

**Introduction:**

**LEA:** Liberty Union High School District **Contact (Name, Title, Email, Phone Number):** Erik Faulkner, Asst. Superintendent, faulkner@luhsd.net, (925) 634-2166 **LCAP Year:** 2015-16

### ***Local Control and Accountability Plan and Annual Update Template***

*The 2014-2015 school year witnessed great change in the Liberty Union High School District (LUHSD) which has had a direct impact on the implementation and outcomes of the 2014-2015 LCAP plan and the preparation of the 2015-2018 plan.*

*LUHSD suspended mandatory district benchmark testing for instructional staff in 2013-2014 in an effort to focus energy on the collaboration of instructional strategies and the development of curriculum schedules and coaching. During the 2014-2015 school year, the assessments were only mandatory for the first semester, and at the time of publication of this document, the second semester results have not yet been received.*

*The Assistant Superintendent of Educational Services retired in March 2015, and was replaced by the current Assistant Superintendent of Educational Services, Erik Faulkner. Combined with other changes in the department, 4 of the 8 employees of the Educational Services Division are now new to the position within the past year.*

*Metrics: As a High School District, we do not have any middle school students and that metric will not be found in this plan. Additionally, results of the SBAC test will not be available for analysis or potential interventions or growth metrics prior to consideration of approval for this plan. As the AMAO #3 requires CELDT and a state exam to determine growth and mitigation measures, it is also in a holding pattern until the results of the SBAC test are received.*

*Thirty-nine (39) informational and input meetings were held with stakeholders (See Appendix A), in addition to several Academic and Principal cabinet meetings. All racial/ethnic and programmatic subgroups 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.*

*After review of the 2014-15 LCAP, significant restructuring occurred that resulted in a reduction from thirteen (13) goals to three (3) and a marked increase in the information provided in the needs and actions. This provides improved transparency, greater readability and accessibility for all stakeholders, and to better align with the LUHSD Strategic Plan, LEA Plan and other state and local metrics.*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>The LUHSD Educational Services staff began collecting information on the 2015-2015 Local Control Accountability Plan in December 2014 as part of the reporting process for stakeholders. The metrics, program, and activities of the plan were initially shared at staff meetings, and expanded further to the same meetings where additional input for the 2015-2016 plan was provided. Please see Appendix B for metrics.</p> <p>The LCAP was designed to support our District Strategic Goals, the LEA Plan,</p>	<p>There were nine (9) main themes that ran through the 178 comments gathered from stakeholders. These priorities and location within the LCAP can be found in Appendix C of this document. That document contains comments made by staff, students, parents, community members and business organizations.</p> <p>The highest areas of interest were:</p> <ol style="list-style-type: none"> <li>1. Mental Health</li> </ol>

State Priorities, School Site Plans, Stakeholder Input and Research Based Programs to meet the needs of students.

There were a total of 24 meetings conducted to share out the information and gather feedback for 2015-2016. These stakeholders included:

Campus Climate Committees (students)

Coffee with the Principals (parents and community members)

School Site Councils (SSC) (staff, administrators, students, parents)

Classified Union (CSEA)

Certificated Union (LEA)

Curriculum Council

District Advisory Committee (DAC) (parents representing unduplicated student populations, community members and business organizations)

District English Learner Advisory Committee (DELAC) (parents and community members representing English Language Learners)

Professional Development Day (staff)

and Public Meetings (all stakeholders)

These stakeholders include parents, students, staff, administrators, community members and business organizations. Additionally, an email address for comments ([lcapcomments@luhsd.net](mailto:lcapcomments@luhsd.net)) is also listed on the school website to gather additional feedback. Appendix A of this document provides the list of meetings with dates, stakeholders attending, and the input provided for the LCAP at these meetings.

A great deal of input (178 comments) was gathered from these meetings and further put into groups with similar themes. Those themes with the greatest area of interest were assembled and assessed for feasibility in the 2015-2016 plan. A few of the items (ex. longer library hours) were action items that could be addressed in the current 2014-2015 year.

The LCAP plan will be presented to the Board on June 10 for public hearing and will be considered for approval on June 17, 2015.

2. Facilities
3. Programs
4. Technology
5. Career
6. Library Access
7. Parent University
8. Target Group Support
9. Community Partnerships

As a result of the feedback gather in these areas, this plan contains specific actions to:

1. Increase (double) the mental health services available to students
2. Provide budget and phased roll-out of Facility plan to provide a safe learning environment
3. Provide programs to educate students and staff on positive behavior systems, tutoring, social media and anti-bullying
4. Funding to update and support the technology and provide the instructional technology needed for 21st century learners
5. Additional career courses, internships, ROP, ROTC
6. Increase of Library hours for student access; add librarian position to sites
7. Increase communication and resources to help parent navigate high school opportunities
8. Increase liaisons for targeted populations; add Special Education Coordinator position
9. Increase college/career mentoring and expand community interaction with service organizations

**Annual Update:**

During the 2014-2015 school year, the LUHSD Educational Services departments shared out updates and progress on the 2014-2015 LCAP. Those meetings, noted in Appendix A, included:

Academic Cabinet  
 Board Meeting  
 Campus Climate Committees  
 Coffee with the Principals  
 School Site Councils (SSC)  
 Classified Union (CSEA)  
 Certificated Union (LEA)  
 Curriculum Council  
 District Advisory Committee (DAC)  
 District English Learner Advisory Committee (DELAC)  
 Principal's Cabinet  
 Professional Development Day (staff)  
 Public Meetings

In addition to these formal meetings, all members of the community had access to the LCAP comments email link to provide feedback in a more informal venue. At these meetings, the current 2014-2015 LCAP was provided and reviewed including Appendix B which contains important metrics to assess student achievement and connectedness to the school community.

While feedback provided at these meetings were to inform our progress on the current 2-14-2015 LCAP, items and changes that could not be addressed in the 2014-2015 fiscal year were forwarded as items for feedback of stakeholders for the 2015-2016 LCAP. Additionally, a presentation was made at a LUHSD Board Meeting to review the progress on the 2014-2015 LCAP plan based on meetings with the stakeholders. This document is included in this plan as Appendix D.

**Annual Update:**

As a result of the 2014-2015 review meetings with stakeholders, there were consistent items of interest that needed to happen during the 2014-2015. While the outline of the new items are listed in Appendix D, a small summary of changes can be found below:

Adjusted the hours of the library to provide increased access to students  
 Increased staffing to support student programs, technology and support for facilities  
 Increased support for coaches to better serve the academic and instructional needs of students and staff  
 Purchased significant technology to replace aging machines  
 Increased bandwidth to provide access to resources for Common Core and other student supports

The district also received consistent feedback that there was a need to simplify the document for clarity and transparency of the stakeholders and to better align with the District Strategic Plan.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.



**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 Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL 1:	<p>The Liberty Union High School District (LUHSD) will provide a physical and emotionally supportive school environment which supports student learning by:</p> <p>1A. Providing a safe, secure, updated, clean environment</p> <p>1B. Creating Opportunities to incorporate best practices and program successes</p> <p>1C. Fostering an atmosphere of respect and civility among all students and</p> <p>1D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal #1</u></p>
Identified Need :	<p>Overall chronic absenteeism rate is 25% LEA Wide. The percentage of chronic absenteeism higher than the LEA wide average by subgroups is listed below:</p> <ul style="list-style-type: none"> <li>African American – 17% (5% higher than the average)</li> <li>Hispanic or Latino – 13% (1% higher than the average)</li> <li>English Learners – 18% (6% higher than the average)</li> <li>Students with Disabilities – 22% (10% higher than the average)</li> <li>Foster Youth – 30% (18% higher than the average)</li> </ul> <p>The current attendance rates for schools in LUHSD are:</p> <ul style="list-style-type: none"> <li>Freedom HS - 94%</li> <li>Heritage HS - 95%</li> <li>Liberty HS - 95%</li> <li>LaPaloma HS- (alternative site, so attendance is measured differently for this school site)</li> <li>Independence HS- (independent study, so attendance is measured differently for this school site)</li> </ul> <p>The state and district assessments used to measure student proficiency (CST and district assessments) were suspended in the 2014 school year. The SBAC and district assessments executed in the 2014-15 school year will be the baseline data from which to measure growth in future years.</p> <p>The suspension rates for LUHSD has student populations that have a disparity between the enrollment percentage and the percentage of students suspended:</p> <ul style="list-style-type: none"> <li>African American is 9% of enrollment and 26% of suspensions</li> <li>SED are 31% of the student enrollment and 57% of suspensions</li> <li>ELs are 7% of the student enrollment and 11% of suspensions</li> <li>Students with Disabilities are 13% of the student enrollment and 27% of suspensions</li> </ul> <p>The expulsion rates for LUHSD has student populations that have a disparity between the enrollment percentage and the percentage of students expelled:</p> <ul style="list-style-type: none"> <li>African American is 9% of enrollment and 31% of expulsions</li> <li>Hispanic or Latino is 33% of enrollment and 44% of expulsions</li> <li>SED are 31% of the student enrollment and 75% of expulsions</li> <li>ELs are 7% of the student enrollment and 19% of expulsions</li> <li>Students with Disabilities are 13% of the student enrollment and 44% of expulsions</li> </ul>	

Goal Applies to:	Schools: ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"><li>Increased student connectedness to school by lowering chronic absenteeism rate by 3% for African American, Hispanic or Latino, ELs, SED, and Foster Youth and increasing attendance by .2%. (Priority 5A,B)</li><li>Using the baseline data obtained in the 2015-2016 school year, establish a growth percentage for SBAC and determine populations needing additional support. (Priority 4A)</li><li>Lower suspension &amp; expulsion rates by 2% for African American, Hispanic or Latino, SED, ELs and Students with Disabilities. (Priority 6A,B)</li><li>All school facilities are maintained in good repair (Priority 1C)</li></ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1.A.1) Develop a plan to provide equitable and updated technology infrastructure 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	All Schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(1.A.1.1) Continue the infrastructure update project Base \$1,418,651 (1.A.1.2) Continue & explore additional IT support staff 6000-6999: Capital Outlay Base \$104,485 (1.A.1.3) Review & revise district standard for classroom technology equipment 4000-4999: Books And Supplies Base (1.A.1.4) LMS (Learning Management System) and MDM (Mobile Device Management) are being evaluated and considered for purchase. 5000-5999: Services And Other Operating Expenditures Base \$32,000
(1.A.2) Develop three year plan to provide equitable and well maintained facilities	All Schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(1.A.2.1) Begin Facilities Plan including new LHS Science Wing, cable infrastructure at FHS, and other prioritized items on the facility plan) 6000-6999: Capital Outlay Base/Dev. Fees \$3,500,000  Hire additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base 49,884
(1.A.3) Conduct monthly campus facility inspection by site administration	All Schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth	(1.A.3.1) Site admin. will keep log of inspections and report to Maintenance & Operations Dept. and create schedule for repairs 5000-5999: Services And Other Operating Expenditures

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$31,379
(1.A.4) Investigate options for an additional school site/facilities to accommodate district growth	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.A.4) Develop Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities. 5800: Professional/Consulting Services And Operating Expenditures Base \$4,060
(1.B.1) Create district-wide student leadership and campus climate committee meetings for student collaboration	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.B.1.1) Increase student participation in fairs and competitions 5000-5999: Services And Other Operating Expenditures Base \$21,000 (1.B.1.2) District Diversity Coord. will coordinate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified subgroups and address those concerns with site admin. 2000-2999: Classified Personnel Salaries Supplemental \$66,487
(1.B.2) Maintain collaboration time for principals/staff to share best practices	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.B.2.1) Conduct presentations at community organizations/ clubs 5800: Professional/Consulting Services And Operating Expenditures Base \$9,960
(1.B.3) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices emphasizing the needs and support for EL's, SED, and FY students and parents.	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.B.3.1) Schedule counselor release time and meeting location 1000-1999: Certificated Personnel Salaries Supplemental \$30,795

		(Specify)	
(1.C.1) School sites will evaluate existing programs, expand , explore, or create new programs that celebrate diversity, positive behavior and attendance	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.1.1) Review, revise and continue attendance recognition program. Outreach to EL's, FY, SED students 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000
(1.C.2) Administration will model respect and positive interaction with students, staff, and parents	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.2.1) Sites will continue training for positive interactions with students and reinforce at staff/parent/student meetings 4000-4999: Books And Supplies Base \$5,000 (1.C.2.2) Diversity and Inclusion Training 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000 (1.C.2.3) Social Media and awareness training for admin, coaches and teachers. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000 (1.C.2.4) Task force will be convened to address social media and respect and civility issue. Programs such as School Ambassador, Pause Before You Post, character ed, and others will be reviewed and considered. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000 (1.C.2.5) SDD Keynote speaker to focus on social and emotional needs and positive interactions with students. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
(1.C.3) Establish budget for campus climate activities ie: staff/student leadership training.	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.3.1) Implement site budget for activities 5800: Professional/Consulting Services And Operating Expenditures Base \$13,884 (1.C.3.2) Implement site budget for activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

(1.C.4) School sites will examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.4.1) Revise/Implement budget 4000-4999: Books And Supplies Base \$13,000
(1.D.1) Monitor financial decisions to ensure that they reflect district priorities	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.D.1) Hire position for Accounting Technician 2000-2999: Classified Personnel Salaries Base \$83,068
(1.D.2) Explore and implement funding options/sources to fund major facility improvement projects	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to review options for funding major facility improvements. Base
(1.D.3) Develop a replacement, repair, and restore budget plan for facilities	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.D.3) Facilities Director and CBO will meet quarterly 4000-4999: Books And Supplies Base \$1,536 Install bus cameras for safety of students 5000-5999: Services And Other Operating Expenditures Supplemental \$35,904
(1.D.4) Continue adoption of positive budget certification	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	(1.D.4) Maintain 3% reserve as recommended by CDE

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base \$2,179,010
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Increased student connectedness to school by lowering chronic absenteeism rate by 3% for African American, Hispanic or Latino, ELs, SED, and Foster Youth and increasing attendance by .2%. (Priority 5A,B)</li> <li>Using the baseline data obtained in the 2015-2016 school year, establish a growth percentage for SBAC and determine populations needing additional support. (Priority 4A)</li> <li>Lower suspension &amp; expulsion rates by 2% for African American, Hispanic or Latino, SED, ELs and Students with Disabilities. (Priority 6A,B)</li> <li>All school facilities are maintained in good repair (Priority 1C)</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1.A.1) Develop a plan to provide equitable and updated technology infrastructure 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	All Schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(1.A.1.1) Continue the infrastructure update project Base 4000-4999: Books And Supplies Base \$1,418,651 (1.A.1.2) Continue & explore additional IT support staff 2000-2999: Classified Personnel Salaries Base \$104,485 (1.A.1.3) Review & revise district standard for classroom technology equipment 4000-4999: Books And Supplies Base 100000 (1.A.1.4) LMS (Learning Management System) and MDM (Mobile Device Management) are being evaluated and considered for purchase. 5000-5999: Services And Other Operating Expenditures Base \$32,000
(1.A.2) Develop three year plan to provide equitable and well maintained facilities	All Schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(1.A.2.1) Begin Facilities Plan including new LHS Science Wing, cable infrastructure at FHS, and other prioritized items on the facility plan) 7000-7439: Other Outgo Base/Dev. Fees \$3,500,000 Hire additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base 49,884
(1.A.3) Conduct monthly campus facility inspection by	All	<u>X</u> All	(1.A.3.1) Site admin. will keep log of inspections and report to

site administration	Schools	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance & Operations Dept. and create schedule for repairs 1000-1999: Certificated Personnel Salaries Base \$31,379
(1.A.4) Investigate options for an additional school site/facilities to accommodate district growth	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(1.A.4) Develop Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities. 5800: Professional/Consulting Services And Operating Expenditures Base \$4,060
(1.B.1) Create district-wide student leadership and campus climate committee meetings for student collaboration	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(1.B.1.1) Increase student participation in fairs and competitions 5000-5999: Services And Other Operating Expenditures Base \$21,000  (1.B.1.2) District Diversity Coord. will coordinate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified subgroups and address those concerns with site admin. 2000-2999: Classified Personnel Salaries Supplemental \$66,487
(1.B.2) Maintain collaboration time for principals/staff to share best practices	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(1.B.2.1) Conduct presentations at community organizations/ clubs 4000-4999: Books And Supplies Base \$9,960
(1.B.3) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices emphasizing the needs and support for EL's, SED, and FY students and parents.	All Schools	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	(1.B.3.1) Schedule counselor release time and meeting location 1000-1999: Certificated Personnel Salaries Supplemental



		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$30,795
(1.C.1) School sites will evaluate existing programs, expand , explore, or create new programs that celebrate diversity, positive behavior and attendance	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.1.1) Review, revise and continue attendance recognition program. Outreach to EL's, FY, SED students 4000-4999: Books And Supplies Supplemental \$25,000
(1.C.2) Administration will model respect and positive interaction with students, staff, and parents	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.2.1) Sites will continue training for positive interactions with students and reinforce at staff/parent/student meetings 1000-1999: Certificated Personnel Salaries Base \$5,000 (1.C.2.2) Diversity and Inclusion Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000 (1.C.2.3) Social Media and awareness training for admin, coaches and teachers. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000 (1.C.2.4) Task force will be convened to address social media and respect and civility issue. Programs such as School Ambassador, Pause Before You Post, character ed, and others will be reviewed and considered. 4000-4999: Books And Supplies Supplemental \$10,000 (1.C.2.5) SDD Keynote speaker to focus on social and emotional needs and positive interactions with students. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
(1.C.3) Establish budget for campus climate activities ie: staff/student leadership training.	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	(1.C.3.1) Implement site budget for activities Base \$13,884 (1.C.3.2) Implement site budget for activities Supplemental \$20,000

		(Specify)	
(1.C.4) School sites will examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.4.1) Revise/Implement budget Base \$13,000
(1.D.1) Monitor financial decisions to ensure that they reflect district priorities	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.D.1) Hire position for Accounting Technician Base \$83,068
(1.D.2) Explore and implement funding options/sources to fund major facility improvement projects	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to review options for funding major facility improvements. Base
(1.D.3) Develop a replacement, repair, and restore budget plan for facilities	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.D.3) Facilities Director and CBO will meet quarterly Base \$1,536 Install bus cameras for safety of students Supplemental \$35,904

(1.D.4) Continue adoption of positive budget certification	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.D.4) Maintain 3% reserve as recommended by CDE  Base \$2,179,010
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Increased student connectedness to school by lowering chronic absenteeism rate by 3% for African American, Hispanic or Latino, ELs, SED, and Foster Youth and increasing attendance by .2%. (Priority 5A,B)</li> <li>Using the baseline data obtained in the 2015-2016 school year, establish a growth percentage for SBAC and determine populations needing additional support. (Priority 4A)</li> <li>Lower suspension &amp; expulsion rates by 2% for African American, Hispanic or Latino, SED, ELs and Students with Disabilities. (Priority 6A,B)</li> <li>All school facilities are maintained in good repair (Priority 1C)</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1.A.1) Develop a plan to provide equitable and updated technology infrastructure 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	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.A.1.1) Continue the infrastructure update project Base \$1,418,651 (1.A.1.2) Continue & explore additional IT support staff Base \$104,485 (1.A.1.3) Review & revise district standard for classroom technology equipment Base (1.A.1.4) LMS (Learning Management System) and MDM (Mobile Device Management) are being evaluated and considered for purchase. Base \$32,000
(1.A.2) Develop three year plan to provide equitable and well maintained facilities	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.A.2.1) Begin Facilities Plan including new LHS Science Wing, cable infrastructure at FHS, and other prioritized items on the facility plan) Base/Dev. Fees \$3,500,000  Hire additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base 49,884

(1.A.3) Conduct monthly campus facility inspection by site administration	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.A.3.1) Site admin. will keep log of inspections and report to Maintenance & Operations Dept. and create schedule for repairs Base \$31,379
(1.A.4) Investigate options for an additional school site/facilities to accommodate district growth	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.A.4) Develop Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities. Base \$4,060
(1.B.1) Create district-wide student leadership and campus climate committee meetings for student collaboration	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.B.1.1) Increase student participation in fairs and competitions Base \$21,000 (1.B.1.2) District Diversity Coord. will coordinate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified subgroups and address those concerns with site admin. Supplemental \$66,487
(1.B.2) Maintain collaboration time for principals/staff to share best practices	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.B.2.1) Conduct presentations at community organizations/clubs Base \$9,960
(1.B.3) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices emphasizing the needs and support for EL's, SED, and	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	(1.B.3.1) Schedule counselor release time and meeting location

FY students and parents.		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental \$30,795
(1.C.1) School sites will evaluate existing programs, expand , explore, or create new programs that celebrate diversity, positive behavior and attendance	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.1.1) Review, revise and continue attendance recognition program. Outreach to EL's, FY, SED students Supplemental \$25,000
(1.C.2) Administration will model respect and positive interaction with students, staff, and parents	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.2.1) Sites will continue training for positive interactions with students and reinforce at staff/parent/student meetings Base \$5,000 (1.C.2.2) Diversity and Inclusion Training Supplemental \$30,000 (1.C.2.3) Social Media and awareness training for admin, coaches and teachers. Supplemental \$25,000 (1.C.2.4) Task force will be convened to address social media and respect and civility issue. Programs such as School Ambassador, Pause Before You Post, character ed, and others will be reviewed and considered. Supplemental \$10,000 (1.C.2.5) SDD Keynote speaker to focus on social and emotional needs and positive interactions with students. Supplemental \$25,000
(1.C.3) Establish budget for campus climate activities ie: staff/student leadership training.	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.3.1) Implement site budget for activities Base \$13,884 (1.C.3.2) Implement site budget for activities Supplemental \$20,000

(1.C.4) School sites will examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.C.4.1) Revise/Implement budget Base \$13,000
(1.D.1) Monitor financial decisions to ensure that they reflect district priorities	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.D.1) Hire position for Accounting Technician Base \$83,068
(1.D.2) Explore and implement funding options/sources to fund major facility improvement projects	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to review options for funding major facility improvements. Base
(1.D.3) Develop a replacement, repair, and restore budget plan for facilities	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(1.D.3) Facilities Director and CBO will meet quarterly Base \$1,536 Install bus cameras for safety of students Supplemental \$35,904
(1.D.4) Continue adoption of positive budget certification	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	(1.D.4) Maintain 3% reserve as recommended by CDE

		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	Base \$2,179,010
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL 2:	<p>The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:</p> <p>2.A Meeting all state and federal accountability measures</p> <p>2.B Demonstrating student proficiency in all content standards</p> <p>2.C Increasing percentage of students who are college ready and UC/CSU eligible</p> <p>2.D Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities and</p> <p>2.E Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>LUHSD Plan Goal #2</u> &amp; Title III Program Improvement Plan <u>Goal 2c</u></p>
Identified Need :	<p>The state and district assessments used to measure student proficiency (CST and district assessments) were suspended in the 2014 school year. The SBAC and district assessments executed in the 2014-15 school year will be the baseline data from which to measure growth in future years.</p> <p>CAHSEE Percent Proficient Districtwide for 10th grade students in English is 63% and Math 64%. This compares to a pass rate of 89% and 90% respectively. There is an achievement gap with the following populations that fall below the districtwide average:</p> <ul style="list-style-type: none"> <li>o African America students have an English proficiency rate of 53% and Math proficiency rate of 43%</li> <li>o Hispanic or Latino students have an English proficiency rate of 53% and Math proficiency rate of 52%</li> <li>o SED students have an English proficiency rate of 46% and Math proficiency rate of 49%</li> <li>o EL students have an English proficiency rate of 7% and Math proficiency rate of 14%</li> <li>o Students with Disabilities have an English proficiency rate of 15% and Math proficiency rate of 18%</li> <li>o Foster youth have an English proficiency rate of 33% and Math proficiency rate of 33%</li> </ul> <p>The percentage of students districtwide meeting UC/CSU coursework requirements at graduation is 42%. There is a gap in the percentage of students meeting this requirements:</p> <ul style="list-style-type: none"> <li>o African American- 32% of its population has UC/CSU requirements met (10% below district average)</li> <li>o Hispanic or Latino – 34% of its population has UC/CSU requirements met (8% below district average)</li> <li>o SED – 29% of its population has UC/CSU requirements met (13% below district average)</li> <li>o Students with Disabilities – 5% of its population has UC/CSU requirements met (37% below district average)</li> </ul> <p>The current Reclassification rate for ELs is 15% which is the same as the year prior and the number of EL students has increased from 487 to 522.</p> <p>1208 Students took an AP test in the Spring of 2014 and the average pass rate with 3 or better is 55% districtwide. Students falling below that percentage are listed below:</p> <ul style="list-style-type: none"> <li>o African American – 38% (17% below district average)</li> <li>o Filipino – 49% (6% below the district average)</li> <li>o Hispanic or Latino – 51% (4% below the district average)</li> <li>o Two or more races – 47% (8% below the district average)</li> <li>o SED – 40% (15% below the district average)</li> </ul> <p>The districtwide average for EAP readiness in English is 30% and Math 6%. Students falling below that percentage are listed below:</p> <ul style="list-style-type: none"> <li>o African American – 19% ready in English and 3% ready in Math.</li> <li>o Hispanic or Latino - 20% ready in English and 3% ready in Math.</li> </ul>	



- o SED - 18% ready in English and 3% ready in Math.
- o ELs - 1% ready in English and 0% ready in Math.
- o Students with Disabilities - 1% ready in English and 0% ready in Math.
- o Foster youth - 0% ready in English and 0% ready in Math.

The districtwide average for the SAT is 1499. Students falling below that average score are listed below:

- o African American – 1372 (8% below the district average)
- o Hispanic or Latino – 1444 (3.6 % below the district average)
- o SED – 1401 (6.5% below the district average)
- EL – 1160 (22.6 % below the district average)
- Students with Disabilities – 1080 (28% below the district average)
- Foster youth – 1175 (21.6 % below the district average)

The 2014-2015 school year will be the baseline data in Career Academy program participation from which to measure growth in the 2015-2016 school year.

In the English Learner population, the following is the current results of the AMAOs:

Meeting AMAO #1 – yes, 65.8%

Meeting AMAO #2 – yes, 61.9%

Meeting AMAO #3 – No.

AMAO #3 measures the Reading and Math growth. Without current state exams to measure in conjunction with the CELDT, growth measurements and improvement plans are on hold until guidance from the state has been determined.

Cohort Graduation rates for the LUHSD district is 88.7%. Students falling below this average include:

- African American – 81.8% (6.9% below the district average)
- SED – 82.4% (6.3% below the district average)
- EL – 85.9% (2.8 % below the district average)
- Students with Disabilities – 72.5 % (16.2% below the district average)

Cohort Dropout rates for LUHSD district is 4%. Student above this average include:

- Hispanic or Latino - 4.5%
- African American - 6.3%
- Socio-Economically Disadvantaged - 6.3%
- Students with Special Needs - 5.5%

100% of teachers are appropriately assigned.

Goal Applies to: Schools: ALL

Applicable Pupil  
Subgroups:

ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities

## LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Using the baseline data obtained in the 2015-2016 school year, establish a growth percentage for the SBAC and determine populations in need of additional support. (Priority 4A)</li> <li>Increase the proficiency on the CAHSEE exam for all students by 2% and an additional 2% for the following populations: African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth. (Priority 4G)</li> <li>When the API (Academic Performance Index) is initiated, establish baseline metric (Priority 4B)</li> <li>Increased 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 to reduce the achievement gap. (Priority 4C)</li> <li>Increased EL reclassification rate by 1% (Priority 4E)</li> <li>Increased 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, Students with Disabilities, and Foster Youth to reduce the achievement gap. (Priority 4F)</li> <li>Increased 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 to reduce the achievement gap. (Priority 4G)</li> <li>Increased the percentage of students who participate in the SAT and/or ACT by 2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth to reduce the achievement gap. (Priority 4G)</li> <li>Increased in the number of students in career academy programs by 2% once a baseline of data is gathered from the 2014-2015 school year. (Priority 4C)</li> <li>Increased graduation rates by .5% for all students with specific focus on EL, SED, and Foster Youth to reduce the achievement gap (Priority 5E)</li> <li>Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5A)</li> <li>AMAO #3 measures the Reading and Math growth. Without current state exams to measure in conjunction with the CELDT, growth measurements and improvement plans are on hold until guidance from the state has been determined. (Priority 2B, 4D)</li> <li>100% of teachers will be appropriately assigned (Priority 1A)</li> <li>Every pupil will have access to the standards-aligned instructional materials (Priority 1B)</li> <li>Full implementation of academic standards and performance standards as adopted by the State Board (Priority 2A)</li> <li>Programs listed in the action plan have been developed and provided to unduplicated pupils and individuals with exceptional needs. (Priority 7BC)</li> <li>All students participate in a broad course of study which includes all subject areas described in Section 51210 and 51220a, as applicable. (Priority 7A)</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(2.A.1) Provide professional development for teachers and administrators to support implementation of new accountability measures with a focus on EL, SED, FY and identified subgroups	All Schools	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	(2.A.1.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards 1000-1999: Certificated Personnel Salaries Base \$315,932

		_ Other Subgroups: (Specify)	
(2.A.2) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED and FY.	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	(2.A.2.1) Review and add additional online intervention programs 5000-5999: Services And Other Operating Expenditures Base \$22,000 (2.A.2.2) Review and add additional on-line intervention programs with targeted enrollment of EL, FY, SED and other identified sub-groups 5000-5999: Services And Other Operating Expenditures Supplemental \$32,000 (2.A.2.3) 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 1000-1999: Certificated Personnel Salaries Supplemental \$588,562 (2.A.2.4) Provide field trip opportunities for EL, SED, FY students 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000 (2.A.2.5) Continue Homework Extended Learning Program (HELP) 1000-1999: Certificated Personnel Salaries Supplemental \$55,301 (2.A.2.6) Study Hall - Hire certificated staff to supervise and monitor Study Hall 1000-1999: Certificated Personnel Salaries Base \$253,165 (2.A.2.7) Provide supplemental funds to each school site to use specifically for EL, FY, and low income students 4000-4999: Books And Supplies Supplemental \$173,450 (2.A.2.8) Hire Special Services Coordinator to support and monitor the needs of EL, FY, and SED SPED students. 1000-1999: Certificated Personnel Salaries Supplemental \$120,544
(2.B.1) Implement new CCSS and Next Generation Science Standards(NGSS) emphasizing literacy strategies across all content areas	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	(2.B.1.1) Purchase new ELA textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS 4000-4999: Books And Supplies Restricted Lottery \$281,000 (2.B.1.1) Purchase new ELA textbooks, supplemental materials for alignment to CCSS and NGSS 4000-4999: Books And Supplies Base \$1,000,000

		(Specify)	<p>(2.B.1.1) Purchase new ELD textbooks/supplemental materials aligned to CCSS and NGSS 4000-4999: Books And Supplies \$400,000</p> <p>(2.B.1.2) Purchase new World Language, AP Government, AP Economics, AP Biology, AP Physics and health careers text books. 4000-4999: Books And Supplies \$100,000</p> <p>(2.B.1.3) 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 \$303,744</p> <p>(2.B.1.4) Provide standards-aligned instructional materials to all students 4000-4999: Books And Supplies Base \$208,260</p> <p>(2.B.1.5) Provide standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. 4000-4999: Books And Supplies Supplemental \$175,497</p> <p>(2.B.1.6) Hire 2 Librarians 1000-1999: Certificated Personnel Salaries Supplemental 223,122</p>
(2.B.2) Require equal access to all courses for all students with a focus on under-represented students in AP and College Prep coursework.	All Schools	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>(2.B.2.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs 5000-5999: Services And Other Operating Expenditures Base \$3,000</p> <p>(2.B.2.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment 5000-5999: Services And Other Operating Expenditures</p> <p>(2.B.2.3) Purchase new Advanced Placement materials and textbooks 4000-4999: Books And Supplies Base \$100,000</p>
(2.B.3) Align quarterly district assessments to the Common Core State Standards and NGSS	All Schools	<p><input checked="" type="checkbox"/> All OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>(2.B.3.1) Provide professional development and teacher release time to revise assessments. 1000-1999: Certificated Personnel Salaries Base \$9,474</p> <p>(2.B.3.2) Continue contract for data management system to track student assessment data 5000-5999: Services And Other Operating Expenditures Base \$47,000</p>
(2.B.4) Purchase technology hardware and software for	All	<input checked="" type="checkbox"/> All	(2.B.4.1) Continue the purchase of computers/ software for

student/teacher use with assessments, curriculum and intervention courses	Schools	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	classrooms and the Smarter Balanced Assessment 4000-4999: Books And Supplies Base/Supplemental \$787,271 (2.B.4.2) Continue contract for plagiarism software for teacher use 5000-5999: Services And Other Operating Expenditures Base \$20,278 (2.B.4.3) Purchase computers/software for EL classrooms 4000-4999: Books And Supplies Supplemental \$20,000 (2.B.4.4) Maintain software support for the "READ180 Next Generation" reading program. 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000 (2.B.4.5) Purchase Math 180 software program for special education students and pilot program for general education students 5000-5999: Services And Other Operating Expenditures \$100,000
(2.B.5) Increase mentoring of English Learner / SPEL students	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.B.5.1) Continue & evaluate "Keys To Your Success" program 5000-5999: Services And Other Operating Expenditures Supplemental \$90,874 (2.B.5.2) Apex online credit recovery program for use with EL, SED, FY 5000-5999: Services And Other Operating Expenditures Supplemental \$
(2.B.6) LUHSD teachers will be highly qualified and CLAD credentialed	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.B.6.1) Recruit and hire Highly Qualified, CLAD certified teachers 1000-1999: Certificated Personnel Salaries Base \$10,000 (2.B.6.2) Provide BTSA teachers & support 1000-1999: Certificated Personnel Salaries Base \$180,000
(2.C.1) Prepare students for SAT/ACT/AP examinations	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	(2.C.1.1) Continue sections of SAT/ACT prep class. 1000-1999: Certificated Personnel Salaries Base \$82,264 (2.C.1.2) Continue/Expand AP course offerings and training 1000-1999: Certificated Personnel Salaries Base \$30,000 (2.C.1.3) All counselors will work with families of targeted students for increased enrollment in AP courses 1000-1999: Certificated Personnel Salaries

		(Specify)	
(2.C.2) Increase opportunity for students and parents to visit colleges to help increase graduation rates and college interest.	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>As a result of state assessments</u>	(2.C.2.1) Expand PUSH classes Base \$33,442 (2.C.2.1) Expand PUSH classes Supplemental \$110,000
(2.C.3) Evaluate a District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates and reduce dropout rates	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>As a result of state assessments</u>	(2.C.3.1) Maintain 3 "Targeted Assistance" counselors 2000-2999: Classified Personnel Salaries Supplemental \$290,520
(2.C.4) Explore increasing adult intervention, mentoring and support	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>As a result of state assessments</u>	(2.C.4.1) Continue stipend position to serve as parent liaison for English Learner students/parent to help navigate school/college systems. 2000-2999: Classified Personnel Salaries Supplemental \$9,162 (2.C.4.2) Hire .4 fte School Psychologist 1000-1999: Certificated Personnel Salaries Supplemental \$40,000 (2.C.4.3) 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 \$42,980 (2.C.4.4) Suicide prevention and bullying training for staff and teachers. 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000 (2.C.4.5) Provide interpreters and document translation for parents 2000-2999: Classified Personnel Salaries Supplemental \$5,000

			<p>(2.C.4.6) Provide EL students bus tickets for specialized level 1 &amp; 2 ELD program 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p> <p>(2.C.4.7) Add 2.0 FTE Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental \$130,620</p> <p>(2.C.4.8) Hire 3 additional College and Career Center Technicians 2000-2999: Classified Personnel Salaries Supplemental \$181,819</p> <p>(2.C.4.9) Provide professional development for counselors, teachers, support providers and administrators to focus on the needs of EL, Low Income and Foster Youth. 5000-5999: Services And Other Operating Expenditures Supplemental 35,000</p>
(2.C.5) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	(2.C.5.1) All counselors will work with families of targeted students for increased enrollment in AP courses 1000-1999: Certificated Personnel Salaries Base \$112,489
(2.D.1) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>(2.D.1.1) Continue to provide professional development and release time for CTE teachers 4000-4999: Books And Supplies Base \$4,060</p> <p>(2.D.1.2) Continue ROP Program/Courses 1000-1999: Certificated Personnel Salaries Base \$772,318</p> <p>(2.D.1.3) Career capstone and internships will be researched and considered for expansion at school sites. Base \$</p>
(2.D.2) Provide collaboration time for C.T.E. and academic core teachers to align standards and curriculums w/ community college for articulated courses	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	(2.D.2.1) Continue articulation time with local community colleges/ business community 4000-4999: Books And Supplies Base \$4,466

(2.D.3) Expand the work experience (WE) program to support career opportunities	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.D.3) Continue to explore additional staffing for release periods for WE coordinator 1000-1999: Certificated Personnel Salaries Base \$40,381
(2.E.1) Continue adoption of positive budget certification	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.E.1) Maintain 3% reserve as recommended by CDE as referenced in 1.D.4 and 3.D.1



## LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Using the baseline data obtained in the 2015-2016 school year, establish a growth percentage for the SBAC and determine populations in need of additional support. (Priority 4A)</li> <li>Increase the proficiency on the CAHSEE exam for all students by 2% and an additional 2% for the following populations: African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth. (Priority 4G)</li> <li>When the API (Academic Performance Index) is initiated, establish baseline metric (Priority 4B)</li> <li>Increased 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 to reduce the achievement gap. (Priority 4C)</li> <li>Increased EL reclassification rate by 1% (Priority 4E)</li> <li>Increased 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, Students with Disabilities, and Foster Youth to reduce the achievement gap. (Priority 4F)</li> <li>Increased 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 to reduce the achievement gap. (Priority 4G)</li> <li>Increased the percentage of students who participate in the SAT and/or ACT by 2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth to reduce the achievement gap.</li> <li>Increased in the number of students in career academy programs by 2% once a baseline of data is gathered from the 2014-2015 school year. (Priority 4C)</li> <li>Increased graduation rates by .5% for all students with specific focus on EL, SED, and Foster Youth to reduce the achievement gap (Priority 5E)</li> <li>Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5A)</li> <li>AMAO #3 measures the Reading and Math growth. Without current state exams to measure in conjunction with the CELDT, growth measurements and improvement plans are on hold until guidance from the state has been determined. (Priority 2B, 4D)</li> <li>100% of teachers will be appropriately assigned (Priority 1A)</li> <li>Every pupil will have access to the standards-aligned instructional materials (Priority 1B)</li> <li>Full implementation of academic standards and performance standards as adopted by the State Board (Priority 2A)</li> <li>Programs listed in the action plan have been developed and provided to unduplicated pupils and individuals with exceptional needs. (Priority 7BC)</li> <li>All students participate in a broad course of study which includes all subject areas described in Section 51210 and 51220a, as applicable. (Priority 7A)</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(2.A.1) Provide professional development for teachers and administrators to support implementation of new accountability measures with a focus on EL, SED, FY and identified subgroups	All Schools	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	(2.A.1.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards 1000-1999: Certificated Personnel Salaries Base \$315,932

		_ Other Subgroups: (Specify)	
(2.A.2) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED and FY.	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	(2.A.2.1) Review and add additional online intervention programs 5000-5999: Services And Other Operating Expenditures Base \$22,000 (2.A.2.2) Review and add additional on-line intervention programs with targeted enrollment of EL, FY, SED and other identified sub-groups 5000-5999: Services And Other Operating Expenditures Supplemental \$32,000 (2.A.2.3) 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 1000-1999: Certificated Personnel Salaries Supplemental \$588,562 (2.A.2.4) Provide field trip opportunities for EL, SED, FY students Supplemental \$25,000 (2.A.2.5) Continue Homework Extended Learning Program (HELP) Supplemental \$55,301 (2.A.2.6) Study Hall - Hire certificated staff to supervise and monitor Study Hall 1000-1999: Certificated Personnel Salaries Base \$253,165 (2.A.2.7) Provide supplemental funds to each school site to use specifically for EL, FY, and low income students Supplemental \$173,450 (2.A.2.8) Hire Special Services Coordinator to support and monitor the needs of EL, FY, and SED SPED students. Supplemental \$120,544
(2.B.1) Implement new CCSS and Next Generation Science Standards(NGSS) emphasizing literacy strategies across all content areas	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(2.B.1.1) Purchase new ELA textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS Restricted Lottery \$281,000 (2.B.1.1) Purchase new ELA textbooks, supplemental materials for alignment to CCSS and NGSS Base \$1,000,000 (2.B.1.1) Purchase new ELD textbooks/supplemental materials aligned to CCSS and NGSS \$400,000

			<p>(2.B.1.2) Purchase new World Language, AP Government, AP Economics, AP Biology, AP Physics and health careers text books. \$100,000</p> <p>(2.B.1.3) 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) Base \$303,744</p> <p>(2.B.1.4) Provide standards-aligned instructional materials to all students Base \$208,260</p> <p>(2.B.1.5) Provide standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. Supplemental \$175,497</p> <p>(2.B.1.6) Hire 2 Librarians Supplemental 223,122</p>
(2.B.2) Require equal access to all courses for all students with a focus on under-represented students in AP and College Prep coursework.	All Schools	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>(2.B.2.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs Base \$3,000</p> <p>(2.B.2.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment</p> <p>(2.B.2.3) Purchase new Advanced Placement materials and textbooks Base \$100,000</p>
(2.B.3) Align quarterly district assessments to the Common Core State Standards and NGSS	All Schools	<p><input checked="" type="checkbox"/> All OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>(2.B.3.1) Provide professional development and teacher release time to revise assessments. Base \$9,474</p> <p>(2.B.3.2) Continue contract for data management system to track student assessment data Base \$47,000</p>
(2.B.4) Purchase technology hardware and software for student/teacher use with assessments, curriculum and intervention courses	All Schools	<p><input checked="" type="checkbox"/> All OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>(2.B.4.1) Continue the purchase of computers/ software for classrooms and the Smarter Balanced Assessment Base/Supplemental \$787,271</p> <p>(2.B.4.2) Continue contract for plagiarism software for teacher use Base \$20,278</p> <p>(2.B.4.3) Purchase computers/software for EL classrooms Supplemental \$20,000</p>

		(Specify)	(2.B.4.4) Maintain software support for the “READ180 Next Generation” reading program. Supplemental \$15,000 (2.B.4.5) Purchase Math 180 software program for special education students and pilot program for general education students \$100,000
(2.B.5) Increase mentoring of English Learner / SPEL students	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.B.5.1) Continue & evaluate “Keys To Your Success” program Supplemental \$90,874 (2.B.5.2) Apex online credit recovery program for use with EL, SED, FY Supplemental \$
(2.B.6) LUHSD teachers will be highly qualified and CLAD credentialed	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.B.6.1) Recruit and hire Highly Qualified, CLAD certificated teachers Base \$10,000 (2.B.6.2) Provide BTSA teachers & support Base \$180,000
(2.C.1) Prepare students for SAT/ACT/AP examinations	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.C.1.1) Continue sections of SAT/ACT prep class. Base \$82,264 (2.C.1.2) Continue/Expand AP course offerings and training Base \$30,000 (2.C.1.3) All counselors will work with families of targeted students for increased enrollment in AP courses
(2.C.2) Increase opportunity for students and parents to visit colleges to help increase graduation rates and college interest.	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	(2.C.2.1) Expand PUSH classes Base \$33,442 (2.C.2.1) Expand PUSH classes Supplemental \$110,000

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>As a result of state assessments</u>	
(2.C.3) Evaluate a District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates and reduce dropout rates	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>As a result of state assessments</u>	(2.C.3.1) Maintain 3 "Targeted Assistance" counselors Supplemental \$290,520
(2.C.4) Explore increasing adult intervention, mentoring and support	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>As a result of state assessments</u>	(2.C.4.1) Continue stipend position to serve as parent liaison for English Learner students/parent to help navigate school/college systems. 2000-2999: Classified Personnel Salaries Supplemental \$9,162 (2.C.4.2) Hire .4 fte School Psychologist 1000-1999: Certificated Personnel Salaries Supplemental \$40,000 (2.C.4.3) Mental Health counseling interns (MFTS) hours increased to 20 hours per week at comprehensive sites and to 10 hours per week at alternative sites. Supplemental \$42,980 (2.C.4.4) Suicide prevention and bullying training for staff and teachers. Supplemental \$20,000 (2.C.4.5) Provide interpreters and document translation for parents Supplemental \$5,000 (2.C.4.6) Provide EL students bus tickets for specialized level 1 & 2 ELD program Supplemental \$15,000 (2.C.4.7) Add 2.0 FTE Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental \$130,620 (2.C.4.8) Hire 3 additional College and Career Center Technicians Supplemental \$181,819 (2.C.4.9) Provide professional development for counselors, teachers, support providers and administrators to focus on the needs of EL, Low Income and Foster Youth. Supplemental 35,000

(2.C.5) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.C.5.1) All counselors will work with families of targeted students for increased enrollment in AP courses Base \$112,489
(2.D.1) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.D.1.1) Continue to provide professional development and release time for CTE teachers Base \$4,060 (2.D.1.2) Continue ROP Program/Courses Base \$772,318 (2.D.1.3) Career capstone and internships will be researched and considered for expansion at school sites. Base \$
(2.D.2) Provide collaboration time for C.T.E. and academic core teachers to align standards and curriculums w/ community college for articulated courses	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.D.2.1) Continue articulation time with local community colleges/ business community Base \$4,466
(2.D.3) Expand the work experience (WE) program to support career opportunities	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.D.3) Continue to explore additional staffing for release periods for WE coordinator Base \$40,381
(2.E.1) Continue adoption of positive budget certification	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	(2.E.1) Maintain 3% reserve as recommended by CDE as referenced in 1.D.4 and 3.D.1

	<ul style="list-style-type: none"><li>_ English Learners</li><li>_ Foster Youth</li><li>_ Redesignated fluent English proficient</li><li>_ Other Subgroups: (Specify)</li></ul>	
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**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Using the baseline data obtained in the 2015-2016 school year, establish a growth percentage for the SBAC and determine populations in need of additional support. (Priority 4A)</li> <li>Increase the proficiency on the CAHSEE exam for all students by 2% and an additional 2% for the following populations: African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth. (Priority 4G)</li> <li>When the API (Academic Performance Index) is initiated, establish baseline metric (Priority 4B)</li> <li>Increased 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 to reduce the achievement gap. (Priority 4C)</li> <li>Increased EL reclassification rate by 1% (Priority 4E)</li> <li>Increased 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, Students with Disabilities, and Foster Youth to reduce the achievement gap. (Priority 4F)</li> <li>Increased 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 to reduce the achievement gap. (Priority 4G)</li> <li>Increased the percentage of students who participate in the SAT and/or ACT by 2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth to reduce the achievement gap.</li> <li>Increased in the number of students in career academy programs by 2% once a baseline of data is gathered from the 2014-2015 school year. (Priority 4C)</li> <li>Increased graduation rates by .5% for all students with specific focus on EL, SED, and Foster Youth to reduce the achievement gap (Priority 5E)</li> <li>Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5A)</li> <li>AMAO #3 measures the Reading and Math growth. Without current state exams to measure in conjunction with the CELDT, growth measurements and improvement plans are on hold until guidance from the state has been determined. (Priority 4D)</li> <li>100% of teachers will be appropriately assigned (Priority 1A)</li> <li>Every pupil will have access to the standards-aligned instructional materials (Priority 1B)</li> <li>Full implementation of academic standards and performance standards as adopted by the State Board (Priority 2A)</li> <li>Programs listed in the action plan have been developed and provided to unduplicated pupils and individuals with exceptional needs. (Priority 7BC)</li> <li>All students participate in a broad course of study which includes all subject areas described in Section 51210 and 51220a, as applicable. (Priority 7A)</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(2.A.1) Provide professional development for teachers and administrators to support implementation of new accountability measures with a focus on EL, SED, FY and identified subgroups	All Schools	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	(2.A.1.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards Base \$315,932



		_ Other Subgroups: (Specify)	
(2.A.2) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED and FY.	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	(2.A.2.1) Review and add additional online intervention programs Base \$22,000 (2.A.2.2) Review and add additional on-line intervention programs with targeted enrollment of EL, FY, SED and other identified sub-groups Supplemental \$32,000 (2.A.2.3) 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 1000-1999: Certificated Personnel Salaries Supplemental \$588,562 (2.A.2.4) Provide field trip opportunities for EL, SED, FY students Supplemental \$25,000 (2.A.2.5) Continue Homework Extended Learning Program (HELP) Supplemental \$55,301 (2.A.2.6) Study Hall - Hire certificated staff to supervise and monitor Study Hall 1000-1999: Certificated Personnel Salaries Base \$253,165 (2.A.2.7) Provide supplemental funds to each school site to use specifically for EL, FY, and low income students Supplemental \$173,450 (2.A.2.8) Hire Special Services Coordinator to support and monitor the needs of EL, FY, and SED SPED students. Supplemental \$120,544
(2.B.1) Implement new CCSS and Next Generation Science Standards(NGSS) emphasizing literacy strategies across all content areas	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(2.B.1.1) Purchase new ELA textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS Restricted Lottery \$281,000 (2.B.1.1) Purchase new ELA textbooks, supplemental materials for alignment to CCSS and NGSS Base \$1,000,000 (2.B.1.1) Purchase new ELD textbooks/supplemental materials aligned to CCSS and NGSS \$400,000 (2.B.1.2) Purchase new World Language, AP Government, AP Economics, AP Biology, AP Physics and health careers

			<p>text books. \$100,000</p> <p>(2.B.1.3) 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) Base \$303,744</p> <p>(2.B.1.4) Provide standards-aligned instructional materials to all students Base \$208,260</p> <p>(2.B.1.5) Provide standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. Supplemental \$175,497</p> <p>(2.B.1.6) Hire 2 Librarians Supplemental 223,122</p>
(2.B.2) Require equal access to all courses for all students with a focus on under-represented students in AP and College Prep coursework.	All Schools	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>(2.B.2.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs Base \$3,000</p> <p>(2.B.2.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment</p> <p>(2.B.2.3) Purchase new Advanced Placement materials and textbooks Base \$100,000</p>
(2.B.3) Align quarterly district assessments to the Common Core State Standards and NGSS	All Schools	<p><input checked="" type="checkbox"/> All OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>(2.B.3.1) Provide professional development and teacher release time to revise assessments. Base \$9,474</p> <p>(2.B.3.2) Continue contract for data management system to track student assessment data Base \$47,000</p>
(2.B.4) Purchase technology hardware and software for student/teacher use with assessments, curriculum and intervention courses	All Schools	<p><input checked="" type="checkbox"/> All OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>(2.B.4.1) Continue the purchase of computers/ software for classrooms and the Smarter Balanced Assessment Base/Supplemental \$787,271</p> <p>(2.B.4.2) Continue contract for plagiarism software for teacher use Base \$20,278</p> <p>(2.B.4.3) Purchase computers/software for EL classrooms Supplemental \$20,000</p> <p>(2.B.4.4) Maintain software support for the "READ180 Next Generation" reading program. Supplemental \$15,000</p>

			(2.B.4.5) Purchase Math 180 software program for special education students and pilot program for general education students \$100,000
(2.B.5) Increase mentoring of English Learner / SPEL students	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.B.5.1) Continue & evaluate "Keys To Your Success" program Supplemental \$90,874 (2.B.5.2) Apex online credit recovery program for use with EL, SED, FY Supplemental \$
(2.B.6) LUHSD teachers will be highly qualified and CLAD credentialed	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.B.6.1) Recruit and hire Highly Qualified, CLAD certificated teachers Base \$10,000 (2.B.6.2) Provide BTSA teachers & support Base \$180,000
(2.C.1) Prepare students for SAT/ACT/AP examinations	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.C.1.1) Continue sections of SAT/ACT prep class. Base \$82,264 (2.C.1.2) Continue/Expand AP course offerings and training Base \$30,000 (2.C.1.3) All counselors will work with families of targeted students for increased enrollment in AP courses
(2.C.2) Increase opportunity for students and parents to visit colleges to help increase graduation rates and college interest.	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	(2.C.2.1) Expand PUSH classes Base \$33,442 (2.C.2.1) Expand PUSH classes Supplemental \$110,000

		<u>As a result of state assessments</u>	
(2.C.3) Evaluate a District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates and reduce dropout rates	All Schools	<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>As a result of state assessments</u>	(2.C.3.1) Maintain 3 "Targeted Assistance" counselors Supplemental \$290,520
(2.C.4) Explore increasing adult intervention, mentoring and support	All Schools	<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>As a result of state assessments</u>	(2.C.4.1) Continue stipend position to serve as parent liaison for English Learner students/parent to help navigate school/college systems. 2000-2999: Classified Personnel Salaries Supplemental \$9,162 (2.C.4.2) Hire .4 fte School Psychologist 1000-1999: Certificated Personnel Salaries Supplemental \$40,000 (2.C.4.3) Mental Health counseling interns (MFTS) hours increased to 20 hours per week at comprehensive sites and to 10 hours per week at alternative sites. Supplemental \$42,980 (2.C.4.4) Suicide prevention and bullying training for staff and teachers. Supplemental \$20,000 (2.C.4.5) Provide interpreters and document translation for parents Supplemental \$5,000 (2.C.4.6) Provide EL students bus tickets for specialized level 1 & 2 ELD program Supplemental \$15,000 (2.C.4.7) Add 2.0 FTE Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental \$130,620 (2.C.4.8) Hire 3 additional College and Career Center Technicians Supplemental \$181,819 (2.C.4.9) Provide professional development for counselors, teachers, support providers and administrators to focus on the needs of EL, Low Income and Foster Youth. Supplemental 35,000
(2.C.5) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	(2.C.5.1) All counselors will work with families of targeted students for increased enrollment in AP courses Base

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$112,489
(2.D.1) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.D.1.1) Continue to provide professional development and release time for CTE teachers Base \$4,060 (2.D.1.2) Continue ROP Program/Courses Base \$772,318 (2.D.1.3) Career capstone and internships will be researched and considered for expansion at school sites. Base \$
(2.D.2) Provide collaboration time for C.T.E. and academic core teachers to align standards and curriculums w/ community college for articulated courses	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.D.2.1) Continue articulation time with local community colleges/ business community Base \$4,466
(2.D.3) Expand the work experience (WE) program to support career opportunities	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(2.D.3) Continue to explore additional staffing for release periods for WE coordinator Base \$40,381
(2.E.1) Continue adoption of positive budget certification	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	(2.E.1) Maintain 3% reserve as recommended by CDE as referenced in 1.D.4 and 3.D.1

		English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	The Liberty Union High School District recognizes the need for stakeholder involvement by 3.A Enhancing communication, partnerships, and collaboration among staff, parents, and students 3.B Expanding parent involvement 3.C Increasing communication and collaboration with our business and community organizations and 3.D Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify <u>Specify LUHSD Strategic Plan Goal #3</u>
Identified Need :	There is a need for additional assistance navigating the college and career process for students and parents.  There are unpublicized opportunities for parent involvement in the schools.  There are currently two academies that have articulated with colleges to allow students to receive college credit for taking coursework.  There is a communication gap between families of EL students and the school sites.		
Goal Applies to:	Schools: ALL  Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	Increased attendance at district and site parent meetings by 5% (Priority 3A) Increase number of business partnerships by 5% Increase number of school site parent workshops or online resources for parents by 5% (Priority 3BC)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(3.A.1) Monitor and evaluate parent/community liaison stipend position for under-represented student populations	All Schools	_ All OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	(3.A.1.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents 2000-2999: Classified Personnel Salaries Supplemental \$6000
(3.A.2) Expand, develop, and provide parent education	All	<u>X</u> All	(3.A.3.1) Continue parent volunteer program at each site

programs to support student success	Schools	OR: Low Income pupils English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(stipend) 2000-2999: Classified Personnel Salaries Base \$5,000  (3.A.3.2) Continue parent training to increase access to their students' records 5000-5999: Services And Other Operating Expenditures Base \$6,000
(3.B.1) Increase parent visitations to school sites and provide courses (ex. Parent University) for parent support groups such as African American, English Learner, SPED, and Foster Youth	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(3.B.1.1) "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  (3.B.1.2) School sites will schedule Parent University evening workshops 4000-4999: Books And Supplies Supplemental \$6,000  (3.B.1.3) Hire an additional career technician for each comprehensive site to focus on parent communication and information, registration and requirements for college application process. 2000-2999: Classified Personnel Salaries Supplemental \$181,819
(3.C.1) Explore ways to strengthen and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	(3.C.1.1) Continue program working with the local business community and Chamber of Commerce 4000-4999: Books And Supplies Base \$750  (3.C.1.2) Continue collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities. 5000-5999: Services And Other Operating Expenditures Base \$3,000
(3.D.1) Continue adoption of positive budget certification	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(3.D.1) Maintain 3% reserve as recommended by CDE as referenced in 1.D.4 and 2.E.1



## LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increased attendance at district and site parent meetings by 5% (Priority 3A) Increase number of business partnerships by 5% Increase number of school site parent workshops or online resources for parents by 5% (Priority 3BC)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(3.A.1) Monitor and evaluate parent/community liaison stipend position for under-represented student populations	All Schools	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(3.A.1.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents 2000-2999: Classified Personnel Salaries Supplemental \$6000
(3.A.2) Expand, develop, and provide parent education programs to support student success	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(3.A.3.1) Continue parent volunteer program at each site (stipend) 2000-2999: Classified Personnel Salaries Base \$5,000 (3.A.3.2) Continue parent training to increase access to their students' records 5000-5999: Services And Other Operating Expenditures Base \$6,000
(3.B.1) Increase parent visitations to school sites and provide courses (ex. Parent University) for parent support groups such as African American, English Learner, SPED, and Foster Youth	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(3.B.1.1) "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 (3.B.1.2) School sites will schedule Parent University evening workshops 4000-4999: Books And Supplies Supplemental \$6,000 (3.B.1.3) Hire an additional career technician for each comprehensive site to focus on parent communication and information, registration and requirements for college application process. 2000-2999: Classified Personnel Salaries Supplemental \$181,819

(3.C.1) Explore ways to strengthen and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(3.C.1.1) Continue program working with the local business community and Chamber of Commerce 4000-4999: Books And Supplies Base \$750 (3.C.1.2) 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
(3.D.1) Continue adoption of positive budget certification	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(3.D.1) Maintain 3% reserve as recommended by CDE as referenced in 1.D.4 and 2.E.1
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	Increased attendance at district and site parent meetings by 5% (Priority 3A) Increase number of business partnerships by 5% Increase number of school site parent workshops or online resources for parents by 5% (Priority 3BC)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(3.A.1) Monitor and evaluate parent/community liaison stipend position for under-represented student populations	All Schools	<input type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(3.A.1.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents 2000-2999: Classified Personnel Salaries Supplemental \$6000
(3.A.2) Expand, develop, and provide parent education programs to support student success	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	(3.A.3.1) Continue parent volunteer program at each site (stipend) 2000-2999: Classified Personnel Salaries Base \$5,000

		Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(3.A.3.2) Continue parent training to increase access to their students' records 4000-4999: Books And Supplies Base \$6,000
(3.B.1) Increase parent visitations to school sites and provide courses (ex. Parent University) for parent support groups such as African American, English Learner, SPED, and Foster Youth	All Schools	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(3.B.1.1) "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 (3.B.1.2) School sites will schedule Parent University evening workshops 4000-4999: Books And Supplies Supplemental \$6,000 (3.B.1.3) Hire an additional career technician for each comprehensive site to focus on parent communication and information, registration and requirements for college application process. 2000-2999: Classified Personnel Salaries Supplemental \$181,819
(3.C.1) Explore ways to strengthen and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(3.C.1.1) Continue program working with the local business community and Chamber of Commerce 4000-4999: Books And Supplies Base \$750 (3.C.1.2) 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
(3.D.1) Continue adoption of positive budget certification	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(3.D.1) Maintain 3% reserve as recommended by CDE as referenced in 1.D.4 and 2.E.1

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 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 Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	(1.A) Provide a safe, secure, updated, clean environment		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal #1</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Increased student connectedness to school by an increased attendance rate of .5% and lowering chronic absenteeism rate by 5% with identified significant sub-groups</li> <li>Increased SBAC/district assessment proficiency by 2% with identified significant sub-groups</li> <li>Lower suspension &amp; expulsion rates by 2% with identified significant sub-groups</li> <li>Increased graduation rate by 1% for all students and 3% for EL's, SED, FY and student sub-groups who are below district average</li> </ul>		Actual Annual Measurable Outcomes:	<p>Chronic absenteeism rate dropped from 38% (2013) to 25% (2014). This overall drop is a 13% reduction in chronic absenteeism, however, there are significant gap closures among those student populations with higher than average chronic absenteeism rates:</p> <ul style="list-style-type: none"> <li>African American students dropped from 45% to 30% (15% decrease)</li> <li>Hispanic and Latino students dropped from 47% to 33% (14% decrease)</li> <li>SED students dropped from 54% to 25% (29% decrease)</li> <li>EL students dropped from 59% to 33% (26% decrease)</li> <li>Students with disabilities dropped from 52% to 34% (18% decrease)</li> <li>Foster Youth dropped from 53% to 38% (15% decrease)</li> </ul> <p>SBAC results have not been published as of the publication of this LCAP.</p> <p>Graduation rates increased district-wide 3% (from 86% to 89%) for the 4 year cohort groups. There were significant gap closures from the average with the following populations:</p> <ul style="list-style-type: none"> <li>African American raised grad rates from 73% to 83% (10% increase)</li> <li>SED raised grad rates from 77% to 82% (5% increase)</li> <li>EL raised grad rates from 72% to 86% (14% increase)</li> <li>Students with Disabilities raised grad rates from 65% to 73% (8% increase)</li> </ul>

## LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(1.A.1) Develop a plan to provide equitable and updated technology infrastructure 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	(1.A.1.1) Begin infrastructure update implementation, CCSS Implementation Base/CCSS \$1,200,000 (1.A.1.2) Hire additional IT support staff Base \$104,485 (1.A.1.3) Implement district standard list for classroom technology equipment N/A	(1.A.1) Developed a plan to provide equitable and updated technology infrastructure 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 (1.A.1.1) Began infrastructure update implementation, CCSS Implementation (1.A.1.2) Hired additional IT support staff (1.A.1.3) Implemented district standard list for classroom technology equipment	(1.A.1.1) Base 1,200,000 (1.A.1.2) Base 89,556.26 (1.A.1.3) N/A
Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(1.A.2) Develop three year plan to provide equitable and well maintained facilities	(1.A.2) Initiate Phase I Base/Dev. Fees \$2,020,000	(1.A.2) Developed three year plan to provide equitable and well maintained facilities (1.A.2) Initiated first phase of the Facilities Plan	(1.A.2) 6000-6999: Capital Outlay Capital Facilities 538,000
Scope of Service LEA Wide <hr/>		Scope of Service LEA Wide <hr/>	

<p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(1.A.3) Conduct monthly campus facility inspection by site administration</p>	<p>(1.A.3.1) Site admin. will keep log of inspections and report to Maintenance &amp; Operations Dept. and create schedule for repairs Base \$31,379</p> <p>(1.A.3.2) Hire additional clerk-typist to maintain work orders Base \$59,838</p>	<p>(1.A.3) Conducted monthly campus facility inspection by site administration (1.A.3.1) Site admin. kept log of inspections and reported to Maintenance &amp; Operations Dept. and create schedule for repairs (1.A.3.2) Hired additional clerk-typist to maintain work orders (1.A.3.3) FHS/HHS/LHS: walked campuses monthly and submitted work orders</p>	<p>(1.A.3.1) Base 31379</p> <p>(1.A.3.2) 2000-2999: Classified Personnel Salaries Other 46,846.47</p> <p>(1.A.3.3)</p>
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(1.A.4) Investigate options for an additional school site/facilities to accommodate district growth</p>	<p>1.A.4) Create district committee to explore and research options for new facility Base \$2,500</p>	<p>(1.A.4) Investigated options for an additional school site/facilities to accommodate district growth- Action not implemented</p>	
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><u>X</u> All</p> <p>OR:</p>		<p><u>X</u> All</p> <p>OR:</p>	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>As a result of informational and update meetings with stakeholders, exploration of additional school/site campus was discussed, and a comprehensive plan on facilities needs will be done. Focus was also on current facilities and computer workstation purchases. Additionally, it became necessary to hire a clerk/typist to maintain work orders and site information. This ensured that repairs could be made in a timely fashion to provide a safe and clean environment for students and staff.</p> <p>Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.</p>		

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**



Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	(1.B) Create opportunities to incorporate best practices and program successes		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal#1</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Increased student connectedness to school by an increased attendance rate of .5% and lowering chronic absenteeism rate by 5% with identified significant sub-groups</li> <li>Increased SBAC/district assessment proficiency by 2% with identified significant sub-groups</li> <li>Lower suspension &amp; expulsion rates by 2% with identified significant sub-groups</li> <li>Increased graduation rate by 1% for all students and 3% for EL's, SED, FY and student sub-groups who are below district average</li> </ul>		Actual Annual Measurable Outcomes:	<p>Chronic absenteeism rate dropped from 38% (2013) to 25% (2014). This overall drop is a 13% reduction in chronic absenteeism, however, there are significant gap closures among those student populations with higher than average chronic absenteeism rates:</p> <ul style="list-style-type: none"> <li>African American students dropped from 45% to 30% (15% decrease)</li> <li>Hispanic and Latino students dropped from 47% to 33% (14% decrease)</li> <li>SED students dropped from 54% to 25% (29% decrease)</li> <li>EL students dropped from 59% to 33% (26% decrease)</li> <li>Students with disabilities from 52% to 34% (18% decrease)</li> <li>Foster Youth dropped from 53% to 38% (15% decrease)</li> </ul> <p>SBAC results have not been published as of the publication of this LCAP.</p> <p>Graduation rates increased district-wide 3% (from 86% to 89%) for the 4 year cohort groups. There were significant gap closures from the average with the following populations:</p> <ul style="list-style-type: none"> <li>African American raised grad rates from 73% to 83% (10% increase)</li> <li>SED raised grad rates from 77% to 82% (5% increase)</li> <li>EL raised grad rates from 72% to 86% (14% increase)</li> <li>Students with Disabilities raised grad rates from 65% to 73% (8% increase)</li> </ul>

## LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(1.B.1) Create district-wide student leadership and campus climate committee meetings for student collaboration	(1.B.1.1) Provide additional exhibits showcasing student work Base \$21,000	(1.B.1) Created district-wide student leadership and campus climate committee meetings for student collaboration (1.B.1.1) Provided additional exhibits showcasing student work (1.B.1.2) Sites held quarterly "Campus Climate" meetings (J. Gossett)	(1.B.1.1) Base \$21,000 (1.B.1.2) 4000-4999: Books And Supplies Supplemental
Scope of Service LEA Wide  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(1.B.1) Create district-wide student leadership and campus climate committee meetings for student collaboration	(1.B.1.1) District Diversity Coord. will implement and coordinate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified sub-groups and address those concerns with site admin. Supplemental \$61,487	(1.B.1) Created district-wide student leadership and campus climate committee meetings for student collaboration (1.B.1.1) District Diversity Coord. implemented and coordinated meetings and address concerns/issues with targeted EL's, FY, SED students and other identified sub-groups and addressed those concerns with site admin (1.B.1.2) LHS - PLC work; Admin mtgs; EL mtgs and Staff mtgs.. (1.B.1.3) FHS - display cases; student art show (1.B.1.4) LHS ordered monitors for PAC, Attendance office and B wind to	(1.B.1.1) Supplemental 59,116.84 (1.B.1.2) (1.B.1.3) (1.B.1.4) (1.B.1.5)

		highlight student work (1.B.1.5) HHS- Display added to ET building	
<div>Scope of Service</div> <div>EL, SED, FY</div>		<div>Scope of Service</div> <div>EL, SED, FY</div>	
<div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
(1.B.2) Create collaboration time for Principals/staff to share best practices	(1.B.2) Monthly Principal/Academic Cabinet meetings, PLC's Base \$9,960	(1.B.2) Created collaboration time for Principals/staff to share best practices (1.B.2.1) Monthly Principal/Academic Cabinet meetings, PLC's (1.B.2.2) FHS - schedule release time and mtg location for career techs	<div>(1.B.2.1) Base \$9,960</div> <div>(1.B.2.2)</div>
<div>Scope of Service</div> <div>LEA Wide</div>		<div>Scope of Service</div> <div>LEA Wide</div>	
<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
(1.B.3) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices emphasizing the needs and support for EL's, SED, and FY students and parents	(1.B.3) Schedule counselor release time and meeting location Supplemental \$20,795	(1.B.3) Provided collaboration time for district counselors to meet on a quarterly basis and share best practices emphasizing the needs and support for EL's, SED, and FY students and parents (1.B.3.1) Scheduled counselor release	<div>(1.B.3.1) Supplemental \$20,795</div>

				time and meeting location	
Scope of Service	EL, SED, FY		Scope of Service	EL, SED, FY	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	(1.C) Foster an atmosphere of respect and civility among all students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal#1</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Increased student connectedness to school by an increased attendance rate of .5% and lowering chronic absenteeism rate by 5% with identified significant sub-groups</li> <li>Increased SBAC/district assessment proficiency by 2% with identified significant sub-groups</li> <li>Lower suspension &amp; expulsion rates by 2% with identified significant sub-groups</li> <li>Increased graduation rate by 1% for all students and 3% for EL's, SED, FY and student sub-groups who are below district average</li> </ul>		Actual Annual Measurable Outcomes:	<p>Chronic absenteeism rate dropped from 38% (2013) to 25% (2014). This overall drop is a 13% reduction in chronic absenteeism, however, there are significant gap closures among those student populations with higher than average chronic absenteeism rates:</p> <ul style="list-style-type: none"> <li>African American students dropped from 45% to 30% (15% decrease)</li> <li>Hispanic and Latino students dropped from 47% to 33% (14% decrease)</li> <li>SED students dropped from 54% to 25% (29% decrease)</li> <li>EL students dropped from 59% to 33% (26% decrease)</li> <li>Students with disabilities dropped from 52% to 34% (18% decrease)</li> <li>Foster Youth dropped from 53% to 38% (15% decrease)</li> </ul> <p>SBAC results have not been published as of the publication of this LCAP.</p> <p>Graduation rates increased district-wide 3% (from 86% to 89%) for the 4 year cohort groups. There were significant gap closures from the average with the following populations:</p> <ul style="list-style-type: none"> <li>African American raised grad rates from 73% to 83% (10% increase)</li> <li>SED raised grad rates from 77% to 82% (5% increase)</li> <li>EL raised grad rates from 72% to 86% (14% increase)</li> <li>Students with Disabilities raised grad rates from 65% to 73% (8% increase)</li> </ul>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(1.C.1) School sites will evaluate existing programs, expand , explore, or create new programs that celebrate diversity, positive behavior and attendance	(1.C.1) Implement positive attendance / recognition program and outreach to EL's, FY, SED students/parents Supplemental \$13,000	(1.C.1) School sites evaluated existing programs, expanded , explored, or created new programs that celebrate diversity, positive behavior and attendance (1.C.1.1) Implemented positive attendance / recognition program and outreach to EL's, FY, SED students/parents (1.C.1.2) HHS - certificates of recognition awarded to students, Willy's gift Cards, Special honors for seniors with perfect attendance at graduation (1.C.1.3) All sites: recognition, pizza lunches, T-shirts, certificates, movie tickets, BBQ lunch w/ principal, speaker,s etc.	(1.C.1.1) Supplemental 2241.00 (1.C.1.2) (1.C.1.3)
Scope of Service EL, SED, FY  _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service EL, SED, FY  _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(1.C.2) Administration will model respect and positive interaction with students, staff, and parents	(1.C.2) Staff training and reinforcement at staff/parent/ student meetings Base \$5,000	(1.C.2) Administration modeled respect and positive interaction with students, staff, and parents (1.C.2.1) Staff training and reinforcement at staff/parent/ student meetings	(1.C.2.1) Base \$5,000

<div>Scope of Service</div> <div>LEA Wide</div>		<div>Scope of Service</div> <div>LEA Wide</div>	
<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>	
(1.C.3) Establish budget for campus climate activities ie: staff/student leadership training.	(1.C.3) Implement site budget for activities Base \$13,884	(1.C.3) Established budget for campus climate activities ie: staff/student leadership training. (1.C.3.1) Implemented site budget for activities (1.C.3.2)LHS- Challenge Day (club leaders) (1.C.3.3)FHS "Keep it Clean" campaign; safety signage (1.C.3.4)One day at a time (ODAT)	<div>(1.C.3.1) Base \$13,884</div> <div>(1.C.3.2) Base</div> <div>(1.C.3.3)</div> <div>(1.C.3.4)</div>
<div>Scope of Service</div> <div>LEA Wide</div>		<div>Scope of Service</div> <div>LEA Wide</div>	
<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>	
(1.C.3) Establish budget for campus climate activities ie: staff/student leadership training & assemblies focusing on EL, SED, FY	(1.C.3) Implement site budget for activities Supplemental \$6,116	(1.C.3) Established a budget for campus climate activities ie: staff/student leadership training & assemblies focusing on EL, SED, FY (1.C.3.1) Implemented site budget for activities (1.C.3.2) LHS - Challenge Day for Den 4 students	<div>(1.C.3.1) Supplemental \$6,116</div> <div>(1.C.3.2)</div> <div>(1.C.3.3)</div> <div>(1.C.3.4)</div>

		(1.C.3.3) FHS- Challenge Day style activities for students. (1.C.3.4) FHS- T.R.U.E. conference	
<div>Scope of Service</div> <div>EL, SED, FY</div>		<div>Scope of Service</div> <div>EL, SED, FY</div>	
<div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
(1.C.4) School sites will examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues.	(1.C.4) School sites will develop and implement programs that address issues identified in Healthy Kids Survey Base \$13,000	(1.C.4) School sites examined Healthy Kids Survey (HKS) results as it relates to respect and civility issues. (1.C.4.1) School sites will developed and implemented programs that address issues identified in Healthy Kids Survey (1.C.4.2) FHS/LHS/HHS - Link crew training to support freshmen healthy decision-making	(1.C.4.1) Base \$13,000 (1.C.4.2)
<div>Scope of Service</div> <div>LEA Wide</div>		<div>Scope of Service</div> <div>LEA Wide</div>	
<div>X All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div>X All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
What changes in actions, services, and expenditures will be made as a result of reviewing	Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting		



past progress and/or changes to goals?	with the county office in initial reviews of the 2015-2016 plan.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	(2.A) Meet all state and federal accountability measures		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal #2 and Title III Program Improvement Plan Goal 2c</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Establish benchmarks for student performance on SBAC &amp; district assessments and with new API criteria</li> <li>Proficiency rates on CAHSEE will increase for all students by 1%, English Learners will improve by 2%, SED will improve by 2%, Foster Youth will improve by 2%, African American will improve by 2%, Hispanic will improve by 2%</li> <li>Increase college-going rate by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase EL reclassification rate by 3%</li> <li>Increase number of all students enrolled in AP courses by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase college readiness of all students taking the EAP by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase the number of students in career academy programs by 5%</li> <li>Increase graduation rate by 1% for all students and increase EL, SED, FY and identified sub-groups by 3%</li> <li>Increase EL AMAO results by 3%</li> <li>100% of teachers will be appropriately assigned.</li> </ul>		Actual Annual Measurable Outcomes:	Establish benchmarks for student performance on SBAC & district assessments and with new API criteria  In 2014, CAHSEE English Proficiency decreased by 3% from 2013 (66% to 63%), and Math increased 2% in 2014 from 2013 (from 62% to 64%). The following student populations saw growth and/or decreases in the ELA and Math portion of the CAHSEE:  African American ELA: Increase 43% to 53% (10% gain) Math: Decrease 45% to 43% (2% loss) Hispanic or Latino ELA: Decrease 57% to 53% (4% loss) Math: Increase 51% to 52% (1% gain) Socio-economic Disadvantaged (SED) ELA: Decrease from 52% to 46% (6% loss) Math: 46% to 49% (3% gain) Students with Disabilities ELA: Increase 13% to 15% (2% gain) Math: Increase 14% to 18% (4% gain) Foster Youth ELA: In 2014 at 33% (no 2013 data) Math: In 2014 at 33% (no 2013 data)

		<p>Anecdotal data regarding student attendance at post-secondary institutions is a difficult metric to accurately measure. Instead, the district decided to better align metrics with the State Priorities by measuring UC/CSU eligibility as an indicator of this data. District-wide, there was a 4% increase in the number of students eligible for UC/CSU via coursework (from 38% to 42 %). There were significant increases with the following student populations:</p> <ul style="list-style-type: none"> <li>African American – 7% gain (25% to 32%)</li> <li>Hispanic/Latino – 6% gain (28% to 34%)</li> <li>Two or more races – 4% gain (33% to 37%)</li> <li>SED – 6% gain (23% to 29%)</li> </ul> <p>EL reclassification rate remained 15% with no increase.</p> <p>While the general enrollment in AP coursework went down, the number of students passing with a score of 3 or higher has increased in the following student populations:</p> <ul style="list-style-type: none"> <li>African American – 1% increase in pass rate</li> <li>Hispanic/Latino – 1% increase</li> <li>Two or more races – 3% increase</li> <li>SED – 5% increase</li> </ul> <p>The 2014-2015 school year will establish the baseline for students enrolled in Academies; once this baseline is established, estimated growth targets can be made explicit.</p> <p>Graduation rates increased district-wide 3% (from 86% to 89%) for the 4 year cohort groups. There were significant gap closures from the average with the following populations:</p> <ul style="list-style-type: none"> <li>• African American raised grad rates from 73% to 83% (10% increase)</li> <li>• SED raised grad rates from 77% to 82% (5% increase)</li> <li>• EL raised grad rates from 72% to 86% (14% increase)</li> <li>• Students with Disabilities raised grad rates from 65% to 73% (8% increase)</li> </ul> <p>EL AMAO results are awaiting further direction from the state due to lack of state testing data from which to align.</p> <p>100% of teachers were appropriately assigned.</p>
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## LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(2.A.1) Provide professional development for teachers and administrators to support implementation of new accountability measures	(2.A.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards Base/CCSS \$164,060	(2.A.1) Provided professional development for teachers and administrators to support implementation of new accountability measures (2.A.1.1) Scheduled Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards	(2.A.1.1) Base \$164,060
<div>Scope of Service</div> <div>LEA Wide</div> <div> X All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>LEA Wide</div> <div> X All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify) </div>	
(2.A.2) Provide student targeted intervention to address learning gaps identified by state/district assessments	(2.A.2.2) Research and implement on-line intervention programs Base \$20,000	(2.A.2) Provided student targeted intervention to address learning gaps identified by state/district assessments (2.A.2.2) Researched and implemented on-line intervention programs (2.A.2.3) LHS- Pilot of APEX program (gen ed students) (2.A.2.4) LHS - Provide field trip opportunities for EL, FY, SED and other identified subgroups (2.A.2.5) APEX Learning software for after school (LHS, HHS, and FHS)- Title I	(2.A.2.2) Base \$20,000 (2.A.2.3) (2.A.2.4) (2.A.2.5) Other \$3500
<div>Scope of Service</div> <div>LEA Wide</div>		<div>Scope of Service</div> <div>LEA Wide</div>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(2.A.2) Provide student targeted intervention to address learning gaps identified by state/district assessments focusing on EL, SED, FY, and identified sub-groups	(2.A.2.1) Provide intervention classes: READ180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL's, FY, SED and other identified sub-groups Supplemental \$1,694,983 (2.A.2.2) Research and implement on-line intervention programs with targeted enrollment of EL's, FY, SED and other identified sub-groups Supplemental \$30,000 (2.A.2.3) Increase staffing for intervention courses with targeted enrollment of EL's, FY, SED and other identified sub-groups Supplemental \$237,296	(2.A.2.1) Provided intervention classes: READ180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL's, FY, SED and other identified sub-groups (2.A.2.2) Researched and implemented on-line intervention programs with targeted enrollment of EL's, FY, SED and other identified sub-groups (2.A.2.3) Increased staffing for intervention courses with targeted enrollment of EL's, FY, SED and other identified sub-groups (2.A.2.4) LHS - Den 4 students targeted for APEX intervention	(2.A.2.1) Supplemental \$676,148 (2.A.2.2) Supplemental \$30,000 (2.A.2.3) Supplemental \$0.00 (2.A.2.4)
Scope of Service EL, SED, FY  <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service EL, SED, FY  <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions,	Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.
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**Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	(2.B) Demonstrate student proficiency in all content standards		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal #2 and Title III Program Improvement Plan Goal 2c</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Establish benchmarks for student performance on SBAC &amp; district assessments and with new API criteria</li> <li>Proficiency rates on CAHSEE will increase for all students by 1%, English Learners will improve by 2%, SED will improve by 2%, Foster Youth will improve by 2%, African American will improve by 2%, Hispanic will improve by 2%</li> <li>Increase college-going rate by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase EL reclassification rate by 3%</li> <li>Increase number of all students enrolled in AP courses by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase college readiness of all students taking the EAP by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase the number of students in career academy programs by 5%</li> <li>Increase graduation rate by 1% for all students and increase EL, SED, FY and identified sub-groups by 3%</li> <li>Increase EL AMAO results by 3%</li> <li>100% of teachers will be appropriately assigned.</li> </ul>		Actual Annual Measurable Outcomes:	Establish benchmarks for student performance on SBAC & district assessments and with new API criteria  In 2014, CAHSEE English Proficiency decreased by 3% from 2013 (66% to 63%), and Math increased 2% in 2014 from 2013 (from 62% to 64%). The following student populations saw growth and/or decreases in the ELA and Math portion of the CAHSEE:  African American ELA: Increase 43% to 53% (10% gain) Math: Decrease 45% to 43% (2% loss) Hispanic or Latino ELA: Decrease 57% to 53% (4% loss) Math: Increase 51% to 52% (1% gain) Socio-economic Disadvantaged (SED) ELA: Decrease from 52% to 46% (6% loss) Math: 46% to 49% (3% gain) Students with Disabilities ELA: Increase 13% to 15% (2% gain) Math: Increase 14% to 18% (4% gain) Foster Youth ELA: In 2014 at 33% (no 2013 data) Math: In 2014 at 33% (no 2013 data)

		<p>Anecdotal data regarding student attendance at post-secondary institutions is a difficult metric to accurately measure. Instead, the district decided to better align metrics with the State Priorities by measuring UC/CSU eligibility as an indicator of this data. District-wide, there was a 4% increase in the number of students eligible for UC/CSU via coursework (from 38% to 42 %). There were significant increases with the following student populations:</p> <ul style="list-style-type: none"> <li>African American – 7% gain (25% to 32%)</li> <li>Hispanic/Latino – 6% gain (28% to 34%)</li> <li>Two or more races – 4% gain (33% to 37%)</li> <li>SED – 6% gain (23% to 29%)</li> </ul> <p>EL reclassification rate remained 15% with no increase.</p> <p>While the general enrollment in AP coursework went down, the number of students passing with a score of 3 or higher has increased in the following student populations:</p> <ul style="list-style-type: none"> <li>African American – 1% increase in pass rate</li> <li>Hispanic/Latino – 1% increase</li> <li>Two or more races – 3% increase</li> <li>SED – 5% increase</li> </ul> <p>The 2014-2015 school year will establish the baseline for students enrolled in Academies; once this baseline is established, estimated growth targets can be made explicit.</p> <p>Graduation rates increased district-wide 3% (from 86% to 89%) for the 4 year cohort groups. There were significant gap closures from the average with the following populations:</p> <ul style="list-style-type: none"> <li>• African American raised grad rates from 73% to 83% (10% increase)</li> <li>• SED raised grad rates from 77% to 82% (5% increase)</li> <li>• EL raised grad rates from 72% to 86% (14% increase)</li> <li>• Students with Disabilities raised grad rates from 65% to 73% (8% increase)</li> </ul> <p>EL AMAO results are awaiting further direction from the state due to lack of state testing data from which to align.</p> <p>100% of teachers were appropriately assigned.</p>
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## LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(2.B.1) Implement new CCSS and Next Generation Science Standards(NGSS) emphasizing literacy strategies across all content areas	(2.B.1.1) Purchase new math textbooks, ELA/ELD supplemental materials & increase copy budgets for alignment to CCSS CCSS \$418,000	(2.B.1) Implemented new CCSS and Next Generation Science Standards(NGSS) emphasizing literacy strategies across all content areas (2.B.1.1) Purchased new math textbooks, ELA/ELD supplemental materials & increase copy budgets for alignment to CCSS (2.B.1.2) Provided late-start Wednesdays for CCSS, literacy, NGSS, teacher collaboration , and align C.T.E. curriculum with core academic standards (16hrs /teacher /year) (2.B.1.3) Hired additional content coaches-(CCSS & NGSS) (2.B.1.4) Provided standards-aligned instructional materials to all students	(2.B.1.1) CCSS \$418,000
	Restricted Lottery \$281,000		Restricted Lottery \$281,000
	Base \$20,000		\$20,000
	(2.B.1.2) Provide late-start Wednesdays for CCSS, literacy, NGSS, teacher collaboration , and align C.T.E. curriculum with core academic standards (16hrs /teacher /year) Base \$303,744		(2.B.1.2) Base \$303,744
	(2.B.1.3) Hire additional content coaches-(CCSS & NGSS) CCSS/NGSS \$55,301		(2.B.1.3) CCSS/NGSS \$55,301
	(2.B.1.4) Provide standards-aligned instructional materials to all students Base \$208,260		(2.B.1.4) Base \$208,260
Scope of Service	LEA Wide	Scope of Service	LEA Wide
X All		X All	
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
_ English Learners		_ English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient	
_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
(2.B.1) Implement new CCSS and Next Generation Science Standards(NGSS) emphasizing literacy strategies across all content areas	(2.B.1.1) Purchase new ELD supplemental materials Supplemental \$219,564	(2.B.1) Implemented new CCSS and Next Generation Science Standards(NGSS) emphasizing literacy strategies across all content areas (2.B.1.1) Purchased new ELD supplemental materials (2.B.1.2) Provided standards-based	(2.B.1.1) Supplemental \$219,564
	(2.B.1.4) Provide standards-based instructional materials for targeted EL's, FY, SED and other identified		(2.B.1.2) Supplemental \$91,740
			(2.B.1.3)

	sub-groups of students Supplemental \$91,740	instructional materials for targeted EL's, FY, SED and other identified sub- groups of students (2.B.1.3) Copy budget \$5000 added to each site allocation	
Scope of Service	EL, SED, FY	Scope of Service	EL, SED, FY
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(2.B.2) Require equal access to all courses for all students	(2.B.2.1) Provide student-centered master schedule thru course sign- ups/ course catalogs Base \$3,000 (2.B.2.2) Provide revised course of study (COS) and remove barriers for student enrollment \$ _____	(2.B.2) Required equal access to all courses for all students (2.B.2.1) Provided student-centered master schedule thru course sign-ups/ course catalogs (2.B.2.2) Provided revised course of study (COS) and removed barriers for student enrollment (Algebra 1, Geometry, Algebra 2)	(2.B.2.1) \$3,000 (2.B.2.2) \$ _____
Scope of Service	LEA Wide	Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(2.B.3) Align quarterly district assessments to the Common Core	(2.B.3.1) Provide 70 days professional development and	(2.B.3) Aligned quarterly district assessments to the Common Core	(2.B.3.1) CCSS \$9,474 (2.B.3.2) CCSS \$47,000

State Standards and NGSS	teacher release time to develop assessments CCSS \$9,474 (2.B.3.2) Purchase data management system to track student assessment data CCSS \$47,000	State Standards and NGSS (2.B.3.1) Provided 70 days professional development and teacher release time to develop assessments (2.B.3.2) Purchased data management system to track student assessment data (Illuminate) (2.B.3.3) 86 release days for ELA and Math for standard schedules and assessments	(2.B.3.3) \$ _____
Scope of Service LEA Wide  <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA Wide  <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(2.B.4) Purchase technology hardware and software for student/teacher use with assessments, curriculum and intervention courses	(2.B.4.1) Purchase computers/software for gen. ed. classrooms, Smarter Balanced Assessment Base/CCSS \$200,000 (2.B.4.3) Purchase plagiarism software for teacher use for college readiness Base \$27,778	(2.B.4) Purchased technology hardware and software for student/teacher use with assessments, curriculum and intervention courses (2.B.4.1) Purchased computers/software for gen. ed. classrooms, Smarter Balanced Assessment (2.B.4.2) Purchased plagiarism software for teacher use for college readiness (TurnItIn by iParadigms)	(2.B.4.1) Base/CCSS \$200,000 (2.B.4.2) Base \$27,778
Scope of Service LEA Wide  <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		Scope of Service LEA Wide  <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(2.B.4) Purchase technology hardware and software for student/teacher use with assessments, curriculum and intervention courses	(2.B.4.1) Purchase computers/software for EL classrooms Supplemental \$5,000 (2.B.4.2) Purchase "READ180 Next Generation" reading program with targeted enrollment of EL's, FY, SED and other identified sub-groups and provide teacher training Supplemental \$70,000	(2.B.4) Purchased technology hardware and software for student/teacher use with assessments, curriculum and intervention courses (2.B.4.1) Purchased computers/software for EL classrooms (2.B.4.2) Purchased "READ180 Next Generation" reading program with targeted enrollment of EL's, FY, SED and other identified sub-groups and provide teacher training	(2.B.4.1) Supplemental \$5,000 (2.B.4.2) Supplemental \$70,000
Scope of Service EL, SED, FY		Scope of Service EL, SED, FY	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(2.B.5) Increase Homework Extended Learning Program (HELP	(2.B.5) Investigate adding section for HELP class at each site \$_____	(2.B.5) Investigated Homework Extended Learning Program (HELP). Did not implement	
Scope of Service LEA Wide		Scope of Service LEA Wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

(2.B.6) Increase mentoring of English Learner / SPEL students	(2.B.6) Implement "Keys To Your Success" program Supplemental \$90,874	(2.B.6) Increased mentoring of English Learner / SPEL students (2.B.6.1) Implemented "Keys To Your Success" program	(2.B.6.1) Supplemental \$90,874
<div>Scope of Service</div> <div>EL</div> <div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div>Scope of Service</div> <div>EL</div> <div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
(2.B.7) Improve the rigor of Study Hall	(2.B.7) Hire certificated staff to supervise and monitor Study Hall 1000-1999: Certificated Personnel Salaries Base \$150,556	Action not completed	
<div>Scope of Service</div> <div>Freedom High, Heritage, Liberty High</div> <div> <div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div>Scope of Service</div> <div>Freedom High, Heritage, Liberty High</div> <div> <div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
(2.B.7) Improve the rigor of Study Hall	(2.B.7) Hire certificated staff to supervise and monitor Study Hall 1000-1999: Certificated Personnel Salaries Supplemental \$66,321	Action not completed	
<div>Scope of Service</div> <div>EL, SED, FY</div>		<div>Scope of Service</div> <div>EL, SED, FY</div>	

<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(2.B.8) LUHSD teachers will be highly qualified and CLAD credentialed	(2.B.8.1) Recruit and hire Highly Qualified, CLAD certificated teachers Base \$10,000 (2.B.8.2) Expand number of BTSA teachers & support BTSA Consortium Base \$116,000	(2.B.8) LUHSD teachers are highly qualified and CLAD credentialed (2.B.8.1) Recruited and hired Highly Qualified, CLAD certificated teachers (2.B.8.2) Expanded number of BTSA teachers & support BTSA Consortium	(2.B.8.1) Base \$10,000 (2.B.8.2) Base \$116,000
Scope of Service LEA Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The addition of certificated staff to Study Hall could not be completed in the 2014-2015 school year; the LEA union was in full contract negotiations and this position would need to be addressed via collective bargaining. Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	(2.C) Increase percentage of students who are college ready and UC/CSU eligible		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal #2 and Title III Program Improvement Plan Goal 2c</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Establish benchmarks for student performance on SBAC &amp; district assessments and with new API criteria</li> <li>Proficiency rates on CAHSEE will increase for all students by 1%, English Learners will improve by 2%, SED will improve by 2%, Foster Youth will improve by 2%, African American will improve by 2%, Hispanic will improve by 2%</li> <li>Increase college-going rate by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase EL reclassification rate by 3%</li> <li>Increase number of all students enrolled in AP courses by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase college readiness of all students taking the EAP by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase the number of students in career academy programs by 5%</li> <li>Increase graduation rate by 1% for all students and increase EL, SED, FY and identified sub-groups by 3%</li> <li>Increase EL AMAO results by 3%</li> <li>100% of teachers will be appropriately assigned.</li> </ul>		Actual Annual Measurable Outcomes:	Establish benchmarks for student performance on SBAC & district assessments and with new API criteria  In 2014, CAHSEE English Proficiency decreased by 3% from 2013 (66% to 63%), and Math increased 2% in 2014 from 2013 (from 62% to 64%). The following student populations saw growth and/or decreases in the ELA and Math portion of the CAHSEE:  African American ELA: Increase 43% to 53% (10% gain) Math: Decrease 45% to 43% (2% loss) Hispanic or Latino ELA: Decrease 57% to 53% (4% loss) Math: Increase 51% to 52% (1% gain) Socio-economic Disadvantaged (SED) ELA: Decrease from 52% to 46% (6% loss) Math: 46% to 49% (3% gain) Students with Disabilities ELA: Increase 13% to 15% (2% gain) Math: Increase 14% to 18% (4% gain) Foster Youth ELA: In 2014 at 33% (no 2013 data) Math: In 2014 at 33% (no 2013 data)

		<p>Anecdotal data regarding student attendance at post-secondary institutions is a difficult metric to accurately measure. Instead, the district decided to better align metrics with the State Priorities by measuring UC/CSU eligibility as an indicator of this data. District-wide, there was a 4% increase in the number of students eligible for UC/CSU via coursework (from 38% to 42 %). There were significant increases with the following student populations:</p> <ul style="list-style-type: none"> <li>African American – 7% gain (25% to 32%)</li> <li>Hispanic/Latino – 6% gain (28% to 34%)</li> <li>Two or more races – 4% gain (33% to 37%)</li> <li>SED – 6% gain (23% to 29%)</li> </ul> <p>EL reclassification rate remained 15% with no increase.</p> <p>While the general enrollment in AP coursework went down, the number of students passing with a score of 3 or higher has increased in the following student populations:</p> <ul style="list-style-type: none"> <li>African American – 1% increase in pass rate</li> <li>Hispanic/Latino – 1% increase</li> <li>Two or more races – 3% increase</li> <li>SED – 5% increase</li> </ul> <p>The 2014-2015 school year will establish the baseline for students enrolled in Academies; once this baseline is established, estimated growth targets can be made explicit.</p> <p>Graduation rates increased district-wide 3% (from 86% to 89%) for the 4 year cohort groups. There were significant gap closures from the average with the following populations:</p> <ul style="list-style-type: none"> <li>• African American raised grad rates from 73% to 83% (10% increase)</li> <li>• SED raised grad rates from 77% to 82% (5% increase)</li> <li>• EL raised grad rates from 72% to 86% (14% increase)</li> <li>• Students with Disabilities raised grad rates from 65% to 73% (8% increase)</li> </ul> <p>EL AMAO results are awaiting further direction from the state due to lack of state testing data from which to align.</p> <p>100% of teachers were appropriately assigned.</p>
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## LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(2.C.1) Prepare students for SAT/ACT/AP examinations	(2.C.1) Implement SAT/ACT prep class Base \$40,381	(2.C.1) Prepare students for SAT/ACT/AP examinations (2.C.1.1) Implemented SAT/ACT prep class (2.C.1.2) Expanded AP course offerings and training (2.C.1.3) LHS - added 3 sections of AP Human Geography and 2 sections of AP European History (2.C.1.4) HHS - added AP Comp Sci & AP Human Geography. AP Environ. Sci for 15-16 (2.C.1.5) \$10,000 per comp site for books, training (\$5000 instructional, \$5000 prof. dev.) (2.C.1.6) FHS added a section (2.C.1.7) LHS - Princeton Review	(2.C.1.1) Base \$40,381
	(2.C.1.2) Expand AP course offerings and training Base \$30,000		(2.C.1.2) Base \$30,000
			(2.C.1.3) Base
			(2.C.1.4) Base
			(2.C.1.5) Base 30000
			(2.C.1.6) Base 12000
			(2.C.1.7) Base \$15,000
Scope of Service	LEA Wide	Scope of Service	
<input checked="" type="checkbox"/> All		<input type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
(2.C.2) Increase opportunity for students and parents to visit colleges to help increase college-going & graduation rates.	(2.C.2) Pilot AVID style classes Base \$33,442	(2.C.2) Increased opportunity for students and parents to visit colleges to help increase college-going & graduation rates. (2.C.2.1) Piloted AVID style classes (called PUSH in our COS)	(2.C.2.1) Supplemental \$33,442
Scope of Service	LEA Wide	Scope of Service	LEA Wide

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(2.C.2) Increase opportunity for students and parents to visit colleges to help increase college-going & graduation rates.	(2.C.2) Pilot AVID style classes Supplemental \$71,761	(2.C.2) Increased opportunity for students and parents to visit colleges to help increase college-going & graduation rates. (2.C.2.1) Piloted AVID style classes	(2.C.2.1) Supplemental \$71,761
Scope of Service EL, SED, FY <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service EL, SED, FY <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(2.C.3) Investigate a District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates and reduce dropout rates	(2.C.3) Add 3 "Targeted Assistance" counselors Supplemental \$290,520	(2.C.3) Investigated a District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates and reduce dropout rates (2.C.3.1) Added 3 "Targeted Assistance" counselors	(2.C.3.1) Supplemental 91234
Scope of Service EL, SED, FY <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils		Scope of Service EL, SED, FY <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	

<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(2.C.4) Explore increasing adult intervention, mentoring and support	(2.C.4.2) Hire additional Assistant Principal & .5 School Psychologist Base \$87,158	(2.C.4) Explored increasing adult intervention, mentoring and support (2.C.4.2) Hired additional Assistant Principal & .5 School Psychologist FHS/HHS/LHS - All have EL Parent Liaison	(2.C.4.2) Base \$87,158
Scope of Service LAP and IHS		Scope of Service LAP and IHS	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(2.C.4) Explore increasing adult intervention, mentoring and support	(2.C.4.1) Provide stipend position to serve as parent liaison for English Learner students/parent to help navigate school /college systems Supplemental \$9,162 (2.C.4.2) Hire additional Assistant Principal & .5 School Psychologist Supplemental \$93,893	(2.C.4) Explored increasing adult intervention, mentoring and support (2.C.4.1) Provided stipend position to serve as parent liaison for English Learner students/parent to help navigate school /college systems (2.C.4.2) Hired additional Assistant Principal & .5 School Psychologist	(2.C.4.1) Supplemental \$9,162 (2.C.4.2) Supplemental \$93,893
Scope of Service EL, SED, FY		Scope of Service EL, SED, FY	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(2.C.5) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups	(2.C.5) All counselors will work with families of targeted students for increased enrollment in AP courses Base \$112,489	(2.C.5) Increased percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups (2.C.5.1) All counselors worked with families of targeted students for increased enrollment in AP courses (2.C.5.2) FHS/HHS/LHS - counselors talked to students about taking AP courses - increase in AP enrollment	(2.C.5.1) Base \$112,489 (2.C.5.2)
Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	(2.D) Provide relevant curriculum, and instruction to expand, enrich, and support career opportunities		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal #2 and Title III Program Improvement Plan Goal 2c</u>	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Establish benchmarks for student performance on SBAC &amp; district assessments and with new API criteria</li> <li>Proficiency rates on CAHSEE will increase for all students by 1%, English Learners will improve by 2%, SED will improve by 2%, Foster Youth will improve by 2%, African American will improve by 2%, Hispanic will improve by 2%</li> <li>Increase college-going rate by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase EL reclassification rate by 3%</li> <li>Increase number of all students enrolled in AP courses by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase college readiness of all students taking the EAP by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>Increase the number of students in career academy programs by 5%</li> <li>Increase graduation rate by 1% for all students and increase EL, SED, FY and identified sub-groups by 3%</li> <li>Increase EL AMAO results by 3%</li> <li>100% of teachers will be appropriately assigned.</li> </ul>		Actual Annual Measurable Outcomes:	Establish benchmarks for student performance on SBAC & district assessments and with new API criteria  In 2014, CAHSEE English Proficiency decreased by 3% from 2013 (66% to 63%), and Math increased 2% in 2014 from 2013 (from 62% to 64%). The following student populations saw growth and/or decreases in the ELA and Math portion of the CAHSEE:  African American ELA: Increase 43% to 53% (10% gain) Math: Decrease 45% to 43% (2% loss) Hispanic or Latino ELA: Decrease 57% to 53% (4% loss) Math: Increase 51% to 52% (1% gain) Socio-economic Disadvantaged (SED) ELA: Decrease from 52% to 46% (6% loss) Math: 46% to 49% (3% gain) Students with Disabilities ELA: Increase 13% to 15% (2% gain) Math: Increase 14% to 18% (4% gain) Foster Youth ELA: In 2014 at 33% (no 2013 data) Math: In 2014 at 33% (no 2013 data)

		<p>Anecdotal data regarding student attendance at post-secondary institutions is a difficult metric to accurately measure. Instead, the district decided to better align metrics with the State Priorities by measuring UC/CSU eligibility as an indicator of this data. District-wide, there was a 4% increase in the number of students eligible for UC/CSU via coursework (from 38% to 42 %). There were significant increases with the following student populations:</p> <ul style="list-style-type: none"> <li>African American – 7% gain (25% to 32%)</li> <li>Hispanic/Latino – 6% gain (28% to 34%)</li> <li>Two or more races – 4% gain (33% to 37%)</li> <li>SED – 6% gain (23% to 29%)</li> </ul> <p>EL reclassification rate remained 15% with no increase.</p> <p>While the general enrollment in AP coursework went down, the number of students passing with a score of 3 or higher has increased in the following student populations:</p> <ul style="list-style-type: none"> <li>African American – 1% increase in pass rate</li> <li>Hispanic/Latino – 1% increase</li> <li>Two or more races – 3% increase</li> <li>SED – 5% increase</li> </ul> <p>The 2014-2015 school year will establish the baseline for students enrolled in Academies; once this baseline is established, estimated growth targets can be made explicit.</p> <p>Graduation rates increased district-wide 3% (from 86% to 89%) for the 4 year cohort groups. There were significant gap closures from the average with the following populations:</p> <ul style="list-style-type: none"> <li>• African American raised grad rates from 73% to 83% (10% increase)</li> <li>• SED raised grad rates from 77% to 82% (5% increase)</li> <li>• EL raised grad rates from 72% to 86% (14% increase)</li> <li>• Students with Disabilities raised grad rates from 65% to 73% (8% increase)</li> </ul> <p>EL AMAO results are awaiting further direction from the state due to lack of state testing data from which to align.</p> <p>100% of teachers were appropriately assigned.</p>
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## LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(2.D.1) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses	(2.D.1.1) Provide professional development and release time for CTE teachers Base \$4,060	(2.D.1) Expanded, enriched, and supported career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses (2.D.1.1) Provided professional development and release time for CTE teachers (2.D.1.3) Continued ROP Program/Courses	(2.D.1.1) \$4,060
	(2.D.1.3) Continue ROP Program/Courses Base \$188,188		(2.D.1.3) Base 189,483
<div>Scope of Service</div> <div>(2.D.1.1)FHS, HHS, LHS, IHS, (2.D.1.3)FHS, HHS, LHS</div>		<div>Scope of Service</div> <div>(2.D.1.1)FHS, HHS, LHS, IHS, (2.D.1.3)FHS, HHS, LHS</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
(2.D.2) Provide collaboration time for C.T.E. and Academic Core teachers to align standards and curriculums w/ community college for articulated courses	(2.D.2) Provide 30 days of articulation time with local community colleges/ business community Base \$4,060	(2.D.2) Provided collaboration time for C.T.E. and Academic Core teachers to align standards and curriculum w/ community college for articulated courses (2.D.2.1) Provided 30 days of articulation time with local community colleges/ business community (2.D.2.2) HHS - Articulation and internship agreements with DVC, Sutter Delta, John Muir (2.D.2.3) LHS - J. English and J Dorr articulating with LMC (2.D.2.4) LHS - culinary arts articulation w/ DVC	(2.D.2.1) Base \$4,060
			(2.D.2.2) Base (2.D.2.3) Base (2.D.2.4) (2.D.2.5) Other

		IHS- OWL project (2.D.2.5) LHS/FHS have met with LMC instructors	
Scope of Service	FHS, IHS, LHS	Scope of Service	FHS, IHS, LHS
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(2.D.3) Expand the work experience (WE) program to support career opportunities	(2.D.3) Explore additional staffing for release period for WE coordinator \$ _____	(2.D.3) Expanded the work experience (WE) program to support career opportunities (2.D.3) Explored additional staffing for release period for WE coordinator	(2.D.3) \$ _____
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.



Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	(3.A) Enhance communication, partnerships, and collaboration among staff, parents, and students		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal#</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Improve attendance at district and site parent meeting by 5%.</li> <li>Improve business partnerships by 5%</li> <li>Improve school site parent workshops by 5%</li> </ul>		Actual Annual Measurable Outcomes:	2014-2015 is the baseline data from which future parent attendance will be measured.  No improvement in business partnerships.  2014-2015 was the first year concentrated effort was made for parent workshops; this is baseline data from which future workshop opportunities will be measured.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
(3.A.1) Utilize social media that is interactive, easier to access, and provides parents and community with information and opportunity to connect with the school	(3.A.1) Explore creating social media, website tracking/downloads, public relations position(s) \$ _____	(3.A.1) Utilized social media that is interactive, easier to access, and provides parents and community with information and opportunity to connect with the school (3.A.1) Explored creating social media, website tracking/downloads, public relations position(s)	(3.A.1)	
Scope of Service	LEA Wide	Scope of Service	LEA Wide	
<u>X</u> All OR: _____		<u>X</u> All OR: _____		

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(3.A.2) Investigate creating parent/community liaison stipend position for underrepresented student populations	(3.A.2) Provide stipend position to serve as parent liaison for English Learner students/parents See 2.C.4.1 \$_____	(3.A.2) Investigated creating parent/community liaison stipend position for underrepresented student populations (3.A.2) Provided stipend position to serve as parent liaison for English Learner students/parents See 2.C.4.1	(3.A.2) \$_____
Scope of Service   EL <hr/> _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   EL <hr/> _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(3.A.3) Expand, develop, and provide parent education programs to support student success	(3.A.3.1) Create a parent volunteer program @ each site & provide stipend Base \$5,000 (3.A.3.2) Provide parent training to increase access to their students' records Base \$6,000	(3.A.3) Expanded, developed, and provided parent education programs to support student success (3.A.3.1) Created a parent volunteer program @ each site & provided stipend (3.A.3.2) Provided parent training to increase access to their students' records (3.A.3.3) FHS - created parent volunteer group and have met and followed up with monthly emails of volunteer opportunities	(3.A.3.1) Supplemental \$5,000 (3.A.3.2) Base \$6,000 (3.A.3.3)

Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.		

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:	(3.B) Expand parent involvement		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal#3</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Improve attendance at district and site parent meeting by 5%.</li> <li>Improve business partnerships by 5%</li> <li>Improve school site parent workshops by 5%</li> </ul>		Actual Annual Measurable Outcomes:	<p>2014-2015 is the baseline data from which future parent attendance will be measured.</p> <p>No improvement in business partnerships.</p> <p>2014-2015 was the first year concentrated effort was made for parent workshops; this is baseline data from which future workshop opportunities will be measured.</p>
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
(3.B.1) Increase parent visitations to school sites	(3.B.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours Base \$3,000	(3.B.1) Increased parent visitations to school sites (3.B.1.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours (3.B.1.2) HHS/FHS - Parents Day (3.B.1.3) FHS - EL incoming parent meeting (3.B.1.4) EL and African AM. parent liaisons provided training, parent portal training at Parent Day (3.B.1.5) FHS - African American parent night for college.	(3.B.1.1) \$3,000 (3.B.1.2) (3.B.1.3) (3.B.1.4) (3.B.1.5)	

<div> <div>Scope of Service</div> <div>LEA Wide</div> </div>		<div> <div>Scope of Service</div> <div>LEA Wide</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
<div> <div>(3.B.2) Provide "Parent University" course for parent support groups such as African American, English Learner, SPED, Foster Youth</div> </div>	<div> <div>(3.B.2) School sites will schedule Parent University evening workshops Base \$3,000</div> </div>	<div> <div>(3.B.2) Provided "Parent University" course for parent support groups such as African American, English Learner, SPED, Foster Youth</div> <div>(3.B.2.1) School sites scheduled Parent University evening workshops</div> <div>(3.B.2.2) HHS - Parents Network for Students Success (PNSS), Transcript Review Night (Af-Am parents)</div> </div>	<div> <div>(3.B.2.1) Base \$3,000</div> <div>(3.B.2.2)</div> </div>
<div> <div>Scope of Service</div> <div></div> </div>		<div> <div>Scope of Service</div> <div></div> </div>	
<div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
<div> <div>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div> </div>	<div> <div>Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.</div> </div>		

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Original GOAL 10 from prior year LCAP:	(3.C) Increase communication and collaboration with our business and community organization		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal#3</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Improve attendance at district and site parent meeting by 5%.</li> <li>Improve business partnerships by 5%</li> <li>Improve school site parent workshops by 5%</li> </ul>		Actual Annual Measurable Outcomes:	2014-2015 is the baseline data from which future parent attendance will be measured.  No improvement in business partnerships.  2014-2015 was the first year concentrated effort was made for parent workshops; this is baseline data from which future workshop opportunities will be measured.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
(3.C.1) Explore reinstituting Principal for a Day program	(3.C.1) Implement program working with the local business community and Chamber of Commerce Base \$500	(3.C.1) Explored reinstituting Principal for a Day program. Did not institute this program.		
Scope of Service	LEA Wide	Scope of Service		
<input checked="" type="checkbox"/> All		<input type="checkbox"/> All		
OR:		OR:		
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient		
		<input type="checkbox"/> Other Subgroups: (Specify)		

_ Other Subgroups: (Specify)			
(3.C.2) Explore ways to strengthen and facilitate two-way business/ community involvement and communication	(3.C.2) Collaborate with cities' Economic Development Departments and Chamber of Commerce to develop Career Fair Base \$1,500	(3.C.2) Explored ways to strengthen and facilitate two-way business/ community involvement and communication. Action not completed.	
<div>Scope of Service</div>		<div>Scope of Service</div>	
<div>_ All</div> <hr/> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <hr/> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.		

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 11 from prior year LCAP:	(4.A) Align operating budget to the district Strategic Plan and the goals outlined in the LCAP		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal#4</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	LUHSD will appropriate supplemental dollars toward English Learner (EL), Foster Youth (FY), socio-economically disadvantaged (SED) and other identified sub-groups not meeting standards  LUHSD will continue to allocate dollars for all students to meet the goals of this LCAP		Actual Annual Measurable Outcomes:	LUHSD appropriated supplemental dollars toward English Learner (EL), Foster Youth (FY), socio-economically disadvantaged (SED) and other identified sub-groups not meeting standards  LUHSD continued to allocate dollars for all students to meet the goals of this LCAP
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
(4.A.1) Monitor financial decisions to ensure that they reflect district priorities	(4.A.1) Explore position for budget analyst Source-\$ Amount-N/A	(4.A.1) Monitor financial decisions to ensure that they reflect district priorities (4.A.1) Explored position for budget analyst	(4.A.1)	
Scope of Service	LEA Wide	Scope of Service	LEA Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		



proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
(4.A.2) Explore funding options/sources to fund major Facility Improvement Projects	(4.A.2) Base \$19,400	(4.A.2) Explore funding options/sources to fund major Facility Improvement Projects	(4.A.2) Base \$19,400
Scope of Service LEA Wide		Scope of Service	
<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(4.A.3) Develop Local Control and Accountability Plan for budget using state template	(4.A.3) Superintendent, Assistant Superintendent will meet w/ stakeholder groups, attend Prof. Dev.Source Base \$19,747	(4.A.3) Developed Local Control and Accountability Plan for budget using state template (4.A.3) Superintendent, Assistant Superintendent met w/ stakeholder groups, attend Prof. Dev.Source	(4.A.3) Base 0.00
Scope of Service LEA Wide		Scope of Service LEA Wide	
<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(4.A.4) Develop a replacement, repair, and restore budget plan for facilities	(4.A.4) Assistant Superintendent of Admin. Services, Facilities Director and CBO will meet quarterly Base \$1,536	(4.A.4) Developed a replacement, repaired, and restored budget plan for facilities (4.A.4) Facilities Director and CBO met quarterly	(4.A.4) Base 0.00

Scope of Service				Scope of Service			
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)				_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.					

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 12 from prior year LCAP:	(4.B) Continue adoption of positive budget certification		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal#4</u>	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Students with Disabilities		
Expected Annual Measurable Outcomes:	LUHSD will appropriate supplemental dollars toward English Learner (EL), Foster Youth (FY), socio-economically disadvantaged (SED) and other identified sub-groups not meeting standards  LUHSD will continue to allocate dollars for all students to meet the goals of this LCAP		Actual Annual Measurable Outcomes:	LUHSD appropriated supplemental dollars toward English Learner (EL), Foster Youth (FY), socio-economically disadvantaged (SED) and other identified sub-groups not meeting standards  LUHSD continued to allocate dollars for all students to meet the goals of this LCAP
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
(4.B.1) Maintain a reserve to help mitigate inconsistent revenue stream from the state	(4.B.1) Maintain 3% reserve as recommended by CDE Source Base \$1,458,750	(4.B.1) Maintained a reserve to help mitigate inconsistent revenue stream from the state (4.B.1) Maintained 3% reserve as recommended by CDE Source	(4.B.1) Base \$1,458,750	
Scope of Service		Scope of Service		
_ All OR: _ Low Income pupils _ English Learners		_ All OR: _ Low Income pupils _ English Learners		

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Feedback provided by the stakeholders during the 2014-2015 school year has led to significant changes to the 2015-2016 LCAP. In an effort to establish transparency, ease of reading and to be better aligned with the LUHSD Strategic Plan, the 2015-2016 was reduced from thirteen (13) goals to three (3) in an effort to simplify the plan. This was also a result of meeting with the county office in initial reviews of the 2015-2016 plan.		

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### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

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

Total amount of Supplemental and Concentration grant funds calculated:	\$1,426,097
The targeted supplemental funding for the District totals approximately \$1.4 million, or a 100% increase from prior year for the 2015-16 fiscal year. The District plans to meet its supplemental expenditure requirement through a combination of increased and improved services. Improved services include services targeting improved attendance, pupil engagement, professional development, behavior support and work with education partners as described in Section 3 (b). As a high school district, the programs will be available to all schools to serve all unduplicated high school students in LUHSD. The programs provided (ex. Read180, Math180, etc.) are research-based programs shown to increase student achievement. Additionally, there are other services provided (liaisons) to best support unduplicated student access to programs and assist with communication with parents. The percentage of unduplicated pupils total 30.43 percent.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

30.43	%
The District's MPP is 4.57% percent for the 2015-16 fiscal year. The District plans to meet its proportionality percentage through a combination of increased and improved services as described in section 3 (A). Funding to improve services will be accomplished through better attendance, pupil engagement, professional development, behavior support, and work with education partners	

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	10,605,942.00	7,416,550.57	15,466,667.00	15,566,667.00	15,466,667.00	46,500,001.00
	0.00	0.00	500,000.00	500,000.00	500,000.00	1,500,000.00
Base	3,138,595.00	4,241,342.26	7,533,940.00	7,633,940.00	7,533,940.00	22,701,820.00
Base/CCSS	1,564,060.00	200,000.00	0.00	0.00	0.00	0.00
Base/Dev. Fees	2,020,000.00	0.00	3,500,000.00	3,500,000.00	3,500,000.00	10,500,000.00
Base/Supplemental	0.00	0.00	787,271.00	787,271.00	787,271.00	2,361,813.00
Capital Facilities	0.00	538,000.00	0.00	0.00	0.00	0.00
CCSS	474,474.00	474,474.00	0.00	0.00	0.00	0.00
CCSS/NGSS	55,301.00	55,301.00	0.00	0.00	0.00	0.00
Other	0.00	50,346.47	0.00	0.00	0.00	0.00
Restricted Lottery	281,000.00	281,000.00	281,000.00	281,000.00	281,000.00	843,000.00
Supplemental	3,072,512.00	1,576,086.84	2,864,456.00	2,864,456.00	2,864,456.00	8,593,368.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	1,416,877.00	584,846.47	11,725,564.00	7,265,161.00	1,488,412.00	20,479,137.00
	1,200,000.00	0.00	0.00	173,450.00	205,450.00	378,900.00
1000-1999: Certificated Personnel Salaries	216,877.00	0.00	3,168,091.00	1,264,833.00	881,727.00	5,314,651.00
2000-2999: Classified Personnel Salaries	0.00	46,846.47	1,009,379.00	553,457.00	382,485.00	1,945,321.00
4000-4999: Books And Supplies	0.00	0.00	3,283,290.00	1,576,361.00	18,750.00	4,878,401.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	552,415.00	113,000.00	0.00	665,415.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	107,904.00	84,060.00	0.00	191,964.00
6000-6999: Capital Outlay	0.00	538,000.00	3,604,485.00	0.00	0.00	3,604,485.00
7000-7439: Other Outgo	0.00	0.00	0.00	3,500,000.00	0.00	3,500,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	1,416,877.00	584,846.47	11,725,564.00	7,265,161.00	1,488,412.00	20,479,137.00
	Base/CCSS	1,200,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
	Supplemental	0.00	0.00	0.00	173,450.00	205,450.00	378,900.00
1000-1999: Certificated Personnel Salaries	Base	150,556.00	0.00	2,109,767.00	605,476.00	253,165.00	2,968,408.00
1000-1999: Certificated Personnel Salaries	Supplemental	66,321.00	0.00	1,058,324.00	659,357.00	628,562.00	2,346,243.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	137,952.00	159,369.00	54,884.00	352,205.00
2000-2999: Classified Personnel Salaries	Other	0.00	46,846.47	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	871,427.00	394,088.00	327,601.00	1,593,116.00
4000-4999: Books And Supplies		0.00	0.00	500,000.00	0.00	0.00	500,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	1,337,072.00	1,532,361.00	9,750.00	2,879,183.00
4000-4999: Books And Supplies	Base/Supplemental	0.00	0.00	787,271.00	0.00	0.00	787,271.00
4000-4999: Books And Supplies	Restricted Lottery	0.00	0.00	281,000.00	0.00	0.00	281,000.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	377,947.00	44,000.00	9,000.00	430,947.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	185,657.00	81,000.00	0.00	266,657.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	366,758.00	32,000.00	0.00	398,758.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	27,904.00	4,060.00	0.00	31,964.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	80,000.00	80,000.00	0.00	160,000.00
6000-6999: Capital Outlay	Base	0.00	0.00	104,485.00	0.00	0.00	104,485.00
6000-6999: Capital Outlay	Base/Dev. Fees	0.00	0.00	3,500,000.00	0.00	0.00	3,500,000.00
6000-6999: Capital Outlay	Capital Facilities	0.00	538,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Base/Dev. Fees	0.00	0.00	0.00	3,500,000.00	0.00	3,500,000.00

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).

# Liberty Union High School District

## *Office of Educational Services*

### LCAP Stakeholder Informational, Review and Input Meetings 2014-2015

August 12, 2014	Academic Cabinet	2:00pm DO
September 9, 2014	Academic Cabinet	12:30pm DO
October 28, 2014	Academic Cabinet	2:00pm DO
November 18, 2014	Academic Cabinet	2:00pm DO
December 9, 2014	Principal's Cabinet	2:00pm DO
December 15, 2014	Pre-mtg. w. LEA – Mary	2:00pm DO
December 16, 2014	Academic Cabinet	2:00pm DO
January 12, 2015	LHS Staff Mtg. – Informational - Eric/Mary	3:15pm
January 12, 2015	HHS Staff Mtg. – Informational -Denise/Liz	3:15pm
January 13, 2015	DELAC – Pat B./Mary	7:00pm Board Rm.
January 14, 2015	FHS PD Day– Mary/Adam - Informational	8:30am
January 14, 2015	FHS-Campus Climate Committee (student)	10:00am
January 15, 2015	LHS-Coffee W/ the Principal – Mary/Pat	9:30am-MJ's
January 20, 2015	Academic Cabinet	2:00pm DO
January 22, 2015	HHS SSC – Mary	3:30pm
January 22, 2015	LHS-Campus Climate Committee (student)	10:00am
January 26, 2015	HHS-Campus Climate Committee (student)	10:00am
January 27, 2015	FHS SSC – Mary	4:15pm
January 27, 2015	FHS-Coffee W/ the Principal - Erik	6:00pm
January 28, 2015	IHS SSC – Mary	12:00pm
January 28, 2015	LHS SSC – Mary	3:30pm
January 28, 2015	CSEA – Denise	
January 29, 2015	LEA – Mary	3:30 DO

<b>February 3, 2015</b>	<b>Executive Cabinet</b>	<b>8:30am</b>
<b>February 4, 2015</b>	<b>Public Meeting - Mary/Larry</b>	<b>7:00pm HHS-Career Cent.</b>
<b>February 5, 2015</b>	<b>Curriculum Council – Mary</b>	<b>3:30pm CEC rm. 20</b>
<b>February 12, 2015</b>	<b>Public Meeting</b>	<b>7:00pm FHS-Career Cent.</b>
<b>February 17, 2015</b>	<b>Academic Cabinet</b>	<b>2:00pm DO</b>
<b>February 18, 2015</b>	<b>LAP Campus Climate Committee (student)</b>	<b>9:30am</b>
<b>February 18, 2015</b>	<b>IHS-Campus Climate Committee (student)</b>	<b>11:00am</b>
<b>February 19, 2015</b>	<b>Public Meeting</b>	<b>7:00pm LHS-Career Cent.</b>
<b>February 23, 2015</b>	<b>District Advisory Mtg.</b>	<b>7:00pm-DO</b>
<b>February 28, 2015</b>	<b>HHS Coffee w/ the Principal</b>	<b>8:00am-Willy's Bagel</b>
<b>March 10, 2015</b>	<b>Academic Cabinet</b>	<b>2:00pm DO</b>
<b>April 21, 2015</b>	<b>Academic Cabinet</b>	<b>2:00pm DO</b>
<b>May 5, 2015</b>	<b>Academic Cabinet</b>	<b>2:00pm DO</b>
<b>May 12, 2015</b>	<b>Executive Cabinet</b>	<b>8:30am</b>
<b>May 18, 2015</b>	<b>Public Meeting</b>	<b>7:00pm FHS MPR</b>
<b>May 21, 2015</b>	<b>Initial Review by CCOE</b>	<b>11:00am CCCOE</b>

**Key:****SSC – School Site Council****LEA – Certificated Staff (Teacher) Union****CSEA – Classified Staff Union**

# **Liberty Union High School District**

## ***Office of Educational Services***

### **LCAP Stakeholder Meetings: Information, Updates and Input**

#### **DELAC – 1/13/15**

1. EL students need homework support
2. Individual tutoring with language support
3. Bi-lingual assistance with the HELP program
4. EL parents do not know what programs are available for their kids
5. Computers should be available before school
6. Career awareness/exploration
7. Take students on college visitations
8. Liaisons need to be available during the day when parents go to the school site.

#### **FHS – Campus Climate Committee – 1/14/15**

1. Need UC workshops for parents, more college information
2. 2 and 4 year senior follow-up after graduation
3. Listed many things that are working regarding the LCAP goals

#### **LHS - Coffee W/ the Principal – 1/15/15**

1. Communication about colleges/academies starting at the 9<sup>th</sup> or 10<sup>th</sup> grade level w/ 1-to1 meetings with counselor.
2. Need more STEM and computer programming courses
3. Need additional information regarding AP courses
4. Need to have a Parent University
5. Likes wide array of courses for student to choose from
6. Additional campus supervisors are needed
7. AP teachers may need to have more training
8. Students need 1 to 1 counselor contact

#### **LUHSD Administrative Cabinet – 1/20/15**

1. Add collaboration time for all staff to Goal 1.B
2. Add a district-wide campus climate committee
3. Social-Emotional program awareness training
4. Add a work experience coordinator position
5. Need on-line credit recovery program
6. Increase counseling interns at all sites
7. Provide training for staff regarding social media

8. Involve more Chamber of Commerce participation with district
9. Provide training videos on technology use in the classroom for staff

### **HHS – School Site Counsel Mtg. – 1/22/15**

1. IT liaison for on-site tech support
2. Change in language of Goal 1.C from “administration” to “staff”
3. Parent involvement goal will revision will come at a later date

### **LHS – Campus Climate Committee – 1/22/15**

1. Campus improvements needed for parking lot, cafeteria, softball/baseball fields, admin offices
2. Upgrade heating systems
3. Improve student support from admin, teachers, counseling, and support staff
4. Would like to have ROTC and firefighter classes
5. Would like art supplies for art classes
6. Information needed at freshman level for preparing for college
7. More ROP and career type classes

### **HHS – Campus Climate Committee – 1/22/15**

1. Teachers need to make subject matter more interesting/relevant
2. Campus PA system needs to be upgraded
3. Need student suggestion box in the office for more student input
4. More ROP classes
5. Additional counselors/crisis counselors needed
6. More college visits
7. Upgrade student computers
8. Need more teachers, coaches, and support staff

### **LUHSD – Instructional Content Coaches – 1/23/15**

1. Reduce counselor load
2. Increase psych. services for non-SPED students
3. Document cameras/LCD projectors in every classroom
4. Science safety for handling of chemicals
5. Increase copy budgets
6. Graphing calculators/scientific calculators to improve equity
7. Increase site allocation for loss of ROP sections (they provided classroom materials)
8. Continue funding instructional coaches
9. Equitable facilities-theater @ FHS
10. Internship programs for all students, not just academics
11. Librarians at each site
12. Increase liaison to full-time position (unduplicated students)
13. Some type of class size reduction
14. Increase stipend amount for parent communication
15. Increase education regarding healthy choices for students

**16. Expand current school sites**

**FHS School Site Council – 1/27/15**

- 1. A need for more campus supervisors**
- 2. More staff involvement at student activities-provide incentives**
- 3. Add another lunch period**
- 4. Additional psych and/or MFT for non-SPED students**
- 5. More food and healthier food at lunches**
- 6. Add honors courses**
- 7. Expand PD to more teachers**
- 8. More career-focused elective courses and transportation provided to students to take them at other sites**
- 9. Create partnership with local farms to provide fresh fruits/vegetables to students**
- 10. More teacher contact with parents i.e.: gradebook, EM**
- 11. App for AERIES**
- 12. Increase parents on campus during the day**

**IHS School Site Council – 1/28/15**

- 1. IHS needs a lunch area for students**
- 2. IHS students need a lunch program**
- 3. Lanyards/student ID's should be required**
- 4. Expand counseling services to include outside services such as REACH, gang prevention, etc.**
- 5. More parity needed in regards to courses with other sites**
- 6. Students need to be able to enroll in courses at other district sites**
- 7. Intern program should be provided for all students**
- 8. Provide college tours for students**
- 9. Provide a wider range of transportation for IHS students**
- 10. Provide social/emotional support for students....possibly "Mindfulness"**

**LHS School Site Council – 1/28/15**

- 1. Perimeter fencing at all sites**
- 2. Classroom parity with all sites in regards to technology, classroom furniture, etc.**
- 3. Accessible mental health support for all students**
- 4. Accessible health/medical support for all students**
- 5. Earlier intervention for 9<sup>th</sup>/10<sup>th</sup> grade students regarding college & career information**
- 6. Increased articulation with middle schools**
- 7. Additional support for counselors to enable them to have more time for 1-on-1 counseling i.e. 4-year plan**
- 8. Provide up to date textbooks**

9. Engage community members to help mentor with college/career guidance
10. Require parents to attend an informational class during walk-thru
11. Add Saturday to walk-thru schedule
12. Make parent access to ABI easier
13. Expand interaction with community service organizations

## **LUHSD CSEA – 1/28/15**

1. Need for smaller class size especially in 9<sup>th</sup> grade
2. Mental Health counselors for all students
3. Upgrade/update technology space/area
4. Foster/homeless student liaison
5. Time for paras to review files
6. Easier access to parent portal – have demo, verification codes available @ walk-thru
7. More outreach programs ie: One Day At a Time
8. Teach basic skills in study hall
9. Advertise more math tutoring through HW program
10. CTE courses for non-college prep
11. After school programs should include transportation
12. More outreach to EL parents done in community rather than at school
13. Increase bilingual paras/support staff
14. Transportation for CEC students
15. Increase campus supervision
16. Course to teach students how to write essays for applications, SAT/ACT
17. 50 minute Hot Topics during walk through
18. Increase library hours 7:30-afterschool
19. Increase librarians

## **LUHSD LEA – 1/29/15**

### **Goal 1.A**

1. Health & Safety Committee needs to incorporate student/staff safety in its meetings
2. Science teachers need additional training for handling/disposal of chemicals
3. Lock down training is needed for teachers (what to do, resources to use with students during a lock down, etc.)
4. Additional campus supervisors needed
5. More counseling for mental health/grief
6. Campus visitors/workers/vendors need to wear ID badges
7. Need a district contact for homeless/hungry youth
8. Partner with local farms and businesses to provide nutritious food for students

### **Goal 2.D.1**

9. Increase stipend/pay for staff that work with extra-curricular activities such as video production, robotics, etc.
10. Career Days

11. Increase site allocation to support loss of ROP and keep courses at “industry standard”
12. Increase communication with CTE teachers regarding funding

**Goal 2.D**

13. Increase library hours after school and service to all sites for lessons in MLA formatting, etc.
14. Add librarians
15. Create videos to teach college and career skills

**2.C, 3.A and B**

15. Increase parent meeting for college/career knowledge
16. Incorporate LMC/other college reps. to provide workshops w/ student groups
17. Use late start days for grade level workshops/meetings on college and career options

**HHS Public Meeting – 2/4/15**

1. Library hours need to be extended-prefer library opens at 7:30am and closes at 4:00pm
2. Fencing around Liberty High School

**LUHSD Curriculum Council – 2/5/15**

1. Reduce class size in Int. Algebra, Int. Geometry and English
2. Have a TS class for AP unduplicated students
3. Classroom technology (LCD projectors, document cameras, etc.) should be the same in every district classroom.
4. Need professional development throughout the year on how to work with students especially difficult students. Offer programs such as Positive Behavior, etc.
5. Offer “enrichment” field trips for non-duplicated students such as museums, etc.
6. Have program for students in OCS on positive behavior
7. Provide funding for Senior academic awards such as bi-literacy seal/medals to wear at graduation
8. Graphing calculators needed for unduplicated students (can be checked out to them)
9. Help off-set the cost of fingerprinting for parent volunteers

**FHS Public Meeting – 2/12/15**

1. More career type/trades courses needed.
2. Stronger partnerships with feeder schools.
3. More counselors so they can have 1-to1 counseling w/ students.
4. More articulation w/ feeder schools
5. Additional librarians needed.
6. Content area w/ feeder schools
7. More funding for teacher prof. dev.
8. Need a “remind” message system



9. Tablets or laptops for on-line textbooks for students
10. More collaboration time for teachers to share best practices

### **LAP Campus Climate Committee Mtg. – 2/18/15**

1. Students need more “hand on” type of electives/classes
2. Students should be able to classes at other campuses

### **IHS Campus Climate Committee Mtg. – 2/18/15**

1. Community needs to be aware of student success at IHS
2. Parent conf. needed for information about classes and college programs

### **LHS Public Meeting – 2/19/15**

1. Emotional needs of students-provide programs to address ie: ODAT
2. Safety of athletic fields, pool and tennis facilities
3. Student fights/safety
4. Money need for articulation between high school and feeder schools-math & English
5. Earlier notification to parents regarding upcoming meetings-more use of social Media
6. More evening recognition of students
7. Additional counselors needed and more training/consistency
8. More money needed for performing arts – ie: sheet music, choir
9. Psychologist needed for reg. ed. students
10. Technology-have dedicated computer lab/personnel
11. More teacher collaboration time needed-maybe re-organize PD Days
12. Additional administrative help/program specialist

### **LUHSD District Advisory Mtg. – 2/13/15**

1. More campus supervisors needed
2. Peer mediation training for staff who teach the course
3. Have more programs such as ODAT
4. Front offices should be manned at all times
5. Need anti-bullying programs/alternatives to suspension
6. Resources for parents to navigate school system
7. More communication to parents regarding awareness of school programs
8. Social media assemblies for student regarding issues with it

### **HHS Coffee W/ the Principal – 2/28/15**

**178 comments**

Local Control Accountability Plan Data (LCAP) APPENDIX "B"	Goal or Objective	LEA Wide	Black or African American	Asian	Filipino	Hispanic or Latino	White	Two or more races	Socio- Economically Disadvantaged	English Learners	Students with Disabilities	Foster Youth
Conditions of Learning												
Basics												
>Rate of teacher misassignment.	LUHSD has 100% of teacher properly assigned											
>Student access to standards-aligned instructional materials.	Each year, the district presents it's Instructional Material Report which reflects 100% of students have books in the core content areas.											
>Facilities in good repair.	A facilities schedule has been developed and reflects the district's three year plan that outlines the facilities improvements needed.											
Pupil Outcomes												
Student Achievement												
California High School Exit Exam (CAHSEE) 2014												
> ELA - 10th Gr. (Percent Prof.)		63%	53%	84%	79%	53%	70%	75%	46%	7%	15%	33%
	Female	70%	54%	88%	85%	60%	75%	79%	52%	8%	14%	50%
	Male	55%	33%	78%	73%	42%	66%	57%	37%	6%	15%	0%
> Math - 10th Gr. (Percent Prof.)		64%	43%	88%	83%	52%	70%	76%	49%	14%	18%	33%
	Female	65%	43%	85%	90%	53%	70%	77%	51%	13%	16%	50%
	Male	63%	38%	92%	77%	50%	70%	74%	47%	15%	19%	0%
> ELA - 10th Gr. (Pass Rate)	1st time	89%	76%	98%	93%	85%	92%	92%	80%	51%	51%	67%
	Female	91%	84%	100%	100%	87%	94%	94%	85%	54%	54%	75%
	Male	86%	65%	93%	86%	81%	91%	85%	75%	49%	49%	50%
> Math - 10th Gr. (Pass Rate)	1st time	90%	80%	96%	93%	85%	94%	96%	81%	59%	54%	67%
	Female	92%	84%	96%	100%	86%	94%	95%	85%	60%	51%	75%
	Male	89%	74%	96%	88%	83%	93%	96%	78%	59%	56%	50%
Academic Performance Index (API)	API has been suspended and will be recorded when reinstated											
> Growth API Score 2013		794	714	846	853	766	817	815	742	734	599	n/a
College and Career Ready (CCR)												
Early Assessment Program (EAP) - English												
> Conditionally Ready		18%	16%	23%	22%	18%	17%	18%	18%	5%	3%	33%
> Ready		30%	19%	40%	48%	20%	36%	27%	18%	1%	1%	0%
Early Assessment Program (EAP) - Math												
> Conditionally Ready		39%	31%	59%	52%	32%	41%	36%	29%	10%	8%	0%
> Ready		6%	3%	9%	10%	3%	7%	2%	3%	0%	0%	0%
Career Tech Education (CTE)												
> Capstone Completers 2013-2014		1203	7%	3%	5%	31%	50%	4%	26%	2%	4%	0%
SAT average score 2013-2014												
> Total Score		1499	1372	1522	1566	1444	1534	1462	1401	1160	1080	1175
		1488	1413	1564	1541	1441	1504	1497	1411	n/a	1115	1450
		1515	1306	1471	1599	1449	1574	1420	1384	1160	940	900
> Critical Reading		503	458	499	525	486	515	493	469	390	356	350
	Female	497	472	513	508	484	503	511	478	n/a	385	470
	Male	510	434	482	548	490	531	472	455	390	240	230

Local Control Accountability Plan Data (LCAP) APPENDIX "B"	Goal or Objective	LEA Wide	Black or African American	Asian	Filipino	Hispanic or Latino	White	Two or more races	Socio- Economically Disadvantaged	English Learners	Students with Disabilities	Foster Youth
> Math		496	452	516	526	469	510	473	461	385	384	405
	Female	486	465	529	520	459	493	464	454	n/a	388	430
	Male	510	432	501	534	484	532	484	473	385	370	380
> Writing		500	462	507	514	489	509	495	471	385	340	420
	Female	504	476	523	512	498	507	522	480	n/a	343	550
	Male	495	440	488	517	474	512	464	456	385	330	290
Advanced Placement (AP) score 2014												
> Student Participation - #		1208	63	65	98	313	609	50	240	8	11	2
	Female	744	43	33	55	195	382	31	154	4	5	2
	Male	464	20	32	43	118	227	19	86	4	6	0
> Score of 3 or above - percent		55%	38%	71%	49%	51%	59%	47%	40%	77%	58%	0%
	Female	53%	38%	62%	46%	51%	56%	48%	39%	75%	80%	0%
	Male	59%	38%	80%	51%	50%	64%	43%	41%	80%	43%	
> Score of 2 or below - percent		45%	62%	29%	51%	49%	41%	53%	60%	23%	42%	100%
	Female	47%	62%	38%	54%	49%	44%	52%	61%	25%	20%	100%
	Male	41%	62%	20%	49%	50%	36%	57%	59%	20%	57%	
UC / CSU												
> UC/CSU Requirements Met 2013-2014		42%	32%	52%		34%	47%	37%	29%	3.92%	5%	
English Learner (EL)												
CELDT Results 2013-2014			Meeting AMAO #1	Meeting AMAO #2	Meeting AMAO #3							
> Percent of EL Making Progress			YES - 65.8%	YES - 61.9%	No							
> Number of English Learners		522										
> Reclassification Rate (RFEP)		15%										
Other Student Outcomes												
Other indicators of student performance in required areas of study. May include												
Overall grade point average 2014	< 2.0 GPA	20%	31%	6%	10%	26%	15%	19%	30%	47%	33%	33%
	< 2.0 Female	14%	26%	4%	4%	19%	10%	15%	25%	43%	28%	29%
	< 2.0 Male	25%	37%	8%	15%	33%	19%	24%	35%	50%	36%	43%
	2.0-2.99 GPA	36%	42%	30%	26%	39%	34%	36%	40%	39%	41%	46%
	2.0-2.99 Female	32%	38%	29%	20%	37%	29%	32%	38%	42%	43%	47%
	2.0-2.99 Male	40%	45%	31%	31%	42%	40%	40%	41%	38%	39%	43%
	≥ 3.0 GPA	44%	27%	64%	64%	35%	51%	45%	30%	14%	26%	21%
	≥ 3.0 Female	54%	37%	68%	76%	44%	62%	53%	37%	16%	28%	24%
	≥ 3.0 Male	35%	18%	61%	54%	26%	41%	36%	23%	13%	25%	14%
Engagement												

Local Control Accountability Plan Data (LCAP) APPENDIX "B"	Goal or Objective	LEA Wide	Black or African American	Asian	Filipino	Hispanic or Latino	White	Two or more races	Socio- Economically Disadvantaged	English Learners	Students with Disabilities	Foster Youth
Parent Involvement												
> Efforts to seek parent input	Parent meetings with DAC; DLAC; LEA; CSEA; SSC											
> Promotion of parental participation	Emails, phone messages, newsletter articles, etc.											
Student Engagement												
> Chronic absenteeism rates - 2013-2014		12%	17%	8%	6%	13%	12%	13%	18%	18%	22%	30%
	Female	14%	17%	8%	6%	16%	13%	15%	21%	22%	27%	33%
	Male	11%	16%	7%	5%	11%	10%	11%	15%	15%	19%	22%
> High school dropout rates - 2013-2014		4%										
> High school graduation rates - 2013-2014 (4-year cohort)		89%	82%	93%	95%	87%	91%	92%	82%	86%	73%	
> Still Enrolled rate - 2013-2014		7%										
School Climate												
> Percent of Student Enrollment - 2013-2014		7,916	9%	3%	4%	33%	45%	4%	31%	7%	13%	< 1%
> Student suspension rates - 2013-2014		491	26%	1%	3%	32%	31%	5%	57%	11%	27%	1%
> Student expulsion rates - 2013-2014		16	31%	n/a	n/a	44%	19%	6%	75%	19%	44%	0%
Healthy Kids Survey	Narrative & Data											
> Other local measures including teacher,parent, student surveys	Narrative & Data											

## Appendix C

Category		Comment Summary
<b>Goal #1 The Liberty Union High School District (LUHSD) will need to provide a physical and emotionally supportive school environment which supports student learning.</b>		<b>Location in Current Plan</b>
Mental Health	More mental health counselors, more counselor contact, ODAT, psych services	2C.4
Facilities	Grounds and building improvements, Equitable facilities	1A.2,3,4
Programs	Anti-bullying, social media, positive behavior system, accessible health, tutoring program	1C.1 1C.3 2B.5 2B.6
<b>Goal #2 The Liberty Union High School District will need to prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program</b>		
Technology	Graphing calculators, update technology, document cameras, computers available before school, technology courses, online credit recovery, more IT personnel, technology teaching videos	1A.1 2B.4
Career	More career courses, ROP, ROTC, Internships	2D.1 2D.2 2D.3
Library/Access	Extend library hours, librarians	2
<b>#3 The Liberty Union High School District recognizes the need for stakeholder involvement.</b>		
Parent University	Increase parent communication on registration, programs, HS requirements, college prep	3A.1 3A.3 3B.1 3B.2
Target Group Support	Increase liaisons for foster/homeless, EL; instructional supplies, Study Hall, Special Ed Coordinator, Content Coach Training, Supplemental funds to all sites, translators, Math 180, Counseling Travel/Conference, PD Speaker, Diversity Training (admin),	1B.1 1B.3 1C.3 2A.2 2B.1 2C.3 2C.4 3A.2 3B.2
Community Partnerships	Expand community interaction with service organizations, college/career mentoring, local farms	3C.1 3C.2



yellow highlights are new items

green highlights are existing items

# Liberty UHSD

## LCAP Implementation Plan Year 1

### 2014-2015

State & District priorities are in red

NEED	METRIC	Goal	YEAR 1	District Responsibility	Site Responsibility
<b>#1 The Liberty Union High School District (LUHSD) will need to provide a physical and emotionally supportive school environment which supports student learning.</b>  <b>Priority #1</b> <b>Priority #3</b> <b>Priority #4</b> <b>Priority #5</b> <b>Priority #6</b>  <b>and</b>  <b>LUHSD Strategic Plan (LUHSDSP)</b>	<ul style="list-style-type: none"> <li>increased attendance rate of .5% and lowering chronic absenteeism rate by 5% with identified significant sub-groups</li> <li>Increased SBAC/district assessment proficiency by 2% with identified significant sub-groups</li> <li>Lower suspension &amp; expulsion rates by 2% with identified significant sub-groups</li> </ul>	<b>(1.A) Provide a safe, secure, updated, clean environment</b>  (1.A.1) Develop a plan to provide equitable and updated technology infrastructure at all sites that allow students the ability to use 21 <sup>st</sup> century technology skills, for the successful implementation of Common Core State Standards (CCSS) and Smarter Balanced (SBAC) Testing  (1.A.2) Develop three year plan to provide equitable and well maintained facilities	<b>1.A</b>  <i>(1.A.1.1) Begin infrastructure update implementation</i> <i>Funding Source-Base, CCSS Implementation Fund</i> <i>\$1,200,000</i>  <i>(1.A.1.2) Hire additional IT support staff</i> <i>Funding Source-Base</i> <i>\$104,485</i>  <i>(1.A.1.3) Implement district standard list for classroom technology equipment</i> <i>Funding Source</i> <i>\$ N/A</i>  <i>(1.A.2) Initiate Phase 1</i> <i>Funding Source-Base/Dev. Fees</i> <i>\$2,020,000</i>	<b>1.A</b>  <b>District - DONE – technology upgrade is nearing completion</b>  <b>DONE – Pablo Vega</b>  <b>Gina – minimum software standard, minimum level for teacher work stations for every classroom</b>  <b>District – DONE</b> <b>Begin new science wing at LHS Summer 2015</b>	<b>1.A</b>



NEED	METRIC	Goal	YEAR 1	District Responsibility	Site Responsibility
<b>Goal #1</b>		<p>(1.A.3)Conduct monthly campus facility inspection by site administration</p> <p>(1.A.4)Investigate options for an additional school site/facilities to accommodate district growth</p>	<p><i>(1.A.3.1)Site admin. will keep log of inspections and report to Maintenance &amp; Operations Dept. and create schedule for repairs</i> Funding Source-Base \$31,379</p> <p><i>(1.A.3.2) Hire additional clerk-typist to maintain work orders</i> Funding Source-Base \$59,838</p> <p><i>(1.A.4) Create district committee to explore and research options for new facility (and/or ed. plan)</i> Funding Source-Base \$2,500</p>	<p><b>Debra/Paul - District will supply sites w/ inspection form....OPSC or district form</b></p> <p><b>DONE – Sarah Singrin</b></p> <p><b>District</b></p>	<p><b>Sites – AP overseeing facilities</b> <b>Monthly inspections are done as well as monthly meetings w/ site and M&amp;O</b></p>
		<p><b>(1.B) Create opportunities to incorporate best practices and program successes</b></p> <p>(1.B.1)Create district-wide student leadership and campus climate committee meetings for student collaboration</p>	<p><b>1.B</b></p> <p><i>(1.B.1.1)District Diversity Coord. will implement and coordinate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified sub-groups and address those concerns with site admin.</i> Supplemental \$ 61,487</p> <p><i>(1.B.1.2)Provide additional exhibits showcasing student work</i> Funding Source-Base \$21,000</p>	<p><b>1.B</b></p> <p><b>Adam Clark-District</b></p> <p><b>Adam</b></p>	<p><b>1.B</b></p> <p><b>Sites hold quarterly “Campus Climate” meetings</b></p> <p><b>Site - \$6,000 per comp. site</b> <b>\$1,500 per alt. ed. site</b> <b>FHS display cases have/are being added, Art Show held; LHS has ordered monitors for PAC,</b></p>

NEED	METRIC	Goal	YEAR 1	District Responsibility	Site Responsibility
		<p>(1.B.2) Create collaboration time for Principals/staff to share best practices</p> <p>(1.B.3) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices emphasizing the needs and support for EL's, SED, and FY students and parents.</p>	<p><i>(1.B.2) Monthly Principal/Academic Cabinet meetings, PLC's</i> Funding Source-Base \$9,960</p> <p><i>(1.B.3) Schedule counselor release time and meeting location</i> Supplemental \$20,795</p>	<p>District (1.25% principal and 1.25% AP time) 10 Academic Cabinet mtgs and 13 Principal's Cabinet mtgs held throughout the year</p> <p>Adam – DONE District counselors meetings are held once/quarter</p>	<p>attendance office, and B wing to highlight student work HHS-Display added to ET building</p>
		<p><b>(1.C) Foster an atmosphere of respect and civility among all students</b></p> <p>(1.C.1) School sites will evaluate existing programs, expand, explore, or create new programs that celebrate diversity, positive behavior and attendance</p>	<p><b>1.C</b></p> <p><i>(1.C.1) Implement positive attendance / recognition program and outreach to EL's, FY, SED students/parents</i> Supplemental \$13,000</p>	<p><b>1.C</b></p> <p>Adam –</p>	<p><b>1.C</b></p> <p>Site – DONE \$3,000 per comp site \$2,000 per alt. ed. site All sites have implemented activities to increase attendance such as individual recognition for attendance, pizza lunches, T-shirts, certificates awarded, movie tickets,</p>

NEED	METRIC	Goal	YEAR 1	District Responsibility	Site Responsibility
		<p>(1.C.2) Administration will model respect and positive interaction with students, staff, and parents</p> <p>(1.C.3) Establish budget for campus climate activities ie: staff/student leadership training.</p> <p>(1.C.4) School sites will examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues.</p>	<p><i>(1.C.2) Staff training and reinforcement at staff/parent/ student meetings</i> Funding Source-Base \$5,000</p> <p><i>(1.C.3) Implement site budget for activities</i> Funding Source-Base \$ 13,884 <i>(1.C.3) Implement site budget for activities</i> Supplemental \$6,116</p> <p><i>(1.C.4) School sites will develop and implement programs that address issues identified in Healthy Kids Survey</i> Funding Source-Base \$13,000</p>	<p>Adam – District – Eric</p> <p>Adam – District</p>	<p>BBQ lunch w/ principal for non-duplicated students, speakers, etc.</p> <p>Site</p> <p>Site - \$5,000/comp. site \$2,500 per alt. ed. site Supplemental: \$1,529 per comp. site \$765 per alt. ed. site</p> <p>FHS - “Keep It Clean”, One Day at a Time (ODAT), Leadership training day LHS-Leadership Conf./Challenge Day weekend</p> <p>Site - \$3,000 per comp. site \$2,000 per alt. ed. site</p>



<p><b>NEED:</b> #2 The Liberty Union High School District will need to prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program.</p> <p><b>Priority #1</b> <b>Priority #2</b> <b>Priority #3</b> <b>Priority #4</b> <b>Priority #5</b> <b>Priority #7</b> <b>Priority #8</b></p> <p><b>LUHSD Strategic Plan (LUHSDSP) Goal #2</b></p> <p><b>and</b></p> <p><b>Title III Program</b></p>	<ul style="list-style-type: none"> <li>Establish benchmarks for student performance on SBAC &amp; district assessments and with new API criteria</li> <li>Proficiency rates on CAHSEE will increase for all students by 1%, English Learners will improve by 2%, SED will improve by 2%, Foster Youth will improve by 2%, African American will improve by 2%, Hispanic will improve by 2% Increase college-going rate by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> </ul>	<p><b>(2.A) Meet all state and federal accountability measures</b></p> <p>(2.A.1) Provide professional development for teachers and administrators to support implementation of new accountability measures</p> <p>(2.A.2) Provide student targeted intervention to address learning gaps identified by state/district assessments</p>	<p><b>2.A</b></p> <p><i>(2.A.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards</i> <i>Funding Source-CCSS, Base \$164,060</i></p> <p><i>(2.A.2.1) Provide intervention classes: READ180, CAHSEE Test Prep, Intensified Algebra &amp; Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL's, FY, SED and other identified sub-groups</i> <i>Supplemental \$1,694,983</i></p> <p><i>(2.A.2.2) Research and implement on-line intervention programs</i> <i>Funding Source-Base \$20,000</i></p> <p><i>(2.A.2.2) Research and implement on-line intervention programs with targeted enrollment of EL's, FY, SED and other identified sub-groups</i> <i>Supplemental \$30,000</i></p> <p><i>(2.A.2.3) Increase staffing for intervention courses with targeted enrollment of EL's, FY, SED and other identified sub-groups</i></p>	<p><b>2.A</b></p> <p><b>Mary – DONE</b> <b>District SDD in July for all teachers which focused on technology as outlined in CCSS</b></p> <p><b>District - DONE</b> <b>Intervention classes held at all sites and an additional 1.0 FTE given to each comp. site to implement</b></p> <p><b>Mary/Pat B. - DONE</b> <b>\$20,000 – 5000 SACS #</b> <b>\$10,000 – 4300 SACS#</b> <b>We have purchased “Study Island”, ALEKS, Brain POP, and Edge Comprehensive Coach</b></p> <p><b>DONE – Denise (additional allocation for intervention courses)</b></p>	<p><b>2.A</b></p> <p><b>Site – LHS – using APEX Learning software for on-line courses after school</b> <b>Summer School will allow students w/ “D” letter grade to improve grade</b></p>
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<b>Improvement Plan Goal 2c</b>	<ul style="list-style-type: none"> <li>•Increase EL reclassification rate by 3%</li> <li>•Increase number of all students enrolled in AP courses by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>•Increase college readiness of all students taking the EAP by 3% and increase EL, SED, FY and identified sub-groups by 5%</li> <li>•Increase the number of students in career academy programs by 5%</li> <li>•Increase graduation rate by 1% for all students and increase EL, SED, FY and identified sub-groups by 3%</li> </ul>	<p>(2.B) <b>Demonstrate student proficiency in all content standards</b></p> <p>(2.B.1) Implement new CCSS and Next Generation Science Standards(NGSS) emphasizing literacy strategies across all content areas</p> <p>(2.B.2) Require equal access to all</p>	<p><b>Supplemental \$237,296</b></p> <p><b>2.B</b></p> <p>(2.B.1.1) Purchase new math textbooks, ELA/ELD supplemental materials &amp; increase copy budgets for alignment to CCSS Funding Source-CCSS \$418,000, Restricted Lottery 281,000, Base 20,000</p> <p>(2.B.1.1) Purchase new ELD supplemental materials Supplemental 219,564,</p> <p>(2.B.1.2) Provide late-start Wednesdays for CCSS, literacy, NGSS, teacher collaboration , and align C.T.E. curriculum with core academic standards (16 hrs/teacher/year) Funding Source- Base \$303,744</p> <p>(2.B.1.3) Hire additional content coaches-(CCSS &amp; NGSS) Funding Source-CCSS \$55,301</p> <p>(2.B.1.4) Provide standards-aligned instructional materials to all students Funding Source-Base \$208,260</p> <p>(2.B.1.4) Provide standards-based instructional materials for targeted EL 's, FY, SED and other identified sub-groups of students Supplemental \$91,740</p>	<p><b>2.B</b></p> <p><b>Mary/Pat B. – DONE</b> <b>District textbooks</b> <b>copy budget \$5,000/comp site added to site allocation</b></p> <p><b>DONE - District</b></p> <p><b>DONE</b></p> <p><b>DONE – Sci. content coaches identified. Increase release periods for content coaches to two periods</b></p> <p><b>Mary - DONE</b></p> <p><b>Mary - DONE</b></p>	<p><b>2.B</b></p> <p><b>Site – use site allocation \$\$</b></p>
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	<p>• Increase EL AMAO results by 3% 100% of teachers will be appropriately assigned.</p>	<p>courses for all students</p> <p>(2.B.3) Align quarterly district assessments to the Common Core State Standards and NGSS</p> <p>(2.B.4) Purchase technology hardware and software for student/teacher use with assessments, curriculum and intervention courses</p>	<p>(2.B.2.1) Provide student-centered master schedule thru course sign-ups/course catalogs Funding Source-Base \$3,000</p> <p>(2.B.2.2) Provide revised course of study (COS) and remove barriers for student enrollment Funding Source-\$ N/A</p> <p>(2.B.3.1) Provide 70 days professional development and teacher release time to develop assessments. Funding Source-CCSS \$9,474</p> <p>(2.B.3.2) Purchase data management system to track student assessment data Funding Source-CCSS \$47,000</p> <p>(2.B.4.1) Purchase computers/software for gen. ed. classrooms, Smarter Balanced Assessment Funding Source-CCSS/Base \$200,000</p> <p>(2.B.4.1) Purchase computers/software for EL classrooms Supplemental \$5,000</p> <p>(2.B.4.2) Purchase "READ180 Next Generation" reading program with targeted enrollment of EL's, FY, SED and other identified sub-groups and provide teacher training Supplemental - \$70,000</p> <p>(2.B.4.3) Purchase plagiarism software for teacher use for college readiness</p>	<p>Mary – in progress Math content coaches are completing Alg. I, Geo. and Alg. II</p> <p>Mary – DONE 86 release days for English and math teachers to create standards schedule and assessments</p> <p>Mary – Illuminate Data Management System</p> <p>Ed. Services - DONE 610 laptop computers purchased</p> <p>Ed. Services - DONE 6 computers for EL classroom at FHS</p> <p>Mary – DONE New materials/licenses purchased for all sites and teacher release days provided for training.</p> <p>Mary – DONE</p>	<p>Sites are beginning course sign-ups and building of master schedules. Course catalogs include detailed course descriptions, A-G requirements</p>
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		<p>(2.B.5) Increase Homework Extended Learning Program (HELP)</p> <p>(2.B.6) Increase mentoring of English Learner / SPEL students</p> <p>(2.B.7) Improve the rigor of Study Hall</p> <p>(2.B.8) LUHSD teachers will be highly qualified and CLAD credentialed</p>	<p><i>Funding Source-Base \$27,778</i></p> <p><i>(2.B.5) Investigate adding section for HELP class at each site</i></p> <p><i>Funding Source- \$ N/A</i></p> <p><i>(2.B.6) Implement “Keys To Your Success” program supplemental \$90,874</i></p> <p><i>(2.B.7) Hire certificated staff to supervise and monitor Study Hall</i></p> <p><i>Funding Source-Base 150,556</i></p> <p><i>(2.B.7) Hire certificated staff to supervise and monitor Study Hall Supplemental \$66,321</i></p> <p><i>(2.B.8.1) Recruit and hire Highly Qualified, CLAD certificated teachers Source-Base \$10,000</i></p> <p><i>(2.B.8.2)Expand number of BTSA teachers &amp; support BTSA Consortium Base-\$116,000</i></p>	<p>“Turnitin” program purchased and teacher training provided at each site</p> <p>Pat B. - DONE</p> <p>Teachers meet individually w/ students to review test scores and set goals</p> <p>Denise - pending</p> <p>Denise -</p> <p>This will begin this spring as course sign-ups will determine staffing needs</p> <p>Ed. Services</p> <p>Mary/Todd – DONE</p> <p>Consortium cost have been given to each district due to LCFF</p> <p>2C</p>	<p>Sites</p>
	<p>(2.C) Increase percentage of students who are college ready and UC/CSU eligible</p> <p>(2.C.1) Prepare students for SAT/ACT/AP examinations</p>	<p>2C</p> <p>(2.C.1)Implement SAT/ACT prep class. Funding Source-Base \$40,381</p>	<p>Ed. Services –</p>	<p>Sites – added section @ FHS/LHS</p>	



		<p>(2.C.2) Increase opportunity for students and parents to visit colleges to help increase college-going &amp; graduation rates.</p> <p>(2.C.3) Investigate a District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates and reduce dropout rates</p> <p>(2.C.4) Explore increasing adult intervention, mentoring and support</p> <p>(2.C.5) Increase percentage of students enrolled</p>	<p>(2.C.1.2) <i>Expand AP course offerings and training</i> Funding Source-Base \$30,000</p> <p>(2.C.2) <i>Pilot AVID style classes</i> Funding Source-Base 33,442 (2.C.2) <i>Pilot AVID style classes</i> Funding Source Supplemental \$71,761</p> <p>(2.C.3) <i>Add 3 "Targeted Assistance" counselors Supplemental \$290,520</i></p> <p>(2.C.4.1) <i>Provide stipend position to serve as parent liaison for English Learner students/parent to help navigate school /college systems.</i> Supplemental \$9,162</p> <p>(2.C.4.2) <i>Hire additional Assistant Principal &amp; .5 School Psychologist</i> Base 87,158 (2.C.4.2) <i>Hire additional Assistant Principal &amp; .5 School Psychologist</i> Supplemental \$93,893</p> <p>(2.C.5) <i>All counselors will work with families of targeted students for increased enrollment in AP courses</i> Funding Source-Base \$112,489</p>	<p><b>\$10,000 per comp. site for books, training (\$5,000 instructional, \$5,000 prof. dev.)</b></p> <p><b>DONE-District Counselors were hired at the beginning of the school year.</b></p> <p><b>DONE-District Assistant Principal shared between LAP and IHS .5 psychologist has been increased to 1.0 FTE</b></p> <p><b>Adam</b></p>	<p><b>LHS-adding 2 additional AP courses in 2015-16</b></p> <p><b>DONE - FHS – Boden (6 sections) Course name will be changed to "PUSH" and developed using the AVID model</b></p> <p><b>DONE -Site – classified stipend Classified staff have been identified to be parent liaison at each site</b></p> <p><b>Sites</b></p>
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		<p>in AP courses with special focus on EL's, FY, SED and significant sub-groups</p> <p><b>(2.D) Provide relevant curriculum, and instruction that will allow for the expansion, enrichment of career / college opportunities</b></p> <p>(2.D.1) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses</p> <p>(2.D.2) Provide collaboration time for C.T.E. and Academic Core teachers to align standards and curriculums w/ community college for articulated courses</p>	<p><b>2D</b></p> <p><i>(2.D.1.1) Provide professional development and release time for CTE teachers</i> Funding Source-Base \$4,060</p> <p><i>(2.D.1.3) Continue ROP Program/Courses</i> Funding Source-Base \$188,188</p> <p><i>(2.D.2) Provide 30 days of articulation time with local community colleges/ business community</i> Funding Source-Base \$4,060</p>	<p><b>2D</b></p> <p><b>Ed. Services</b></p> <p><b>District - DONE</b> <b>District covered the cost of reduction in ROP sections</b></p> <p><b>Ed. Services</b></p>	<p><b>2D</b></p> <p><b>Sites – LHS – culinary arts works w/ DVC; researched schools offering Virtual Enterprise</b></p> <p><b>\$1,200 per comp. site</b> <b>\$400 per alt. ed. site</b> <b>IHS - Owl Project</b> <b>LHS – teachers have met w/ LMC instructors</b></p>
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<p><b>NEED:</b> #3 The Liberty Union High School District recognizes the need for stakeholder involvement.</p> <p><b>Priority #3</b> <b>Priority #4</b> <b>Priority #8</b></p> <p><b>and</b></p> <p><b>LUHSD Strategic Plan (LUHSDSP) Goal #3</b></p>	<ul style="list-style-type: none"> <li>• <i>Improve attendance at district and site parent meeting by 5%.</i></li> <li>• <i>Improve business partnerships by 5%.</i></li> <li><i>*Improve school site parent workshops by 5%</i></li> </ul>	<p>(2.D.3) Expand the work experience (WE) program to support career opportunities</p> <p><b>(3.A) Enhance communication, partnerships, and collaboration among staff, parents, and students</b></p> <p>(3.A.1) Utilize social media that is interactive, easier to access, and provides parents and community with information and opportunity to connect with the school</p> <p>(3.A.2) Investigate creating parent/community liaison stipend position for underrepresented student populations</p> <p>(3.A.3) Expand, develop, and</p>	<p><i>(2.D.3) Explore additional staffing for release period for WE coordinator</i> <i>Source-</i> <i>\$ N/A</i></p> <p><b>3A</b></p> <p><i>(3.A.1) Explore creating social media, website tracking/downloads, public relations position(s)</i> <i>Source-</i> <i>\$ N/A</i></p> <p><i>(3.A.2) Provide stipend position to serve as parent liaison for English Learner students/parents</i> <i>See 2.C.4.1</i></p>	<p><b>3A</b></p> <p><b>DO- social media</b></p> <p><b>See 2.c.4.1</b></p>	<p><b>Sites</b></p> <p><b>3A</b></p> <p><b>Sites w/ HR \$1,000 EL \$1,000 other</b></p> <p><b>Site - DONE</b></p>
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		<p>provide parent education programs to support student success</p> <p><b>(3.B) Expand parent involvement</b></p> <p>(3.B.1) Increase parent visitations to school sites</p> <p>(3.B.2) Provide “Parent University” course for parent support groups such as African American, English Learner, SPED, Foster Youth</p> <p><b>(3.C) Increase communication and collaboration with our business and community organizations</b></p> <p>(3.C.1) Explore reinstituting</p>	<p><i>(3.A.3.1) Create a parent volunteer program @ each site &amp; provide stipend</i> Source-Base \$5,000</p> <p><i>(3.A.3.2) Provide parent training to increase access to their students’ records</i> Source-Base \$6,000</p> <p><b>3B</b></p> <p><i>(3.B.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours</i> Source-Base \$3,000</p> <p><i>(3.B.2) School sites will schedule Parent University evening workshops</i> Source-Base \$3,000</p>		<p><b>Additional stipends have been assigned to site staff to coordinate parent activities</b></p> <p><b>\$1500 per site</b> <b>\$750 alt. ed. site</b> <b>EL and African Am. parent liaisons to provide training, parent portal training at Parent Day</b></p> <p><b>3B</b></p> <p><b>Site allocation</b> <b>FHS offered parents the opportunity to attend school for the day.</b></p> <p><b>Combine w/ 3.a.3.2</b> <b>Site allocation</b> <b>LHS – 6 to 8 wk. Parent University</b></p>
			<b>3C</b>	<b>3C</b>	<b>3C</b>

		Principal for a Day program	<p><i>(3.C.1)Implement program working with the local business community and Chamber of Commerce</i>  <i>Source-Base</i>  <i>\$500</i></p> <p><i>(3.C.2) Collaborate with cities' Economic Development Departments and Chamber of Commerce to develop Career Fair</i>  <i>Source-Base</i>  <i>\$1,500</i></p>	<p><b>D.O.-Adam/Eric</b></p> <p><b>D.O.-Adam/Eric</b></p>	
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