



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)

[LCFF Evaluation Rubrics](#): 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

Liberty Union High School District

Contact Name and Title

Erik Faulkner
Asst. Superintendent

Email and Phone

faulkner@luhsd.net
(925) 634-2166, x2023

2017-20 Plan Summary

The Story

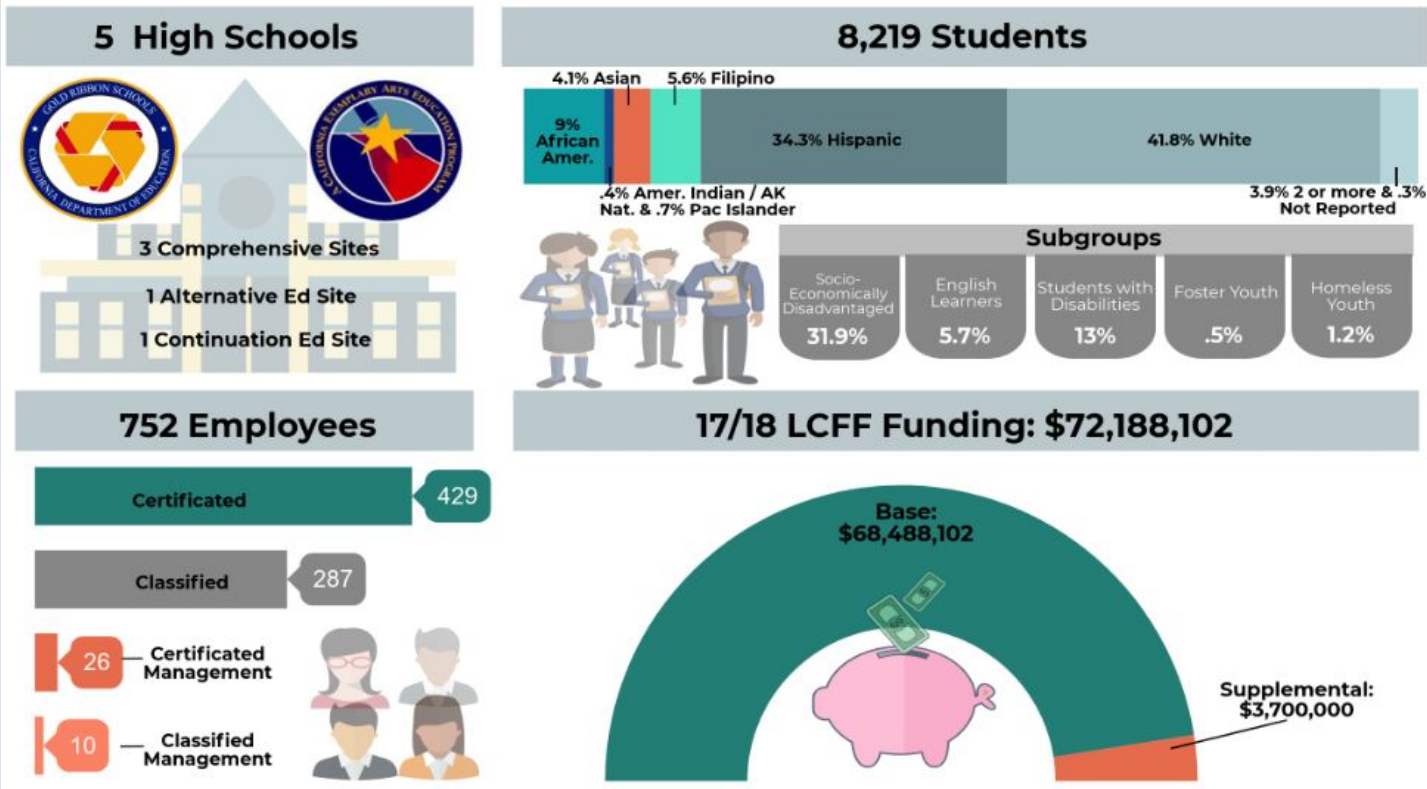
Describe the students and community and how the LEA serves them.

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 8,219 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 43% White, 34% Hispanic Latino, 9% African American, 6% Filipino, 4% two or more races, and 4% Asian. Nearly 32% 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 1069 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 1150 parents and community members completed surveys in English and Spanish. Fifty (50) informational and input meetings were held with site, district, and/or community stakeholders (See Appendix A), including DLAC, 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 36-54)

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 55-86)

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

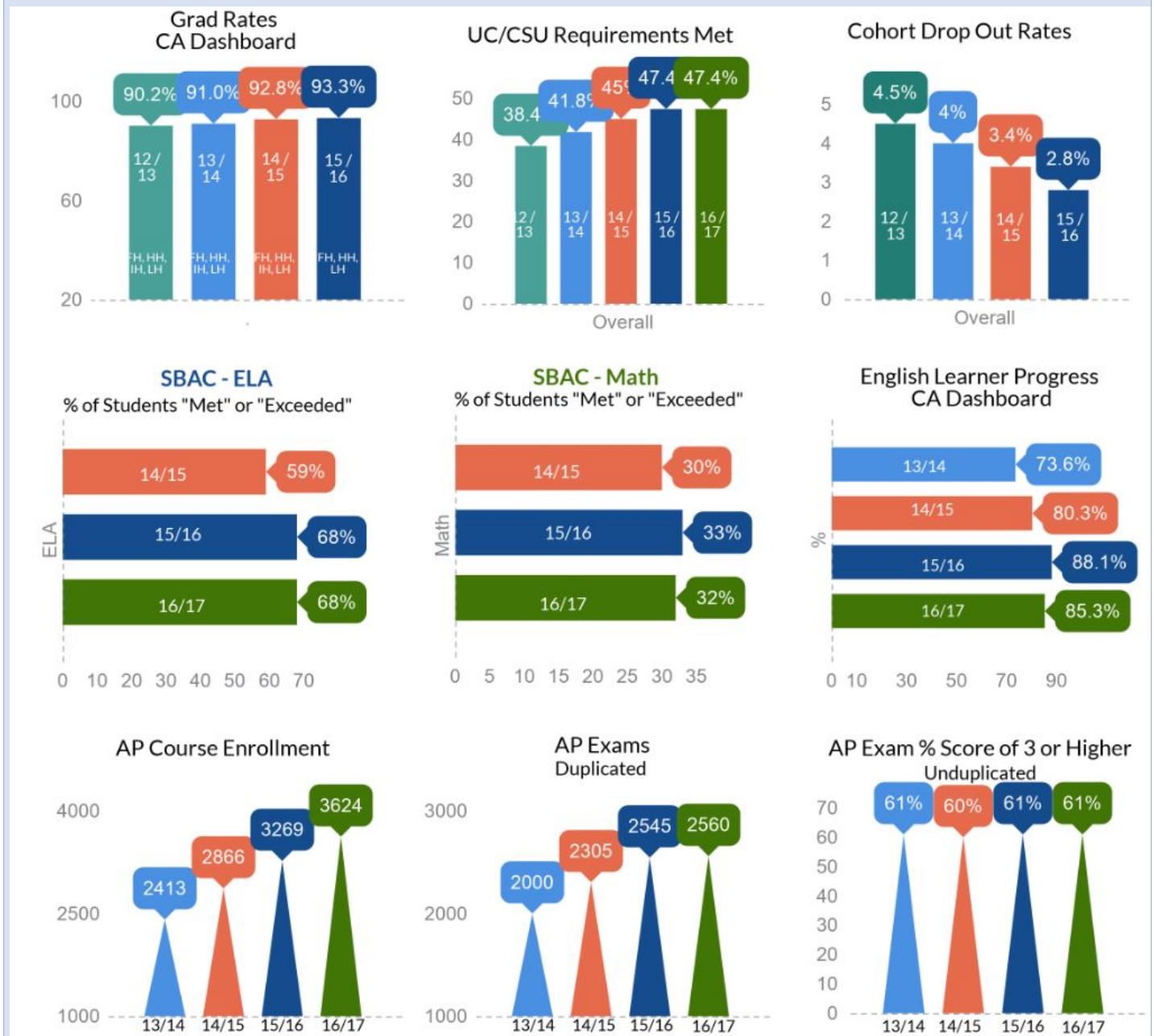
- A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.
- B. Expanding parent involvement.
- C. Increasing communication and collaboration with our business and community organizations.

(State Priorities 3,4,8; pages 87-96)

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 50 meetings were held on campuses and in the community to gather feedback on revisions to our plan. In addition, we received 1150 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



Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

Districtwide, LUHSD scored nearly at the highest level of Green on the English Learner Progress (ELPI) and Graduation Rate indicators. The ELPI Status was Very High at 85.3%, while status for Graduation Rate was high at 93.3%.

Our district, based upon input from students, teachers, parents, administrators, and community members, made significant investments into additional counselors at each of our comprehensive sites to work specifically with our unduplicated students (SED, EL, Homeless, and FY). These targeted counselors have less 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.

The success of our English Learner program is due to the hard work of our teachers, support staff, bi-lingual liaisons, and administrators in ensuring that English Learners receive timely and effective support. We plan to build upon this success by continuing to provide staff development in the areas of academic language support, as well as strategies for teaching language acquisition while accessing academic content. In addition, ELD supplemental instructional materials are provided to teachers for student use. Three EL Parent Liaisons increase home/school communication. Perception data from our Local Climate Survey indicates strong parent and community appreciation for the work of our EL Parent Liaisons. We also provide a variety of both ELA and math support courses. Technology is available for student use, with the addition of 35 laptop carts per comprehensive site.

Referring to the LCFF Evaluation Rubrics, 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 indicators were Red or Orange, and our district met all of its Local Indicators. In order to further reduce the suspension rate, our district has provided site with targeted assistance counselors, to support our high-needs students. The goal is to redirect students who are upset before they misbehave and commit a suspendable offense. Additionally, our district is implementing alternate means to suspension where applicable. Teachers have received equity training and learn strategies to de-escalate conflict.

Additionally, based upon the California Dashboard, the 2016-17 LUHSD Chronic Absenteeism Rate for "All Students" is 15.9%. To decrease the rates of chronic absenteeism, all sites have implemented positive attendance programs. Additionally, teachers have received training in lesson plan development in unleashing curiosity to increase student engagement. More clubs and activities with multi-cultural emphasis help students to better connect to school. The most recent version of our student database system has the capability of identifying students with attendance issues early in the year to provide those students with additional support and guidance.

Finally, based upon the 2017 CAASPP results, LUHSD's Math EAP "Ready" rates for "All Students" is 8%. 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 Subgroups, successfully completing a-g math requirements as per LCAP Goal 2 annually. In addition, our district is adopting new curriculum for an Algebra 1 Support Class.

Referring to the LCFF Evaluation Rubrics, 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 Homeless (status is High at 6.8%), Students with Disabilities (status is Very High at 9.9%), and American Indian or Alaska Native (status is Very High at 11.4%) student groups performed at the Red level, which was two levels below the district's Yellow rating.

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 English Learner subgroup performed at the Orange level (status was Low at 84.2%) which is two levels below the district's performance at the Green level.

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.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Based upon Dashboard results, LUHSD will focus upon improving suspension rates for English Learners, Foster Youth, Homeless and Socio-Economically Disadvantaged students with the following actions:

- Targeted Assistance Counselors will provide ongoing support to students in need
- Staff development will focus upon lesson planning and design, universal access for all students, and student engagement
- Certificated staff (teachers, counselors, and administrators) will receive equity training through World Trust
- The District Diversity Coordinator will continue to meet with students regarding campus climate and will focus on supporting our unduplicated students

Additionally, LUHSD will focus on the Graduation Rate of English Learners.

- Staff development for teachers working with English Learners, including those reclassified as RFEP yet still needing support with academic language
- Support courses are implemented in ELA and math such as Read 180 and Math 180
- EL supplemental curriculum will be provided to teachers for student use
- EL Parent Liaisons will increase home/school communication

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$92,282,128.55
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$15,730,154.34

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The California Education Code requires local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted segments. Restricted programs fulfill the requirements defined by the funding source and are by nature not associated with the LCAP. For this reason, restricted expenditures are generally not included as part of LCAP expenditures unless specifically identified as a funding source.

LEAs are also required to record expenditures according to the types of items purchased or services obtained. As a general rule, 85 percent of total General Fund expenditures consist of personnel salaries and benefits. These costs account for the human resources required to carry out a vast array of educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operation, and more. These support activities along with the related supplies and services operating costs do not directly or indirectly influence the outcome of the actions and services identified in the LCAP. For this reason, they are not included in the LCAP.

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DESCRIPTION	AMOUNT
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Total Projected LCFF Revenues for LCAP Year	\$74,965,872.
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Annual Update

LCAP Year Reviewed: **2017-18**

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

Metric/Indicator

Annual Williams Act: School Facility Rating. (Priority 1C)

17-18

All school facilities are maintained in good repair. (Priority 1C)

Baseline

Good

Metric/Indicator

Attendance Rates. (Priority 5A)

Actual

All of the facilities in LUHSD are maintained in good repair. We are in compliance with the Williams Act. - Met

The 2016-17 attendance rates for our 3 comprehensive high schools are as follows:

Freedom HS - 95% (+1%) - Met
Heritage HS - 96% (+1%) - Met

Expected

17-18

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%

Metric/Indicator

Chronic Absenteeism Rates. (Priority 5B)

17-18

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%

Metric/Indicator

Cohort Drop Out Rates. (Priority 5D)

17-18

Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5D)

Actual

Liberty HS - 95% (No Change) - Not Met

According to the California School Dashboard, The 2016-17 Chronic Absenteeism Rates for LUHSD are as follows:

All Students: 16% (+2%) - Not Met
African American: 21% (+3%) - Not Met
Hispanic or Latino: 17% (+2 %) - Not Met
SED: 23% (+3%) - Not Met
English Learners: 24% (+6%) - Not Met
Students with Disabilities: 25% (+2%) - Not Met
Foster Youth: 36% (+10%) - Not Met
Homeless: 47% (first year in indicator)

The 2015-16 Cohort Dropout rates are as follows:

LEA: 3% (No change) - Not Met
African American – 6% (No change) - Not Met
American Indian/AK Native – 0% (9% decrease) - Met
Asian - 2% (2% decrease) - Met
English Learners – 6% (1% increase) - Not Met
SED – 5% (1% decrease) - Met
Students with Disabilities – 5% (1% decrease) - Met
Foster Youth – 15% (7% increase) - Not Met

The 2016-17 Cohort Dropout Rates are being revised by the CDE based upon new formulas and have not yet been released.

Expected

Baseline

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)

Metric/Indicator

CA Dashboard Suspension Rates. (Priority 6A)

17-18

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%.

Metric/Indicator

Expulsion Rates. (Priority 6B)

17-18

Lower expulsion rates by overall by .2%. (Priority 6A)

Baseline

Overall less than 1%

Metric/Indicator

School and Safety connectedness surveys. (Priority 6C)

17-18

Increase school connectedness and safety by .2%. (Priority 6C)

Actual

The 2016-17 Suspension Rates are as follows:

All Students: 5.2% (.6% decrease) - Met

English Learners: 6.9% (3% decrease) - Met

SED: 8.5% (1.1% decrease) - Met

Students with Disabilities: 9.9% (3.5% decrease) - Met

African American: 13.5% (3% decrease) - Met

American Indian: 11.4% (4.9% increase) - Not Met

Pacific Islander: 7% (2.1% decrease) - Met

The 2016-17 Expulsion Rate is <1%. Met

The 2016/17 Healthy Kids Survey results are as follows:

School connectedness (High):

Grade 9: 51% (6% increase) - Met

Grade 11: 46% (3% increase) - Met

School Safety(Very safe or safe):

Grade 9: 66% (1% decrease) - Not Met

Expected

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%

Actual

Grade 11: 67% (2% decrease) - 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 laptop carts and increasing the bandwidth of the network from 1 GB to 2 GB, allowing students the ability to use 21st century technology skills for the successful implementation of the Common Core State Standards and Smarter Balanced (SBAC) testing.	(A.1) Monitor and maintain technology infrastructure. 0001-0999: Unrestricted: Locally Defined Base \$0.00	(A.1) Monitored and maintained 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.2) Continued additional IT support staff - amounts included salary and benefits duo 610. 2000-2999: Classified Personnel Salaries Base \$110,340.75
		(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 \$40,893.67	(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 \$13,705.70
		(A.4) LMS (Learning Management System) and Data	(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

Management System were 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 \$58,776.25

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.	<p>(B.1) Continue Facilities Plan for all schools under Measure U. 6000-6999: Capital Outlay Other \$1,000,000</p> <p>(B.2) Continue additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base \$53,688</p> <p>(B.3) Continue additional M&O person to maintain and repair facilities. 3000-3999: Employee Benefits Base \$22,094</p>	<p>(B.1) Continued Facilities Plan for all schools under Measure U. 6000-6999: Capital Outlay Base 1,500,000</p> <p>(B.2) Continued additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base \$53,688.00</p> <p>(B.3) Continued additional M&O person to maintain and repair facilities. 3000-3999: Employee Benefits Base \$22,094.00</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual 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.	<p>(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</p>	<p>(C.1) Site administration kept a log of inspections and reported findings to Maintenance & Operations Department, who will create a schedule for repairs.</p>

0000: Unrestricted Supplemental
\$228.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(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) Investigated 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.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 \$1,000,000

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.	<p>(E.1) Continue student participation in fairs and competitions - Ag and Robotics. 5000-5999: Services And Other Operating Expenditures Other \$10,000</p> <p>(E.2) District Diversity Coordinator to facilitate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified subgroups and address those concerns with site administration. 2000-2999: Classified Personnel Salaries Supplemental \$53,927</p> <p>(E.2) continued Benefits only 3000-3999: Employee Benefits Supplemental \$26,476</p>	<p>(E.1) Continued student participation in fairs and competitions - Ag and Robotics. 5000-5999: Services And Other Operating Expenditures Other \$1,025.26</p> <p>(E.2) District Diversity Coordinator facilitated meetings and address concerns/issues with targeted EL's, FY, SED students and other identified subgroups and address those concerns with site administration. 2000-2999: Classified Personnel Salaries Supplemental \$54,608.89</p> <p>(E.2) continued Benefits only 3000-3999: Employee Benefits Supplemental \$26,064.07</p>

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 \$4,094.71

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 \$476,600.00

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 foster an atmosphere of respect and civility among all students.	(H) School sites evaluated existing programs, expanded, explored, or created 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.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 Supplemental \$35,000 (H.2) Maintain attendance clerk to address absenteeism at FHS only -Salary and Benefits. 2000-2999: Classified Personnel Salaries Supplemental \$25,540	(H.1) Reviewed/revised and continued attendance recognition program primarily targeting the highest number of unduplicated students: outreach to EL's, FY, SED students. 4000-4999: Books And Supplies Supplemental \$11,063.55 (H.2) Maintained attendance clerk to address absenteeism at FHS only -Salary and Benefits. 2000-2999: Classified Personnel Salaries Other \$52,724.45

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, fostering 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 reinforce at staff/parent/student meetings. 5000-5999: Services And Other Operating Expenditures Other \$0.00
		(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 \$36,691.99
		(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 10,000.00
		(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 Supplemental \$25,000	(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 were reviewed and considered. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,200.00
		(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	(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
Supplemental \$25,000

Operating Expenditures
Supplemental \$5,682.08

Action 10

Planned 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.

Actual Actions/Services

(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.

Budgeted Expenditures

(J.1) Implement site action plan for activities. 5000-5999: Services And Other Operating Expenditures Supplemental \$50,289

(J.2) Implement site budget for activities -ODAT, PRIDE conference. 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000

Estimated Actual Expenditures

(J.1) Implemented site action plan for activities. 5000-5999: Services And Other Operating Expenditures Supplemental \$22,334.96

(J.2) Implemented site budget for activities -ODAT, PRIDE conference. 5000-5999: Services And Other Operating Expenditures Supplemental \$11,594.46

Action 11

Planned Actions/Services

(K) School sites examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.

Actual Actions/Services

(K) School sites examined Healthy Kids Survey (HKS) results as it related to respect and civility issues among students.

Budgeted Expenditures

(K.1) Revise/Implement budget. 5000-5999: Services And Other Operating Expenditures Base \$1,600

Estimated Actual Expenditures

(K.1) Revised/Implemented budget. 5000-5999: Services And Other Operating Expenditures Base \$1,600.00

Action 12

Planned 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.

Actual 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.

Budgeted Expenditures

(L.1) Continue position for Accounting Technician. 2000-2999: Classified Personnel Salaries Base \$57,708

(L.2) Continue the position for Accounting Technician. 3000-

Estimated Actual Expenditures

(L.1) Continued position for Accounting Technician. 2000-2999: Classified Personnel Salaries Base \$25,500.00

(L.2) Continued the position for Accounting Technician. 3000-

3999: Employee Benefits Base
\$16,220

3999: Employee Benefits Base
\$10,500.00

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. 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. 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 94% in our district. Additionally, Healthy Kids survey results show increases of student connectedness to school of 3% (9th grade) and 6% (11th grade). Due to the passing of the general obligation bond, all the school will benefit from modernization and upgrade projects. Cohort dropout rates Additionally, suspension rates for High-Needs student groups (Avg drop = 1.3%) dropped further than for "All Students" (Drop .6%), closing that gap. At the same time, we plan to continue to work to reduce chronic absenteeism. Analysis of Foster Youth (Chronic Absenteeism: 22%, Dropout Rate: 15%) show a need for increased support for this student group.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1.A.3: One-time funds were used to pay for some of these technology expenses.

Goal 1.E.1: CTE, site and federal funds were used for this expenditure.

Goal 1.H.1: Other site funds were used for this expenditure.

Goal 1.H.2: This staff member was hired earlier in the year than anticipated, and at a higher rate of pay.

Goal 1.I.4: The activities provided to students cost less than was budgeted.

Goal 1.I.5: The cost of the keynote speaker was less than budgeted.

Goal 1.J.1 The cost of campus climate activities was less than was budgeted.

Goal 1.L.1: The employee was hired later in the year than anticipated.

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, student connectedness have shown improvement, while other areas, such as attendance rates have been mixed. Chronic Absenteeism showed improvement for the 2015-16 school year, then lost those gains for 2016-17. 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: **2017-18**

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) 17-18 100% 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

17-18

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)

17-18

Continue full implementation and on-going monitoring of board adopted academic content, CCSS/ELD, and NGSS content.

Complete Social Science materials adoption. (Priority 2A, B)

Baseline

All content area state standard adoptions and programs are in process and on target for completion.

Metric/Indicator

Percentage of students districtwide with an "Exceeds" or "Meets" SBAC score. (Priority 4A)

17-18

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)

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 – ELA 50% Math 21%
- ELs – ELA 16% Math 4%
- Students with Disabilities – ELA 21% Math 4%
- Foster Youth – ELA 28% Math 14%

Actual

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

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%

After careful consideration, the following metric was established:

The percentage of All Students and all student groups scoring "Standard Met" or "Standard Exceeded" will increase .2%. - Met

Expected

Metric/Indicator

UC/CSU requirements met. (Priority 4C)

17-18

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%

Metric/Indicator

CTE Pathway Completion. (Priority 4C)

17-18

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

Baseline

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%

Metric/Indicator

SAT Participation. (Local Priority)

17-18

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)

Actual

Based upon 2016-17 data, the LUHSD UC/CSU a-g completion rates are as follows:

All Students: 47% (+2%) - Met

- African American: 32% (-2%) - Met
- Hispanic or Latino: 40% (+4%) - Met
- SED: 36% (2% increase) - Met
- ELs: 3% (+1%) - Met
- Students with Disabilities: 16% (+4%) - Met
- Foster Youth: 0% (38% decrease) - Not Met

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

All Students: 54% Medium - Met

- ELs: 23% Low - Not Met
- Foster Youth: N/A
- Homeless: 24% Low - Not Met
- SED: 39% Medium - Met
- Students with Disabilities: 16% Low Not Met
- African American: 39% Medium - Met
- American Indian: 46% Medium - Met
- Asian: 82% Very High - Met
- Filipino: 75% Very High - Met
- Hispanic: 43% Medium - Met
- Pacific Islander: 82% Very High - Met
- Two or More Races: 58% High - Met
- White: 59% High - Met

The 2016-17 LUHSD SAT results are as follows:

LEA Participation: 1169 (5.8% increase) - Met

- African American – 102 (6.4% decrease) - Not Met
- Hispanic or Latino – 330 (12.6% increase) - Met
- SED – 245 (2.8% decrease) - Not Met
- EL – 10 (4.3% increase) - Met

Expected

Baseline

LEA Participation: 1105

- African American – 109
- Hispanic or Latino – 293
- SED – 252
- EL – 7
- Students with Disabilities – 34

Metric/Indicator

English Learner Progress. (Priority 4D)

17-18

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

Baseline

FH, HH, IH, LH: 80.3%

Metric/Indicator

EL Reclassification rate. (Priority 4E)

17-18

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

Baseline

LEA: 15%

Metric/Indicator

AP Average pass rate. (Priority 4F)

17-18

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%

Actual

- Students with Disabilities – 49 (44.1% increase) - Met

Based upon Fall 2017 California Dashboard English Learner Progress Indicator, in LUHSD the percentage of students making progress in 2015-16 was 88.1% and in 2016-17 was 85.3%. This is an increase of 5% from the baseline. - Met

Based upon DataQuest, the LUHSD 2015-16 Reclassification Rate was 13.9%; in 2016-17 it was 11.6%; in 2017-18 it was 23.6%. This is an 8.6% increase over the past three years. - Met

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

All Students: 61% (No Change) - Not Met

- African American: 51% (8% increase) – Met
- Filipino: 62% (7% increase) – Met
- Hispanic or Latino: 53% (4% decrease) – Not Met
- SED: 63% (12% increase) – Met
- ELs: 57% (18% increase) – Met
- Students with Disabilities: 85% (35% increase) – Met

Expected

Metric/Indicator

EAP Readiness rate. (Priority 4G)

17-18

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%.

Metric/Indicator

CA Dashboard Graduation rate. (Priority 5E)

17-18

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"

Actual

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

"All Students" English "Ready" is 33% (+2%) and Math 8% (-1%), and "Conditionally Ready" in English 36% (-1%) and Math 24% (No Change).

ELA - Met, Math - Not Met

- African American – Ready: 15% in English (+3%) and 2% ready in Math (-1%). Conditionally Ready: 26% in English (-13%) and 9% in Math (-8%). ELA - Not Met, Math - Not Met
- Hispanic or Latino - Ready: 24% in English (+1%) and 5% ready in Math (NC). Conditionally Ready: 40% in English (+5%) and 16% in Math (-4%). ELA - Not Met, Math - Not Met
- Socio Disadvantaged – Ready: 14% in English (NC) and 1% ready in Math (-2%). Conditionally Ready: 38% in English (+11%) and 12% in Math (-3%). ELA - Met, Math - Not Met
- Economically Disadvantaged - Ready: 17% in English (-2%) and 3% ready in Math (-1%). Conditionally Ready: 36% in English (+5%) and 14% in Math (-3%). ELA - Met, Math - Not Met
- ELs - Ready: 0% in English (-2%) and 1% ready in Math (NC). Conditionally Ready: 23% in English (+9%) and 1% in Math (-2%). ELA - Met, Math - Not Met
- Students with Disabilities - Ready: 4% in English (+1%) and 0% ready in Math (NC). Conditionally Ready: 17% in English (-1%) and 3% in Math (-1%). ELA - Not Met, Math - Not Met
- Foster youth - Ready: 0% in English (-14%) and <1% ready in Math (+<1%). Conditionally Ready: 14% in English (NC) and 14% in Math (NC). ELA - Not Met, Math - Not Met

There is no 2015-16 Dashboard Graduation Data available for Independence High School. IHS is an alternative school categorized as a DASS school for the upcoming year.

Next year the Dashboard graduation rate is being adjusted by the state.

Expected

Metric/Indicator

Cohort Graduation rate. (Priority 5E)

17-18

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%

Metric/Indicator

Course access. (Priority 7A,B,C)

17-18

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

Metric/Indicator

Cumulative GPA below a 2.0. (Priority 8A)

17-18

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

Actual

The 2015-16 Cohort Graduation rates are as follows:

LEA: 91% (no change) - Not Met

- African American: 86% (+ 4%) - Met
- SED: 85% (no change) - Not Met
- EL: 80% (- 7%) - Not Met
- Students with Disabilities – 79% (+3%) - Met

Next year the cohort graduation rate is being adjusted by the state based upon new calculations and a new formula.

For 2016-17, the following is course enrollment data and AP course enrollment data for LUHSD:

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

LUHSD continues to offer all students, including those with exceptional needs, access to AP courses. AP course enrollment increased from 2866 in 2014-15 to 3624 in 2016-17; a 26% increase. - Met

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

LEA: 16% (-2%) - Met

- African American: 29% (-1%) Met
- Hispanic Latino: 22% (-2%) - Met

Expected

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)
- 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)

Actual

- Native HI / Pac Islander: 13% (-12%) - Met
- SED: 28% (no change) - Not Met
- EL: 45% (-1%) - Met
- Students with Disabilities: 29% (-1%) - Met
- Foster Youth: 42% (+13%) - 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) 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 \$361,917.51
		(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-- Scheduled Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards. 3000-3999: Employee Benefits Base \$114,148.06

Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	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 and 2 sections at FHS in Base. 5000-5999: Services And Other Operating Expenditures Other \$30,000	(B.1) Reviewed and added additional online intervention programs- Apex - Title I and 2 sections at FHS in Base. 5000-5999: Services And Other Operating Expenditures Other \$13,655.31
		(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 \$40,205	(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 \$141,953.07
		(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 \$160,387	(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 \$362,230.14
		(B.4) Study Hall - Hire certificated staff to supervise and monitor Study Hall. 1000-1999: Certificated Personnel Salaries Supplemental \$170,366	(B.4) Study Hall - Hired certificated staff to supervise and monitor Study Hall. 1000-1999: Certificated Personnel Salaries Supplemental \$292,595.49

		(B.5) Provide field trip opportunities for EL, SED, FY students. 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000	(B.5) Provided field trip opportunities for EL, SED, FY students. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,149.69
		(B.6) Continue Homework Extended Learning Program (HELP). 1000-1999: Certificated Personnel Salaries Supplemental \$10,000	(B.6) Continued Homework Extended Learning Program (HELP). 1000-1999: Certificated Personnel Salaries Supplemental \$79.49
		(B.7) Study Hall - Hire certificated staff to supervise and monitor Study Hall. 3000-3999: Employee Benefits Supplemental \$46,421	(B.7) Study Hall - Hired certificated staff to supervise and monitor Study Hall. 3000-3999: Employee Benefits Supplemental \$112,190.90

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 \$1,450,000	(C.1) Purchased 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 \$1,146,913.74
		(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 Supplemental \$252,420	(C.2) (C.1 Continue) Purchased CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS. 4000-4999: Books And Supplies Supplemental \$13,392.46

			(C.3) McCrel PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$60,847.50
		(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 \$310,000.00
		(C.4) Provide standards-aligned instructional materials to all students - replacements and growth. 4000-4999: Books And Supplies Restricted Lottery \$600,000	(C.4) Provided standards-aligned instructional materials to all students - replacements and growth. 4000-4999: Books And Supplies Restricted Lottery \$533,104.56
		(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 \$2,500	(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 \$3,510.15
		(C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness- Judy Cunningham PD. 5000-5999: Services And Other Operating Expenditures Supplemental \$65,000	(C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness- Judy Cunningham PD. and McCrel 5000-5999: Services And Other Operating Expenditures Supplemental \$65,501.58

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 \$14,186.26
		(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 \$0.00
		(D.3) Purchase new Advanced Placement materials and textbooks. 0000: Unrestricted Base \$100,000	(D.3) Purchased new Advanced Placement materials and textbooks. 0000: Unrestricted Base \$0.00

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 \$10,715.01
		(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 Supplemental \$44,955.50
		(E.3) C&I Coordinator - includes salary and benefits - split funded with Restricted total (\$183,113).	(E.3) C&I Coordinator - includes salary and benefits - split funded with Restricted total (\$183,113).

		1000-1999: Certificated Personnel Salaries Supplemental \$151,497	includes benefits 1000-1999: Certificated Personnel Salaries Supplemental \$126,633.34
			(E.1a) Provided professional development and teacher release time to revise assessments. - Salaries and Benefits 3000-3999: Employee Benefits Supplemental \$26,150.71

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 \$1,000,000	(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 \$13,705.70
		(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 \$50,459.20
		(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 \$40,253.26
		(F.4) Maintain software support for the "READ180 Next Generation" reading program.	(F.4) Maintained software support for the "READ180 Next Generation" reading program.

		5000-5999: Services And Other Operating Expenditures Supplemental \$15,000	4000-4999: Books And Supplies Supplemental \$11,469.43
		(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 \$3,997.77

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. 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000	(G.1) Apex online credit recovery program for use with EL, SED, FY. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,200.00

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 \$0.00
		(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 \$140,500.80

Action 9

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	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 \$0.00
		(I.2) Continue/Expand AP course offerings and training -contract with KAPLAN, Princeton Review-goal I4. 0000: Unrestricted Supplemental \$0.00	(I.2) Continued/Expanded AP course offerings and training - contract with KAPLAN, Princeton Review- goal I4. 0000: Unrestricted Supplemental \$0.00
		(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 \$0.00
		(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 \$8,425.00

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 at Heritage and Liberty. 4000-4999: Books And Supplies Supplemental \$4,000	(J.1) Expanded PUSH classes at Heritage and Liberty. 4000-4999: Books And Supplies Supplemental \$1,519.83
		(J.2) Expand PUSH classes 66%. 1000-1999: Certificated Personnel Salaries Supplemental \$61,081	(J.2) Expanded PUSH classes 66%. 1000-1999: Certificated Personnel Salaries Supplemental \$49,841.20

(J.3) Expand PUSH classes.
3000-3999: Employee Benefits
Supplemental \$16,981

(J.3) Expanded PUSH classes.
3000-3999: Employee Benefits
Supplemental \$15,039.78

Action 11

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.2) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors. 3000-3999: Employee Benefits Supplemental \$151,687	(K.1) Maintained 3 "Targeted Assistance" counselors - Added 3 counselors. 1000-1999: Certificated Personnel Salaries Supplemental \$418,182.75 (K.2) Maintained 3 "Targeted Assistance" counselors - Added 3 counselors. 3000-3999: Employee Benefits Supplemental \$167,765.75

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.2) Hire 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist - add interns @ \$27,000. 1000-1999: Certificated Personnel Salaries Supplemental \$130,286 (L.3) Hire 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist. 3000-3999:	(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 \$9,450.87 (L.2) Hired 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist - add interns @ \$27,000. 1000-1999: Certificated Personnel Salaries Supplemental \$238,175.37 (L.3) Hired 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist. 3000-3999:

Employee Benefits Supplemental
\$29,415

(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 Supplemental \$50,000

(L.5) Suicide prevention and bullying training for staff and teachers. 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000

(L.6) Provide interpreters and document translation for parents 2000-2999: Classified Personnel Salaries Other \$6,500

(L.7) Provide EL students bus tickets for specialized level 1 & 2 ELD program. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,432

(L.8) Add 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16 - duo 730. 2000-2999: Classified Personnel Salaries Supplemental \$172,595

(L.9) Hire 3 additional College and Career Center Technicians-Salary and Benefits combined. 2000-2999: Classified Personnel Salaries Supplemental \$208,310

Employee Benefits Supplemental
\$78,713.48

(L.4) Mental Health counseling interns (MFTS) hours increased to 20 hours per week at comprehensive sites and to 10 hours per week at alternative sites. 5000-5999: Services And Other Operating Expenditures Supplemental \$30,575.00

(L.5) Suicide prevention and bullying training for staff and teachers. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,500.00

(L.6) Provided interpreters and document translation for parents 2000-2999: Classified Personnel Salaries Other \$0.00

(L.7) Provided EL students bus tickets for specialized level 1 & 2 ELD program. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,960.00

(L.8) Added 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16 - duo 730. 2000-2999: Classified Personnel Salaries Supplemental \$149,220.65

(L.9) Hired 3 additional College and Career Center Technicians-Salary and Benefits combined. 2000-2999: Classified Personnel

			Salaries Supplemental \$199,155.72
		(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 Supplemental \$35,000	(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 \$13,961.63

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.	(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.	(M.1) All counselors work with families of targeted students for increased enrollment in AP courses. 1000-1999: Certificated Personnel Salaries Base \$125,000	(M.1) All counselors worked with families of targeted students for increased enrollment in AP courses. 1000-1999: Certificated Personnel Salaries Base \$570.00

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.2) Continue ROP Program/Courses. 1000-1999:	(N.1) Continued to provide professional development and release time for CTE teachers. 5000-5999: Services And Other Operating Expenditures Other \$0.00 (N.2) Continued ROP Program/Courses. 1000-1999:

		Certificated Personnel Salaries Other \$1,362,172	Certificated Personnel Salaries Other \$1,441,917.92
		(N.3) Career capstone and internships research and consider for expansion at school sites. 3000-3999: Employee Benefits Base \$135,768	(N.3) Career capstone and internships research and considered for expansion at school sites. includes teacher release time and subs 3000-3999: Employee Benefits Base \$530,143.54
		(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 \$737.34

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 curriculums 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 \$160.00

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 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 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 needs 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 93.3% on the Dashboard, UC 'a-g' rates improved by 2%, CTE completers improved by 3%, SBAC scores in ELA remained constant at 68% meeting or exceeding standards. Dropout rates remain low, at 0.7%. EL progression remains Very High at 85.3% and reclassification rates increased to 23.6%, and all students had access to a broad course of study. 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.

SBAC scores in mathematics dropped 1%. An analysis of the data indicated a need for improvement in the achievement of our students in mathematics. As a result, LUHSD has developed a Math Action Plan designed to improve the achievement of our students. Additionally, an analysis of the data showed a need to provide additional support to Foster Youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2.A.2: McREL was contracted for year-long staff development, greatly increasing the number of teachers released for professional development.

Goal 2.B.1: Some online classes were moved to within the school day, decreasing the need to pay teachers to work after school.

Goal 2.B.2: The number of intervention classes was increased, necessitating an increase of expenditures on benefits.

Goal 2.B.3: The number of intervention classes was increased, necessitating an increase of expenditures on salaries.

Goal 2.B.5: Other sources of funding were used for field trips.

Goal 2.B.6: Another source of funding was used to pay for this program.

Goal 2.B.7: Study hall was increased by adding 3 certificated employees, leading to an increase in the cost of benefits.

Goal 2.C.2: Lottery funds were used to purchase these textbooks.

Goal 2.C.3: Based upon district goals, McREL was contracted to provide staff development for the 2017-18 school year.

Goal 2.D.1: One section was added to the master schedule to better meet the needs of our students.

Goal 2.D.3: Lottery funds were used to purchase these textbooks.

Goal 2.E.1a: McREL was contracted for year-long staff development, greatly increasing the number of teachers released for professional development, necessitating an increase in benefits.

Goal 2.F.1: One-time funds were used for this expenditure.

Goal 2.F.5: This software was used only for Students with Disabilities rather than for all students.

Goal 2.G.1 This course was moved to within the school day, decreasing the need to pay teachers for after school work.

Goal 2.H.1: All teachers hired had the necessary credentials, reducing the need for incentives.

Goal 2.J.1: Some instructional supplies were purchased with other sources of funding.

Goal 2.L.1: The cost of the stipends was overestimated.

Goal 2.L.3: One additional psychologist was hired, increasing the amount spent on benefits.

Goal 2.L.5: The cost of the presenters was less than budgeted.

Goal 2.L.6: Federal funds were used to cover this expenditure.

Goal 2.L.10: Anticipated training costs were less than was budgeted.

Goal 2.M.1: This goal will be combined with Goal 2.K.1 and 2.K.2.

Goal 2.N.1: Federal Perkins funds were used for this expenditure.

Goal 2.N.3: Courses were added to complete pathways on the campuses.

Goal 2.N.4: CCCOE came through with funding for ROP courses.

Goal 2.O.1: This expense was less than what was budgeted.

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. As the state of California adjusts our definitions and computations for calculating the percentage of Graduates, we will adjust our calculations. Additionally, due to the evolution of the Dashboard, we use data provided on the Dashboard to measure chronic absenteeism and College/Career Indicator.

Annual Update

LCAP Year Reviewed: 2017-18

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
<p>Metric/Indicator Parent/stakeholder input, decision making, and participation (Priority 3A).</p> <p>17-18 Increase parent and stakeholder input, decision making, and participation by .2% (Priority 3A).</p> <p>Increase Annual Parent Survey participation by 1% (Priority 3A).</p>	<p>The following data was collected in the 2017-18 Parent Survey:</p> <p>84.5% of parents attended or participated in a school activity or event within the last 2 years based upon annual parent survey; (-.5%)</p> <p>26% of parents surveyed feel they do have input in decision making at their child's school. (-40%)</p> <p>14% of parents responded to the annual parent survey. (+11%)</p> <p>Due to the significant increase in parent survey responses, from 305 to 1150, the parent participation rate increased 277%. Parents participate in our school. Met</p>

Expected

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).

17-18

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.

Metric/Indicator

Assistance and outreach to parents/stakeholders on college and career opportunities and requirements for unduplicated students (Priority 3B. 8A).

17-18

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.

Metric/Indicator

Assistance and outreach to parents/stakeholders on Advanced Placement programs for exceptional needs students (Priority 3C).

Actual

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%. Parents participate in our school. Met

Based upon the 2017-18 Parent Survey:

62% of parents indicate they are moderately, slightly, or not at all familiar with college entrance requirements: (-11%) - Met

18% of parents in the annual survey said they are not familiar with the UC 'a-g' requirements: (-6%) - Met

Based upon the 2017-18 Parent Survey:

59.26% of parents surveyed feel that LUHSD has a sufficient number of AP classes: (+.26%) - Met

Expected

17-18

Increase participation, attendance, and/or outreach to parents and students regarding the quantity and variety of LUHSD's AP courses by .2% (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.

Metric/Indicator

Business or non-profit input, participation, or partnership (Priority 4C, 8A).

17-18

Increase business input, participation, and partnerships by .2% (Priority 4C, 8A).

Baseline

Less than 20% of students participate or engage with business or non-profit partners.

Actual

54.4% of parents surveyed feel that LUHSD has a sufficient variety of AP classes: (+.4%) - Met

Based upon program enrollment:

22% 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 2000-2999: Classified Personnel Salaries Supplemental \$9,650.32

(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 0.00

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.2) Continue parent training to increase access to their students' records. 5000-5999: Services And Other Operating Expenditures Base \$6,000	(B.1) Continued parent volunteer program at each site. 2000-2999: Classified Personnel Salaries Base \$0.00 (B.2) Continued parent training to increase access to their students' records. 5000-5999: Services And Other Operating Expenditures Base \$0.00

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 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.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.2) School sites schedule Parent University evening workshops. 4000-4999: Books And Supplies Supplemental \$6,000	(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 \$0.00 (C.2) School sites scheduled Parent University evening workshops. 4000-4999: Books And Supplies Supplemental \$248.20

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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(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) Explored ways 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 \$0.00

(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 \$275.00

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 150 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 increased from a few hundred to 1150. 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 has 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: Other site funds were used for this expenditure.

Goal 3.B.2: Other site funds were used for this expenditure.

Goal 3.C.1: Other site funds were used for this expenditure.

Goal 3.C.2: Other site funds were used for this expenditure.

Goal 3.D.2: Other site funds were used for this expenditure.

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, we will be making some revisions to our LCAP, including:

- Additional social/emotional/physical health support for our students (to include a full-time nurse, psychologist, and enhance our relationship with Contra Costa Health Services)
- Increasing supporting struggling students (including staff development, early identification, and refining our support courses to increase effectiveness)
- 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 and increase teacher collaboration time)

Stakeholder Engagement

LCAP Year: **2018-19**

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 150 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 2017 and May 2018. 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/DLAC (Parents of ELs)
- Campus Climate Committees from each site (Students)
- Certificated Union (LEA)
- Classified Union (CSEA)
- Coffee with Principal (Parents)
- 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)
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 1150 Parent Surveys were completed by our parents/guardians.

A draft of the LCAP was presented to the District/Parent Advisory Committee on April 5, 2018. The D/P.A.C. 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 April 25, 2018 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 13, 2018 for public hearing, and the LCAP Plan was approved by the Board on June 20, 2018.

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 two 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 2018-19 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 a full-time nurse, psychologist, and enhancing our partnership with Contra Costa Health Services)
- Increase support for struggling students (through staff development, early identification, and refining our support courses to increase effectiveness)

Goal 3

- Increase/Diversify Communication (through training in the use of websites, increase use of bi-lingual support staff, and working through the Collective Bargaining process to Increase communication and grade input through Parent Portal and increase teacher collaboration time)

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 2017 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. As a result, some data (Suspension Rates, English Learner Proficiency Indicator, Assessment Performance Results), are from the 2016-17 school year and others (Graduation Rate, College/Career Indicator) are from the 2015-16 school year. 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 2016-17 school year in congruence with the California Dashboard.

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

Freedom HS - 94%

Heritage HS - 96%

Liberty HS - 95%

La Paloma HS- (alternative site - attendance methods are not reported in this area)

Independence HS- (independent study - attendance methods are not reported in this area)

The overall chronic absenteeism rate is 16% LEA Wide. The percentage of chronic absenteeism higher than the LEA wide average by subgroups is listed below (Priority 5B):

African American – 21% (5% higher than the average)

Hispanic or Latino – 17% (1% higher than the average)

SED - 23% (7% higher than the average)

English Learners – 24% (8% higher than the average)

Students with Disabilities – 25% (9% higher than the average)

Foster Youth – 36% (20% higher than the average)

The overall 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 – 6% (3% higher than the average)

American Indian/AK Native – 0% (3% lower than the average).

Asian - 2% (1% lower than the average)

English Learners – 6% (3% higher than the average)

SED – 5% (2% higher than the average)

Students with Disabilities – 5% (1% higher than the average)

Foster Youth – 15% (12% higher than the average). (It should be noted that the percentages fluctuate significantly from year to year due to the very small size of the population of this student group.)

Based on the California Dashboard, the overall suspension status indicator is at the “Medium” performance level at a rate of 5.2%. The overall change is reported as “Maintained” with a minimal +0.3% increase 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 6.9%. The performance change “Increased” +0.8%.
- SED Suspension Rate status is “High” at a rate of 6.8%. The performance change “Maintained” at 0%.
- Students with Disabilities Suspension Rate status is “Very 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 16.5%. The performance change “Declined” -0.5%.
- American Indian Suspension Rate status is “Very High” at a rate of 11.4%. The performance change “Increased Significantly” +3.7%. It should be noted that the rate for this group is easily influenced due to a low number of students in the group.
- Pacific Islander Suspension Rate status is “High” at a rate of 9.1%. The performance change “Increased” +1.6%. 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 23%. The performance change “Declined” -2.9%. 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% (18 in total). All groups are addressed within expulsions as the total number of expulsions is too low 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,	Increase student connectedness to school by increasing attendance rate by .2% for African American, Hispanic or Latino, ELs,	Increase student connectedness to school by increasing attendance rate by .2% for African American, Hispanic or Latino, ELs,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		SED, and Foster Youth. (Priority 5A)	SED, and Foster Youth. (Priority 5A)	SED, and Foster Youth. (Priority 5A)
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	Lower suspension rates overall by .2% and by .2% for African	Lower suspension rates overall by .2% and by .2% for African	Lower suspension rates overall by .2% and by .2% for African

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>is “Very High” at a rate of 9.9%.</p> <p>SED Suspension Rate status is “Very High” at a rate of 9.6%.</p> <p>Students with Disabilities Suspension Rate status is “Very High” at a rate of 13.4%.</p> <p>African American Suspension Rate status is “Very High” at a rate of 16.5%.</p> <p>American Indian Suspension Rate status is “High” at a rate of 6.5%.</p> <p>Pacific Islander Suspension Rate status is “Very High” at a rate of 9.1%.</p>	American, SED, ELs and Students with Disabilities. (Priority 6A)	American, SED, ELs and Students with Disabilities. (Priority 6A)	American, SED, ELs and Students with Disabilities. (Priority 6A)
Expulsion Rates. (Priority 6B)	Overall less than 1%	Lower expulsion rates by overall by .2%. (Priority 6A)	Lower expulsion rates by overall by .2%. (Priority 6A)	Lower expulsion rates by overall by .2%. (Priority 6A)
School and Safety connectedness surveys. (Priority 6C)	<p>15/16 Healthy Kids Survey</p> <p>School connectedness (High):</p> <p>Grade 9: 45%</p> <p>Grade 11: 43%</p> <p>School Safety(Very safe or safe):</p> <p>Grade 9: 67%</p> <p>Grade 11: 69%</p>	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)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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

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

(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.

2018-19 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.

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.

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)

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

(B) Continue to provide a clean, equitable and well-maintained facilities/environment.

2018-19 Actions/Services

(B) Continue to provide a clean, equitable and well-maintained facilities/environment.

2019-20 Actions/Services

(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

(C) Conduct monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.

2018-19 Actions/Services

(C) Conduct monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.

2019-20 Actions/Services

(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)

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

(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.

2018-19 Actions/Services

(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.

2019-20 Actions/Services

(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

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

(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.

2018-19 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.

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.

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

(F) Maintain collaboration time for principals/staff to share best practices and program successes.

2018-19 Actions/Services

(F) Maintain collaboration time for principals/staff to share best practices and program successes.

2019-20 Actions/Services

(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
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2017-18 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.

2018-19 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.

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.

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
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Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 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.

2018-19 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.

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.

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

Unchanged Action

2017-18 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.

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

Unchanged Action

2018-19 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.

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

Unchanged Action

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.

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 Foster Youth Low Income	Schoolwide	All Schools
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Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 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.

2018-19 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.

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.

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

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

(K) School sites examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.

2018-19 Actions/Services

(K) School sites examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.

2019-20 Actions/Services

(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

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

(L) Monitor financial decisions to ensure that they reflect alignment to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.

2018-19 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.

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.

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 state and measures. The California School Dashboard replaces California's prior Academic Performance Index (API) and Adequate Yearly Process (AYP) accountability measures.

LUHSD evaluated local data (15/16 & 16/17) in congruence with the California School Dashboard and state priorities. LUHSD will also consider other local measure including 2017 EAP results as well as SAT participation while the state College and Career Indicator (CCI) is developed. The future CCI indicator will measure four-year cohort graduates in the areas of Dual Enrollment, Career Technical Education (CTE), UC/CSU requirements, Smarter Balanced Assessments and AP Exams.

Basic Services (Priority 1A):

100% of teachers are appropriately assigned.

Pupil Achievement:

The Fall 2017 California School Dashboard Academic Indicator for the 2016-17 school year is 53 points above level 3 for ELA and 47 points below level 3 for Math. The change was an increase of 7 points for ELA and a decrease of 1 point for Math. The California Dashboard Academic Indicator is an interim measure for statewide assessments. This indicator will become part of the CCI indicator at a later date. Additionally, in the Fall 2018 California School Dashboard the Academic Indicator will be a stand-alone state indicator. (Priority 4A)

The 2016-17 percentage of students districtwide with an “Exceeds” or “Meets” SBAC score is 68% for ELA and 32% for Math. Students falling below those percentages are listed below (Priority 4A):

- African American – ELA 41%, Math 11%
- Hispanic or Latino – ELA 64%, Math 21%
- Socio Disadvantaged -ELA 52%, Math 13%
- Economically Disadvantaged – ELA 52%, Math 17%
- American Indian – ELA 55%, Math 27%
- ELs – ELA 23%, Math 2%
- Students with Disabilities – ELA 21%, Math 4%
- Foster Youth – ELA 14% Math 14%

The 16/17 percentage of students districtwide meeting UC/CSU coursework requirements at graduation is 47%. There is a gap in the percentage of students meeting this requirements (Priority 4C):

- African American- 32% of its population has UC/CSU requirements met (15% below district average)
- Hispanic or Latino – 40% of its population has UC/CSU requirements met (7% below district average)
- SED – 36% of its population has UC/CSU requirements met (11% below district average)
- ELs - 3% of its population has UC/CSU requirements met (44% below district average)
- Students with Disabilities – 16% of its population has UC/CSU requirements met (31% below district average)
- Foster Youth – 0% of its population has UC/CSU requirements met (47% 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 2016, 54% of All Students were “Prepared”. Students falling below the average percentage are below (Priority 4C):

- African American – 39% (15% below district average)

- American Indian – 46% (8% below the district average)
- Hispanic or Latino – 43% (11% below district average)
- ELs – 23% (31% below district average)
- SED – 39% (15% below district average)
- Students with Disabilities – 16% (38% below district average)
- Homeless – 24% (30% below the district average)

1435 Students took an AP test in the spring of 2017 and the average pass rate with 3 or better is 61% districtwide. Students falling below the average percentage are listed below (Priority 4D):

- African American – 51% (10% below the district average)
- American Indian – 50% (11% below the district average)
- Hispanic or Latino – 53% (8% below the district average)
- ELs – 57% (4% below the district average)

The districtwide average for the spring 2017 EAP readiness in English is 33% and Math 8%, and Conditionally Ready in English 36% and Math 24%. Students falling below that percentage are listed below (Priority 4G):

- African American – 15% ready in English and 2% ready in Math and Conditionally Ready in English 26% and Math 9%.
- American Indian – 18% ready in English and 0% ready in Math.
- Hispanic or Latino - 24% ready in English and 5% ready in Math and Conditionally Ready in Math 16%.
- Socio Disadvantaged – 14% ready in English and 1% ready in Math and Conditionally Ready in Math 12%.
- Economically Disadvantaged - 17% ready in English and 3% ready in Math and Conditionally Ready in Math 14%.
- ELs - 0% ready in English and 1% ready in Math and Conditionally Ready in English 23% and Math 1%.
- Students with Disabilities -4% ready in English and 0% ready in Math and Conditionally Ready in English 17% and Math 3%.
- Foster youth - 0% ready in English and <1% ready in Math and Conditionally Ready in English 14% and Math 14%.

The number of students taking the SAT is 1169 in 16/17. The participation numbers are listed below:

- African American – 102
- Hispanic or Latino – 330
- SED – 245
- EL – 10
- Students with Disabilities – 49

The percentage of students making progress toward language proficiency in 16/17 is “Very High” 85.3% and “Declined” -2.8%. (Priority 4D)

The 2015-16 Reclassification rate for ELs is 14% which is a decrease of 1% over the year prior and the number of EL students has increased from 532 to 536. (Priority 4E)

Priority 5 - Pupil Engagement:

Based on the California Dashboard, the districts overall 2015-16 graduation status is at the “High” performance level at a rate is 93.3%. The overall change is reported as “Increased” with a gain of +2%. The district’s student group performance levels range from “Low” to “Very High”. The following IHS student populations indicate need based on Dashboard performance levels of “Very Low” (Priority 5D):

Students falling below this status include (Priority 5E):

- African American – “Medium” (89.9%) and “Increased Significantly” (5.5%)
- SED – “Medium” (88.4%) and “Increased” (+2%)
- EL – “Low” (84.2%) and “Maintained” (-0.9%)
- Students with Disabilities – “Low” (84.5%) and “Increased Significantly (+8.4%)
- Homeless – “Low” (83.3%) and “Increased Significantly”

For 2016-17, the districtwide average for students with a cumulative GPA below a 2.0 is 16%. Student groups with a disparity to the average are (Priority 8A):

- African American - 29% (13% above the district average)
- Hispanic Latino - 22% (6% above the district average)
- SED - 28% (12% above the district average)
- EL - 45% (29% above the district average)
- Students with Disabilities - 29% (13% above the district average)
- Foster Youth - 42% (26% 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)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of state standards for board adopted academic content, CCSS/ELD, and NGSS programs and services. (Priority 2A, B)	All content area state standard adoptions and programs are in process and on target for completion.	Continue full implementation and on-going monitoring of board adopted academic content, CCSS/ELD, and NGSS content. Complete Social Science materials adoption. (Priority 2A, B)	Continue full implementation and on-going monitoring of board adopted academic content, CCSS/ELD, and NGSS content. Complete Science materials adoption. (Priority 2A, B)	Continue on-going monitoring of implementation of board adopted academic 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)	<p>LEA:-68% for ELA and 33% for Math.</p> <ul style="list-style-type: none"> 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% 	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
	<ul style="list-style-type: none"> Students with Disabilities – ELA 21% Math 4% Foster Youth – ELA 28% Math 14% 			
UC/CSU requirements met. (Priority 4C)	LEA: 45% <ul style="list-style-type: none"> 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% <ul style="list-style-type: none"> African American – 36% Hispanic or Latino – 50% Two or more races – 50% ELs – 40% SED – 42% Students with Disabilities – 25% 	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)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> Foster Youth – 17% 			
SAT Participation. (Local Priority)	LEA Participation: 1105 <ul style="list-style-type: none"> African American – 109 Hispanic or Latino – 293 SED – 252 EL – 7 Students with Disabilities – 34 	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)	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)	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)
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%. <ul style="list-style-type: none"> African American – 43% Filipino – 55% Hispanic or Latino – 57% SED – 51% ELs – 39% 	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)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> Students with Disabilities – 50% 			
EAP Readiness rate. (Priority 4G)	<p>LEA English "Ready" is 31% and Math 9%, and "Conditionally Ready" in English 37% and Math 24%.</p> <ul style="list-style-type: none"> 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 	<p>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)</p>	<p>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)</p>	<p>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)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>English 27% and Math 15%.</p> <ul style="list-style-type: none"> • 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 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	English 14% and Math 14%.			
CA Dashboard Graduation rate. (Priority 5E)	FH, HH, IH, LH: 92.8% <ul style="list-style-type: none"> 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" 	Increase graduation rates by .2% for all students and increase graduation rates for EL, SED, and Foster Youth. (Priority 5E)	Increase graduation rates by .2% for all students and increase graduation rates for EL, SED, and Foster Youth. (Priority 5E)	Increase graduation rates by .2% for all students and increase graduation rates for EL, SED, and Foster Youth. (Priority 5E)
Cohort Graduation rate. (Priority 5E)	LEA: 91% <ul style="list-style-type: none"> African American-82% SED – 85% EL – 87% 	Increase graduation rates by .2% for all students with a special focus on African American, EL, SED, and	Increase graduation rates by .2% for all students with a special focus on African American, EL, SED, and	Increase graduation rates by .2% for all students with a special focus on African American, EL, SED, and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> Students with Disabilities – 76% 	Students with Disabilities. (Priority 5E)	Students with Disabilities. (Priority 5E)	Students with Disabilities. (Priority 5E))
Course access. (Priority 7A,B,C)	<p>Total LEA courses: 2041</p> <ul style="list-style-type: none"> Total student enrollment in all LEA courses: 52,366 LEA unduplicated student enrollment: 8,199 Average class size: 26 students <p>LEA unduplicated courses: 243</p> <ul style="list-style-type: none"> LEA unduplicated student enrollment: 3758 LEA unduplicated average class size: 15 students LEA Advanced Placement courses: 108 LEA Advanced Placement 	<p>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)</p>	<p>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)</p>	<p>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)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	student enrollment: 2866 • LEA Advanced Placement 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	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) • Foster Youth - 29% (11% above the 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

Unchanged Action

2017-18 Actions/Services

(A) Provide professional development for teachers and administrators to support

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

Unchanged Action

2018-19 Actions/Services

(A) Provide professional development for teachers and administrators to support

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

Unchanged Action

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.

implementation of meeting all state and federal accountability measures
accountability measures with a focus on EL, SED, FY and identified subgroups.

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)

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

(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.

2018-19 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.

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.

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)

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

(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.

2018-19 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.

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.

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

Unchanged Action

2017-18 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.

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

Unchanged Action

2018-19 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.

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

Unchanged Action

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.

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

(E) Align quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.

2018-19 Actions/Services

(E) Align quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.

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.

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)

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

2017-18 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.

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

Unchanged Action

2018-19 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.

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

Unchanged Action

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.

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

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

(G) Increase mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.

2018-19 Actions/Services

(G) Increase mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.

2019-20 Actions/Services

(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

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

(H) LUHSD teachers are highly qualified and CLAD credentialed to foster student proficiency in all content standards.

2018-19 Actions/Services

(H) LUHSD teachers are highly qualified and CLAD credentialed to foster student proficiency in all content standards.

2019-20 Actions/Services

(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

(I) Prepare students for SAT/ACT/AP examinations to demonstrate student proficiency in all content standards.

2018-19 Actions/Services

(I) Prepare students for SAT/ACT/AP examinations to demonstrate student proficiency in all content standards.

2019-20 Actions/Services

(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

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

(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.

2018-19 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.

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.

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

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

(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.

2018-19 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.

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.

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:

(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

(L) Maintain, increase and educate adult intervention, mentoring and support to increase percentage of students who are college ready and UC/CSU eligible.

2018-19 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.

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.

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)

[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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

(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)

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
(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

Unchanged Action

2017-18 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.

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

Unchanged Action

2018-19 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.

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

Unchanged Action

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.

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 CA Healthy Kids Survey:
 - o 34% of the juniors and 30% of the freshmen report experiencing chronic sadness/hopelessness
 - o 15% of the juniors and 16% of the freshmen have considered suicide
 - o 18% of the juniors and 13% of the freshmen feel sad, hopeless, anxious, stressed or angry

- There is a need to increase support for struggling students.
- o 22% of all students graduate “Not Prepared” for College/Career
- o 32% of all student “Met or Exceeded” standards in the mathematics portion of the SBAC
- o 29% of African American students have an overall cumulative weighted GPA < 2.0
- o 45% 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 81% 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 26% of parents feel they have decision making input with their child's education, and 15% feel they have decision making process in the school district.
- o Parents would become more involved if: 1) More information on involvement opportunities (58%) 2) More information on how to support students at home (42%) 3) More communication between school and parents (49%) 4) More convenient time for participation (39%)

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
	<p>66% of parents surveyed feel they do have input in decision making at their child's school.</p> <p>3.25% of parents responded to annual parent survey.</p>	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).	<p>73% of parents indicate they are moderately, slightly, or not at all familiar with college entrance requirements.</p> <p>24% of parents in the annual survey said they are not familiar with the UC 'a-g' requirements.</p>	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)

Specific Student Groups: All significant subgroups

[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

[Add Students to be Served selection here]

Scope of Services:

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

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)

Specific Schools: Freedom, Heritage, Liberty

[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
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2017-18 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.

2018-19 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.

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.

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)

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

(B) Expand, develop, and provide parent education programs to support student success by enhancing communication, partnerships, and collaboration among staff, parents, and students.

2018-19 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.

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.

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

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

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.

African American, English Learner, SPED, and Foster Youth.

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)

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

Modified Action

Unchanged Action

2017-18 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.

2018-19 Actions/Services

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

2019-20 Actions/Services

(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: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$4,502,575

Percentage to Increase or Improve Services

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

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).

(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/ScssflRsrchPrss.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

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).

- (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.

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).

- (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

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).

(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 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 of 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

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).

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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

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/ScssflRsrchPrcss.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

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).

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 disproportionately 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

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).

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 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

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).

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 of 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.

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).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	12,024,799.17	10,908,723.10	12,024,799.17	15,730,154.34	15,760,164.34	43,515,117.85
Base	2,875,261.17	4,215,742.56	2,875,261.17	2,756,560.67	2,756,560.67	8,388,382.51
Capital Facilities	1,000,000.00	1,000,000.00	1,000,000.00	4,573,987.00	4,573,987.00	10,147,974.00
Other	4,028,657.00	1,664,266.78	4,028,657.00	3,664,657.00	3,664,657.00	11,357,971.00
Restricted Lottery	600,000.00	533,104.56	600,000.00	514,995.68	514,995.68	1,629,991.36
Supplemental	3,520,881.00	3,495,609.20	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	12,024,799.17	10,908,723.10	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	100,000.00	228.00	100,000.00	266,000.00	266,000.00	632,000.00
0001-0999: Unrestricted: Locally Defined	653,215.00	476,600.00	653,215.00	653,215.00	653,215.00	1,959,645.00
1000-1999: Certificated Personnel Salaries	3,387,296.00	3,753,359.02	3,387,296.00	3,575,814.00	3,575,814.00	10,538,924.00
2000-2999: Classified Personnel Salaries	784,209.00	664,339.65	784,209.00	793,304.00	813,304.00	2,390,817.00
3000-3999: Employee Benefits	540,473.00	1,244,763.36	540,473.00	873,363.00	873,363.00	2,287,199.00
4000-4999: Books And Supplies	3,852,767.67	1,760,481.77	3,852,767.67	4,204,820.85	4,212,830.85	12,270,419.37
5000-5999: Services And Other Operating Expenditures	1,706,838.50	1,448,103.80	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	60,847.50	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	1,000,000.00	1,500,000.00	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.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	12,024,799.17	10,908,723.10	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	100,000.00	0.00	100,000.00	241,000.00	241,000.00	582,000.00
0000: Unrestricted	Supplemental	0.00	228.00	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	476,600.00	653,215.00	653,215.00	653,215.00	1,959,645.00
1000-1999: Certificated Personnel Salaries	Base	755,300.00	672,487.51	755,300.00	630,300.00	630,300.00	2,015,900.00
1000-1999: Certificated Personnel Salaries	Other	1,499,453.00	1,582,418.72	1,499,453.00	1,499,453.00	1,499,453.00	4,498,359.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,132,543.00	1,498,452.79	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	189,528.75	228,412.00	228,412.00	228,412.00	685,236.00
2000-2999: Classified Personnel Salaries	Other	6,500.00	52,724.45	6,500.00	6,500.00	6,500.00	19,500.00
2000-2999: Classified Personnel Salaries	Supplemental	549,297.00	422,086.45	549,297.00	558,392.00	578,392.00	1,686,081.00
3000-3999: Employee Benefits	Base	229,288.00	676,885.60	229,288.00	93,520.00	93,520.00	416,328.00
3000-3999: Employee Benefits	Other	0.00	0.00	0.00	136,000.00	136,000.00	272,000.00
3000-3999: Employee Benefits	Supplemental	311,185.00	567,877.76	311,185.00	643,843.00	643,843.00	1,598,871.00
4000-4999: Books And Supplies	Base	1,499,643.67	1,175,240.70	1,499,643.67	1,500,711.17	1,500,711.17	4,501,066.01
4000-4999: Books And Supplies	Other	1,452,704.00	14,443.04	1,452,704.00	1,952,704.00	1,952,704.00	5,358,112.00
4000-4999: Books And Supplies	Restricted Lottery	600,000.00	533,104.56	600,000.00	514,995.68	514,995.68	1,629,991.36
4000-4999: Books And Supplies	Supplemental	300,420.00	37,693.47	300,420.00	236,410.00	244,420.00	781,250.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 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	1,600.00	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	1,000,000.00	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	14,680.57	70,000.00	70,000.00	70,000.00	210,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	574,221.00	431,823.23	574,221.00	657,032.99	659,032.99	1,890,286.98
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	60,847.50	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	0.00	1,500,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Capital Facilities	0.00	0.00	0.00	3,573,987.00	3,573,987.00	7,147,974.00
6000-6999: Capital Outlay	Other	1,000,000.00	0.00	1,000,000.00	0.00	0.00	1,000,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,378,666.67	3,512,117.12	3,378,666.67	5,986,760.00	5,986,760.00	15,352,186.67
Goal 2	8,613,855.50	7,386,432.46	8,613,855.50	9,711,117.34	9,741,127.34	28,066,100.18
Goal 3	32,277.00	10,173.52	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

* Totals based on expenditure amounts in goal and annual update sections.

LCAP 2018 - 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	Data Source
Misassignments of Teachers of English Learners	0	0	0	0	SARC
Total Teacher Misassignments	0	0	0	0	SARC
Vacant Teacher Positions	0	0	0	1	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	Data Source
Student access to standards-aligned instructional materials.	100%	100%	100%	100%	SARC
% of Students Lacking Own Textbook	0%	0%	0%	0%	SARC

C. School facilities are maintained in good repair.

	2013-14	2014-15	2015-16	2016-17	Data Source
Number of identified instances where facilities do not meet the "good repair" standard		1	4	3	SARC
Overall Facility Rating	Good	Good	Good	Good	SARC

LCAP 2018 - 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		

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 Implementation; 5 – Full Implementation and Sustainability

	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	

LCAP 2018 - STATE Priorities

Priority 2: Implementation of State Standards addresses (A-B):

Support for Teachers and Administrators

5. During the 2015-16 school year (including summer 2015), rate the LEA's success at engaging in the following activities with teachers and school

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	

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 focusing on lesson 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 2018 - 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 58% 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 5% responding that they didn't know. However, 37% of parents feel that they do not have a say in the decision making process at their child's school and 39% 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 (81%) 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 78% 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, 50% 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 (53% of respondents attended), Open House (51% of respondents attended) or some sort of Music or Drama activity (33% of respondents attended). Of the parents surveyed, only 8% responded that they did not attend a school activity within the last two years. Of those parents, 60% responded that more convenient times would increase involvement. When the perception of LUHSD parent involvement was surveyed, only 4% believed that parents were not involved at all, with 48% of parents perceived to be at least moderately involved.

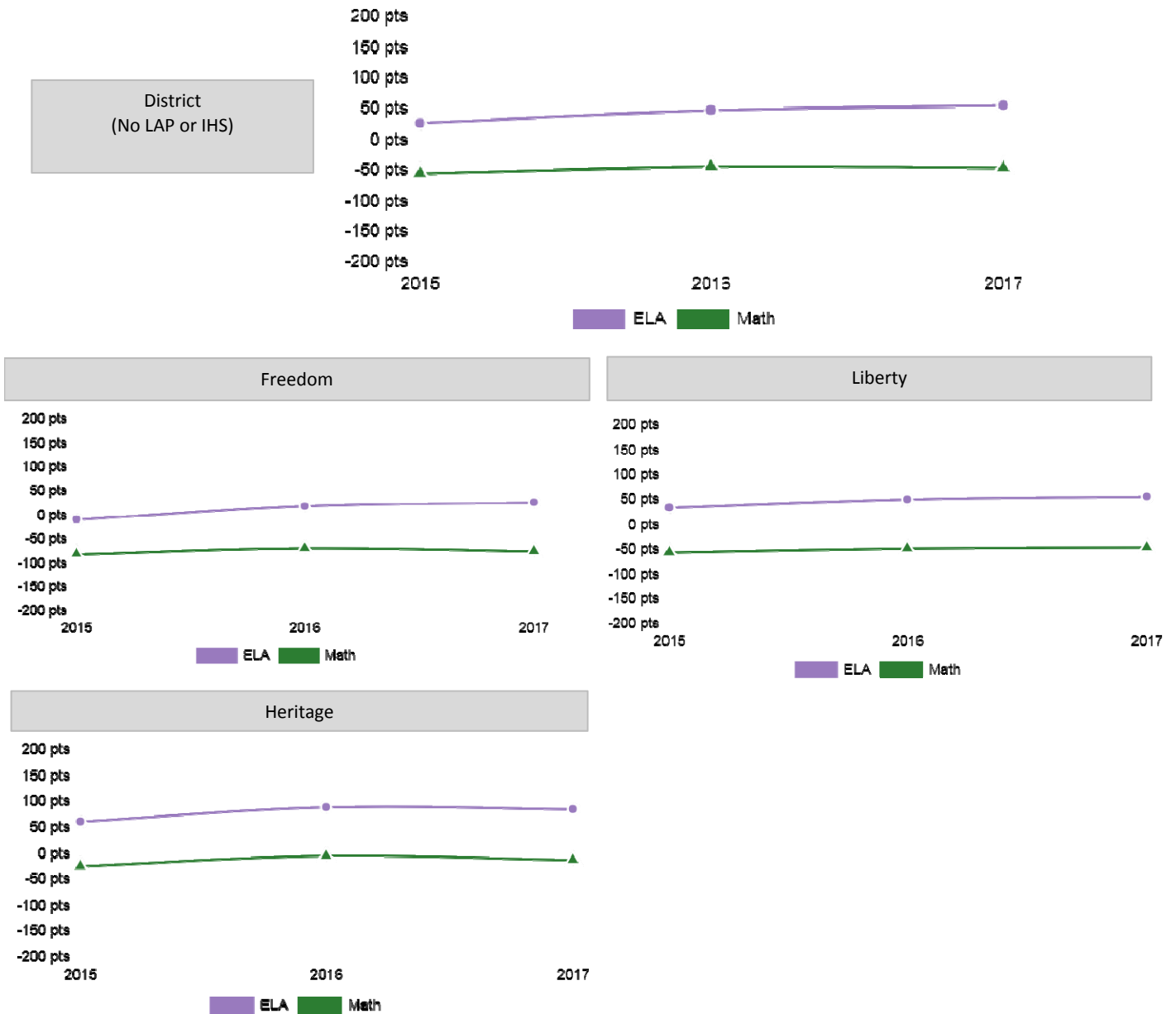
3) Liberty Union High School District administered a parent survey in English and Spanish via Survey Monkey. This survey was linked to our district website and parents were notified about access to the survey via automated call. The survey was open to all grade levels at all sites within LUHSD. LUHSD received 1150 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 2018 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

A. Statewide assessments;

CA Fall 2017 Dashboard - 2017 SBAC: Distance from Level 3 Indicator



LCAP 2018 - 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	16/17	Data Source
SBAC ELA % of Met & Exceeded - ALL	59%	68%	68%	Variance to ALL	CAASPP.CDE.CA .GOV: 2015, 2016
African American	39%	51%	41%	-27%	CAASPP.CDE.CA .GOV: 2015, 2016
American Indian or Alaska Native	50%	n/a	55%	-14%	CAASPP.CDE.CA .GOV: 2015, 2016
Asian	87%	83%	81%	13%	CAASPP.CDE.CA .GOV: 2015, 2016
Filipino	77%	86%	84%	16%	CAASPP.CDE.CA .GOV: 2015, 2016
Hispanic Latino	46%	58%	64%	-5%	CAASPP.CDE.CA .GOV: 2015, 2016
Native Hawaiian or Pacific Islander	67%	54%	75%	7%	CAASPP.CDE.CA .GOV: 2015, 2016
White	69%	74%	74%	6%	CAASPP.CDE.CA .GOV: 2015, 2016
Two or more races	74%	70%	77%	8%	CAASPP.CDE.CA .GOV: 2015, 2016
Economically Disadvantaged	45%	50%	52%	-16%	CAASPP.CDE.CA .GOV: 2015, 2016
Socio Disadvantaged	36%	41%	52%	-16%	CAASPP.CDE.CA .GOV: 2015, 2016
English Learners	9%	16%	23%	-46%	CAASPP.CDE.CA .GOV: 2015, 2016
Students with Disabilities	19%	21%	21%	-47%	CAASPP.CDE.CA .GOV: 2015, 2016
Foster Youth	25%	28%	14%	-54%	SIS: 15/16 & 16/17

	2014-15	2015-16	2016-17	16/17	
SBAC Math % of Met & Exceeded - ALL	30%	33%	32%	Variance to ALL	CAASPP.CDE.CA .GOV: 2015, 2016
African American	17%	20%	11%	-21%	CAASPP.CDE.CA .GOV: 2015, 2016
American Indian or Alaska Native	21%	n/a	27%	-5%	CAASPP.CDE.CA .GOV: 2015, 2016
Asian	55%	52%	58%	26%	CAASPP.CDE.CA .GOV: 2015, 2016
Filipino	47%	52%	49%	18%	CAASPP.CDE.CA .GOV: 2015, 2016
Hispanic Latino	20%	25%	21%	-11%	CAASPP.CDE.CA .GOV: 2015, 2016
Native Hawaiian or Pacific Islander	20%	31%	58%	26%	CAASPP.CDE.CA .GOV: 2015, 2016
White	35%	39%	39%	7%	CAASPP.CDE.CA .GOV: 2015, 2016
Two or more races	39%	33%	43%	11%	CAASPP.CDE.CA .GOV: 2015, 2016
Economically Disadvantaged	18%	21%	17%	-15%	CAASPP.CDE.CA .GOV: 2015, 2016
Socio Disadvantaged	11%	18%	13%	-19%	CAASPP.CDE.CA .GOV: 2015, 2016
English Learners	1%	4%	2%	-30%	CAASPP.CDE.CA .GOV: 2015, 2016
Students with Disabilities	9%	4%	4%	-28%	CAASPP.CDE.CA .GOV: 2015, 2016
Foster Youth	0%	14%	14%	-18%	SIS: 15/16 & 16/17

B. The Academic Performance Index;

	2013-14	2014-15	2015-16	2016-17	Data Source
API Growth	N/A	N/A	N/A	N/A	CDE: Data Quest

LCAP 2018 - 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	15/16 Variance to All	2016-17	16/17 Variance to All	Data Source
UC/CSU Required Courses Met (All Graduates - LEA)	42%	45%	47%		47%		CDE: Data Quest / Calpads
African American	32%	36%	38%	-9%	32%	-15%	CDE: Data Quest / Calpads
American Indian or Alaska Native	33%	63%	30%	-17%	0%	-47%	CDE: Data Quest / Calpads
Asian	52%	76%	74%	27%	64%	17%	CDE: Data Quest / Calpads
Filipino	67%	68%	63%	16%	72%	25%	CDE: Data Quest / Calpads
Hispanic Latino	34%	36%	39%	-8%	40%	-7%	CDE: Data Quest / Calpads
Native Hawaiian or Pacific Islander	29%	7%	58%	11%	43%	-4%	CDE: Data Quest / Calpads
White	47%	49%	51%	4%	52%	5%	CDE: Data Quest / Calpads
Two or more races	37%	47%	56%	9%	44%	-3%	CDE: Data Quest / Calpads
Socio-Economically Disadvantaged	30%	34%	36%	-11%	36%	-11%	CDE: Data Quest / Calpads
English Learners	4%	2%	5%	-42%	3%	-44%	CDE: Data Quest / Calpads
Students with Disabilities	10%	12%	14%	-33%	16%	-31%	CDE: Data Quest / Calpads
Foster Youth	25%	38%	33%	-14%	0%	-47%	CDE: Data Quest / Calpads
Male	33%	39%	39%	-8%	39%	-8%	CDE: Data Quest / Calpads
Female	50%	51%	56%	9%	55%	8%	CDE: Data Quest / Calpads

	2013-14	2014-15					Data Source
CTE Course Completer Unduplicated (COHORT Graduates)			Incorporated in CA Dashboard College and Career Indicator (CCI)				
	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%					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 2018 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

CA Fall 2017 Dashboard - 2017 English Learner Progress Indicator LEA (no IHS or LAP)

District (No LAP or IHS)

Student Performance	Number of Students	Status	Change
English Learner 	495	Very High 85.3%	Declined -2.8%
Freedom			
English Learner 	221	Very High 86.9%	Maintained +0.2%
Heritage			
English Learner 	78	Very High 91%	Maintained +0.9%
Liberty			
English Learner 	196	High 81.1%	Declined -7.4%

E. The English learner reclassification rate;

	2013-14	2014-15	2015-16	2016-17	2017-18	Data Source
<i>El Reclassification Rate - Reporting Dates Fall Census (All Sites)</i>	15.3%	14.9%	13.9%	11.6%	23.6%	CDE: Data Quest

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		Data Source
<i>AP Exam Participants Unduplicated)</i>	1199	1329	1495	1435		Ed Services SIS

	2013-14	2014-15	2015-16	2016-17	16/17 Variance to	Data Source
<i>AP Exam % Score of 3 or Higher* ALL (Unduplicated)</i>	61%	60%	61%	61%	All	Ed Services SIS/College Board
African American	44%	39%	43%	51%	-10%	Ed Services SIS/College Board
American Indian or Alaska Native	40%	71%	100%	50%	-11%	Ed Services SIS/College Board
Asian	72%	61%	62%	73%	12%	Ed Services SIS/College Board
Filipino	58%	65%	55%	62%	1%	Ed Services SIS/College Board
Hispanic Latino	58%	58%	57%	53%	-8%	Ed Services SIS/College Board
Native Hawaiian or Pacific Islander	80%	86%	67%	67%	6%	Ed Services SIS/College Board
White	64%	62%	65%	64%	3%	Ed Services SIS/College Board
Two or more races	50%	59%	71%	69%	8%	Ed Services SIS/College Board
Socio-Economically Disadvantaged	47%	53%	51%	63%	2%	Ed Services SIS/College Board
English Learners	88%	50%	39%	57%	-4%	Ed Services SIS/College Board
Students with Disabilities	55%	55%	50%	85%	24%	Ed Services SIS/College Board
Foster Youth	0%	100%	0%	n/a	n/a	Ed Services SIS/College Board
Male	65%	63%	61%	62%	1%	Ed Services SIS/College Board
Female	59%	58%	61%	61%	0%	Ed Services SIS/College Board

LCAP 2018 - 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	16/17	Data Source
EAP ELA College "Ready" Rate - ALL	31%	24%	31%	33%	Variance to All	
African American	20%	13%	12%	15%	-17%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 2015, 2016
American Indian or Alaska Native	40%	14%	n/a	18%	-14%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 2015, 2016
Asian	39%	38%	49%	46%	13%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 2015, 2016
Filipino	50%	34%	42%	56%	23%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 2015, 2016
Hispanic Latino	23%	15%	23%	24%	-8%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 2015, 2016
Native Hawaiian or Pacific Islander	25%	20%	31%	58%	26%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 2015, 2016
White	37%	31%	37%	38%	5%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 2015, 2016
Two or more races	28%	34%	40%	43%	10%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 2015, 2016
Economically Disadvantaged	**	13%	19%	17%	-16%	CAASPP.CDE.CA .GOV: 2015, 2016
Socio Disadvantaged	**	11%	14%	14%	-19%	CAASPP.CDE.CA .GOV: 2015, 2016
English Learners	**	1%	2%	0%	-33%	CAASPP.CDE.CA .GOV: 2015, 2016
Students with Disabilities	1%	5%	3%	4%	-29%	13/14 LCFF Snapshot / CAASPP.CDE.CA .GOV: 2015, 2016
Foster Youth	0%	0%	14%	0%	-33%	LCFF Snapshot: 13/14, 14/15 / SIS: 15/16 & 16/17
EAP ELA College "Conditionally Ready" Rate - ALL	18%	35%	37%	36%		
African American	18%	26%	39%	26%	-10%	13/14 LCFF Snapshot / 2015CAASPP
American Indian or Alaska Native	40%	36%	n/a	36%	1%	13/14 LCFF Snapshot / 2015CAASPP
Asian	25%	49%	34%	35%	-1%	13/14 LCFF Snapshot / 2015CAASPP
Filipino	23%	43%	44%	28%	-8%	13/14 LCFF Snapshot / 2015CAASPP
Hispanic Latino	19%	31%	35%	40%	4%	13/14 LCFF Snapshot / 2015CAASPP
Native Hawaiian or Pacific Islander	8%	47%	23%	17%	-19%	13/14 LCFF Snapshot / 2015CAASPP
White	17%	38%	37%	37%	1%	13/14 LCFF Snapshot / 2015CAASPP
Two or more races	21%	40%	30%	34%	-2%	13/14 LCFF Snapshot / 2015CAASPP
Economically Disadvantaged	**	32%	31%	36%	0%	2015 CAASPP
Socio Disadvantaged	**	25%	27%	38%	2%	2015 CAASPP
English Learners	**	8%	14%	23%	-13%	2015 CAASPP
Students with Disabilities	4%	14%	18%	17%	-18%	13/14 LCFF Snapshot / 2015CAASPP
Foster Youth	50%	25%	14%	14%	-22%	LCFF Snapshot: 13/14, 14/15 / SIS: 15/16

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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	16/17	Data Source
EAP Math College "Ready" Rate - ALL	6%	7%	9%	8%	Variance to All	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
African American	3%	2%	3%	2%	-6%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
American Indian or Alaska Native	7%	0%	n/a	0%	-8%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Asian	31%	24%	29%	22%	14%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Filipino	10%	15%	17%	16%	8%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Hispanic Latino	4%	3%	5%	5%	-3%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Native Hawaiian or Pacific Islander	6%	0%	8%	17%	9%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
White	13%	8%	11%	9%	1%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Two or more races	14%	13%	9%	15%	7%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Economically Disadvantaged	**	3%	4%	3%	-5%	CAASPP.CDE.CA .GOV
Socio Disadvantaged	**	2%	3%	1%	-7%	CAASPP.CDE.CA .GOV
English Learners	**	1%	1%	1%	-7%	CAASPP.CDE.CA .GOV
Students with Disabilities	0%	2%	0%	0%	-7%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Foster Youth	0%	0%	0%	<1%	-8%	LCFF Snapshot: 13/14, 14/15 / SIS: 15/16 & 16/17
EAP Math College "Conditionally Ready" Rate - ALL	39%	23%	24%	24%		
African American	31%	15%	17%	9%	-15%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
American Indian or Alaska Native	38%	21%	n/a	27%	3%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Asian	48%	31%	23%	36%	12%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Filipino	52%	32%	35%	33%	9%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Hispanic Latino	35%	17%	20%	16%	-8%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Native Hawaiian or Pacific Islander	37%	20%	23%	42%	18%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
White	47%	27%	28%	30%	6%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Two or more races	47%	26%	24%	28%	4%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Economically Disadvantaged	**	15%	17%	14%	-10%	CAASPP.CDE.CA .GOV
Socio Disadvantaged	**	9%	15%	12%	-12%	CAASPP.CDE.CA .GOV
English Learners	**	0%	3%	1%	-23%	CAASPP.CDE.CA .GOV
Students with Disabilities	7%	7%	4%	3%	-21%	13/14 LCFF Snapshot /CAASPP.CDE.CA .GOV
Foster Youth	0%	0%	14%	14%	-10%	LCFF Snapshot: 13/14, 14/15 / SIS: 15/16 & 16/17

LCAP 2018 - STATE Priorities

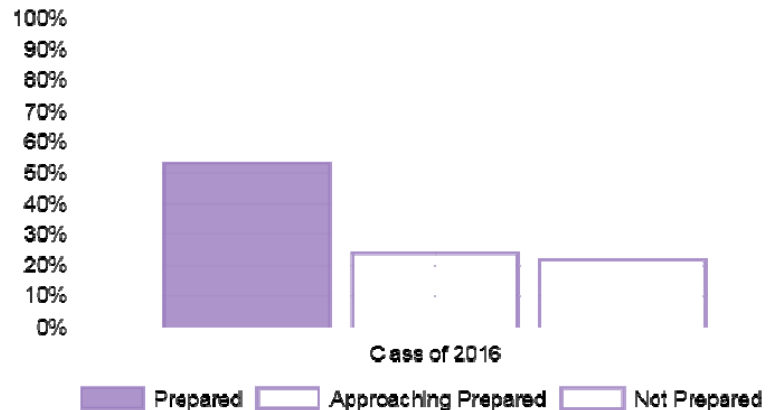
Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):
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G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (continued).

CA Fall 2017 Dashboard - 15/16 College/Career Indicator LEA (no IHS or LAP)

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	1,822	Medium 53.5%	N/A
English Learners	N/A	150	Low 22.7%	N/A
Foster Youth	N/A	9	*	N/A
Homeless	N/A	42	Low 23.8%	N/A
Socioeconomically Disadvantaged	N/A	713	Medium 39%	N/A
Students with Disabilities	N/A	219	Low 15.5%	N/A
African American	N/A	145	Medium 39.3%	N/A
American Indian	N/A	11	Medium 45.5%	N/A
Asian	N/A	55	Very High 81.8%	N/A
Filipino	N/A	97	Very High 75.3%	N/A
Hispanic	N/A	614	Medium 42.8%	N/A
Pacific Islander	N/A	11	Very High 81.8%	N/A
Two or More Races	N/A	99	High 57.6%	N/A
White	N/A	790	High 58.9%	N/A

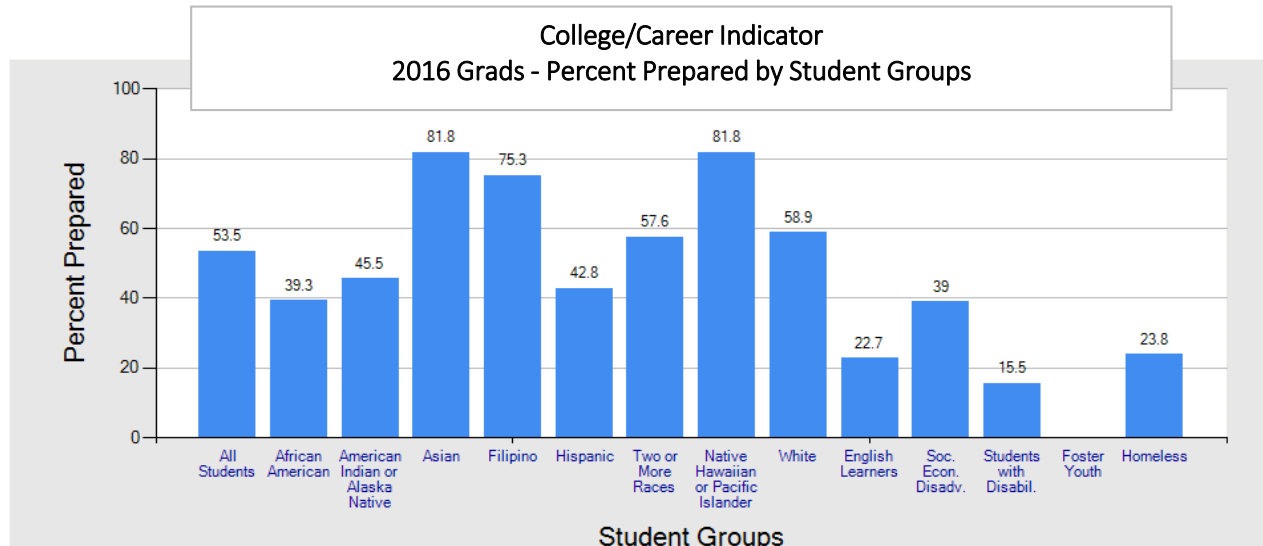
CA Fall 2017 Dashboard - 15/16 College/Career Indicator FHS, HHS, LHS	15/16 Status (Percent Prepared)	Variance to All
All Students	53.5%	
African American	39.3%	-14.2%
American Indian	45.5%	-8.0%
Asian	81.8%	28.3%
Filipino	75.3%	21.8%
Hispanic	42.8%	-10.7%
Pacific Islander	81.8%	28.3%
White	58.9%	5.4%
Two or More Races	57.6%	4.1%
English Learners	22.7%	-30.8%
Socioeconomically Disadvantaged	39.0%	-14.5%
Students with Disabilities	15.5%	-38.0%
Foster Youth	*	
Homeless	23.8%	-29.7%



LCAP 2018 - 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).



Number and Percent of Students in the Cohort (Prepared)

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
974	57	5	45	73	263	9	465	57	34	278	34	*	10
53.5%	39.3%	45.5%	81.8%	75.3%	42.8%	81.8%	58.9%	57.6%	22.7%	39.0%	15.5%	*	23.8%

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students in each student group.

Career Technical Education (CTE) Pathway Completion with a C minus or better in the Capstone Course plus one of the following measures (Measure A):

- Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly
- One semester/two quarters of Dual Enrollment with grade of C- or better (Academic/CTE subjects).

Percent Prepared: Met via Measure A	15/16
All Students	56.9%
African American	49.1%
American Indian	60.0%
Asian	53.3%
Filipino	64.4%
Hispanic	53.2%
Pacific Islander	77.8%
White	58.5%
Two or More Races	57.9%
English Learners	32.4%
Socioeconomically Disadvantaged	54.7%
Students with Disabilities	47.1%
Foster Youth	*
Homeless	60.0%
Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.	

LCAP 2018 - 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).

At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments (Measure B):

Percent Prepared: Met via Measure B	15/16
All Students	52.4%
African American	43.9%
American Indian	40.0%
Asian	62.2%
Filipino	65.8%
Hispanic	42.6%
Pacific Islander	33.3%
White	55.5%
Two or More Races	59.6%
English Learners	17.6%
Socioeconomically Disadvantaged	44.6%
Students with Disabilities	44.1%
Foster Youth	*
Homeless	70.0%
Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.	

Completion of two semesters/three quarters of Dual Enrollment with a grade of C minus or better [Academic and/or CTE subjects] (Measure C):

Percent Prepared: Met via Measure C	15/16
All Students	0.0%
African American	0.0%
American Indian	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic	0.0%
Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%
English Learners	0.0%
Socioeconomically Disadvantaged	0.0%
Students with Disabilities	0.0%
Foster Youth	*
Homeless	0.0%
Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.	

LCAP 2018 - 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).

A score of 3 on two Advanced Placement (AP) Exams or a score of 4 on two International Baccalaureate (IB) Exams (Measure D).

Percent Prepared: Met via Measure D	15/16
All Students	26.3%
African American	17.5%
American Indian	20.0%
Asian	40.0%
Filipino	30.1%
Hispanic	22.1%
Pacific Islander	22.2%
White	27.3%
Two or More Races	31.6%
English Learners	8.8%
Socioeconomically Disadvantaged	19.1%
Students with Disabilities	2.9%
Foster Youth	*
Homeless	20.0%
Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.	

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 (Measure E):

- 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
- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- A score of 3 on one AP Exam OR a score of 4 on one IB Exam

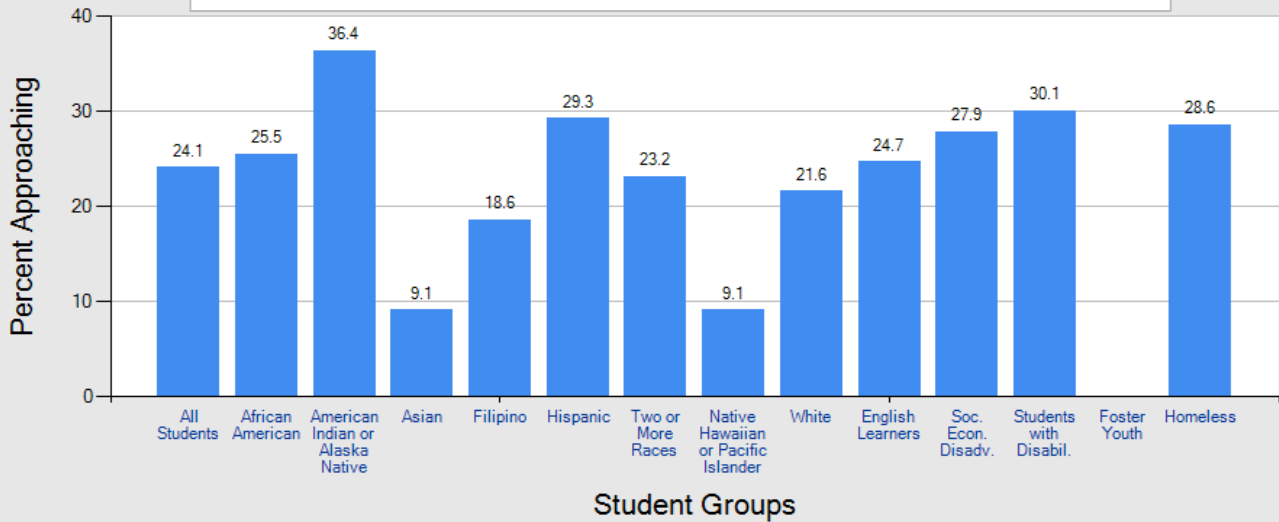
Percent Prepared: Met via Measure E	15/16
All Students	83.0%
African American	89.5%
American Indian	60.0%
Asian	88.9%
Filipino	83.6%
Hispanic	82.1%
Pacific Islander	77.8%
White	82.8%
Two or More Races	78.9%
English Learners	88.2%
Socioeconomically Disadvantaged	79.1%
Students with Disabilities	58.8%
Foster Youth	*
Homeless	60.0%
Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.	

LCAP 2018 - 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).

College/Career Indicator
2016 Grads - Percent Approaching Prepared by Student Groups



Number and Percent of Students in the Cohort (Approaching Prepared)

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
439	37	4	5	18	180	1	171	23	37	199	66	*	12
24.1%	25.5%	36.4%	9.1%	18.6%	29.3%	9.1%	21.6%	23.2%	24.7%	27.9%	30.1%	*	28.6%

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students in each student group.

Career Technical Education (CTE) Pathway Completion with a C minus or better in the Capstone Course. (Measure A):

Percent Approaching Prepared:	
Met via Measure A	15/16
All Students	61.7%
African American	67.6%
American Indian	25.0%
Asian	60.0%
Filipino	44.4%
Hispanic	61.7%
Pacific Islander	100.0%
White	66.7%
Two or More Races	34.8%
English Learners	73.0%
Socioeconomically Disadvantaged	59.8%
Students with Disabilities	68.2%
Foster Youth	*
Homeless	58.3%
Percentages are based on a denominator of all four year graduation cohort students who met Approaching Prepared in each student group.	

LCAP 2018 - 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).

Scored at least Level 2 "Standard Nearly Met" on both the ELA and Mathematics Smarter Balanced Summative Assessments (Measure B).

Percent Approaching Prepared: Met via Measure B	15/16
All Students	35.5%
African American	35.1%
American Indian	75.0%
Asian	40.0%
Filipino	38.9%
Hispanic	36.7%
Pacific Islander	0.0%
White	31.6%
Two or More Races	47.8%
English Learners	21.6%
Socioeconomically Disadvantaged	42.7%
Students with Disabilities	21.2%
Foster Youth	*
Homeless	33.3%
Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.	

Completion of one semester/two quarters of Dual Enrollment with a C minus or better (Academic/CTE subjects) (Measure C).

Percent Approaching Prepared: Met via Measure C	15/16
All Students	0.0%
African American	0.0%
American Indian	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic	0.0%
Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%
English Learners	0.0%
Socioeconomically Disadvantaged	0.0%
Students with Disabilities	0.0%
Foster Youth	*
Homeless	0.0%
Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.	

LCAP 2018 - STATE Priorities

Priority 4: Pupil Achievement as measured by all of the following, as applicable (A -G):
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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).

Completion of courses that meet the UC or CSU a-g criteria with a C minus or better (Measure D).

Percent Approaching Prepared: Met via Measure D	15/16
All Students	13.9%
African American	16.2%
American Indian	0.0%
Asian	0.0%
Filipino	33.3%
Hispanic	11.1%
Pacific Islander	0.0%
White	11.7%
Two or More Races	39.1%
English Learners	8.1%
Socioeconomically Disadvantaged	12.1%
Students with Disabilities	15.2%
Foster Youth	*
Homeless	8.3%
Percentages are based on a denominator of all four year graduation cohort students who met Approaching Prepared in each student group.	

LCAP 2018 - STATE Priorities

Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):

A. School attendance rates;

<i>School Attendance Rate*(LEA Wide)</i>	2012-13	2013-14	2014-15	2015-16	2016-17	Data Source
LEA	94.16%	93.97%	93.82%	93.22%	94.22%	Budget Office
FHS	94.67%	95.13%	94.49%	94.67%	94.85%	Budget Office
HHS	96.37%	96.41%	95.56%	95.21%	95.65%	Budget Office
LHS	96.04%	95.28%	95.21%	92.20%	94.56%	Budget Office

B. Chronic absenteeism rates;

<i>Chronic Absenteeism Rate (FHS, HHS, LHS)*</i>	2012-13	2013-14	2014-15	2015-16	2016-17	Data Source
FHS, HHS, LHS	13%	12%	14%	13%	Replaced with Dashboard	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%		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

CA Fall 2017 Dashboard - Chronic Absenteeism Rate

<i>Chronic Absenteeism Rate - LEA Wide</i>	<i>16/17 Variance to ALL</i>	2016-17	Data Source
		15.7%	DataQuest/Dashboard
African American	+5.6%	21.3%	DataQuest/Dashboard
American Indian or Alaska Native	+9.9%	25.6%	DataQuest/Dashboard
Asian	-6.1%	9.6%	DataQuest/Dashboard
Filipino	-10.7%	5.0%	DataQuest/Dashboard
Hispanic Latino	+1.4%	17.1%	DataQuest/Dashboard
Native Hawaiian or Pacific Islander	-0.7%	15.0%	DataQuest/Dashboard
White	-0.7%	15.0%	DataQuest/Dashboard
Two or more races	+0.3%	16.0%	DataQuest/Dashboard
Socio-Economically Disadvantaged	+7.3%	23.0%	DataQuest/Dashboard
English Learners	+7.8%	23.5%	DataQuest/Dashboard
Students with Disabilities	+9.1%	24.8%	DataQuest/Dashboard
Foster Youth	+20.4%	36.1%	DataQuest/Dashboard

LCAP 2018 - 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	15/16 Variance to All	Data Source
High School Drop Out Rates (COHORT)* LEA	5%	4%	3%	3%		CDE:DataQuest
African American	7%	6%	6%	6%	+3.0%	CDE:DataQuest
American Indian or Alaska Native	0%	31%	9%	0%	-3.0%	CDE:DataQuest
Asian	0%	2%	4%	2%	-1.0%	CDE:DataQuest
Filipino	1%	0%	0%	0%	-3.0%	CDE:DataQuest
Hispanic Latino	7%	5%	3%	4%	+1.0%	CDE:DataQuest
Native Hawaiian or Pacific Islander	9%	7%	0%	0%	-3.0%	CDE:DataQuest
White	3%	3%	3%	2%	-1.0%	CDE:DataQuest
Two or more races	7%	2%	3%	3%	0.0%	CDE:DataQuest
Socio-Economically Disadvantaged	8%	6%	6%	5%	+2.0%	CDE:DataQuest
English Learners	11%	4%	5%	6%	+3.0%	CDE:DataQuest
Students with Disabilities	10%	6%	6%	5%	+2.0%	CDE:DataQuest
Foster Youth	n/a	n/a	8%	15%	+12.0%	CDE:DataQuest

LCAP 2018 - STATE Priorities

Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):
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E. High school graduation rates;

CA Fall 2017 Dashboard - 15/16 Graduation Rate Indicator

District (No LAP or IHS)

	Student Performance	Number of Students	Status	Change
All Students		1,841	High 93.3%	Increased +2%
English Learners		152	Low 84.2%	Maintained -0.9%
Foster Youth		10	*	*
Homeless		42	Low 83.3%	Increased Significantly +5.6%
Socioeconomically Disadvantaged		725	Medium 88.4%	Increased +2%
Students with Disabilities		238	Low 84.5%	Increased Significantly +8.4%
African American		148	Medium 89.9%	Increased Significantly +5.5%
American Indian		11	Low 81.8%	Increased Significantly +12.4%
Asian		55	Very High 96.4%	Increased +1.6%
Filipino		98	Very High 98%	Increased +3.8%
Hispanic		622	High 90.5%	Maintained +0.1%
Pacific Islander		11	Very High 100%	Increased Significantly +5.3%
Two or More Races		100	High 94%	Declined -1.2%
White		796	Very High 95.4%	Increased +2.7%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

LCAP 2018 - STATE Priorities

Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):
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E. High school graduation rates (continued);
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CA Fall 2017 Dashboard - 15/16 Graduation Rate Indicator
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Freedom

	Student Performance	Number of Students	Status	Change
All Students		570	Very High 97%	Maintained -0.6%
English Learners		50	High 94%	Declined -1.3%
Foster Youth		3	*	*
Homeless		6	*	*
Socioeconomically Disadvantaged		288	Very High 95.8%	Maintained -0.1%
Students with Disabilities		80	Medium 87.5%	Declined -2.4%
African American		51	High 94.1%	Declined -1.9%
American Indian		5	*	*
Asian		12	Very High 100%	Maintained 0%
Filipino		34	High 94.1%	Declined Significantly -5.9%
Hispanic		236	Very High 97%	Maintained -0.7%
Pacific Islander		5	*	*
Two or More Races		26	Very High 100%	Maintained 0%
White		201	Very High 97.5%	Maintained -0.1%

Performance Levels:









 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

LCAP 2018 - STATE Priorities






Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):

E. High school graduation rates (continued);

CA Fall 2017 Dashboard - 15/16 Graduation Rate Indicator

Heritage				
	Student Performance	Number of Students	Status	Change
All Students		571	Very High 99.8%	Increased +1%
English Learners		26	Very High 100%	Maintained 0%
Foster Youth		3	*	*
Homeless		11	Very High 100%	*
Socioeconomically Disadvantaged		119	Very High 99.2%	Maintained +0.5%
Students with Disabilities		58	Very High 100%	Increased Significantly +6.6%
African American		50	Very High 100%	Increased +2.8%
American Indian		2	*	*
Asian		36	Very High 100%	Increased +2.4%
Filipino		52	Very High 100%	Maintained 0%
Hispanic		124	Very High 100%	Increased +1.3%
Pacific Islander		6	*	*
Two or More Races		17	High 94.1%	Declined -3.5%
White		284	Very High 100%	Maintained +0.8%

Performance Levels:









 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

LCAP 2018 - STATE Priorities






Priority 5: Pupil Engagement as measured by all of the following, as applicable (A - E):

E. High school graduation rates (continued);

CA Fall 2017 Dashboard - 15/16 Graduation Rate Indicator

Liberty				
	Student Performance	Number of Students	Status	Change
All Students		536	Very High 95.5%	Increased +1%
English Learners		62	Low 80.6%	Declined Significantly -7.5%
Foster Youth		2	*	*
Homeless		12	Very High 100%	Increased Significantly +14.3%
Socioeconomically Disadvantaged		231	High 92.6%	Increased +1.2%
Students with Disabilities		78	Low 78.2%	Increased Significantly +9.1%
African American		33	Very High 97%	Increased Significantly +10.4%
American Indian		2	*	*
Asian		5	*	*
Filipino		12	Very High 100%	Increased Significantly +10.8%
Hispanic		199	High 91.5%	Declined -3%
Pacific Islander		0	*	*
Two or More Races		48	Very High 97.9%	Maintained 0%
White		237	Very High 98.3%	Increased +2.2%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

LCAP 2018 - 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	15/16 Variance to All	Data Source
High School Graduation Rates (COHORT)* All Sites	87%	89%	91%	91%		CDE:DataQuest
African American	73%	82%	82%	86%	-5%	CDE:DataQuest
American Indian or Alaska Native	75%	50%	73%	82%	-9%	CDE:DataQuest
Asian	96%	93%	93%	96%	5%	CDE:DataQuest
Filipino	91%	95%	95%	98%	7%	CDE:DataQuest
Hispanic Latino	84%	87%	90%	87%	-4%	CDE:DataQuest
Native Hawaiian or Pacific Islander	91%	93%	100%	92%	1%	CDE:DataQuest
White	90%	91%	92%	94%	3%	CDE:DataQuest
Two or more races	80%	92%	92%	93%	2%	CDE:DataQuest
Socio-Economically Disadvantaged	78%	83%	85%	85%	-6%	CDE:DataQuest
English Learners	74%	86%	87%	80%	-11%	CDE:DataQuest
Students with Disabilities	65%	73%	76%	79%	-12%	CDE:DataQuest
Foster Youth	n/a	n/a	n/a	54%	-37%	CDE:DataQuest


LCAP 2018 - STATE Priorities

Priority 6: School Climate as measured by all of the following, as applicable (A - B):






A. Pupil suspension rates;

CA Fall 2017 Dashboard - 16/17 Suspension Rate Indicator

District (No La Paloma or Independence)

	Student Performance	Number of Students	Status	Change
All Students		8,025	Medium 5.2%	Maintained +0.3%
English Learners		520	High 6.9%	Increased +0.8%
Foster Youth		61	Very High 23%	Declined -2.9%
Homeless		44	High 6.8%	Increased Significantly +4.4%
Socioeconomically Disadvantaged		2,539	High 8.5%	Maintained 0%
Students with Disabilities		1,079	Very High 9.9%	Maintained 0%
African American		751	Very High 13.5%	Declined -0.5%
American Indian		35	Very High 11.4%	Increased Significantly +3.7%
Asian		324	Low 1.9%	Increased +0.5%
Filipino		454	Low 2%	Maintained +0.2%
Hispanic		2,693	Medium 5.1%	Maintained +0.2%
Pacific Islander		57	High 7%	Increased +1.6%
Two or More Races		303	Medium 5.3%	Increased +1.4%
White		3,398	Medium 4.1%	Increased +0.6%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)



LCAP 2018 - STATE Priorities

Priority 6: School Climate as measured by all of the following, as applicable (A - B):

A. Pupil suspension rates (continued);

CA Fall 2017 Dashboard - 16/17 Suspension Rate Indicator

Freedom

	Student Performance	Number of Students	Status	Change
All Students		2,759	High 6.5%	Maintained -0.1%
English Learners		216	High 7.9%	Declined -1.3%
Foster Youth		24	Very High 33.3%	Increased Significantly +19%
Homeless		13	High 7.7%	*
Socioeconomically Disadvantaged		1,127	High 8.7%	Declined -1.2%
Students with Disabilities		413	Very High 11.6%	Declined Significantly -2.3%
African American		336	Very High 14.9%	Declined Significantly -2.4%
American Indian		13	Very High 23.1%	Increased Significantly +7.7%
Asian		85	Low 1.2%	Declined -1.3%
Filipino		142	Medium 3.5%	Maintained +0.1%
Hispanic		1,136	Medium 5.2%	Declined -0.9%
Pacific Islander		23	High 8.7%	Increased Significantly +8.7%
Two or More Races		45	High 8.9%	Increased +2.1%
White		978	Medium 5.5%	Increased +1%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)



LCAP 2018 - STATE Priorities

Priority 6: School Climate as measured by all of the following, as applicable (A - B):


A. Pupil suspension rates (continued);

CA Fall 2017 Dashboard - 16/17 Suspension Rate Indicator

Heritage

	Student Performance	Number of Students	Status	Change
All Students		2,606	Medium 2.8%	Declined -0.6%
English Learners		76	Medium 5.3%	Declined -0.8%
Foster Youth		23	Medium 4.4%	Declined Significantly -9.9%
Homeless		10	*	*
Socioeconomically Disadvantaged		490	High 6.5%	Declined -0.8%
Students with Disabilities		245	High 6.5%	Declined -0.9%
African American		244	High 7.8%	Declined -1.3%
American Indian		10	*	*
Asian		173	Low 0.6%	Maintained 0%
Filipino		252	Medium 1.6%	Increased +0.3%
Hispanic		564	Medium 2.8%	Declined -1.2%
Pacific Islander		18	Medium 5.6%	Declined Significantly -4.4%
Two or More Races		104	Medium 1.9%	Declined Significantly -2.6%
White		1,239	Medium 2.3%	Maintained -0.2%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)











LCAP 2018 - STATE Priorities

Priority 6: School Climate as measured by all of the following, as applicable (A - B):






A. Pupil suspension rates (continued);

CA Fall 2017 Dashboard - 16/17 Suspension Rate Indicator

Liberty

	Student Performance	Number of Students	Status	Change
All Students		2,707	High 6.3%	Increased +1.1%
English Learners		234	High 6.8%	Increased +2.6%
Foster Youth		18	Very High 27.8%	Declined Significantly -14.5%
Homeless		18	Very High 11.1%	*
Socioeconomically Disadvantaged		937	High 9.3%	Increased +1%
Students with Disabilities		428	Very High 10.3%	Increased +1.2%
African American		177	Very High 18.6%	Increased +0.6%
American Indian		13	Very Low 0%	Declined Significantly -6.7%
Asian		66	High 6.1%	Increased Significantly +3.9%
Filipino		61	Very Low 0%	Maintained 0%
Hispanic		1,010	High 6.3%	Increased +1.4%
Pacific Islander		16	High 6.3%	Declined Significantly -2.1%
Two or More Races		156	High 6.4%	Increased Significantly +3.2%
White		1,201	Medium 4.8%	Increased +0.6%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

	2013-14	2014-15	2015-16	2016-17	Data Source
Student Suspension Rate of cumulative enrollment* (FH, HH, IH, LAP, LH)	5.9%	6.2%	5.5%	5.5%	CDE:DataQuest/15-16Calpads/16-17:DataQuest

B. Pupil expulsion rates;

	2013-14	2014-15	2015-16	2016-17	Data Source
Student Expulsion Rate of cumulative enrollment* (FH, HH, IH, LAP, LH)	<1%	<1%	<1%	<1%	CDE:DataQuest/15-16Calpads/16-17:DataQuest

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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.

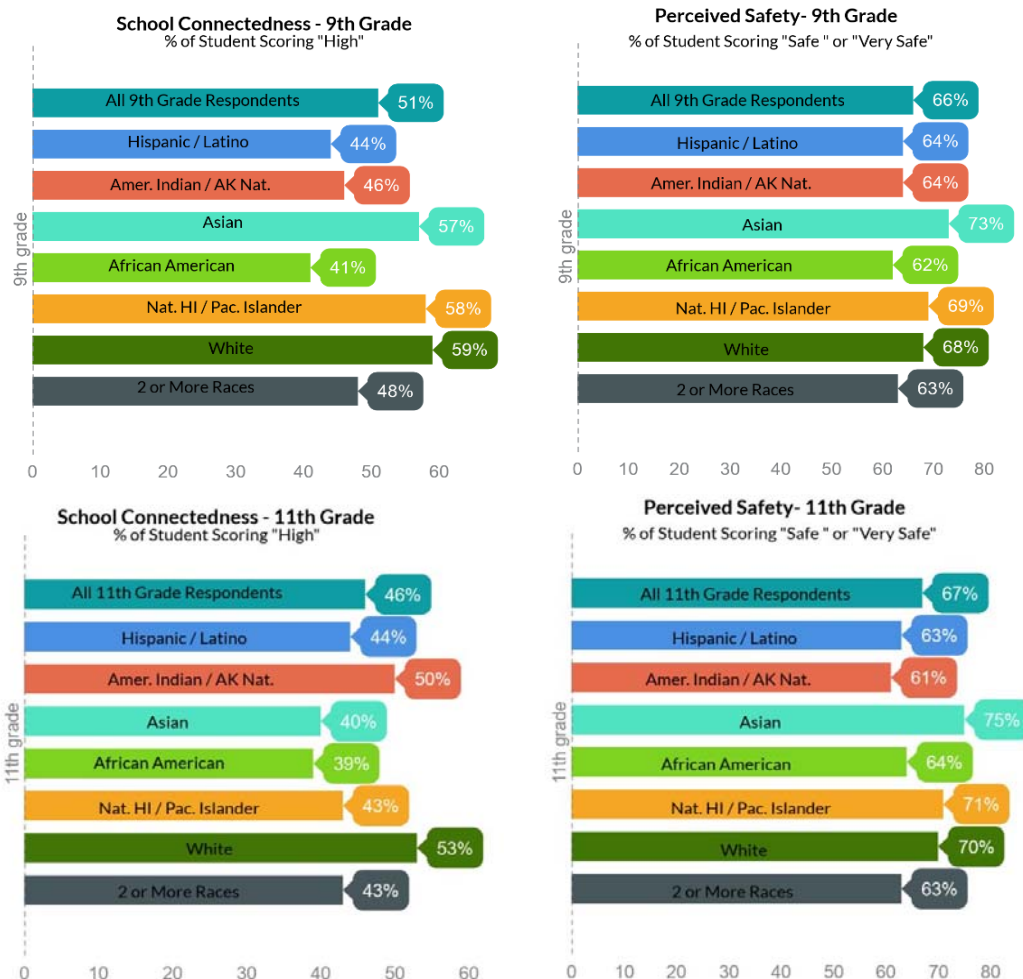
	2013-14	2014-15	2015-16	2016-17	Data Source
Healthy Kids Survey*					
Average Response Rate					
Grade 9	75%	n/a	74%	86%	CDE:DataQuest
Grade 11	72%	n/a	75%	82%	CDE:DataQuest
School connectedness (High)					
Grade 9	44%	n/a	45%	51%	CDE:DataQuest
African American	24%	n/a	30%	41%	CDE:DataQuest
American 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	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 & Alternative Schools	14%	n/a	18%	20%	CDE:DataQuest
School perceived as very safe or safe					
Grade 9	67%	n/a	67%	66%	CDE:DataQuest
African American	n/a	n/a	n/a	62%	CDE:DataQuest
American Indian or Alaska Native	n/a	n/a	n/a	64%	CDE:DataQuest
Asian	n/a	n/a	n/a	73%	CDE:DataQuest
Hispanic Latino	n/a	n/a	n/a	64%	CDE:DataQuest
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	69%	CDE:DataQuest
White	n/a	n/a	n/a	68%	CDE:DataQuest
Two or more races	n/a	n/a	n/a	63%	CDE:DataQuest
Grade 11	73%	n/a	69%	67%	CDE:DataQuest
African American	n/a	n/a	n/a	64%	CDE:DataQuest
American Indian or Alaska Native	n/a	n/a	n/a	61%	CDE:DataQuest
Asian	n/a	n/a	n/a	75%	CDE:DataQuest
Hispanic Latino	n/a	n/a	n/a	63%	CDE:DataQuest
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	71%	CDE:DataQuest
White	n/a	n/a	n/a	70%	CDE:DataQuest
Two or more races	n/a	n/a	n/a	63%	CDE:DataQuest
Continuation & Alternative Schools	42%	n/a	41%	40%	CDE:DataQuest

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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 (continued).

In spring of 2016 the Liberty Union High School District administered the **California Healthy Kids Survey (CHKS)** to ninth grade students and eleventh grade students. Of the 1,708 ninth grade students surveyed, 38% were Hispanic or Latino, 2% were American Indian or Alaska Native, 7% Asian, 8% African American, 4% Pacific Islander, 39% white and 41% mixed (two or more races). Of the 1,620 eleventh grade students surveyed, 37% were Hispanic or Latino, 2% were American Indian or Alaska Native, 7% Asian, 8% African American, 3% Pacific Islander, 46% white and 34% mixed (two or more races). When reviewing the key indicators of school climate and student well-being, 66% of ninth grade students and 67% of eleventh grade students perceive their school to be very safe or safe. When using the five-item School Connectedness Scale 51% of our ninth grade respondents were categorized as "high" in school connectedness, 41% "moderate" and only 7% being categorized as "low." Our eleventh grade responses resulted in 46% being categorized as "high," 44% "moderate" and only 9% categorized as low in school connectedness. This score also includes the results of the questions regarding school safety. When viewing school connectedness by race and ethnic subgroups, we found that of the ninth graders that responded the following percentages were categorized as "high" in school connectedness: White- 59%, Asian- 57%, American Indian or Alaskan Native- 46%, Hispanic- 44%, Pacific Islander- 58%, Mixed (2 or more races)- 48%, with ninth grade African Americans feeling the least connected to their school at 41% being categorized as "high." The eleventh grade results of students categorized as "high" in school connectedness by race and ethnic subgroup were as follows: White- 53%, American Indian or Alaska Native- 50%, Asian- 40%, Pacific Islander- 43%, Mixed- 43%, Hispanic- 44% and African Americans- 39% "high" in school connectedness. When reflecting upon our district's school climate, it was important to analyze our results for developmental supports, since they have consistently been linked to a positive school climate. It was interesting to find that of the three fundamental supports (caring adult relationships, high expectation messages and opportunities for meaningful participation), when asked questions regarding their meaningful participation, 41% of ninth graders that responded were categorized as low, as were 42% of eleventh grade students that responded. Although this an area of concern, we are heartened by the other two indicators for positive school climate. When surveyed on caring adults in school only 15% of ninth graders and 13% of eleventh graders were categorized as low and when surveyed on high expectation messages 9% of ninth graders and 9% of eleventh graders were categorized as low.



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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	Data Source
Subject Area Courses Taught*					
Art	72	73	86	75	CDE:DataQuest / Calpads
Computer					CDE:DataQuest
Dance				4	CDE:DataQuest
Drama/Theater	16	15	19	18	CDE:DataQuest / Calpads
English Language Arts (Including Co-Taught SpEd)	357	386	415	396	CDE:DataQuest / Calpads
Foreign Languages	140	149	158	157	CDE:DataQuest / Calpads
Health			40	42	CDE:DataQuest
Heath Sci & Medical Technology			28	21	CDE:DataQuest
History/Social Science (Including Co-Taught SpEd)	267	305	325	310	CDE:DataQuest / Calpads
Mathematics (Including Co-Taught SpEd)	299	323	317	294	CDE:DataQuest / Calpads
Music	31	29	34	36	CDE:DataQuest / Calpads
Other Instruction-Related Assignments for unduplicated pupils (Including Read & Math 180, ELD, Tutorial Support, and Designated Programs)	249	243	375	414	CDE:DataQuest / Calpads
Physical Education	175	172	186	143	CDE:DataQuest / Calpads
Science (Including Co-Taught SpEd)	216	248	271	255	CDE:DataQuest / Calpads
Special Designated Subjects	8	12	16	16	CDE:DataQuest / Calpads
AP Courses Taught	84	108	120	136	CDE: DataQuest/CalPads
Subject Area Course Enrollment*					
Art	2,234	2,262	2340	2274	CDE:DataQuest / Calpads
Dance				82	
Drama/Theater	477	474	488	498	CDE:DataQuest / Calpads
English Language Arts (Including Co-Taught SpEd)	8,545	8,722	8522	8599	CDE:DataQuest / Calpads
Foreign Languages	4,377	4,636	4836	4839	CDE:DataQuest / Calpads
Health				1220	
Heath Sci & Medical Technology				642	
History/Social Science (Including Co-Taught SpEd)	6,973	6,961	7064	7175	CDE:DataQuest / Calpads
Mathematics (Including Co-Taught SpEd)	8,600	8,728	8466	8369	CDE:DataQuest / Calpads
Music	1,066	1,110	1137	1073	CDE:DataQuest / Calpads
Other Instruction-Related Assignments for unduplicated pupils (Including Read & Math 180, ELD, Tutorial Support, and Designated Programs)	3,525	3,758	4919	5038	CDE:DataQuest / Calpads
Physical Education	6,811	6,604	6841	5814	CDE:DataQuest / Calpads
Science (Including Co-Taught SpEd)	6,099	6,365	6524	6231	CDE:DataQuest / Calpads
Special Designated Subjects	262	387	483	467	CDE:DataQuest / Calpads
AP Course Enrollment	2413	2866	3269	3624	CDE: DataQuest/CalPads
AP Exams	2000	2305	2545	2560	College Board
			54889	55945	

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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	Data Source
Overall Cumulative (Weighted) Grade Point Average < 2.0	20%	18%	17%	16%	Ed Services SIS
African American	32%	30%	28%	29%	Ed Services SIS
American Indian or Alaska Native	22%	18%	9%	9%	Ed Services SIS
Asian	6%	4%	7%	9%	Ed Services SIS
Filipino	10%	8%	10%	8%	Ed Services SIS
Hispanic Latino	26%	24%	23%	22%	Ed Services SIS
Native Hawaiian or Pacific Islander	29%	25%	16%	13%	Ed Services SIS
White	15%	14%	13%	12%	Ed Services SIS
Two or more races	19%	17%	13%	15%	Ed Services SIS
Socio-Economically Disadvantaged	30%	28%	28%	28%	Ed Services SIS
English Learners	47%	46%	48%	45%	Ed Services SIS
Students with Disabilities	33%	30%	28%	29%	Ed Services SIS
Foster Youth	33%	29%	32%	42%	Ed Services SIS
Overall Cumulative (Weighted) Grade Point Average 2.0 - 2.99	36%	35%	34%	33%	Ed Services SIS
African American	42%	40%	40%	38%	Ed Services SIS
American Indian or Alaska Native	31%	39%	56%	56%	Ed Services SIS
Asian	30%	28%	24%	23%	Ed Services SIS
Filipino	26%	26%	22%	20%	Ed Services SIS
Hispanic Latino	39%	38%	37%	37%	Ed Services SIS
Native Hawaiian or Pacific Islander	39%	40%	38%	38%	Ed Services SIS
White	34%	33%	31%	30%	Ed Services SIS
Two or more races	36%	34%	35%	37%	Ed Services SIS
Socio-Economically Disadvantaged	40%	39%	39%	36%	Ed Services SIS
English Learners	39%	42%	40%	42%	Ed Services SIS
Students with Disabilities	41%	42%	42%	41%	Ed Services SIS
Foster Youth	46%	46%	41%	25%	Ed Services SIS
Overall Cumulative (Weighted) Grade Point Average >= 3.0	44%	47%	49%	51%	Ed Services SIS
African American	27%	30%	32%	33%	Ed Services SIS
American Indian or Alaska Native	47%	42%	35%	35%	Ed Services SIS
Asian	64%	67%	69%	69%	Ed Services SIS
Filipino	64%	66%	68%	72%	Ed Services SIS
Hispanic Latino	35%	38%	40%	42%	Ed Services SIS
Native Hawaiian or Pacific Islander	32%	35%	46%	49%	Ed Services SIS
White	51%	53%	57%	58%	Ed Services SIS
Two or more races	45%	50%	52%	48%	Ed Services SIS
Socio-Economically Disadvantaged	30%	33%	33%	36%	Ed Services SIS
English Learners	14%	12%	12%	13%	Ed Services SIS
Students with Disabilities	26%	28%	30%	29%	Ed Services SIS
Foster Youth	21%	24%	27%	33%	Ed Services SIS

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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

Bags of Hope

Brentwood Art Society

Brentwood Police Department

Brentwood Union School District

Cisco Meraki

Cisco Systems

City of Brentwood

City of Oakley

Contra Costa County Cosmetology Program

Contra Costa County Health Services

Contra Costa County Supervisor Diane Burgis Office

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

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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

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Local Priorities

A. Local priority goals; and B. Methods for measuring progress toward local goals.
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	2013-14	2014-15	2015-16	2016-17	Data Source
SAT Participation (unduplicated count of test scores)	918	1,132	1105	1169	Ed Services SIS
African American	78	105	109	102	Ed Services SIS
American Indian or Alaska Native	5	6	2	4	Ed Services SIS
Asian	39	56	56	71	Ed Services SIS
Filipino	63	85	89	86	Ed Services SIS
Hispanic Latino	218	286	293	330	Ed Services SIS
Native Hawaiian or Pacific Islander	6	8	6	9	Ed Services SIS
White	470	521	496	514	Ed Services SIS
Two or more races	39	65	54	53	Ed Services SIS
Socio-Economically Disadvantaged	192	255	252	245	Ed Services SIS
English Learners	3	11	7	10	Ed Services SIS
Students with Disabilities	14	25	34	49	Ed Services SIS
Foster Youth	1	3	1	1	Ed Services SIS
Male	375	452	436	448	Ed Services SIS
Female	543	680	669	721	Ed Services SIS
ACT Participation (unduplicated count of test scores)	525	550	601	487	Ed Services SIS
African American	53	40	53	46	Ed Services SIS
American Indian or Alaska Native	2	3	2	3	Ed Services SIS
Asian	25	27	23	27	Ed Services SIS
Filipino	28	33	35	31	Ed Services SIS
Hispanic Latino	117	127	149	108	Ed Services SIS
Native Hawaiian or Pacific Islander	5	0	2	5	Ed Services SIS
White	284	283	306	250	Ed Services SIS
Two or more races	11	37	31	17	Ed Services SIS
Socio-Economically Disadvantaged	104	127	102	84	Ed Services SIS
English Learners	1	2	2	2	Ed Services SIS
Students with Disabilities	15	12	21	13	Ed Services SIS
Foster Youth	0	2	0	0	Ed Services SIS
Male	224	232	248	177	Ed Services SIS
Female	301	318	353	310	Ed Services SIS