovery.aspx

Homework Extended Learning Program - researched based: http://www.sedl.org/afterschool/toolkits/homework/pdf/hw_lit_rev.pdf

English Learner supplemental curriculum materials and technology - research based: http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLClips.pdf

Keys to Your Success program - researched based: http://estrada.cune.edu/staffweb/tom.krenzke/SccssflRsrchPrcss.pdf

SAT and ACT preparation courses and supplemental materials - researched based: http://www.reviews.com/act-sat-test-prep-courses/

These services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas because they are based on supporting research relative to these student populations. READ 180, Math 180, APEX Learning, Keys to Your Success, EL supplemental materials and technology, and SAT/ACT preparation courses are all research based to show improved student academic achievement.   Read 180 and Math 180 serve primarily unduplicated pupils and have shown remarkable student gains by as much as 2 grade levels. Apex Learning Credit Recovery allows for both credit recovery and remediation; students have benefited from this program by acquiring required graduation courses and credits. The Homework Extended Learning Program offers a secure, safe, and quiet space with fully credentialed teachers and materials for students to learn, remediate, complete assignments with support, and excel. Keys to Your Success program supports our English Learners as they develop and learn the necessary skills to become effective learners. SAT and ACT test preparation courses are provided to students to prepare, take, and excel on the tests; students who have taken these courses, have been better prepared to take the tests and to gain entrance into a university.

Supplemental funds were also principally directed toward and are effective in meeting the needs of unduplicated students through the following actions/services:

Target Assistance Counselors for unduplicated students

District Diversity Coordinator to focus on our unduplicated students

Aeries Analytics: to provide in-time support for our unduplicated populations

Office 365: to allow equal access to all students, in particular our SED, EL, and FY students

Attendance Recognition Program to primarily improve unduplicated student attendance

Presentations to the community, organizations, and clubs discussing LCAP, identified needs and targeted supports

Attendance Clerk to track attendance and make outreach contact focused on our targeted populations.

World Trust Diversity and Inclusion Training for both administrators and teachers that focused on unduplicated students

Social Media Programs: School Ambassador, Pause Before You Post, character education, #ICANHELP are all programs promoting inclusion, safe environment, and equity for students who are disproportionally exposed to negative social media

Staff Development Day speaker focused on the social and emotional needs of underrepresented students and positive interactions and instructional strategies

One Day at a Time intervention program: program designed to help at-risk students and provide academic and social-emotional supports for primarily unduplicated students

Pride conference: equity conference for unduplicated populations

Unduplicated intervention classes: READ 180, Math 180, Intensified algebra, math support classes, tutorial support, English 3D, EL Academic support

Study Hall teachers: to promote and support students who need academic help which are mostly made up of SED, FY, and EL students

Homework Extended Learning Program: to promote and support students who need academic help which are mostly made up of SED, FY, and EL students

Field trip opportunities for EL, SED, and FY students

CCSS ELA/ELD , math, history, and NGSS supplemental materials including KUTA software including specific materials for EL students

Staff professional development and release time to support EL, SED, and FY

C & I and LCAP Coordinator to focus on the goals and identified needs of the district and to obtain parental input and outreach

EL computer software and computers

Computers and software to support SED, EL, and FY

Apex online credit recovery primarily focused on unduplicated populations

SAT/ACT preparation courses, including KAPLAN and Princeton target at unduplicated students

Expand PUSH classes that focuses on unduplicated students

EL Parent Liaison

School Psychologist and intern psychologist to support the needs of our unduplicated students

Mental Health Counseling Interns to support the mental health needs of our unduplicated students

Suicide Prevention and bullying training for staff and teachers due to the disproportionate incidents of our unduplicated populations

Provide EL students with Bus tickets for specialized level 1 & 2 ELD program

College and Career Technicians that provide direct support to our unduplicated students

Professional development and software (Eureka & Naviance) for counselors, career center technicians, teachers, support providers, and administrators to focus on the needs of EL, SED, and FY

Take Your Parent to School Day, Parent University and workshops aimed at EL, SED, and FY

The District has taken steps to assist with providing a physically, academically, and emotionally supportive school environment to promote student learning. A District Diversity Coordinator, a personnel position, is dedicated to working with and effectively influencing our unduplicated students and subgroups. The District's attendance recognition program is a program to increase student attendance, and additional supplemental funds target unduplicated students for this purpose. Diversity and inclusion training is professional development specific to strategies targeted toward for reaching out to unduplicated students. Social media training focusing on awareness and challenges within equity, diversity, and inclusion is offered for administration, coaches and teachers. Awareness of appropriate use of social media and civility issues with students and community are a focus within partnerships with local law enforcement and programs such as School Ambassador, Pause Before You Post, Character Education, #ICANHELP, among others. Staff Development Day keynote speaker offering specific strategies for educators to address social-emotional needs, positive interactions, and effective instructional strategies to use in the classroom with students are a key component of professional development. Implementing site budgets for activities is yet another way our district and sites support providing a physically and emotionally supportive school environment. To assist with students successfully beginning their high school experience both socially and academically, the District employs freshman orientation activities at each our comprehensive sites for incoming 9th grade students for all students, including EL, FY, and SED populations. The District has also instituted Annual Parent Surveys in both English and Spanish and "Take Your Parent to School Day" which has proved to be a successful way to help increase parent involvement for unduplicated youth by providing opportunities for parent tours of classrooms and programs during school hours and to obtain their vital input regarding numerous topics. School sites schedule Parent University evening workshops to increase parent involvement and engagement for unduplicated youth as well. The District continues to support and provide two career technicians for each comprehensive site to focus on parent communication and information, registration and requirements for college application process and to assist parents and students of unduplicated youth with navigation of both a career or college pathway.

The District recognizes the need and has made efforts to increase stakeholder input from parents, teachers, community members, industry leaders, and other stakeholders. Each of the above actions and services were considered with substantial stakeholder input, research, and investigation. Alternative programs were also considered, but through a series of formal and informal stakeholder meetings, evaluation and identification of student needs, and the availability and cost of programs, the alternative programs were lacking in comparison to the implemented actions and services that were deemed the most beneficial and effective for students.

The targeted supplemental funding for the District totals approximately $2.7 million 2016-17, which is approx. $1M increase from prior year. The district's base funding includes expenditures that meet the needs and benefit all students through such items as The Healthy Kids Survey, increasing the technology infrastructure, student data management system, substantial professional development including an emphasis on Common Core Standards and Next Generation Science Standards, 4.5 FTE Instructional Content Coaches, Textbook adoptions in ELA/ELD, AP courses, and World Languages, facility improvement projects, equal access to all courses for all students, increased ROP and CTE courses and expanding pathways to meet both college and career readiness standards for students. These are just a few of the base expenditures.

The District's MPP is 4.88% percent for the 2016-17 fiscal year. The District plans to meet its proportionality percentage through a combination of increased and improved services as stated above.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

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

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

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

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

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

Priority 3: Parental Involvement addresses:

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

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

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

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

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

   (a) "Chronic absenteeism rate" shall be calculated as follows:

      (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

      (A) enrolled less than 31 days

      (B) enrolled at least 31 days but did not attend at least one day

      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

         (i) are enrolled in a Non-Public School

         (ii) receive instruction through a home or hospital instructional setting

         (iii) are attending a community college full-time.

      (2) The number of students who meet the enrollment requirements.

      (3) Divide (1) by (2).

   (b) "High school dropout rate" shall be calculated as follows:

      (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

      (2) The total number of cohort members.

      (3) Divide (1) by (2).

   (c) "High school graduation rate" shall be calculated as follows:

      (1) For a 4-Year Cohort Graduation Rate:

      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

      (B) The total number of students in the cohort.

      (C) Divide (1) by (2).

      (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

      (A) The number of students who either graduated as grade 11 students or who earned any of the following:

      (i) a regular high school diploma

      (ii) a High School Equivalency Certificate

      (iii) an adult education diploma

      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

      (B) The number of students in the DASS graduation cohort.

      (C) Divide (1) by (2).

   (d) "Suspension rate" shall be calculated as follows:

      (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

      (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

      (3) Divide (1) by (2).

   (e) "Expulsion rate" shall be calculated as follows:

      (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

      (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	15,730,154.34	18,549,382.00	12,024,799.17	15,730,154.34	15,760,164.34	43,515,117.85
Base	2,756,560.67	10,350,170.00	2,875,261.17	2,756,560.67	2,756,560.67	8,388,382.51
Capital Facilities	4,573,987.00	1,000,043.00	1,000,000.00	4,573,987.00	4,573,987.00	10,147,974.00
Other	3,664,657.00	2,602,785.00	4,028,657.00	3,664,657.00	3,664,657.00	11,357,971.00
Restricted Lottery	514,995.68	471,418.00	600,000.00	514,995.68	514,995.68	1,629,991.36
Supplemental	4,219,953.99	4,124,966.00	3,520,881.00	4,219,953.99	4,249,963.99	11,990,798.98

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	15,730,154.34	18,549,382.00	12,024,799.17	15,730,154.34	15,760,164.34	43,515,117.85
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	266,000.00	66,058.00	100,000.00	266,000.00	266,000.00	632,000.00
0001-0999: Unrestricted: Locally Defined	653,215.00	635,636.00	653,215.00	653,215.00	653,215.00	1,959,645.00
1000-1999: Certificated Personnel Salaries	3,575,814.00	3,732,038.00	3,387,296.00	3,575,814.00	3,575,814.00	10,538,924.00
2000-2999: Classified Personnel Salaries	793,304.00	737,151.00	784,209.00	793,304.00	813,304.00	2,390,817.00
3000-3999: Employee Benefits	873,363.00	1,174,287.00	540,473.00	873,363.00	873,363.00	2,287,199.00
4000-4999: Books And Supplies	4,204,820.85	2,864,974.00	3,852,767.67	4,204,820.85	4,212,830.85	12,270,419.37
5000-5999: Services And Other Operating Expenditures	1,789,650.49	1,579,509.00	1,706,838.50	1,789,650.49	1,791,650.49	5,288,139.48
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	3,573,987.00	7,759,729.00	1,000,000.00	3,573,987.00	3,573,987.00	8,147,974.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
			Total Expenditures by Object Type and Funding Source				
All Expenditure Types	All Funding Sources	15,730,154.34	18,549,382.00	12,024,799.17	15,730,154.34	15,760,164.34	43,515,117.85
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	241,000.00	50,308.00	100,000.00	241,000.00	241,000.00	582,000.00
0000: Unrestricted	Supplemental	25,000.00	15,750.00	0.00	25,000.00	25,000.00	50,000.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	653,215.00	635,636.00	653,215.00	653,215.00	653,215.00	1,959,645.00
1000-1999: Certificated Personnel Salaries	Base	630,300.00	857,764.00	755,300.00	630,300.00	630,300.00	2,015,900.00
1000-1999: Certificated Personnel Salaries	Other	1,499,453.00	1,349,849.00	1,499,453.00	1,499,453.00	1,499,453.00	4,498,359.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,446,061.00	1,524,425.00	1,132,543.00	1,446,061.00	1,446,061.00	4,024,665.00
2000-2999: Classified Personnel Salaries	Base	228,412.00	209,358.00	228,412.00	228,412.00	228,412.00	685,236.00
2000-2999: Classified Personnel Salaries	Other	6,500.00	4,084.00	6,500.00	6,500.00	6,500.00	19,500.00
2000-2999: Classified Personnel Salaries	Supplemental	558,392.00	523,709.00	549,297.00	558,392.00	578,392.00	1,686,081.00
3000-3999: Employee Benefits	Base	93,520.00	121,912.00	229,288.00	93,520.00	93,520.00	416,328.00
3000-3999: Employee Benefits	Other	136,000.00	252,361.00	0.00	136,000.00	136,000.00	272,000.00
3000-3999: Employee Benefits	Supplemental	643,843.00	800,014.00	311,185.00	643,843.00	643,843.00	1,598,871.00
4000-4999: Books And Supplies	Base	1,500,711.17	1,302,483.00	1,499,643.67	1,500,711.17	1,500,711.17	4,501,066.01
4000-4999: Books And Supplies	Other	1,952,704.00	949,312.00	1,452,704.00	1,952,704.00	1,952,704.00	5,358,112.00
4000-4999: Books And Supplies	Restricted Lottery	514,995.68	471,418.00	600,000.00	514,995.68	514,995.68	1,629,991.36
4000-4999: Books And Supplies	Supplemental	236,410.00	141,761.00	300,420.00	236,410.00	244,420.00	781,250.00

Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Base	62,617.50	48,616.00	62,617.50	62,617.50	62,617.50	187,852.50
5000-5999: Services And Other Operating Expenditures	Capital Facilities	1,000,000.00	1,000,043.00	1,000,000.00	1,000,000.00	1,000,000.00	3,000,000.00
5000-5999: Services And Other Operating Expenditures	Other	70,000.00	47,179.00	70,000.00	70,000.00	70,000.00	210,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	657,032.99	483,671.00	574,221.00	657,032.99	659,032.99	1,890,286.98
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	0.00	7,759,729.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Capital Facilities	3,573,987.00	0.00	0.00	3,573,987.00	3,573,987.00	7,147,974.00
6000-6999: Capital Outlay	Other	0.00	0.00	1,000,000.00	0.00	0.00	1,000,000.00

Total Expenditures by Object Type and Funding Source

* Totals based on expenditure amounts in goal and annual update sections.

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	5,986,760.00	10,073,746.00	3,378,666.67	5,986,760.00	5,986,760.00	15,352,186.67
Goal 2	9,711,117.34	8,450,038.00	8,613,855.50	9,711,117.34	9,741,127.34	28,066,100.18
Goal 3	32,277.00	25,598.00	32,277.00	32,277.00	32,277.00	96,831.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

Total Expenditures by Goal

* Totals based on expenditure amounts in goal and annual update sections.

	Expenditures Contributing to Increased/Improved Requirement by Funding Source				
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	6,059,931.84	6,208,637.00	5,819,343.00	6,059,931.84	6,081,941.84
Base	2,102,467.17	2,187,808.00	2,260,506.00	2,102,467.17	2,102,467.17
Capital Facilities	0.00	0.00	0.00	0.00	0.00
Other	36,500.00	34,817.00	36,500.00	36,500.00	36,500.00
Restricted Lottery	514,995.68	471,418.00	600,000.00	514,995.68	514,995.68
Supplemental	3,405,968.99	3,514,594.00	2,922,337.00	3,405,968.99	3,427,978.99

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	14,852,110.34	17,748,582.00	11,247,295.17	14,852,110.34	14,873,593.34
Base	2,756,560.67	10,350,170.00	2,875,261.17	2,756,560.67	2,756,560.67
Capital Facilities	4,573,987.00	1,000,043.00	1,000,000.00	4,573,987.00	4,573,987.00
Other	3,664,657.00	2,602,785.00	4,028,657.00	3,664,657.00	3,664,657.00
Restricted Lottery	514,995.68	471,418.00	600,000.00	514,995.68	514,995.68
Supplemental	3,341,909.99	3,324,166.00	2,743,377.00	3,341,909.99	3,363,392.99

LCAP 2019 - STATE Priorities

Priority 1: Basic Services addresses the degree to which:

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

	2013-14	2014-15	2015-16	2016-17	2017-18	Data Source
Misassignments of Teachers of English Learners	0	0	0	0	0	SARC
Total Teacher Misassignments	0	0	0	0	0	SARC
Vacant Teacher Positions	0	0	0	1	0	SARC

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

	2013-14	2014-15	2015-16	2016-17	2017-18	Data Source
Student access to standards-aligned instructional materials.	100%	100%	100%	100%	100%	SARC
% of Students Lacking Own Textbook	0%	0%	0%	0%	0%	SARC

C. School facilities are maintained in good repair.

	2013-14	2014-15	2015-16	2016-17	2017-18	Data Source
Number of identfied instances where facilities do not meet the "good repair" standard		1	4	3	0	SARC
Overall Facility Rating	Good	Good	Good	Good	Exemplary	SARC

LCAP 2019 - STATE Priorities

Priority 2: Implementation of State Standards addresses (A-B):

A. The implementation of state board adopted academic content and performance standards for all students and B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science			X		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards		X			
History-Social Science			X		

LCAP 2019 - STATE Priorities

Priority 2: Implementation of State Standards addresses (A-B):

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science			X		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full

	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language				X	

Support for Teachers and Administrators

5. During the 2017-18 school year (including summer 2017), rate the LEA's success at engaging in the following activities with teachers and

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered				X	

LCAP 2019 - STATE Priorities

Priority 2: Implementation of State Standards addresses (A-B):

Liberty Union High School District strives to support staff and provide adequate professional development and materials for successful implementation of the academic standards. Information in this Self-Reflection Tool was gathered from a staff survey that provided feedback regarding Priority 2 and knowledge of district resources to support implementation of the academic standards. Many of the resources that the district offers to support staff are through the following:
- Recent Math, English-Language Arts, World Language, and Advanced Placement Textbook adoptions
- Nine instructional coaches to provide support, guidance, and expertise for English-Language Arts, Math, and Science (3 ELA, 3 Math, 3 Science)
- Provide teachers administrators professional development opportunities through 13 professional development late start days, 2 staff development days, and numerous in-service, conference, and workshop opportunities during school, after school, and over weekends and breaks. Throughout the year, these opportunities have included trainings such as:
-McRel Staff development foucsing on lessen plan design, universal access, and student engagement
- Silicon Valley Math Initiative
- UC Berkeley's History- Social Science Project with Phyllis Goldsmith
- Next Generation Science Standards Committee work with Jim Clark
- Professional learning specialists from Lawrence Hall of Science
- California Department of Education representatives and County Office professional development for Career Technical Education (CTE) and Science
- Community College articulation for CTE- Los Medanos Community College

LCAP 2019 - STATE Priorities

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site; B. How the school district will promote parental participation in programs for unduplicated pupils; and C. How the school district will promote parental participation in programs for individuals with exceptional needs.

1) After analyzing the results to the parent survey, our district found that 77% of parents either agreed, strongly agreed or didn't have an opinion on their feelings towards having a say in school-level decision making, with 3% responding that they didn't know. However, 41% of parents feel that they do not have a say in the decision making process at their child's school and 45% of parents surveyed feel that they do not have a say in the process at the district level. When those parents were asked what would help increase their involvement the majority responded with needing information and communication on the opportunities available to be involved. Interestingly, when parents were surveyed about the access that they have with LUHSD staff, their responses indicated that a vast majority (79%) felt that they had the ability to communicate with administration, teachers and support staff when needed. When seeking input on the best way for LUHSD to communicate with parents 92% of parents say that email is the best way to communicate announcements and information, followed by text messages and automated phone calls. Despite the percent of parents that felt they do not have a say in the decision making process, 46% of parents said that the school district as a whole encourages parental involvement.

2) When looking at the data from our district's parent survey regarding parental participation in programs, the most attended activities were Back to School Night (67% of respondents attended), Sporting Events (56% of respondents attended), Open House (44% of respondents attended) or some sort of Music or Drama activity (38% of respondents attended). Of the parents surveyed, less than 1% responded that they did not attend a school activity. When the perception of LUHSD parent involvement was surveyed, only 5% believed that parents were not involved at all, with 47% of parents perceived to be at least moderately involved.

3) Liberty Union High School District administered a parent survey in English and Spanish via Survey Monkey. This survey was linked to our district website and parents were notified about access to the survey via automated call. The survey was open to all grade levels at all sites within LUHSD.   LUHSD received 804 responses to our survey. The district designed this survey to address components within each of the priorities in the LCAP in order to gain the necessary feedback needed to evaluate our district's progress towards those goals established for the LCFF priorities in the LCAP.

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

A. Statewide assessments;

CA Fall 2018 Dashboard - 2018 SBAC: Distance from Standard

English Language Arts - LEA Wide

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			43.3	13.1	-30.2	Yellow	CDE_Dashboard Rpts and Data
African American			-18.9	-38.4	-19.5	Orange	CDE_Dashboard Rpts and Data
American Indian or Alaska Native			*	*	*	None	CDE_Dashboard Rpts and Data
Asian			85.2	49.4	-35.8	Green	CDE_Dashboard Rpts and Data
Filipino			96.9	62.5	-34.4	Green	CDE_Dashboard Rpts and Data
Hispanic			26	-9.2	-35.2	Orange	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			91.5	-2.1	-93.7	None	CDE_Dashboard Rpts and Data
White			57.2	30.2	-27	Green	CDE_Dashboard Rpts and Data
2+			67.9	18.6	-49.3	Yellow	CDE_Dashboard Rpts and Data
SED			-0.4	-25.7	-25.3	Orange	CDE_Dashboard Rpts and Data
EL			-37.8	-81.6	-43.8	Red	CDE_Dashboard Rpts and Data
Foster Youth			*	*	*	None	CDE_Dashboard Rpts and Data
SpEd			-78.6	-119.2	-40.6	Red	CDE_Dashboard Rpts and Data
Homeless			*	-57	*	None	CDE_Dashboard Rpts and Data

Mathematics - LEA Wide

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			-56	-58.6	-2.5	Yellow	CDE_Dashboard Rpts and Data
African American			-118.3	-114.1	4.2	Yellow	CDE_Dashboard Rpts and Data
American Indian or Alaska Native			*	*	*	None	CDE_Dashboard Rpts and Data
Asian			5.4	2.3	-3.1	Green	CDE_Dashboard Rpts and Data
Filipino			-11.3	-6.1	5.2	Green	CDE_Dashboard Rpts and Data
Hispanic			-80.4	-88	-7.7	Orange	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			19.2	-79.6	-98.8	None	CDE_Dashboard Rpts and Data
White			-38	-38.9	-0.8	Yellow	CDE_Dashboard Rpts and Data
2+			-31.2	-43.7	-12.5	Yellow	CDE_Dashboard Rpts and Data
SED			-98.9	-99	-0.1	Orange	CDE_Dashboard Rpts and Data
EL			-134.2	-148.8	-14.6	Red	CDE_Dashboard Rpts and Data
Foster Youth			*	*	*	None	CDE_Dashboard Rpts and Data
SpEd			-177	-186.3	-9.3	Red	CDE_Dashboard Rpts and Data
Homeless			*	-105.5	*	None	CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

CA Fall 2018 Dashboard - 2018 SBAC: Distance from Standard

English Language Arts - Freedom High School

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			24.1	-13.6	-37.7	Orange	CDE_Dashboard Rpts and Data
African American			-22.9	-55.7	-32.8	Red	CDE_Dashboard Rpts and Data
American Indian or Alaska Native			*	*	*	None	CDE_Dashboard Rpts and Data
Asian			58.5	39.8	-18.6	None	CDE_Dashboard Rpts and Data
Filipino			58.6	58.1	-0.5	Green	CDE_Dashboard Rpts and Data
Hispanic			15.7	-17.6	-33.2	Orange	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			*	*	*	None	CDE_Dashboard Rpts and Data
White			40.6	-12.5	-53.1	Orange	CDE_Dashboard Rpts and Data
2+			*	*	*	None	CDE_Dashboard Rpts and Data
SED			-2.1	-23.7	-21.7	Orange	CDE_Dashboard Rpts and Data
EL			-41.1	-84.8	-43.7	Red	CDE_Dashboard Rpts and Data
Foster Youth			*	*	*	None	CDE_Dashboard Rpts and Data
SpEd			-91.1	-120.1	-29.1	Red	CDE_Dashboard Rpts and Data
Homeless			*	*	*	None	CDE_Dashboard Rpts and Data

Mathematics - Freedom High School

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			-77	-88.4	-11.4	Orange	CDE_Dashboard Rpts and Data
African American			-118.9	-135.3	-16.3	Red	CDE_Dashboard Rpts and Data
American Indian or Alaska Native			*	*	*	None	CDE_Dashboard Rpts and Data
Asian			0.1	-7.8	-7.9	None	CDE_Dashboard Rpts and Data
Filipino			-51.8	-13.6	38.3	Green	CDE_Dashboard Rpts and Data
Hispanic			-92.7	-99.7	-6.9	Orange	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			*	*	*	None	CDE_Dashboard Rpts and Data
White			-58.3	-81	-22.8	Orange	CDE_Dashboard Rpts and Data
2+			*	*	*	None	CDE_Dashboard Rpts and Data
SED			-95.9	-98.9	-2.9	Orange	CDE_Dashboard Rpts and Data
EL			-144.8	-164.5	-19.7	Red	CDE_Dashboard Rpts and Data
Foster Youth			*	*	*	None	CDE_Dashboard Rpts and Data
SpEd			-188.7	-196	-7.4	Red	CDE_Dashboard Rpts and Data
Homeless			*	*	*	None	CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities
Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):
CA Fall 2018 Dashboard - 2018 SBAC: Distance from Standard

English Language Arts - Heritage High School

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			83.7	56.7	-27	Green	CDE_Dashboard Rpts and Data
African American			47.7	-6.3	-54	Orange	CDE_Dashboard Rpts and Data
American Indian or Alaska Native							CDE_Dashboard Rpts and Data
Asian			94.9	68.4	-26.5	Green	CDE_Dashboard Rpts and Data
Filipino			120.3	79.2	-41.1	Green	CDE_Dashboard Rpts and Data
Hispanic			78.6	44.6	-33.9	Green	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			*	*	*	None	CDE_Dashboard Rpts and Data
White			84.7	71.5	-13.2	Green	CDE_Dashboard Rpts and Data
2+			82.9	27.1	-55.9	None	CDE_Dashboard Rpts and Data
SED			60.6	7.8	-52.8	Yellow	CDE_Dashboard Rpts and Data
EL			12.9	-26.4	-39.3	None	CDE_Dashboard Rpts and Data
Foster Youth			*	*	*	None	CDE_Dashboard Rpts and Data
SpEd			-22	-89.9	-67.9	Red	CDE_Dashboard Rpts and Data
Homeless			*	*	*	None	CDE_Dashboard Rpts and Data

Mathematics - Heritage High School

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			-14.8	-9.7	5.1	Green	CDE_Dashboard Rpts and Data
African American			-63.2	-65.2	-2.1	Orange	CDE_Dashboard Rpts and Data
American Indian or Alaska Native							CDE_Dashboard Rpts and Data
Asian			13.7	31.6	18	Blue	CDE_Dashboard Rpts and Data
Filipino			18.5	7.6	-10.9	Green	CDE_Dashboard Rpts and Data
Hispanic			-24.9	-33.6	-8.7	Yellow	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			*	*	*	None	CDE_Dashboard Rpts and Data
White			-10.3	4.4	14.7	Green	CDE_Dashboard Rpts and Data
2+			-31.4	-27.9	3.5	None	CDE_Dashboard Rpts and Data
SED			-40.4	-70.3	-29.9	Orange	CDE_Dashboard Rpts and Data
EL			-65.3	-85.4	-20.2	None	CDE_Dashboard Rpts and Data
Foster Youth			*	*	*	None	CDE_Dashboard Rpts and Data
SpEd			-127.2	-158.3	-31.1	Red	CDE_Dashboard Rpts and Data
Homeless			*	*	*	None	CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

CA Fall 2018 Dashboard - 2018 SBAC: Distance from Standard

English Language Arts - Independence High School

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			-54.2	-32.2	22	Yellow	CDE_Dashboard Rpts and Data
African American			*	*	*	None	CDE_Dashboard Rpts and Data
American Indian or Alaska Native							CDE_Dashboard Rpts and Data
Asian			*	*	*	None	CDE_Dashboard Rpts and Data
Filipino							CDE_Dashboard Rpts and Data
Hispanic			-42.9	-61.9	-19.1	None	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			*	*	*	None	CDE_Dashboard Rpts and Data
White			-55	-19.1	35.9	None	CDE_Dashboard Rpts and Data
2+			*	*	*	None	CDE_Dashboard Rpts and Data
SED			-87.3	-30.2	57.1	None	CDE_Dashboard Rpts and Data
EL			*	*	*	None	CDE_Dashboard Rpts and Data
Foster Youth							CDE_Dashboard Rpts and Data
SpEd			*	*	*	None	CDE_Dashboard Rpts and Data
Homeless							CDE_Dashboard Rpts and Data

Mathematics - Independence High School

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			-122.2	-105	17.2	Yellow	CDE_Dashboard Rpts and Data
African American			*	*	*	None	CDE_Dashboard Rpts and Data
American Indian or Alaska Native							CDE_Dashboard Rpts and Data
Asian			*	*	*	None	CDE_Dashboard Rpts and Data
Filipino							CDE_Dashboard Rpts and Data
Hispanic			-121.7	-110	11.7	None	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			*	*	*	None	CDE_Dashboard Rpts and Data
White			-110.1	-100.9	9.2	None	CDE_Dashboard Rpts and Data
2+			*	*	*	None	CDE_Dashboard Rpts and Data
SED			-164.9	-102.2	62.8	None	CDE_Dashboard Rpts and Data
EL			*	*	*	None	CDE_Dashboard Rpts and Data
Foster Youth							CDE_Dashboard Rpts and Data
SpEd			*	*	*	None	CDE_Dashboard Rpts and Data
Homeless							CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

CA Fall 2018 Dashboard - 2018 SBAC: Distance from Standard

English Language Arts - La Paloma High School

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			-97.2	-170.4	-73.1	Red	CDE_Dashboard Rpts and Data
African American			*	*	*	None	CDE_Dashboard Rpts and Data
American Indian or Alaska Native							CDE_Dashboard Rpts and Data
Asian							CDE_Dashboard Rpts and Data
Filipino							CDE_Dashboard Rpts and Data
Hispanic			-66.6	-167.7	-101.1	None	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander							CDE_Dashboard Rpts and Data
White			*	*	*	None	CDE_Dashboard Rpts and Data
2+			*	*	*	None	CDE_Dashboard Rpts and Data
SED			-101	-177.5	-76.6	None	CDE_Dashboard Rpts and Data
EL			*	*	*	None	CDE_Dashboard Rpts and Data
Foster Youth							CDE_Dashboard Rpts and Data
SpEd			*	*	*	None	CDE_Dashboard Rpts and Data
Homeless			*	*	*	None	CDE_Dashboard Rpts and Data

Mathematics - La Paloma High School

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			-208.8	-228.1	-19.3	Red	CDE_Dashboard Rpts and Data
African American			*	*	*	None	CDE_Dashboard Rpts and Data
American Indian or Alaska Native							CDE_Dashboard Rpts and Data
Asian							CDE_Dashboard Rpts and Data
Filipino							CDE_Dashboard Rpts and Data
Hispanic			-198.4	-225.5	-27.1	None	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander							CDE_Dashboard Rpts and Data
White			*	*	*	None	CDE_Dashboard Rpts and Data
2+			*	*	*	None	CDE_Dashboard Rpts and Data
SED			-212.1	-226.2	-14.1	None	CDE_Dashboard Rpts and Data
EL			*	*	*	None	CDE_Dashboard Rpts and Data
Foster Youth							CDE_Dashboard Rpts and Data
SpEd			*	*	*	None	CDE_Dashboard Rpts and Data
Homeless			*	*	*	None	CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

CA Fall 2018 Dashboard - 2018 SBAC: Distance from Standard

English Language Arts -Liberty High School

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			53	29.1	-23.8	Yellow	CDE_Dashboard Rpts and Data
African American			-22.9	-15.3	7.6	None	CDE_Dashboard Rpts and Data
American Indian or Alaska Native			*	*	*	None	CDE_Dashboard Rpts and Data
Asian			126.2	28.9	-97.2	None	CDE_Dashboard Rpts and Data
Filipino			*	14.4	*	None	CDE_Dashboard Rpts and Data
Hispanic			35.7	6.2	-29.4	Yellow	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			*	*	*	None	CDE_Dashboard Rpts and Data
White			66.4	50.6	-15.7	Green	CDE_Dashboard Rpts and Data
2+			82.2	49.3	-32.8	Green	CDE_Dashboard Rpts and Data
SED			15.2	-8.1	-23.2	Orange	CDE_Dashboard Rpts and Data
EL			-32.9	-80.6	-47.7	Red	CDE_Dashboard Rpts and Data
Foster Youth			*	*	*	None	CDE_Dashboard Rpts and Data
SpEd			-77.2	-129.4	-52.2	Red	CDE_Dashboard Rpts and Data
Homeless			*	*	*	None	CDE_Dashboard Rpts and Data

Mathematics - Liberty High School

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			-47.6	-45.6	2.1	Yellow	CDE_Dashboard Rpts and Data
African American			-124.1	-114.3	9.8	None	CDE_Dashboard Rpts and Data
American Indian or Alaska Native			*	*	*	None	CDE_Dashboard Rpts and Data
Asian			6.2	-42.9	-49	None	CDE_Dashboard Rpts and Data
Filipino			*	-28.7	*	None	CDE_Dashboard Rpts and Data
Hispanic			-70.1	-76.4	-6.3	Orange	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			*	*	*	None	CDE_Dashboard Rpts and Data
White			-30	-20.3	9.7	Green	CDE_Dashboard Rpts and Data
2+			-7.4	-15.1	-7.7	Yellow	CDE_Dashboard Rpts and Data
SED			-90.4	-83.3	7	Yellow	CDE_Dashboard Rpts and Data
EL			-133	-144	-11	Red	CDE_Dashboard Rpts and Data
Foster Youth			*	*	*	None	CDE_Dashboard Rpts and Data
SpEd			-177.9	-192.6	-14.7	Red	CDE_Dashboard Rpts and Data
Homeless			*	*	*	None	CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities							
Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):							
A. Statewide assessments (cont.);							
		2014-15	2015-16	2016-17	2017-18	Variance 16 vs. 17	Data Source
SBAC ELA % of Met & Exceeded - ALL		59%	68%	68%	58%	-10.8%	CAASPP.CDE.CA .GOV: 2015 - 18
African American		39%	51%	41%	39%	-1.8%	CAASPP.CDE.CA .GOV: 2015 - 18
American Indian or Alaska Native		50%	n/a	55%	*		CAASPP.CDE.CA .GOV: 2015 - 18
Asian		87%	83%	81%	70%	-11.1%	CAASPP.CDE.CA .GOV: 2015 - 18
Filipino		77%	86%	84%	74%	-10.0%	CAASPP.CDE.CA .GOV: 2015 - 18
Hispanic Latino		46%	58%	64%	49%	-14.9%	CAASPP.CDE.CA .GOV: 2015 - 18
Native Hawaiian or Pacific Islander		67%	54%	75%	40%	-35.0%	CAASPP.CDE.CA .GOV: 2015 - 18
White		69%	74%	74%	65%	-9.3%	CAASPP.CDE.CA .GOV: 2015 - 18
Two or more races		74%	70%	77%	59%	-17.9%	CAASPP.CDE.CA .GOV: 2015 - 18
Economically Disadvantaged		45%	50%	52%	43%	-9.2%	CAASPP.CDE.CA .GOV: 2015 - 18
Socio Disadvantaged		36%	41%	52%	39%	-12.8%	CAASPP.CDE.CA .GOV: 2015 - 18
English Learners		9%	16%	23%	7%	-16.0%	CAASPP.CDE.CA .GOV: 2015 - 18
Students with Disabilities		19%	21%	21%	11%	-10.4%	CAASPP.CDE.CA .GOV: 2015 - 18
Foster Youth		25%	28%	14%	*		SIS: 2015-18

		2014-15	2015-16	2016-17	2017-18	Variance 16 vs. 17	
SBAC Math % of Met & Exceeded - ALL		30%	33%	32%	31%	-1.2%	CAASPP.CDE.CA .GOV: 2015 - 18
African American		17%	20%	11%	14%	+2.6%	CAASPP.CDE.CA .GOV: 2015 - 18
American Indian or Alaska Native		21%	n/a	27%	*		CAASPP.CDE.CA .GOV: 2015 - 18
Asian		55%	52%	58%	53%	-4.5%	CAASPP.CDE.CA .GOV: 2015 - 18
Filipino		47%	52%	49%	53%	+3.6%	CAASPP.CDE.CA .GOV: 2015 - 18
Hispanic Latino		20%	25%	21%	19%	-1.9%	CAASPP.CDE.CA .GOV: 2015 - 18
Native Hawaiian or Pacific Islander		20%	31%	58%	15%	-43.3%	CAASPP.CDE.CA .GOV: 2015 - 18
White		35%	39%	39%	37%	-1.9%	CAASPP.CDE.CA .GOV: 2015 - 18
Two or more races		39%	33%	43%	39%	-4.3%	CAASPP.CDE.CA .GOV: 2015 - 18
Economically Disadvantaged		18%	21%	17%	18%	+1.3%	CAASPP.CDE.CA .GOV: 2015 - 18
Socio Disadvantaged		11%	18%	13%	11%	-1.7%	CAASPP.CDE.CA .GOV: 2015 - 18
English Learners		1%	4%	2%	5%	+2.7%	CAASPP.CDE.CA .GOV: 2015 - 18
Students with Disabilities		9%	4%	4%	3%	-1.1%	CAASPP.CDE.CA .GOV: 2015 - 18
Foster Youth		0%	14%	14%	*		SIS: 2015-18

B. The Academic Performance Index;

		Data Source
	Replaced with Dashboard	
API Growth		CDE: Data Quest

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

	2013-14	2014-15	2015-16	2016-17	2017-18		Data Source
UC/CSU Required Courses Met (All Graduates - LEA)	**42%**	**45%**	**47%**				CDE: Data Quest / Calpads
African American	32%	36%	38%				CDE: Data Quest / Calpads
American Indian or Alaska Native	33%	63%	30%				CDE: Data Quest / Calpads
Asian	52%	76%	74%	2013-2015 Cohort Drop Out Rate methodology retired. New calculations for 16/17 and subsequent years.			CDE: Data Quest / Calpads
Filipino	67%	68%	63%				CDE: Data Quest / Calpads
Hispanic Latino	34%	36%	39%				CDE: Data Quest / Calpads
Native Hawaiian or Pacific Islander	29%	7%	58%				CDE: Data Quest / Calpads
White	47%	49%	51%				CDE: Data Quest / Calpads
Two or more races	37%	47%	56%				CDE: Data Quest / Calpads
Socio-Economically Disadvantaged	30%	34%	36%				CDE: Data Quest / Calpads
English Learners	4%	2%	5%				CDE: Data Quest / Calpads
Students with Disabilities	10%	12%	14%				CDE: Data Quest / Calpads
Foster Youth	25%	38%	33%				CDE: Data Quest / Calpads
Male	33%	39%	39%				CDE: Data Quest / Calpads
Female	50%	51%	56%				CDE: Data Quest / Calpads

	N/A	N/A	N/A	2016-17	2017-18	Variance 16 vs. 17	Data Source
UC/CSU Required Courses Met - New methodology (All Graduates - LEA)				49.4%	51.5%	+2.1%	CDE: Data Quest / Calpads
African American				33.9%	36.1%	+2.2%	CDE: Data Quest / Calpads
American Indian or Alaska Native				*	*		CDE: Data Quest / Calpads
Asian				66.2%	68.1%	+1.9%	CDE: Data Quest / Calpads
Filipino				71.0%	67.7%	-3.3%	CDE: Data Quest / Calpads
Hispanic Latino				42.8%	46.7%	+3.9%	CDE: Data Quest / Calpads
Native Hawaiian or Pacific Islander				46.2%	66.7%	+20.5%	CDE: Data Quest / Calpads
White				54.1%	54.9%	+0.8%	CDE: Data Quest / Calpads
Two or more races				44.6%	50.7%	+6.1%	CDE: Data Quest / Calpads
Socio-Economically Disadvantaged				36.8%	40.9%	+4.1%	CDE: Data Quest / Calpads
English Learners				22.7%	31.5%	+8.8%	CDE: Data Quest / Calpads
Students with Disabilities				17.7%	14.7%	-3.0%	CDE: Data Quest / Calpads
Foster Youth				0.0%	18.8%	+18.8%	CDE: Data Quest / Calpads
Homeless				31.4%	25.8%	-5.6%	
Male				41.4%	41.3%	-0.1%	CDE: Data Quest / Calpads
Female				56.8%	60.5%	+3.7%	CDE: Data Quest / Calpads

	2013-14	2014-15				Data Source
LCAP 2019 - STATE Priorities						
Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):						
CTE Course Completer Unduplicated (COHORT Graduates)	47%	51%				LCFF Snapshot
Black or African American	37%	36%				LCFF Snapshot
American Indian or Alaska Native	19%	46%				LCFF Snapshot
Asian	43%	61%				LCFF Snapshot
Filipino	53%	58%		Incorporated in CA Dashboard College and Career Indicator (CCI)		LCFF Snapshot
Hispanic Latino	45%	50%				LCFF Snapshot
Native Hawaiian or Pacific Islander	53%	15%				LCFF Snapshot
White	52%	55%				LCFF Snapshot
Two or more races	44%	50%				LCFF Snapshot
Socio-Economically Disadvantaged	40%	42%				LCFF Snapshot
English Learners	35%	40%				LCFF Snapshot
Students with Disabilities	26%	25%				LCFF Snapshot
Foster Youth	n/a	17%				LCFF Snapshot

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

D. The percentage of English learner students who scored in each of ELPAC's four performance levels;

CA Fall 2018 Dashboard - 2018 English Learner Progress

Learn More Text: "With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment will be reported."

District

LEARN MORE
English Learner Progress

All Students   State

English Language Proficiency Assessments for California Results

Number of Students: 404

Level 4 - Well Developed
42.1%

Level 3 - Moderately Developed
30.9%

Level 2 - Somewhat Developed
17.1%

Level 1 - Beginning Stage
9.9%

Freedom

LEARN MORE
English Learner Progress

All Students   State

English Language Proficiency Assessments for California Results

Number of Students: 157

Level 4 - Well Developed
45.2%

Level 3 - Moderately Developed
32.5%

Level 2 - Somewhat Developed
16.6%

Level 1 - Beginning Stage
5.7%

Heritage

LEARN MORE
English Learner Progress

All Students   State

English Language Proficiency Assessments for California Results

Number of Students: 41

Level 4 - Well Developed
65.9%

Level 3 - Moderately Developed
19.5%

Level 2 - Somewhat Developed
9.8%

Level 1 - Beginning Stage
4.9%

Independence

LEARN MORE
English Learner Progress

All Students   State

English Language Proficiency Assessments for California Results

Number of Students: 15

Level 4 - Well Developed
33.3%

Level 3 - Moderately Developed
33.3%

Level 2 - Somewhat Developed
6.7%

Level 1 - Beginning Stage
26.7%

La Paloma

LEARN MORE
English Learner Progress

All Students   State

English Language Proficiency Assessments for California Results

Number of Students: 36

Level 4 - Well Developed
38.9%

Level 3 - Moderately Developed
25%

Level 2 - Somewhat Developed
19.4%

Level 1 - Beginning Stage
16.7%

Liberty

LEARN MORE
English Learner Progress

All Students   State

English Language Proficiency Assessments for California Results

Number of Students: 155

Level 4 - Well Developed
34.2%

Level 3 - Moderately Developed
33.5%

Level 2 - Somewhat Developed
20%

Level 1 - Beginning Stage
12.3%

		LCAP 2019 - STATE Priorities				
		Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):				

E. The English learner reclassification rate;

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Data Source
El Reclassification Rate - Reporting Dates Fall Census (All Sites)	15.3%	14.9%	13.9%	11.6%	23.6%	15.0%	CDE: Data Quest

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher;

	2013-14	2014-15	2015-16	2016-17	2017-18	% Change 16 vs 17	Data Source
AP Exam Participants Unduplicated)	1199	1329	1495	1435	1568	9.3%	Ed Services SIS

	2013-14	2014-15	2015-16	2016-17	2017-18	Variance 16 vs. 17	Data Source
AP Exam % Score of 3 or Higher* ALL (Unduplicated)	61%	60%	61%	61%	66%	+4.5%	Ed Services SIS/College Board
African American	44%	39%	43%	51%	54%	+3.3%	Ed Services SIS/College Board
American Indian or Alaska Native	40%	71%	100%	50%	40%	-10.0%	Ed Services SIS/College Board
Asian	72%	61%	62%	73%	70%	-3.2%	Ed Services SIS/College Board
Filipino	58%	65%	55%	62%	69%	+6.8%	Ed Services SIS/College Board
Hispanic Latino	58%	58%	57%	53%	63%	+9.9%	Ed Services SIS/College Board
Native Hawaiian or Pacific Islander	80%	86%	67%	67%	67%	-0.3%	Ed Services SIS/College Board
White	64%	62%	65%	64%	67%	+2.8%	Ed Services SIS/College Board
Two or more races	50%	59%	71%	69%	70%	+0.9%	Ed Services SIS/College Board
Socio-Economically Disadvantaged	47%	53%	51%	63%	55%	-8.3%	Ed Services SIS/College Board
English Learners	88%	50%	39%	57%	62%	+4.5%	Ed Services SIS/College Board
Students with Disabilities	55%	55%	50%	85%	57%	-27.9%	Ed Services SIS/College Board
Foster Youth	0%	100%	0%	n/a	n/a		Ed Services SIS/College Board
Homeless					75%		
Male	65%	63%	61%	62%	66%	+3.5%	Ed Services SIS/College Board
Female	59%	58%	61%	61%	66%	+4.7%	Ed Services SIS/College Board

LCAP 2019 - STATE Priorities							
Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):							
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.							
	2013-14	2014-15	2015-16	2016-17	2017-18	Variance 16 vs. 17	Data Source
EAP ELA College "Ready" Rate - ALL	**31%**	**24%**	**31%**	**33%**	**25%**	**-7.4%**	
African American	20%	13%	12%	15%	9%	**-6.1%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
American Indian or Alaska Native	40%	14%	n/a	18%	*		13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Asian	39%	38%	49%	46%	37%	**-8.4%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Filipino	50%	34%	42%	56%	42%	**-14.4%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Hispanic Latino	23%	15%	23%	24%	17%	**-7.0%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Native Hawaiian or Pacific Islander	25%	20%	31%	58%	20%	**-38.3%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
White	37%	31%	37%	38%	31%	**-7.3%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Two or more races	28%	34%	40%	43%	33%	**-10.3%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Economically Disadvantaged	**	13%	19%	17%	13%	**-3.6%**	CAASPP.CDE.CA .GOV: 15-18
Socio Disadvantaged	**	11%	14%	14%	8%	**-6.4%**	CAASPP.CDE.CA .GOV: 15-18
English Learners	**	1%	2%	0%	2%	**+1.9%**	CAASPP.CDE.CA .GOV: 15-18
Students with Disabilities	1%	5%	3%	4%	1%	**-2.4%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Foster Youth	0%	0%	14%	0%	*		LCFF Snapshot: 13/14, 14/15 / SIS: 15-18
EAP ELA College "Conditionally Ready" Rate - ALL	**18%**	**35%**	**37%**	**36%**	**32%**	**-3.4%**	
African American	18%	26%	39%	26%	30%	**+4.3%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
American Indian or Alaska Native	40%	36%	n/a	36%	*		13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Asian	25%	49%	34%	35%	33%	**-2.7%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Filipino	23%	43%	44%	28%	32%	**+4.4%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Hispanic Latino	19%	31%	35%	40%	32%	**-7.9%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Native Hawaiian or Pacific Islander	8%	47%	23%	17%	20%	**+3.3%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
White	17%	38%	37%	37%	35%	**-2.1%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Two or more races	21%	40%	30%	34%	26%	**-7.7%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Economically Disadvantaged	**	32%	31%	36%	30%	**-5.6%**	CAASPP.CDE.CA .GOV: 15-18
Socio Disadvantaged	**	25%	27%	38%	32%	**-6.4%**	CAASPP.CDE.CA .GOV: 15-18
English Learners	**	8%	14%	23%	5%	**-17.9%**	CAASPP.CDE.CA .GOV: 15-18
Students with Disabilities	4%	14%	18%	17%	9%	**-8.0%**	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Foster Youth	50%	25%	14%	14%	*		LCFF Snapshot: 13/14, 14/15 / SIS: 15-18

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (continued).

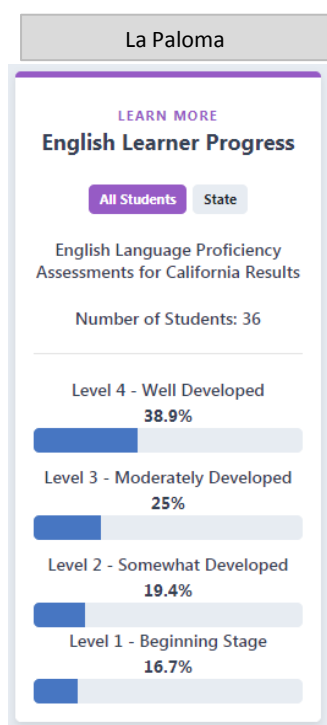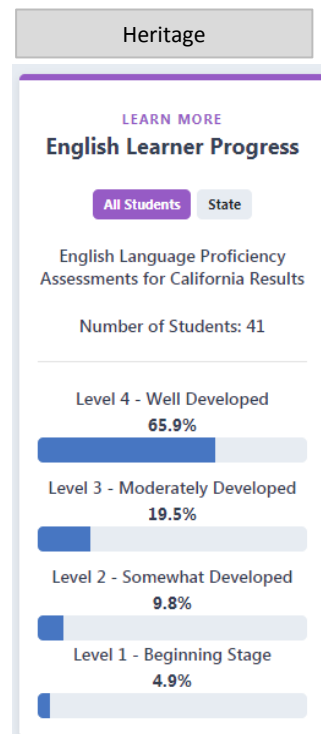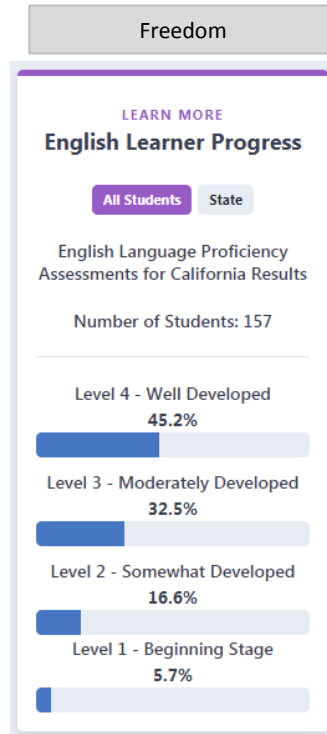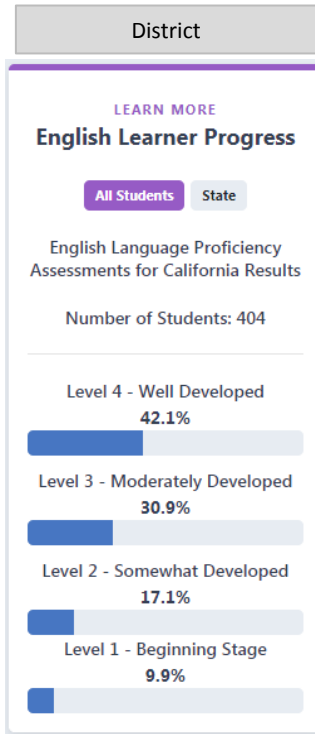|	2013-14	2014-15	2015-16	2016-17	2017-18	Variance 16 vs. 17	Data Source
EAP Math College "Ready" Rate - ALL	6%	7%	9%	8%	9%	+0.7%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
African American	3%	2%	3%	2%	4%	+1.9%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
American Indian or Alaska Native	7%	0%	n/a	0%	*		13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Asian	31%	24%	29%	22%	20%	-2.0%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Filipino	10%	15%	17%	16%	15%	-0.8%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Hispanic Latino	4%	3%	5%	5%	3%	-1.7%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Native Hawaiian or Pacific Islander	6%	0%	8%	17%	10%	-6.7%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
White	13%	8%	11%	9%	12%	+3.1%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Two or more races	14%	13%	9%	15%	9%	-6.6%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Economically Disadvantaged	**	3%	4%	3%	3%	-0.3%	CAASPP.CDE.CA .GOV: 15-18
Socio Disadvantaged	**	2%	3%	1%	1%	+0.0%	CAASPP.CDE.CA .GOV: 15-18
English Learners	**	1%	1%	1%	0%	-1.0%	CAASPP.CDE.CA .GOV: 15-18
Students with Disabilities	0%	2%	0%	0%	0.5%	-0.0%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Foster Youth	0%	0%	0%	<1%	*		LCFF Snapshot: 13/14, 14/15 / SIS: 15-18
EAP Math College "Conditionally Ready" Rate - ALL	39%	23%	24%	24%	22%	-1.9%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
African American	31%	15%	17%	9%	10%	+0.7%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
American Indian or Alaska Native	38%	21%	n/a	27%	*		13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Asian	48%	31%	23%	36%	34%	-2.5%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Filipino	52%	32%	35%	33%	38%	+4.4%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Hispanic Latino	35%	17%	20%	16%	16%	-0.2%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Native Hawaiian or Pacific Islander	37%	20%	23%	42%	5%	-36.7%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
White	47%	27%	28%	30%	25%	-5.1%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Two or more races	47%	26%	24%	28%	30%	+2.3%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Economically Disadvantaged	**	15%	17%	14%	15%	+1.6%	CAASPP.CDE.CA .GOV: 15-18
Socio Disadvantaged	**	9%	15%	12%	11%	-1.7%	CAASPP.CDE.CA .GOV: 15-18
English Learners	**	0%	3%	1%	5%	+3.7%	CAASPP.CDE.CA .GOV: 15-18
Students with Disabilities	7%	7%	4%	3%	2%	-1.1%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 15-18
Foster Youth	0%	0%	14%	14%	*		LCFF Snapshot: 13/14, 14/15 / SIS: 15-18

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

LEA - College/Career Indicator
2018 Grads - Percent Prepared by Student Groups
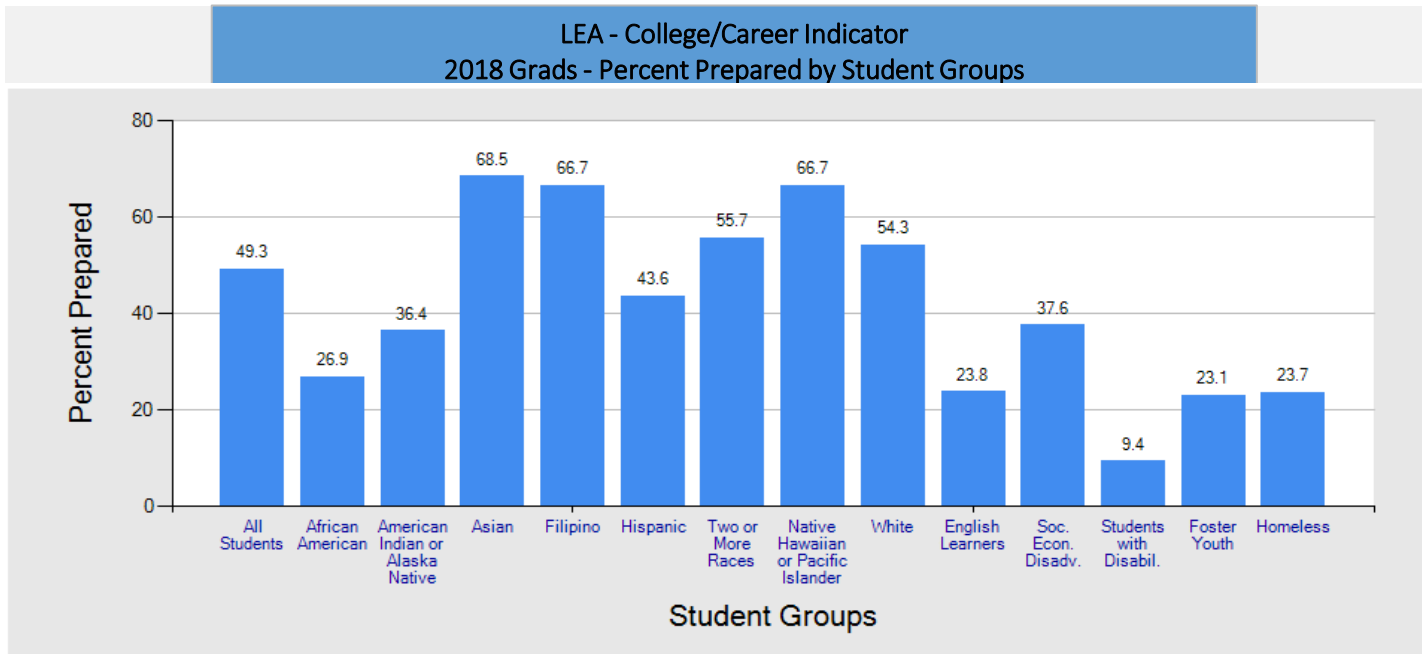
College/Career Indicator Reports - % Prepared	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17	Color
All Students	53.5%	49.7%	49.3%	-0.4%	Yellow
African American	39.3%	29.6%	26.9%	-2.7%	Orange
American Indian	45.5%	*	36.4%		None
Asian	81.8%	67.1%	68.5%	+1.4%	Green
Filipino	75.3%	75.7%	66.7%	-9.0%	Orange
Hispanic	42.8%	42.5%	43.6%	+1.1%	Yellow
Pacific Islander	81.8%	50.0%	66.7%	+16.7%	None
White	58.9%	56.0%	54.3%	-1.7%	Yellow
Two or More Races	57.6%	48.4%	55.7%	+7.3%	Green
English Learners	22.7%	15.2%	23.8%	+8.6%	Yellow
SED	39.0%	37.4%	37.6%	+0.2%	Yellow
Students with Disabilities	15.5%	12.6%	9.4%	-3.2%	Red
Foster Youth	*	*	23.1%		None
Homeless	23.8%	28.2%	23.7%	-4.5%	Orange

Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

LCAP 2019 - STATE Priorities
Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (continued).

Prepared Students: Met via Career Technical Education

Career Technical Education (CTE) Pathway Completion with a C minus or better in the Capstone Course plus one of the following measures (School Years 15-18):

- *Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met"*
- *One semester/two quarters of Dual Enrollment with grade of C- or better (Academic/CTE subjects).*

% Prepared	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17
All Students	56.9%	48.40%	28.0%	-20.4%
African American	49.1%	39.00%	25.0%	-14.0%
American Indian	60.0%	*	0.0%	
Asian	53.3%	42.90%	28.0%	-14.9%
Filipino	64.4%	56.40%	19.1%	-37.3%
Hispanic	53.2%	46.60%	28.2%	-18.4%
Pacific Islander	77.8%	28.60%	12.5%	-16.1%
White	58.5%	50.00%	30.0%	-20.0%
Two or More Races	57.9%	51.60%	27.3%	-24.3%
English Learners	32.4%	25.00%	18.4%	-6.6%
Socioeconomically Disadvantaged	54.7%	47.10%	29.3%	-17.8%
Students with Disabilities	47.1%	39.40%	25.0%	-14.4%
Foster Youth	*	*	0.0%	
Homeless	60.0%	54.50%	33.3%	-21.2%

Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

Prepared Students: Met via Scoring Level 3

At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments (School Years 15-18):

Percent Prepared	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17
All Students	52.4%	60.90%	57.70%	-3.2%
African American	43.9%	55.90%	40.4%	-15.5%
American Indian	40.0%	*	75.0%	
Asian	62.2%	71.40%	76.0%	+4.6%
Filipino	65.8%	69.20%	69.1%	-0.1%
Hispanic	42.6%	52.40%	42.9%	-9.5%
Pacific Islander	33.3%	57.10%	75.0%	+17.9%
White	55.5%	64.50%	63.2%	-1.3%
Two or More Races	59.6%	58.10%	72.7%	+14.6%
English Learners	17.6%	45.80%	31.6%	-14.2%
Socioeconomically Disadvantaged	44.6%	55.80%	43.7%	-12.1%
Students with Disabilities	44.1%	30.30%	37.5%	+7.2%
Foster Youth	*	*	33.3%	
Homeless	70.0%	72.70%	44.4%	-28.3%

Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

| LCAP 2019 - STATE Priorities |
|---|
| Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G): |

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (continued).

Prepared Students: Met via College Coursework

Completion of two semesters/three quarters of Dual Enrollment with a grade of C minus or better [Academic and/or CTE subjects] (School Years 15-18)

Percent Prepared	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17
All Students	0.0%	0.00%	1.0%	+1.0%
African American	0.0%	0.00%	1.9%	+1.9%
American Indian	0.0%	*	0.0%	
Asian	0.0%	0.00%	4.0%	+4.0%
Filipino	0.0%	0.00%	0.0%	0.0%
Hispanic	0.0%	0.00%	1.7%	+1.7%
Pacific Islander	0.0%	0.00%	0.0%	0.0%
White	0.0%	0.00%	0.4%	+0.4%
Two or More Races	0.0%	0.00%	0.0%	0.0%
English Learners	0.0%	0.00%	15.8%	+15.8%
Socioeconomically Disadvantaged	0.0%	0.00%	2.3%	+2.3%
Students with Disabilities	0.0%	0.00%	0.0%	0.0%
Foster Youth	*	*	0.0%	
Homeless	0.0%	0.00%	0.0%	0.0%

Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

Prepared Students: Met via Advanced Placement

A score of 3 on two Advanced Placement (AP) Exams.

Percent Prepared	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17
All Students	26.3%	27.40%	28.6%	+1.2%
African American	17.5%	13.60%	26.9%	+13.3%
American Indian	20.0%	*	0.0%	
Asian	40.0%	40.80%	42.0%	+1.2%
Filipino	30.1%	34.60%	29.4%	-5.2%
Hispanic	22.1%	20.10%	22.1%	+2.0%
Pacific Islander	22.2%	57.10%	50.0%	-7.1%
White	27.3%	29.60%	29.1%	-0.5%
Two or More Races	31.6%	41.90%	50.0%	+8.1%
English Learners	8.8%	16.70%	7.9%	-8.8%
Socioeconomically Disadvantaged	19.1%	21.80%	21.3%	-0.5%
Students with Disabilities	2.9%	6.10%	8.3%	+2.2%
Foster Youth	*	*	0.0%	
Homeless	20.0%	27.30%	22.2%	-5.1%

Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

LCAP 2019 - STATE Priorities
Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (continued).

Prepared Students: Met via a-g Coursework

Completion of courses that meet the University of California (UC) or California State University (CSU) a–g criteria with a grade of C- or better, plus one of the following criteria (School Years 15-18):

- *CTE Pathway completion with a C- or better on the capstone course*
- *Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area*
- *One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) where college credit is awarded.*
- *A score of 3 on one AP Exam OR a score of 4 on one IB Exam*

Percent Prepared:	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17
All Students	83.0%	80.60%	81.5%	+0.9%
African American	89.5%	81.40%	82.7%	+1.3%
American Indian	60.0%	*	50.0%	
Asian	88.9%	81.60%	86.0%	+4.4%
Filipino	83.6%	87.20%	88.2%	+1.0%
Hispanic	82.1%	76.50%	75.2%	-1.3%
Pacific Islander	77.8%	71.40%	87.5%	+16.1%
White	82.8%	81.90%	84.1%	+2.2%
Two or More Races	78.9%	80.60%	79.5%	-1.1%
English Learners	88.2%	79.20%	63.2%	-16.0%
Socioeconomically Disadvantaged	79.1%	75.00%	77.7%	+2.7%
Students with Disabilities	58.8%	69.70%	62.5%	-7.2%
Foster Youth	*	*	100.0%	
Homeless	60.0%	63.60%	77.8%	+14.2%

Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

Prepared Students: Met via State Seal of Biliteracy

- *Earned the State Seal of Biliteracy and Scoring Level 3 "Standard Met" or higher on the English Language arts/literacy Smarter Balanced summative Assessment (School Years 16-18):.*

Percent Prepared:	15/16 N/A	16/17	17/18	Variance 16 vs 17
All Students		15.20%	18.4%	+3.2%
African American		10.20%	19.2%	+9.0%
American Indian		*	25.0%	
Asian		18.40%	16.0%	-2.4%
Filipino		9.00%	10.3%	+1.3%
Hispanic		26.50%	34.4%	+7.9%
Pacific Islander		28.60%	25.0%	-3.6%
White		9.70%	10.3%	+0.6%
Two or More Races		12.90%	13.6%	+0.7%
English Learners		33.30%	23.7%	-9.6%
Socioeconomically Disadvantaged		23.10%	29.3%	+6.2%
Students with Disabilities		9.10%	8.3%	-0.8%
Foster Youth		*	33.3%	
Homeless		18.20%	11.1%	-7.1%

Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

LCAP 2019 - STATE Priorities
Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (continued).

Prepared Students: Met via Leadership/Military Science
- *Earned by completing at least two years of Leadership/Military Science and Scoring Level 3 "Standard Met" or higher on ELA or Mathematics and Level 2 "Standard Nearly Met" or higher in the other subject area (School Years 16-18).*

Percent Prepared:	15/16 N/A	16/17	17/18	Variance 16 vs 17
All Students		1.10%	1.5%	+0.4%
African American		0.00%	1.9%	+1.9%
American Indian		*	0.0%	
Asian		2.00%	0.0%	-2.0%
Filipino		1.30%	2.9%	+1.6%
Hispanic		0.70%	1.4%	+0.7%
Pacific Islander		0.00%	0.0%	0.0%
White		1.40%	1.4%	0.0%
Two or More Races		0.00%	2.3%	+2.3%
English Learners		0.00%	0.0%	0.0%
Socioeconomically Disadvantaged		1.00%	0.7%	-0.3%
Students with Disabilities		3.00%	8.3%	+5.3%
Foster Youth		*	0.0%	
Homeless		0.00%	0.0%	0.0%

Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (continued).

LEA - College/Career Indicator
2018 Grads - Percent *Approaching* Prepared by Student Groups

% Approaching Prepared	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17
All Students	24.1%	21.4%	20.20%	-1.2%
African American	25.5%	22.6%	24.40%	+1.8%
American Indian	36.4%	*	18.20%	
Asian	9.1%	16.4%	17.80%	+1.4%
Filipino	18.6%	11.7%	15.70%	+4.0%
Hispanic	29.3%	23.6%	20.60%	-3.0%
Pacific Islander	9.1%	28.6%	33.30%	+4.7%
White	21.6%	20.4%	20.10%	-0.3%
Two or More Races	23.2%	23.4%	15.20%	-8.2%
English Learners	24.7%	20.3%	23.10%	+2.8%
SED	27.9%	23.2%	21.70%	-1.5%
Students with Disabilities	30.1%	22.5%	21.20%	-1.3%
Foster Youth	*	*	46.20%	
Homeless	28.6%	28.2%	18.40%	-9.8%

LCAP 2019 - STATE Priorities
Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (continued).

Approaching Prepared Students: Met via Career Technical Education

Career Technical Education (CTE) Pathway Completion with a C minus or better in the Capstone Course. (School Years 15-18):

% Approaching Prepared	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17
All Students	61.7%	50.1%	26.5%	-23.6%
African American	67.6%	44.4%	19.1%	-25.3%
American Indian	25.0%	*	0.0%	
Asian	60.0%	16.7%	15.4%	-1.3%
Filipino	44.4%	25.0%	6.3%	-18.7%
Hispanic	61.7%	52.8%	28.8%	-24.0%
Pacific Islander	100.0%	25.0%	0.0%	-25.0%
White	66.7%	52.5%	30.7%	-21.8%
Two or More Races	34.8%	60.0%	16.7%	-43.3%
English Learners	73.0%	56.3%	29.7%	-26.6%
Socioeconomically Disadvantaged	59.8%	51.3%	27.2%	-24.1%
Students with Disabilities	68.2%	50.8%	42.6%	-8.2%
Foster Youth	*	*	33.3%	
Homeless	58.3%	45.5%	42.9%	-2.6%

Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

Approaching Prepared Students: Met via Scoring Level 2

Scored at least Level 2 "Standard Nearly Met" on both the ELA and Mathematics Smarter Balanced Summative Assessments(School Years 15-18):.

% Approaching Prepared	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17
All Students	35.5%	43.7%	51.5%	+7.8%
African American	35.1%	46.7%	44.7%	-2.0%
American Indian	75.0%	*	50.0%	
Asian	40.0%	50.0%	30.8%	-19.2%
Filipino	38.9%	50.0%	56.3%	+6.3%
Hispanic	36.7%	41.1%	48.2%	+7.1%
Pacific Islander	0.0%	50.0%	75.0%	+25.0%
White	31.6%	43.1%	55.9%	+12.8%
Two or More Races	47.8%	60.0%	58.3%	-1.7%
English Learners	21.6%	28.1%	35.1%	+7.0%
Socioeconomically Disadvantaged	42.7%	40.8%	50.3%	+9.5%
Students with Disabilities	21.2%	35.6%	31.5%	-4.1%
Foster Youth	*	*	83.3%	
Homeless	33.3%	27.3%	42.9%	+15.6%

Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

LCAP 2019 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (continued).

Approaching Prepared Students: Met via College Coursework

Completion of one semester/two quarters of Dual Enrollment with a C minus or better (Academic/CTE subjects) (School Years 15-18).

% Approaching Prepared	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17
All Students	0.0%	0.0%	8.3%	+8.3%
African American	0.0%	0.0%	10.6%	+10.6%
American Indian	0.0%	*	0.0%	
Asian	0.0%	0.0%	23.1%	+23.1%
Filipino	0.0%	0.0%	6.3%	+6.3%
Hispanic	0.0%	0.0%	7.9%	+7.9%
Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	6.7%	+6.7%
Two or More Races	0.0%	0.0%	16.7%	+16.7%
English Learners	0.0%	0.0%	13.5%	+13.5%
Socioeconomically Disadvantaged	0.0%	0.0%	7.5%	+7.5%
Students with Disabilities	0.0%	0.0%	13.0%	+13.0%
Foster Youth	*	*	0.0%	
Homeless	0.0%	0.0%	14.3%	+14.3%

Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

Approaching Prepared Students: Met via a-g Coursework

Completion of courses that meet the UC or CSU a-g criteria with a C minus or better(School Years 15-18).

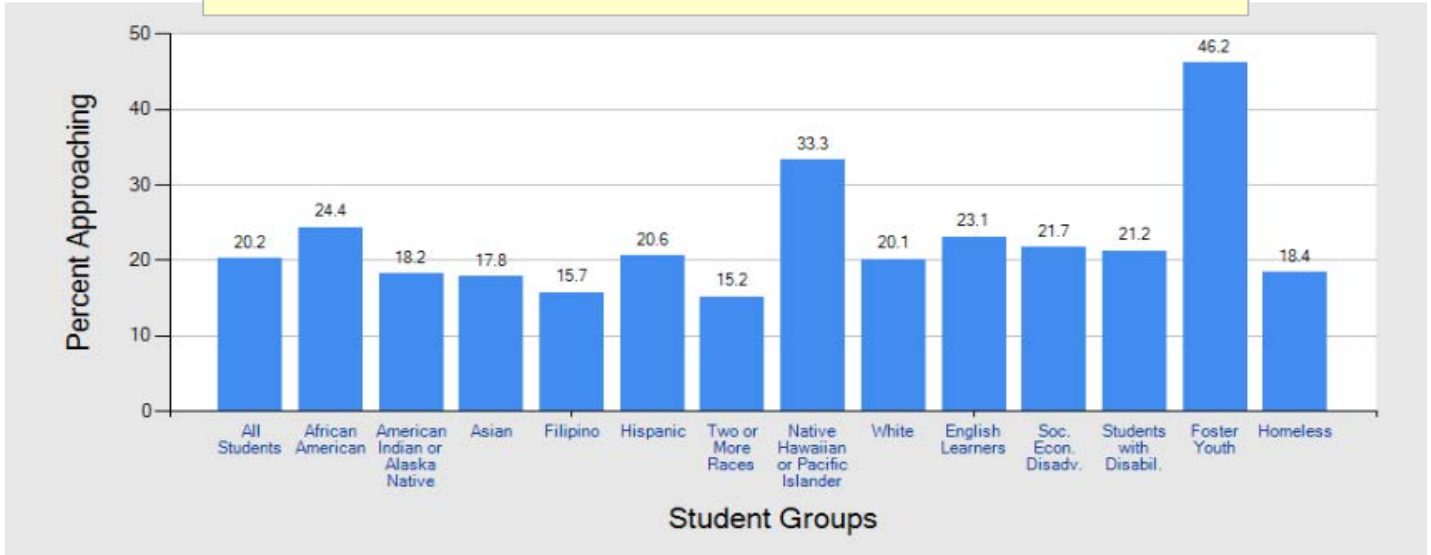| % Approaching Prepared	15/16 No IHS or LAP	16/17	17/18	Variance 16 vs 17
All Students	13.9%	15.8%	25.2%	+9.4%
African American	16.2%	20.0%	36.2%	+16.2%
American Indian	0.0%	*	50.0%	
Asian	0.0%	41.7%	30.8%	-10.9%
Filipino	33.3%	25.0%	43.8%	+18.8%
Hispanic	11.1%	15.3%	27.3%	+12.0%
Pacific Islander	0.0%	25.0%	25.0%	0.0%
White	11.7%	14.4%	19.0%	+4.6%
Two or More Races	39.1%	0.0%	16.7%	+16.7%
English Learners	8.1%	25.0%	35.1%	+10.1%
Socioeconomically Disadvantaged	12.1%	16.8%	26.6%	+9.8%
Students with Disabilities	15.2%	22.0%	25.9%	+3.9%
Foster Youth	*	*	0.0%	
Homeless	8.3%	36.4%	14.3%	-22.1%

Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

LCAP 2019 - STATE Priorities
Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (continued).

Approaching Prepared Students: Met via Leadership/Military Science

Earned by completing at least two years of Leadership/Military Science.(School Years 16-18).

% Approaching Prepared	15/16 N/A	16/17	17/18	Variance 16 vs 17
All Students		1.60%	1.0%	-0.6%
African American		2.20%	2.1%	-0.1%
American Indian		*	0.0%	
Asian		0.00%	0.0%	0.0%
Filipino		0.00%	0.0%	0.0%
Hispanic		0.60%	0.0%	-0.6%
Pacific Islander		0.00%	0.0%	0.0%
White		2.80%	1.7%	-1.1%
Two or More Races		0.00%	0.0%	0.0%
English Learners		3.10%	0.0%	-3.1%
Socioeconomically Disadvantaged		1.00%	0.6%	-0.4%
Students with Disabilities		1.70%	0.0%	-1.7%
Foster Youth		*	0.0%	
Homeless		0.00%	0.0%	0.0%

Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

LCAP 2019 - STATE Priorities
Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):

A. School attendance rates;

School Attendance Rate*(LEA Wide)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Data Source
LEA	94.16%	93.97%	93.82%	93.22%	94.22%	94.14%	Budget Office
FHS	94.67%	95.13%	94.49%	94.67%	94.85%	94.23%	Budget Office
HHS	96.37%	96.41%	95.56%	95.21%	95.65%	95.00%	Budget Office
LHS	96.04%	95.28%	95.21%	92.20%	94.56%	94.29%	Budget Office

B. Chronic absenteeism rates;

Chronic Absenteeism Rate (FHS, HHS, LHS)*	2012-13	2013-14	2014-15	2015-16		Data Source
FHS, HHS, LHS	13%	12%	14%	13%		Ed Services SIS
African American	15%	17%	18%	16%		Ed Services SIS
American Indian or Alaska Native	28%	17%	15%	24%		Ed Services SIS
Asian	6%	8%	10%	10%		Ed Services SIS
Filipino	7%	6%	6%	6%		Ed Services SIS
Hispanic Latino	14%	14%	15%	13%	Replaced with DataQuest	Ed Services SIS
Native Hawaiian or Pacific Islander	14%	16%	7%	21%		Ed Services SIS
White	12%	12%	12%	13%		Ed Services SIS
Two or more races	12%	14%	17%	11%		Ed Services SIS
Socio-Economically Disadvantaged	18%	18%	20%	18%		Ed Services SIS
English Learners	14%	18%	18%	16%		Ed Services SIS
Students with Disabilities	23%	22%	23%	20%		Ed Services SIS
Foster Youth	23%	30%	26%	22%		Ed Services SIS
Male	11%	11%	11%	11%		Ed Services SIS
Female	15%	14%	16%	14%		Ed Services SIS

Chronic Absenteeism Rate							
				2016-17	2017-18	Variance 16 vs 17	Data Source
Chronic Absenteeism Rate - LEA Wide				15.7%	15.2%	-0.5%	DataQuest
African American				21.6%	20.2%	-1.4%	DataQuest
American Indian or Alaska Native				26.3%	19.4%	-6.9%	DataQuest
Asian				9.8%	8.4%	-1.4%	DataQuest
Filipino				5.1%	6.2%	1.1%	DataQuest
Hispanic Latino				17.1%	16.7%	-0.4%	DataQuest
Native Hawaiian or Pacific Islander				15.3%	15.3%	0.0%	DataQuest
White				15.2%	14.4%	-0.8%	DataQuest
Two or more races				16.0%	17.9%	1.9%	DataQuest
Socio-Economically Disadvantaged				23.4%	21.0%	-2.4%	DataQuest
English Learners				23.4%	21.9%	-1.5%	DataQuest
Students with Disabilities				25.6%	25.2%	-0.4%	DataQuest
Foster Youth				39.3%	20.0%	-19.3%	DataQuest
Homeless				49.1%	40.2%	-8.9%	DataQuest

LCAP 2019 - STATE Priorities

Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):

C. Middle school dropout rates; **N/A**

D. High school dropout rates;

	2012-13	2013-14	2014-15	2015-16		Data Source
High School Drop Out Rates (COHORT)* LEA	**5%**	**4%**	**3%**	**3%**		CDE:DataQuest
African American	7%	6%	6%	6%		CDE:DataQuest
American Indian or Alaska Native	0%	31%	9%	0%	2013-2015 Cohort Drop Out Rate methodology retired. New calculations for 16/17 and subsequent years.	CDE:DataQuest
Asian	0%	2%	4%	2%		CDE:DataQuest
Filipino	1%	0%	0%	0%		CDE:DataQuest
Hispanic Latino	7%	5%	3%	4%		CDE:DataQuest
Native Hawaiian or Pacific Islander	9%	7%	0%	0%		CDE:DataQuest
White	3%	3%	3%	2%		CDE:DataQuest
Two or more races	7%	2%	3%	3%		CDE:DataQuest
Socio-Economically Disadvantaged	8%	6%	6%	5%		CDE:DataQuest
English Learners	11%	4%	5%	6%		CDE:DataQuest
Students with Disabilities	10%	6%	6%	5%		CDE:DataQuest
Foster Youth	n/a	n/a	8%	15%		CDE:DataQuest

				2016-17	2017-18	Variance 16 vs 17	Data Source
High School Drop Out Rates (ACGR Outcome)* LEA				**2.6%**	**3.0%**	**0.4%**	CDE:DataQuest
African American				2.1%	3.2%	**1.1%**	CDE:DataQuest
American Indian or Alaska Native				*	*		CDE:DataQuest
Asian				1.4%	1.4%	**0.0%**	CDE:DataQuest
Filipino				1.0%	0.0%	**-1.0%**	CDE:DataQuest
Hispanic Latino				3.0%	4.6%	**1.6%**	CDE:DataQuest
Native Hawaiian or Pacific Islander				0.0%	0.0%	**0.0%**	CDE:DataQuest
White				2.6%	2.5%	**-0.1%**	CDE:DataQuest
Two or more races				4.7%	2.5%	**-2.2%**	CDE:DataQuest
Socio-Economically Disadvantaged				4.5%	6.2%	**1.7%**	CDE:DataQuest
English Learners				6.3%	9.1%	**2.8%**	CDE:DataQuest
Students with Disabilities				5.6%	4.0%	**-1.6%**	CDE:DataQuest
Foster Youth				0.0%	5.9%	**5.9%**	CDE:DataQuest
Homeless				8.3%	20.4%	**12.1%**	CDE:DataQuest

LCAP 2019 - STATE Priorities						
Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):						
E. High school graduation rates;						

2018 Dashboard - 17/18 Graduation Rate Indicator - DISTRICT

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			91.9%	93.7%	+1.7%	Green	CDE_Dashboard Rpts and Data
Black/African American			88.4%	92.2%	+3.8%	Green	CDE_Dashboard Rpts and Data
American Indian or Alaska Native				90.9%		No Color	CDE_Dashboard Rpts and Data
Asian			93.2%	97.3%	+4.1%	Blue	CDE_Dashboard Rpts and Data
Filipino			96.1%	99.0%	+2.9%	Blue	CDE_Dashboard Rpts and Data
Hispanic			89.3%	92.1%	+2.8%	Green	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			100.0%	100.0%	0.0%	No Color	CDE_Dashboard Rpts and Data
2+			90.6%	93.7%	+3.0%	Green	CDE_Dashboard Rpts and Data
White			94.2%	94.2%	-0.1%	Green	CDE_Dashboard Rpts and Data
SED			88.6%	89.8%	+1.3%	Green	CDE_Dashboard Rpts and Data
EL			77.8%	81.3%	+3.4%	Green	CDE_Dashboard Rpts and Data
Foster Youth				100.0%		No Color	CDE_Dashboard Rpts and Data
SpEd			80.5%	84.7%	+4.2%	Green	CDE_Dashboard Rpts and Data
Homeless			87.2%	76.3%	-10.9%	Orange	CDE_Dashboard Rpts and Data

E. High school graduation rates (continued);

2018 Dashboard - 17/18 Graduation Rate Indicator - FREEDOM

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			98.0%	97.1%	-0.9%	Blue	CDE_Dashboard Rpts and Data
Black/African American			96.2%	98.5%	+2.4%	Blue	CDE_Dashboard Rpts and Data
American Indian or Alaska Native				*		No Color	CDE_Dashboard Rpts and Data
Asian			100.0%	100.0%	0.0%	No Color	CDE_Dashboard Rpts and Data
Filipino			94.7%	100.0%	+5.3%	Blue	CDE_Dashboard Rpts and Data
Hispanic			97.3%	97.9%	+0.6%	Blue	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander				*		No Color	CDE_Dashboard Rpts and Data
2+				*		No Color	CDE_Dashboard Rpts and Data
White			99.6%	95.0%	-4.6%	Blue	CDE_Dashboard Rpts and Data
SED			97.7%	95.4%	-2.3%	Blue	CDE_Dashboard Rpts and Data
EL			95.6%	92.5%	-3.1%	Yellow	CDE_Dashboard Rpts and Data
Foster Youth				*		No Color	CDE_Dashboard Rpts and Data
SpEd			95.5%	85.9%	-9.6%	Orange	CDE_Dashboard Rpts and Data
Homeless			92.3%	*		No Color	CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities
Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):

E. High school graduation rates (continued);

2018 Dashboard - 17/18 Graduation Rate Indicator - HERITAGE						
			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			98.1%	98.7%	+0.6%	Blue	CDE_Dashboard Rpts and Data
Black/African American			98.1%	98.1%	0.0%	Blue	CDE_Dashboard Rpts and Data
American Indian or Alaska Native				*		No Color	CDE_Dashboard Rpts and Data
Asian			100.0%	100.0%	0.0%	Blue	CDE_Dashboard Rpts and Data
Filipino			100.0%	100.0%	0.0%	Blue	CDE_Dashboard Rpts and Data
Hispanic			97.2%	97.5%	+0.3%	Blue	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander				*		No Color	CDE_Dashboard Rpts and Data
2+			100.0%	96.3%	-3.7%	No Color	CDE_Dashboard Rpts and Data
White			97.9%	99.0%	+1.2%	Blue	CDE_Dashboard Rpts and Data
SED			95.9%	96.8%	+0.9%	Blue	CDE_Dashboard Rpts and Data
EL			95.8%	100.0%	+4.2%	No Color	CDE_Dashboard Rpts and Data
Foster Youth				*		No Color	CDE_Dashboard Rpts and Data
SpEd			93.8%	87.5%	-6.3%	Orange	CDE_Dashboard Rpts and Data
Homeless				*		No Color	CDE_Dashboard Rpts and Data

E. High school graduation rates (continued);

2018 Dashboard - 17/18 Graduation Rate Indicator - INDEPENDENCE						
			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			67.7%	82.9%	+15.2%	Blue	CDE_Dashboard Rpts and Data
Black/African American			54.5%	73.7%	+19.1%	No Color	CDE_Dashboard Rpts and Data
American Indian or Alaska Native				*		No Color	CDE_Dashboard Rpts and Data
Asian				*		No Color	CDE_Dashboard Rpts and Data
Filipino				*		No Color	CDE_Dashboard Rpts and Data
Hispanic			58.3%	86.6%	+28.2%	Green	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander							CDE_Dashboard Rpts and Data
2+				63.6%		No Color	CDE_Dashboard Rpts and Data
White			77.6%	84.0%	+6.3%	Green	CDE_Dashboard Rpts and Data
SED			53.2%	81.6%	+28.4%	Green	CDE_Dashboard Rpts and Data
EL			31.3%	90.9%	+59.7%	No Color	CDE_Dashboard Rpts and Data
Foster Youth							CDE_Dashboard Rpts and Data
SpEd			25.0%	84.2%	+59.2%	No Color	CDE_Dashboard Rpts and Data
Homeless				*		No Color	CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities

Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):

2018 Dashboard - 17/18 Graduation Rate Indicator - LA PALOMA

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			53.6%	62.8%	+9.2%	Red	CDE_Dashboard Rpts and Data
Black/African American			63.2%	68.0%	+4.8%	No Color	CDE_Dashboard Rpts and Data
American Indian or Alaska Native				*		No Color	CDE_Dashboard Rpts and Data
Asian				*		No Color	CDE_Dashboard Rpts and Data
Filipino				*		No Color	CDE_Dashboard Rpts and Data
Hispanic			50.9%	57.9%	+7.0%	Red	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander				*			CDE_Dashboard Rpts and Data
2+				*		No Color	CDE_Dashboard Rpts and Data
White			54.8%	66.7%	+11.8%	Red	CDE_Dashboard Rpts and Data
SED			54.1%	60.0%	+5.9%	Red	CDE_Dashboard Rpts and Data
EL			38.1%	36.8%	-1.3%	No Color	CDE_Dashboard Rpts and Data
Foster Youth				*			CDE_Dashboard Rpts and Data
SpEd			50.0%	63.2%	+13.2%	No Color	CDE_Dashboard Rpts and Data
Homeless				57.1%		No Color	CDE_Dashboard Rpts and Data

2018 Dashboard - 17/18 Graduation Rate Indicator - LIBERTY

			2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students			94.7%	95.8%	+1.1%	Blue	CDE_Dashboard Rpts and Data
Black/African American			85.7%	100.0%	+14.3%	No Color	CDE_Dashboard Rpts and Data
American Indian or Alaska Native							CDE_Dashboard Rpts and Data
Asian			85.7%	100.0%	+14.3%	No Color	CDE_Dashboard Rpts and Data
Filipino			92.3%	100.0%	+7.7%	No Color	CDE_Dashboard Rpts and Data
Hispanic			94.8%	93.7%	-1.0%	Yellow	CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander			*	*		No Color	CDE_Dashboard Rpts and Data
2+			97.1%	100.0%	+2.9%	Blue	CDE_Dashboard Rpts and Data
White			96.4%	95.9%	-0.6%	Blue	CDE_Dashboard Rpts and Data
SED			91.0%	93.0%	+2.0%	Green	CDE_Dashboard Rpts and Data
EL			84.6%	75.0%	-9.6%	Orange	CDE_Dashboard Rpts and Data
Foster Youth			*	*		No Color	CDE_Dashboard Rpts and Data
SpEd			75.6%	87.7%	+12.1%	Green	CDE_Dashboard Rpts and Data
Homeless			*	90.9%		No Color	CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities						
Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):						
	2012-13	2013-14	2014-15	2015-16		Data Source
High School Graduation Rates (COHORT)* All Sites	87%	89%	91%	91%	2013-2015 Cohort Drop Out Rate methodology retired. New calculations for 16/17 and subsequent years.	CDE:DataQuest
African American	73%	82%	82%	86%		CDE:DataQuest
American Indian or Alaska Native	75%	50%	73%	82%		CDE:DataQuest
Asian	96%	93%	93%	96%		CDE:DataQuest
Filipino	91%	95%	95%	98%		CDE:DataQuest
Hispanic Latino	84%	87%	90%	87%		CDE:DataQuest
Native Hawaiian or Pacific Islander	91%	93%	100%	92%		CDE:DataQuest
White	90%	91%	92%	94%		CDE:DataQuest
Two or more races	80%	92%	92%	93%		CDE:DataQuest
Socio-Economically Disadvantaged	78%	83%	85%	85%		CDE:DataQuest
English Learners	74%	86%	87%	80%		CDE:DataQuest
Students with Disabilities	65%	73%	76%	79%		CDE:DataQuest
Foster Youth	n/a	n/a	n/a	54%		CDE:DataQuest

			2016-17	2017-18	Variance 16 vs 17	Data Source
All Sites: Cohort Adjusted Cohort Grad Rate - New methodology			89.2%	90.4%	+1.2%	CDE:DataQuest
African American			86.6%	89.4%	+2.8%	CDE:DataQuest
American Indian or Alaska Native			*	*		CDE:DataQuest
Asian			93.2%	95.8%	+2.6%	CDE:DataQuest
Filipino			95.2%	97.1%	+1.9%	CDE:DataQuest
Hispanic Latino			86.8%	87.3%	+0.5%	CDE:DataQuest
Native Hawaiian or Pacific Islander			100.0%	100.0%	0.0%	CDE:DataQuest
White			90.6%	91.3%	+0.7%	CDE:DataQuest
Two or more races			87.5%	91.3%	+3.8%	CDE:DataQuest
Socio-Economically Disadvantaged			83.1%	83.9%	+0.8%	CDE:DataQuest
English Learners			74.4%	75.2%	+0.8%	CDE:DataQuest
Students with Disabilities			76.0%	79.8%	+3.8%	CDE:DataQuest
Foster Youth			80.0%	94.1%	+14.1%	CDE:DataQuest
Homeless			72.9%	63.3%	-9.6%	CDE:DataQuest
Male			86.5%	87.3%	+0.8%	CDE:DataQuest
Female			91.8%	93.3%	+1.5%	CDE:DataQuest

DataQuest reports the four-year ACGR for DASS schools, the Dashboard reports a one-year graduation rate for these schools.

LCAP 2019 - STATE Priorities
Priority 6: School Climate as measured by all of the following, as applicable (A - B):

A.   Pupil suspension rates;

CA Fall 2018 Dashboard - 17/18 Suspension Rate Indicator DISTRICT					
	Prior Stat 2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students	**5.5%**	**4.5%**	**-1.0%**	**Green**	2018 CDE_Dashboard Rpts and Data
Black/African American	14.6%	9.2%	-5.4%	Yellow	2018 CDE_Dashboard Rpts and Data
American Indian or Alaska Native	10.3%	8.1%	-2.1%	Yellow	2018 CDE_Dashboard Rpts and Data
Asian	1.8%	3.4%	1.6%	Yellow	2018 CDE_Dashboard Rpts and Data
Filipino	2.2%	2.5%	0.3%	Green	2018 CDE_Dashboard Rpts and Data
Hispanic	5.3%	4.2%	-1.1%	Green	2018 CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander	8.3%	3.4%	-4.9%	Green	2018 CDE_Dashboard Rpts and Data
White	4.3%	3.9%	-0.4%	Yellow	2018 CDE_Dashboard Rpts and Data
2+	5.5%	5.6%	0.0%	Yellow	2018 CDE_Dashboard Rpts and Data
SED	9.2%	6.7%	-2.5%	Yellow	2018 CDE_Dashboard Rpts and Data
EL	7.3%	6.5%	-0.8%	Yellow	2018 CDE_Dashboard Rpts and Data
SpEd	10.7%	8.6%	-2.1%	Yellow	2018 CDE_Dashboard Rpts and Data
Foster Youth	21.1%	9.5%	-11.6%	Orange	2018 CDE_Dashboard Rpts and Data
Homeless	10.7%	12.2%	1.5%	Red	2018 CDE_Dashboard Rpts and Data

CA Fall 2018 Dashboard - 17/18 Suspension Rate Indicator FREEDOM					
	Prior Stat 2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students	**6.5%**	**5.1%**	**-1.4%**	**Green**	2018 CDE_Dashboard Rpts and Data
Black/African American	14.9%	9.2%	-5.7%	Yellow	2018 CDE_Dashboard Rpts and Data
American Indian or Alaska Native	23.1%	15.4%	-7.7%	No Color	2018 CDE_Dashboard Rpts and Data
Asian	1.2%	6.5%	5.3%	Orange	2018 CDE_Dashboard Rpts and Data
Filipino	3.5%	0.7%	-2.8%	Green	2018 CDE_Dashboard Rpts and Data
Hispanic	5.2%	4.2%	-1.0%	Green	2018 CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander	8.7%	3.8%	-4.8%	No Color	2018 CDE_Dashboard Rpts and Data
White	5.5%	5.0%	-0.5%	Green	2018 CDE_Dashboard Rpts and Data
2+	8.7%	6.8%	-1.9%	Yellow	2018 CDE_Dashboard Rpts and Data
SED	8.7%	6.5%	-2.2%	Yellow	2018 CDE_Dashboard Rpts and Data
EL	7.9%	7.8%	-0.1%	Orange	2018 CDE_Dashboard Rpts and Data
SpEd	11.6%	7.9%	-3.7%	Yellow	2018 CDE_Dashboard Rpts and Data
Foster Youth	33.3%	8.3%	-25.0%	No Color	2018 CDE_Dashboard Rpts and Data
Homeless	7.7%	25.7%	18.0%	No Color	2018 CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities

Priority 6: School Climate as measured by all of the following, as applicable (A - B):

A.   Pupil suspension rates (continued);

CA Fall 2018 Dashboard - 17/18 Suspension Rate Indicator HERITAGE

	Prior Stat 2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students	2.8%	2.8%	0.0%	Yellow	2018 CDE_Dashboard Rpts and Data
Black/African American	7.8%	5.7%	-2.1%	Green	2018 CDE_Dashboard Rpts and Data
American Indian or Alaska Native	*	*		No Color	2018 CDE_Dashboard Rpts and Data
Asian	0.6%	2.6%	2.1%	Orange	2018 CDE_Dashboard Rpts and Data
Filipino	1.6%	2.3%	0.7%	Orange	2018 CDE_Dashboard Rpts and Data
Hispanic	2.8%	3.4%	0.6%	Orange	2018 CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander	5.6%	0.0%	-5.6%	No Color	2018 CDE_Dashboard Rpts and Data
White	2.3%	1.9%	-0.4%	Green	2018 CDE_Dashboard Rpts and Data
2+	1.9%	5.4%	3.5%	Orange	2018 CDE_Dashboard Rpts and Data
SED	6.5%	5.1%	-1.5%	Green	2018 CDE_Dashboard Rpts and Data
EL	5.3%	3.1%	-2.2%	Green	2018 CDE_Dashboard Rpts and Data
SpEd	6.5%	5.2%	-1.4%	Green	2018 CDE_Dashboard Rpts and Data
Foster Youth	4.3%	21.1%	16.7%	No Color	2018 CDE_Dashboard Rpts and Data
Homeless	*	8.7%		No Color	2018 CDE_Dashboard Rpts and Data

CA Fall 2018 Dashboard - 17/18 Suspension Rate Indicator INDEPENDENCE

	Prior Stat 2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students	1.1%	1.1%	0.0%	Green	2018 CDE_Dashboard Rpts and Data
Black/African American	0.0%	0.0%	0.0%	Blue	2018 CDE_Dashboard Rpts and Data
American Indian or Alaska Native	*	*		No Color	2018 CDE_Dashboard Rpts and Data
Asian	*	*		No Color	2018 CDE_Dashboard Rpts and Data
Filipino	*	*		No Color	2018 CDE_Dashboard Rpts and Data
Hispanic	0.0%	0.7%	0.7%	Yellow	2018 CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander	*	*		No Color	2018 CDE_Dashboard Rpts and Data
White	1.9%	1.4%	-0.5%	Green	2018 CDE_Dashboard Rpts and Data
2+	0.0%	0.0%	0.0%	No Color	2018 CDE_Dashboard Rpts and Data
SED	0.7%	0.6%	-0.1%	Green	2018 CDE_Dashboard Rpts and Data
EL	2.3%	0.0%	-2.3%	No Color	2018 CDE_Dashboard Rpts and Data
SpEd	2.2%	0.0%	-2.2%	Blue	2018 CDE_Dashboard Rpts and Data
Foster Youth	*	*		No Color	2018 CDE_Dashboard Rpts and Data
Homeless	*	*		No Color	2018 CDE_Dashboard Rpts and Data

LCAP 2019 - STATE Priorities
Priority 6: School Climate as measured by all of the following, as applicable (A - B):

A. Pupil suspension rates (continued);

CA Fall 2018 Dashboard - 17/18 Suspension Rate Indicator LA PALOMA

	Prior Stat 2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students	20.6%	18.4%	-2.2%	Yellow	2018 CDE_Dashboard Rpts and Data
Black/African American	35.6%	22.4%	-13.2%	Orange	2018 CDE_Dashboard Rpts and Data
American Indian or Alaska Native	*	*		No Color	2018 CDE_Dashboard Rpts and Data
Asian	*	*		No Color	2018 CDE_Dashboard Rpts and Data
Filipino	*	*		No Color	2018 CDE_Dashboard Rpts and Data
Hispanic	14.8%	12.9%	-2.0%	Orange	2018 CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander	*	*		No Color	2018 CDE_Dashboard Rpts and Data
White	16.0%	21.8%	5.8%	Red	2018 CDE_Dashboard Rpts and Data
2+	*	*			2018 CDE_Dashboard Rpts and Data
SED	24.7%	18.2%	-6.5%	Yellow	2018 CDE_Dashboard Rpts and Data
EL	11.9%	14.9%	3.0%	Red	2018 CDE_Dashboard Rpts and Data
SpEd	39.6%	27.5%	-12.1%	Orange	2018 CDE_Dashboard Rpts and Data
Foster Youth	*	*		No Color	2018 CDE_Dashboard Rpts and Data
Homeless	27.3%	9.7%	-17.6%	No Color	2018 CDE_Dashboard Rpts and Data

CA Fall 2018 Dashboard - 17/18 Suspension Rate Indicator LIBERTY

	Prior Stat 2016-17	2017-18	Variance 16 vs 17	Color	Data Source
All Students	6.3%	4.4%	-1.9%	Green	2018 CDE_Dashboard Rpts and Data
Black/African American	18.6%	10.8%	-7.8%	Yellow	2018 CDE_Dashboard Rpts and Data
American Indian or Alaska Native	0.0%	*		No Color	2018 CDE_Dashboard Rpts and Data
Asian	6.1%	2.7%	-3.4%	Green	2018 CDE_Dashboard Rpts and Data
Filipino	0.0%	2.5%	2.5%	Orange	2018 CDE_Dashboard Rpts and Data
Hispanic	6.3%	3.6%	-2.7%	Green	2018 CDE_Dashboard Rpts and Data
Native Hawaiian or Pacific Islander	6.3%	7.1%	0.9%	No Color	2018 CDE_Dashboard Rpts and Data
White	4.8%	4.4%	-0.4%	Green	2018 CDE_Dashboard Rpts and Data
2+	6.1%	4.4%	-1.8%	Green	2018 CDE_Dashboard Rpts and Data
SED	9.3%	5.9%	-3.4%	Green	2018 CDE_Dashboard Rpts and Data
EL	6.8%	4.6%	-2.3%	Green	2018 CDE_Dashboard Rpts and Data
SpEd	10.3%	10.0%	-0.3%	Yellow	2018 CDE_Dashboard Rpts and Data
Foster Youth	27.8%	0.0%	-27.8%	No Color	2018 CDE_Dashboard Rpts and Data
Homeless	11.1%	5.1%	-6.0%	No Color	2018 CDE_Dashboard Rpts and Data

	2013-14	2014-15	2015-16	2016-17	2017-18	Data Source
Student Suspension Rate of cumulative enrollment*(FH, HH, IH, LAP, LH)	5.9%	6.2%	5.5%	5.5%	4.5%	CDE:DataQuest/15-16Calpads/16-17:DataQuest

B. Pupil expulsion rates;

	2013-14	2014-15	2015-16	2016-17	2017-18	Data Source
Student Expulsion Rate of cumulative enrollment* (FH, HH, IH, LAP, LH)	<1%	<1%	<1%	<1%	<1%	CDE:DataQuest/15-16Calpads/16-17:DataQuest

LCAP 2019 - STATE Priorities
Priority 6: School Climate as measured by all of the following, as applicable (A - C):

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

	2013-14	2014-15	2015-16	2016-17	2017-18	Data Source
Healthy Kids Survey*						
Average Response Rate						
Grade 9	75%	n/a	74%	86%	81%	CDE:DataQuest
Grade 11	72%	n/a	75%	82%	75%	CDE:DataQuest
School connectedness (High)						
Grade 9 - ALL	44%	n/a	45%	51%	School connectedness scale transistioned to students reporting "Strongly Agree" or "Agree"	CDE:DataQuest
African American	24%	n/a	30%	41%		CDE:DataQuest
American Indian or Alaska Native	44%	n/a	46%	46%		CDE:DataQuest
Asian	51%	n/a	50%	57%		CDE:DataQuest
Hispanic Latino	42%	n/a	43%	44%		CDE:DataQuest
Native Hawaiian or Pacific Islander	55%	n/a	42%	58%		CDE:DataQuest
White	48%	n/a	50%	59%		CDE:DataQuest
Two or more races	43%	n/a	42%	48%		CDE:DataQuest
Grade 11 - ALL	46%	n/a	43%	46%		CDE:DataQuest
African American	39%	n/a	32%	39%		CDE:DataQuest
American Indian or Alaska Native	28%	n/a	46%	50%		CDE:DataQuest
Asian	42%	n/a	43%	40%		CDE:DataQuest
Hispanic Latino	41%	n/a	39%	44%		CDE:DataQuest
Native Hawaiian or Pacific Islander	53%	n/a	42%	43%		CDE:DataQuest
White	53%	n/a	49%	53%		CDE:DataQuest
Two or more races	43%	n/a	40%	43%		CDE:DataQuest
Continuation & Alt. Schools ALL	14%	n/a	18%	20%		CDE:DataQuest

				2016-17	2017-18	
School connectedness ("Strongly Agree" or "Agree")						
Grade 9 - ALL				62%	57%	Calschls.org data dashboard
African American				53%	46%	Calschls.org data dashboard
Asian				63%	60%	Calschls.org data dashboard
Hispanic Latino				58%	56%	Calschls.org data dashboard
White				69%	63%	Calschls.org data dashboard
Other				63%	53%	Calschls.org data dashboard
Grade 11 - ALL				59%	51%	Calschls.org data dashboard
African American				52%	45%	Calschls.org data dashboard
Asian				58%	53%	Calschls.org data dashboard
Hispanic Latino				58%	47%	Calschls.org data dashboard
White				63%	56%	Calschls.org data dashboard
Other				55%	49%	Calschls.org data dashboard
Continuation & Alt. Schools ALL				37%	47%	Calschls.org data dashboard

LCAP 2019 - STATE Priorities						
Priority 6: School Climate as measured by all of the following, as applicable (A - C):						

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

School perceived as "very safe" or "safe"	2013-14	2014-15	2015-16	2016-17	2017-18	
Grade 9 - ALL	67%	n/a	67%	66%	55%	CHKS Table A9.5
African American	n/a	n/a	n/a	62%	42%	CHKS Table A9.5
American Indian or Alaska Native	n/a	n/a	n/a	64%	46%	CHKS Table A9.5
Asian	n/a	n/a	n/a	73%	66%	CHKS Table A9.5
Hispanic Latino	n/a	n/a	n/a	64%	55%	CHKS Table A9.5
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	69%	59%	CHKS Table A9.5
White	n/a	n/a	n/a	68%	57%	CHKS Table A9.5
Two or more races	n/a	n/a	n/a	63%	52%	CHKS Table A9.5
Grade 11 - ALL	73%	n/a	69%	67%	56%	CHKS Table A9.5
African American	n/a	n/a	n/a	64%	52%	CHKS Table A9.5
American Indian or Alaska Native	n/a	n/a	n/a	61%	47%	CHKS Table A9.5
Asian	n/a	n/a	n/a	75%	60%	CHKS Table A9.5
Hispanic Latino	n/a	n/a	n/a	63%	53%	CHKS Table A9.5
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	71%	45%	CHKS Table A9.5
White	n/a	n/a	n/a	70%	60%	CHKS Table A9.5
Two or more races	n/a	n/a	n/a	63%	54%	CHKS Table A9.5
Continuation & Alt. Schools ALL	42%	n/a	41%	40%	53%	CHKS Table A9.5

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness (continued).

In spring of 2018 the Liberty Union High School District administered the **California Healthy Kids Survey (CHKS)** to ninth grade students and eleventh grade students. Of the 1,648 ninth grade students surveyed, 39% were Hispanic or Latino, 2% were American Indian or Alaska Native, 8% Asian, 6% African American, 2% Pacific Islander, 38% white and 43% mixed (two or more races). Of the 1,484 eleventh grade students surveyed, 37% were Hispanic or Latino, 1% were American Indian or Alaska Native, 8% Asian, 7% African American, 3% Pacific Islander, 45% white and 35% mixed (two or more races). When reviewing the key indicators of school climate and student well-being, 55% of ninth grade students and 56% of eleventh grade students perceive their school to be very safe or safe. When using School Connectedness Scale 55% of our ninth grade respondents were categorized as "Strongly Agree" or "Agree" in school connectedness. Our eleventh grade responses resulted in 56% being categorized as "Strongly Agree" or "Agree" in school connectedness. When viewing school connectedness by race and ethnic subgroups, we found that of the ninth graders that responded the following percentages were categorized as "strong agree" or "agree" in school connectedness: White-63%, Asian- 60%, Hispanic- 56%, Other - 53%, with ninth grade African Americans feeling the least connected to their school responding 46% . The eleventh grade results of students categorized as "strong agree" or "agree" in school connectedness by race and ethnic subgroup were as follows: White- 56%, Asian- 53%, Hispanic- 47%, Other - 49% with African Americans feeling the least connected to their school responding 45%.

An analysis of the data shows that while a majority of the students survey feel safe and a sense of connectedness to school, there are differences between student groups. In the 11th grade, 45% of African Americans report feeling connected to school as compared to 51% of the entire class. Only 39% of the 11th grade English Learners feel connected to school.

Addtionally, 42% of the 9th grade African american students report feeling safe on campus, compared to 55% of the entire class. 41% of the 1tth grade ELs feel safe on campus.

These difference show the continued need for targeted support to our students.

LCAP 2019 - STATE Priorities

Priority 6: School Climate as measured by all of the following, as applicable (A - C):

Liberty Union High | Most Recent Data (2017-18)

School Connectedness Scale | Average percent of respondents reporting 'Strongly Agree' or 'Agree'

Results based on: All Students
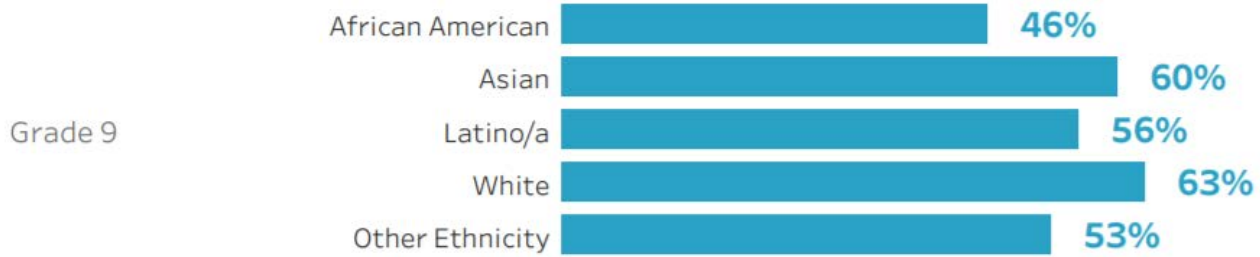
Grade 9	All Students	57%
Grade 11	All Students	51%

Results based on: Race/Ethnicity

Grade 9

African American	46%
Asian	60%
Latino/a	56%
White	63%
Other Ethnicity	53%

Grade 11

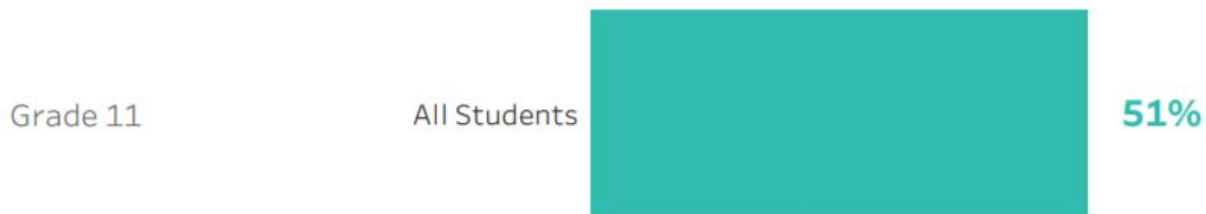| African American	45%
Asian	53%
Latino/a	47%
White	56%
Other Ethnicity	49%

LCAP 2019 - STATE Priorities

Priority 6: School Climate as measured by all of the following, as applicable (A - C):

Liberty Union High | Most Recent Data (2017-18)
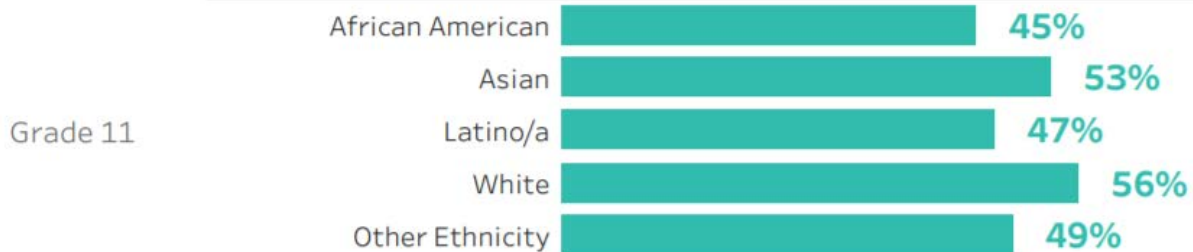
School perceived as safe or very safe | Average percent of respondents reporting 'Very Safe' or 'Safe'

Results based on: All Students

Grade 9	All Students	55%
Grade 11	All Students	56%

Results based on: Race/Ethnicity

	African American	42%
	Asian	65%
Grade 9	Latino/a	55%
	White	56%
	Other Ethnicity	49%
	African American	52%
	Asian	61%
Grade 11	Latino/a	53%
	White	61%
	Other Ethnicity	52%
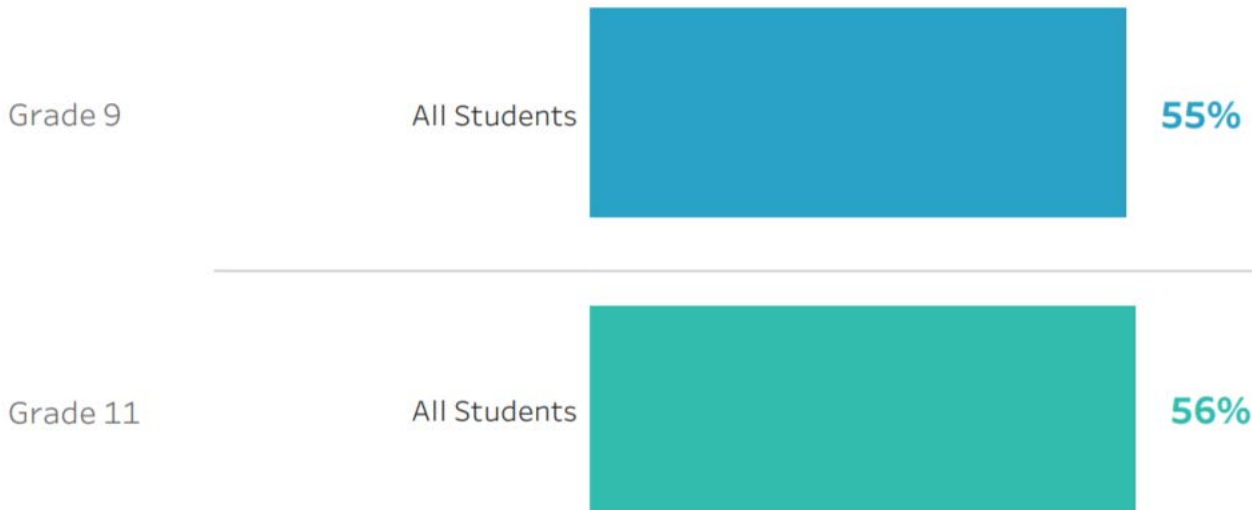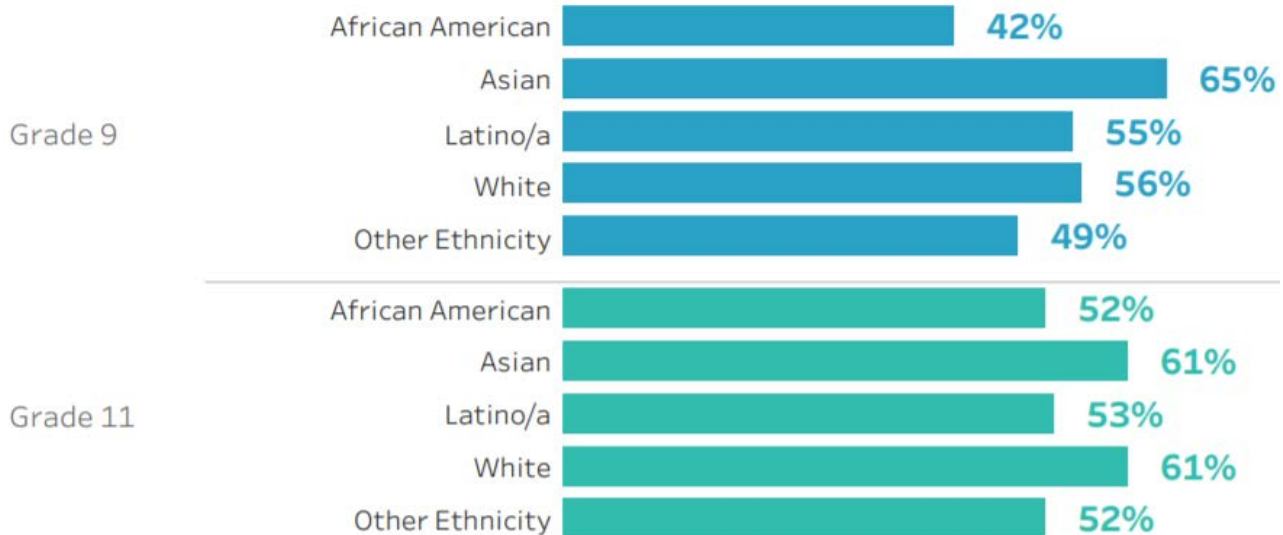
LCAP 2019 - STATE Priorities

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in (A - C):

A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable; B. Programs and services developed and provided to unduplicated pupils; and C. Programs and services developed and provided to individuals with exceptional needs.

	2013-14	2014-15	2015-16	2016-17	2017-18	Data Source
Subject Area Courses Taught						
Art	72	73	86	75	71	CDE:DataQuest / Calpads
Computer						CDE:DataQuest
Dance				4	1	CDE:DataQuest
Drama/Theater	16	15	19	18	17	CDE:DataQuest / Calpads
English Language Arts (Including Co-Taught SpEd)	357	386	415	396	368	CDE:DataQuest / Calpads
Foreign Languages	140	149	158	157	151	CDE:DataQuest / Calpads
Health			40	42	41	CDE:DataQuest
Heath Sci & Medical Technology			28	21	28	CDE:DataQuest
History/Social Science (Including Co-Taught SpEd)	267	305	325	310	302	CDE:DataQuest / Calpads
Mathematics (Including Co-Taught SpEd)	299	323	317	294	305	CDE:DataQuest / Calpads
Music	31	29	34	36	39	CDE:DataQuest / Calpads
Other Instruction-Related Assignments for unduplicated pupils (Inlcuding Read & Math 180, ELD, Tutorial Support, and Designated Programs)	249	243	375	414	433	CDE:DataQuest / Calpads
Physical Education	175	172	186	143	145	CDE:DataQuest / Calpads
Science (Including Co-Taught SpEd)	216	248	271	255	243	CDE:DataQuest / Calpads
Special Designated Subjects	8	12	16	16	18	CDE:DataQuest / Calpads
AP Courses Taught	84	108	120	136	136	CDE: DataQuest/CalPads
Subject Area Course Enrollment						
Art	2,234	2,262	2,340	2,274	2,150	CDE:DataQuest / Calpads
Dance				82	19	
Drama/Theater	477	474	488	498	475	CDE:DataQuest / Calpads
English Language Arts (Including Co-Taught SpEd)	8,545	8,722	8,522	8,599	8,590	CDE:DataQuest / Calpads
Foreign Languages	4,377	4,636	4,836	4,839	4,600	CDE:DataQuest / Calpads
Health				1,220	1,100	
Heath Sci & Medical Technology				642	759	
History/Social Science (Including Co-Taught SpEd)	6,973	6,961	7,064	7,175	7,032	CDE:DataQuest / Calpads
Mathematics (Including Co-Taught SpEd)	8,600	8,728	8,466	8,369	8,369	CDE:DataQuest / Calpads
Music	1,066	1,110	1,137	1,073	1,102	CDE:DataQuest / Calpads
Other Instruction-Related Assignments for unduplicated pupils (Inlcuding Read & Math 180, ELD, Tutorial Support, and Designated Programs)	3,525	3,758	4,919	5,038	5,358	CDE:DataQuest / Calpads
Physical Education	6,811	6,604	6,841	5,814	5,864	CDE:DataQuest / Calpads
Science (Including Co-Taught SpEd)	6,099	6,365	6,524	6,231	6,120	CDE:DataQuest / Calpads
Special Designated Subjects	262	387	483	467	519	CDE:DataQuest / Calpads
AP Course Enrollment	2,413	2,866	3,269	3,624	3,784	CDE: DataQuest/CalPads
AP Exams	2,000	2,305	2,545	2,560	2,762	College Board

LCAP 2019 - STATE Priorities

Priority 8A: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

	2013-14	2014-15	2015-16	2016-17	2017-18	Variance 16 vs 17	Data Source
Overall Cumulative (Weighted) Grade Point Average < 2.0	**20%**	**18%**	**17%**	**16%**	**15%**	**-1.2%**	Ed Services SIS
African American	32%	30%	28%	29%	27%	-1.9%	Ed Services SIS
American Indian or Alaska Native	22%	18%	9%	9%	17%	+7.9%	Ed Services SIS
Asian	6%	4%	7%	9%	7%	-2.2%	Ed Services SIS
Filipino	10%	8%	10%	8%	6%	-2.0%	Ed Services SIS
Hispanic Latino	26%	24%	23%	22%	21%	-0.9%	Ed Services SIS
Native Hawaiian or Pacific Islander	29%	25%	16%	13%	18%	+5.1%	Ed Services SIS
White	15%	14%	13%	12%	11%	-1.2%	Ed Services SIS
Two or more races	19%	17%	13%	15%	15%	-0.1%	Ed Services SIS
Socio-Economically Disadvantaged	30%	28%	28%	28%	25%	-3.0%	Ed Services SIS
English Learners	47%	46%	48%	45%	41%	-3.7%	Ed Services SIS
Students with Disabilities	33%	30%	28%	29%	25%	-4.0%	Ed Services SIS
Foster Youth	33%	29%	32%	42%	35%	-6.5%	Ed Services SIS
Homeless					38%		Ed Services SIS
Overall Cumulative (Weighted) Grade Point Average 2.0 - 2.99	**36%**	**35%**	**34%**	**33%**	**32%**	**-0.3%**	Ed Services SIS
African American	42%	40%	40%	38%	41%	+2.5%	Ed Services SIS
American Indian or Alaska Native	31%	39%	56%	56%	43%	-12.6%	Ed Services SIS
Asian	30%	28%	24%	23%	22%	-0.5%	Ed Services SIS
Filipino	26%	26%	22%	20%	21%	+1.4%	Ed Services SIS
Hispanic Latino	39%	38%	37%	37%	35%	-1.6%	Ed Services SIS
Native Hawaiian or Pacific Islander	39%	40%	38%	38%	34%	-4.3%	Ed Services SIS
White	34%	33%	31%	30%	31%	+0.7%	Ed Services SIS
Two or more races	36%	34%	35%	37%	32%	-4.4%	Ed Services SIS
Socio-Economically Disadvantaged	40%	39%	39%	36%	37%	+0.9%	Ed Services SIS
English Learners	39%	42%	40%	42%	42%	+0.0%	Ed Services SIS
Students with Disabilities	41%	42%	42%	41%	45%	+3.8%	Ed Services SIS
Foster Youth	46%	46%	41%	25%	43%	+18.2%	Ed Services SIS
Homeless					38%		Ed Services SIS
Overall Cumulative (Weighted) Grade Point Average >= 3.0	**44%**	**47%**	**49%**	**51%**	**52%**	**+1.4%**	Ed Services SIS
African American	27%	30%	32%	33%	32%	-0.6%	Ed Services SIS
American Indian or Alaska Native	47%	42%	35%	35%	40%	+4.7%	Ed Services SIS
Asian	64%	67%	69%	69%	71%	+2.8%	Ed Services SIS
Filipino	64%	66%	68%	72%	73%	+0.6%	Ed Services SIS
Hispanic Latino	35%	38%	40%	42%	44%	+2.5%	Ed Services SIS
Native Hawaiian or Pacific Islander	32%	35%	46%	49%	48%	-0.9%	Ed Services SIS
White	51%	53%	57%	58%	59%	+0.6%	Ed Services SIS
Two or more races	45%	50%	52%	48%	53%	+4.5%	Ed Services SIS
Socio-Economically Disadvantaged	30%	33%	33%	36%	38%	+2.1%	Ed Services SIS
English Learners	14%	12%	12%	13%	17%	+3.7%	Ed Services SIS
Students with Disabilities	26%	28%	30%	29%	29%	+0.1%	Ed Services SIS
Foster Youth	21%	24%	27%	33%	22%	-11.7%	Ed Services SIS
Homeless					24%		Ed Services SIS

LCAP 2019 - STATE Priorities

Priority 8A: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable (cont).

Partnerships/Internships with local business, non-profit and community:

Assemblyman Jim Frazier's Office	LUHSD Graduates of Distinction
Bags of Hope	LUHSD Hall of Fame
Brentwood Art Society	Nike
Brentwood Police Department	Oakley Police Department
Brentwood Union School District	Oakley Union School District
Cisco Meraki	One Day at A Time
Cisco Systems	Partriots Jet Team Foundation
City of Brentwood	Petco
City of Oakley	Silicon Valley Math Initiative
Contra Costa County Cosmetology Program	TJ Maxx
Contra Costa County Health Services	U.S. Armed Forces
Contra Costa County Superisor Diane Burgis Office	UC Berkeley
Contra Costa Crisis Center	
Contra Costa Health Service	
CVS	
Delta First 5	
Delta Schools Federal Credit Union	
Delta Science Center	
Diablo Valley Community College	
East Bay Works	
East Contra Costa Fire District	
Home Goods	
Hope House	
Iron House Sanitary District	
John Muir Medical Center	
Lawrence Hall of Science	
Los Medanos Community College	

LCAP 2019 - STATE Priorities
Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils. N/A
Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including: N/A

LCAP 2019 - STATE Priorities

Local Priorities

A. Local priority goals; and B. Methods for measuring progress toward local goals.

	2013-14	2014-15	2015-16	2016-17	2017-18	% Change 16 vs 17	Data Source
SAT Participation (unduplicated count of test scores)	918	1,132	1105	1169	1244	6%	Ed Services SIS
African American	78	105	109	102	109	7%	Ed Services SIS
American Indian or Alaska Native	5	6	2	4	4	0%	Ed Services SIS
Asian	39	56	56	71	65	-8%	Ed Services SIS
Filipino	63	85	89	86	101	17%	Ed Services SIS
Hispanic Latino	218	286	293	330	342	4%	Ed Services SIS
Native Hawaiian or Pacific Islander	6	8	6	9	10	11%	Ed Services SIS
White	470	521	496	514	554	8%	Ed Services SIS
Two or more races	39	65	54	53	59	11%	Ed Services SIS
Socio-Economically Disadvantaged	192	255	252	245	389	59%	Ed Services SIS
English Learners	3	11	7	10	46	360%	Ed Services SIS
Students with Disabilities	14	25	34	49	141	188%	Ed Services SIS
Foster Youth	1	3	1	1	2	100%	Ed Services SIS
Homeless					17		
Male	375	452	436	448	490	9%	Ed Services SIS
Female	543	680	669	721	754	5%	Ed Services SIS
ACT Participation (unduplicated count of test scores)	525	550	601	487	393	-19%	Ed Services SIS
African American	53	40	53	46	34	-26%	Ed Services SIS
American Indian or Alaska Native	2	3	2	3	1	-67%	Ed Services SIS
Asian	25	27	23	27	20	-26%	Ed Services SIS
Filipino	28	33	35	31	39	26%	Ed Services SIS
Hispanic Latino	117	127	149	108	84	-22%	Ed Services SIS
Native Hawaiian or Pacific Islander	5	0	2	5	4	-20%	Ed Services SIS
White	284	283	306	250	193	-23%	Ed Services SIS
Two or more races	11	37	31	17	18	6%	Ed Services SIS
Socio-Economically Disadvantaged	104	127	102	84	117	39%	Ed Services SIS
English Learners	1	2	2	2	15	650%	Ed Services SIS
Students with Disabilities	15	12	21	13	40	208%	Ed Services SIS
Foster Youth	0	2	0	0	0		Ed Services SIS
Homeless					8		
Male	224	232	248	177	160	-10%	Ed Services SIS
Female	301	318	353	310	233	-25%	Ed Services SIS

Data Element	State Priority	Priority Category	Page(s)
ACT Participation	Local Priorities	A. Local priority goals; and B. Methods for measuring progress toward local goals.	46
AP Exam % Score of 3 or Higher* ALL (Unduplicated)	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher;	17
AP Exam Participants Unduplicated)	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher;	17
API-Retired Metric	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	B. The Academic Performance Index;	12
Chronic Absenteeism Rate -LEA Wide	Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):	B. Chronic absenteeism rates;	29
College and Career Indicator	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	20-28
CTE Course Completer Unduplicated (COHORT Graduates)-Retired Metric	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;	14
EAP Data	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	18-19
El Reclassification Rate - Reporting Dates Fall	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	E. The English learner reclassification rate;	16
English Learner Progress	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	D. The percentage of English learner students who scored in each of ELPAC's four performance levels;	15
Expulsion Rates	Priority 6: School Climate as measured by all of the following, as applicable (A - B):	B. Pupil expulsion rates;	37
Graduation Rates	Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):	E. High school graduation rates;	31-34
Healthy Kids Survey	Priority 6: School Climate as measured by all of the following, as applicable (A - B):	C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	38-41
High School Drop Out Rates (COHORT)* LEA	Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):	D. High school dropout rates;	30
Misassignments of Teachers of English Learners	Priority 1: Basic Services addresses the degree to which:	A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;	1
Number of identfied instances where facilities do not meet the "good repair" standard	Priority 1: Basic Services addresses the degree to which:	C. School facilities are maintained in good repair.	1
Overall Cumulative GPA	Priority 8A: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.	Priority 8A: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.	43

Data Element	State Priority	Priority Category	Page(s)
Overall Facility Rating	Priority 1: Basic Services addresses the degree to which:	C. School facilities are maintained in good repair.	1
Parent Survey	Priority 3: Parental Involvement addresses:	A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site; B. How the school district will promote parental participation in programs for unduplicated pupils; and C. How the school district will promote parental participation in	5
Partnership/Internships	Priority 8A: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.	Priority 8A: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.	
Percent of Students Lacking Own Textbook	Priority 1: Basic Services addresses the degree to which:	B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and	1
Recently Adopted Academic Standards and/or Curriculum Frameworks	Priority 2: Implementation of State Standards addresses (A-B):	A. The implementation of state board adopted academic content and performance standards for all students and B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	2-4
SAT Participation	Local Priorities	A. Local priority goals; and B. Methods for measuring progress toward local goals.	46
SBAC ELA % of Met & Exceeded	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	A. Statewide assessments;	12
SBAC Math % of Met & Exceeded	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	A. Statewide assessments;	12
SBAC: Distance from Standard	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	A. Statewide assessments;	6-11
School Attendance Rate	Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):	A. School attendance rates;	29
Student access to standards-aligned instructional materials.	Priority 1: Basic Services addresses the degree to which:	B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and	1
Subject Area Course Enrollment	Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in (A - C):	A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable; B. Programs and services developed and provided to unduplicated pupils; and C. Programs and services developed and provided to individuals with exceptional needs.	42
Subject Area Courses Taught	Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in (A - C):	A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable; B. Programs and services developed and provided to unduplicated pupils; and C. Programs and services developed and provided to individuals with exceptional needs.	42
Suspension Rates	Priority 6: School Climate as measured by all of the following, as applicable (A - B):	A. Pupil suspension rates;	35-37

INDEX of Data Elements - Appendix A

Data Element	State Priority	Priority Category	Page(s)
Total Teacher Misassignments	Priority 1: Basic Services addresses the degree to which:	A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;	1
UC/CSU Required Courses Met	Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):	C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;	13
Vacant Teacher Positions	Priority 1: Basic Services addresses the degree to which:	A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;	1